



2011 – 2012

Revised March 2012

Counseling Department Handbook

Doctor of Philosophy in Counselor Education & Supervision	[DPCES]
Master of Arts in Counseling	[MA]
Master of Arts in Clinical Mental Health Counseling	[CMHC]
Master of Arts in Human Services Counseling	[HSC]



School of Psychology & Counseling
1000 Regent University Drive
Virginia Beach, VA 23464
regent.edu/acad/schcou

ACKNOWLEDGEMENT OF COUNSELING DEPARTMENT HANDBOOK



School of Psychology & Counseling

All Students are required to sign the following Acknowledgement

This Handbook is provided to students and applicants for their general guidance only. It does not constitute a contract, either express or implied, and is subject to change at the University's and/or the Program's discretion.

By my signature below, I, _____, (Student Name – Please Print) acknowledge that:

I have read the Counseling Department Handbook and have a thorough understanding of its contents. I am also aware that I can discuss the Handbook and direct questions and concerns to my Faculty Advisor or the Program Chair regarding any material contained in the Handbook. I agree to abide by all procedures, policies and guidelines in the Handbook. I understand that this Handbook may be modified from time to time as University or Program policies, procedures and guidelines are implemented or changed and that it is my responsibility to review the Handbook from time to time in order to remain current with its contents. I further understand that this Acknowledgment Form will be placed in my student file.

Student Signature

Date

Faculty Advisor

Date

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SECTION 1:

COUNSELING DEPARTMENT HANDBOOK

Revised August 2011

STUDENT HANDBOOK AND UNIVERSITY CATALOGUE

Additional Policies and Procedures are found in the Student Handbook and University Catalogue which are available on the Regent University Website.

Student Handbook

http://www.regent.edu/admin/stusrv/student_handbook.cfm

Regent University Graduate Catalogue

http://www.regent.edu/academics/catalogs/GRAD_catalog_2010-11.pdf

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STUDENT HANDBOOK

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I. SCHOOL OF PSYCHOLOGY AND COUNSELING

MOTTO

“Academically Excellent – Distinctively Christian”

VISION STATEMENT

The School of Psychology & Counseling seeks to train mental health professionals to provide healing and restoration to members of the local and world community, through the application of Biblical principles and professional excellence.

MISSION STATEMENT

To provide leadership in integration of biblically based values and sound clinical procedure in mental health systems with a focus on programs and services to family, church, and community.

UNITY OF SPIRIT

Those associated with the Counseling Program must always keep in mind that there is unity in Christ, and that students, faculty, and staff alike represent many denominations and traditions. There also needs to be an understanding and respect for one another's heritage and beliefs, while maintaining a focus on common ground rather than differences, always adhering to the tenets of the Apostles' Creed. Students of many denominations, styles of prayer, and traditions are welcome and included.

DISTINCTIVES

The School of Psychology and Counseling (SPC) prepares graduates from a Christian worldview, while adhering to the highest standards of each discipline. Our professional programs prepare graduates in a distinctly Christian manner while meeting accreditation, certification and educational requirements for licensure. These programs are designed for individuals to take their knowledge into every corner of the world in order to assist people in the prevention and resolution of the problems of human living. A strong emphasis is placed on the restoration of relationships: individual to God, individual to individual and restoration within the family, the church and the community. It is our goal that individuals who graduate from our programs will be exemplary reflecting the character of Christ within their personal and professional lives.

LEADERSHIP

The Counseling Program is focused on preparing students to be highly qualified counselors with a consistent commitment to excellence. Leadership takes several forms. In coursework as well as advising, the goal of the School is to produce counselors who are and will become Christian leaders throughout the world. Leadership can also be diverse. For example, one can lead another into health and well-being or direct a national organization that makes significant contributions to the field of counseling. Serving God where one is called is of primary importance, as is being able to discern God's guidance and leading in that calling.

PROFESSIONALISM

Professionalism is a major focus. As the Counseling Department matures and develops, graduates are recognized as having attained excellence as they enter their profession. However, the Program seeks to move beyond the status quo. There will always be an effort to be on the leading edge in the field and to be more than comparable to other programs. To that end, the Program adheres to both national and Virginia recognized standards for the profession in its coursework. This is to help ensure that graduates will be able to meet requirements for licensure as Professional Counselors. Program and course changes are always made with a view toward professional standards.

As Christian professionals, there are two major standards to uphold, the Program's Biblical beliefs and its professional excellence. While most students subscribe to the concept of "integration," in the field of Christian counseling, "integration" has several definitions. Those concepts are still being explored and students are encouraged to be partners with faculty in further defining of what integration means to the program and to the profession. To assist with this, the faculty has prepared a list of suggested readings relevant to the formation of a Christian worldview and the use of Biblical and theological resources (See Appendix A3—Integration Resources).

CHRISTIAN COMMITMENT

The Counseling program is first and foremost a group of people who have a deep commitment to serve Jesus Christ in every aspect of their lives. This requires an unrelenting adherence to the two primary commandments laid down by Christ in Matthew 22: 37-39:

- 1st Love the Lord your God with your whole heart and with your whole soul and with your whole mind.
- 2nd Love your neighbor as yourself.

The primary goal for the Counseling Program is to promote these two commandments, for within these words hinge all the successes which might be obtained in God's service. The Program has committed itself to these commandments; as a result, each day encourages growth toward becoming one body dedicated to achieving a unity of spirit that will allow the School to discern God's direction. Colossians 3:12-17 succinctly describes that perfect bond of unity which is earnestly sought:

“Put on then, as God's chosen ones, holy and beloved, compassion, kindness, lowliness, meekness, and patience, forbearing one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these put on love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly as you teach and admonish one another in all wisdom, and as you sing psalms and hymns and spiritual songs with thankfulness in your hearts to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through Him.”

INTEGRATION OF FAITH AND LEARNING

The Counseling Department at Regent University trains students to be both competent counseling professionals and reflective, ethical Christian professionals. Although students are not required to embrace the Christian faith, students of other faiths should be aware that the degree programs are based on a broad commitment to the Judeo-Christian faith tradition. Many of the SPC graduates work in practice contexts where clients of similar faith traditions deliberately seek them out.

Consequently, the degree programs are designed to provide students with specialized expertise in working with Christian clients in an ethical manner. This does not mean that the values or faith tradition of Christianity are imposed upon clients. Students are trained to respond ethically to client diversity in a variety of forms, including client religiousness. Yet a primary goal of the training program is to facilitate 'worldview integrity' in its Christian counseling trainees. This is accomplished by the inclusion of integration objectives in each course. Additionally, students can select electives that include instruction in integration topics such as Spiritual Formation in Counseling Professionals, Models of Inner Healing, and Integration Issues in Counseling.

DISCLAIMER

Courses that are offered through the Counseling Department, as well as any accompanying materials and instruction, are intended for educational purposes. They are neither designed to give legal advice nor take the place of appropriate legal, professional or medical consultation. As laws vary from state to state and from country/province to country/province, students are advised to discuss any specific questions with the proper authorities. The purpose of this program and instruction is to equip students with the educational and experiential tools to understand the needs of hurting people and to be able to provide leadership in the discipline of counseling. Completion of this degree program, in part or in whole, will not qualify an individual to function as a certified or licensed professional counselor or therapist. Students are advised to check with the specific regulatory or legal requirements that may presently exist in their state, province or country.

STATEMENT REGARDING THE NATURE OF COUNSELOR EDUCATION AND TRAINING

As students enter their course of study in the School of Psychology & Counseling, many find that the journey is one that can offer exciting and meaningful opportunities for personal and professional growth, for increased insight, and for the ability to make a positive difference in the lives of other people. Nevertheless, students should also be cognizant that the material covered in any particular course, various experiential exercises, assignments, and/or field-based experiences, may bring them into a heightened awareness of past and/or present emotionally-charged issues. This dynamic may occasionally produce strong, negative, and even potentially overwhelming responses. If an instructor or staff member (in conjunction with an appropriate Program representative) observes evidence of this nature at any time, he/she will bring it to the student's attention for immediate discussion and consultation. Students are also encouraged to make faculty and staff members aware of strong personal reactions that are related to course materials, assignments and experiences.

Students may be advised in one of several directions:

- to enter therapy while remaining in the program and report back to their Advisor or Program Chair (As a general rule in the SPC, students may meet with faculty for a maximum of 3 times to assess and triage a situation; after that, the student needing additional therapeutic assistance must find an outside counselor.);
- to take a leave of absence from the program, with conditions specified by the Program; or
- to withdraw from the Program itself.

The desired end result is that all pertinent issues are sufficiently addressed and/or resolved and it is determined that the student is appropriate to continue in a program of study that will result in working with people in a capacity as a mental health care provider. Final determinations will be at the sole discretion of Program personnel and will be made with the utmost care and with the student's best interests in mind.

Students always have the right to appeal a decision under the Student Handbook procedures.

II. ACADEMIC POLICIES AND PROCEDURES

Note: Additional Academic Policies and Procedures can be found in the Student Handbook and the University Catalogue

ACADEMIC ADVISING

Students are assigned an Academic Advisor who is a faculty member in the Counseling Department. Faculty Advisors serve to:

1. Participate in the new student orientation.
2. Guide the student through development of the Approved Degree Program form.
3. Provide necessary academic and career advisement.
4. Provide referral for students who are having personal problems.

While Advisors are available to help students in planning, it is ultimately the student's responsibility to meet the requirements for the degree according to the catalog of the year entered, and for meeting appropriate state certification or licensure requirements, if applicable.

ACADEMIC APPEALS

When students have a question about their academic performance they should first approach the course Instructor to see if a satisfactory understanding can be reached. If the student and the Instructor cannot work things out, the student should ask a third party (usually their academic Advisor) to assist in resolving the question. If these two steps are not sufficient, students may appeal first to the Program Coordinator or Program Director, then to the Department Chairperson, then to the Associate Dean of Academics, and finally to the Dean. If the student is not satisfied with the decision of the Dean, they may file an academic appeal in accordance with University policy. The complete Academic Appeals policy is found in the University Catalogue and the Student Handbook.

ACADEMIC FORMS

All academic forms are available online at the following Websites:

[HTTP://WWW.REGENT.EDU/ADMIN/REGISTRAR/STUDENTFORMS.CFM](http://www.regent.edu/admin/registrar/studentforms.cfm)

[HTTP://WWW.REGENT.EDU/ACAD/SCHCOU/FORMS_DOWNLOADS/INDEX.HTM](http://www.regent.edu/acad/schcou/forms_downloads/index.htm)

ACADEMIC PETITION PROCEDURE

Students must provide a copy of their latest ADP form and the latest informal transcript (from GENISYS) along with any Academic Petition. The petition will not be considered until the accompanying forms are submitted.

ACADEMIC STATUS

CONDITIONAL

Graduate applicants who have submitted all application material except test results, an official transcript or a letter of reference may be admitted on a conditional enrollment status. Those on conditional status have one term to submit all of the required admissions material. The student will not be eligible to register for a second term until the school removes the conditional designation. Any request for an exception to this registration block must be submitted to the dean of the school through an academic petition. If the student's status is conditional because of needed coursework, the deadline for completion of this work will be stated in the acceptance letter.

PROVISIONAL

Provisional students are limited to no more than 9 credit hours their first semester, as stated in the acceptance letter. Provisional students must meet the following requirements in the first semester:

- Participate in two workshops sponsored by the Center for Student Development
- Meet with your academic advisor at least three times
- The faculty may assign other requirements based on the incoming academic profile of the student
- Complete the Provisional Student Checklist, obtain all of the required signatures and turn in the form to the Counseling Student Services Manager by the end of the first semester
- Forms found here:

http://www.regent.edu/acad/schcou/forms_downloads/documents/ProvisionalStudentChecklist.pdf

The student's classification will be changed to Regular status upon successful completion of nine credits with at least a 3.0 grade point average and the completion of all of the requirements listed above. If a grade for any course taken that semester is below a "B", the student is subject to academic dismissal.

If the student does not complete any of the requirements listed above, he/she will not be eligible to register for classes for the second semester.

ACADEMIC WRITING COURSE

The University Writing Center offers a semester-long workshop for students seeking a basic mastery of an academic writing style. The course may be required of some students who are admitted to the school with low or no GRE writing scores. It can also be required of students who are struggling at the recommendation of a professor. The workshop addresses standard grammar and punctuation rules, thesis clarity and support, organizational logic, learning to interact with and critique scholarly sources, avoiding plagiarism, and style manual formatting (APA, Turabian, and MLA). The workshop caters to the needs of graduate level writers. Students must enroll through Genisys (ENG 500). The seminar is only available online.

APPROVED DEGREE PROGRAM (ADP) FORM

All students are required to complete an Approved Degree Program (ADP) Form by the end of their first semester and submit this to the Student Services Manager. All changes to a student's ADP form must be approved by the Faculty Advisor. A revised and signed ADP must be submitted to the Student Services Manager whenever changes to the degree plan are made.

School-specific financial awards are based upon the total number of degree hours approved for each program. Students who desire to take courses outside of their ADP may do so with approval from their advisor but those credit hours will not be discounted with school-specific aid.

Students will not be approved for graduation without a complete and signed ADP form in the student's file. Forms are available online at http://www.regent.edu/acad/schcou/forms_downloads/adp_forms/adp_forms.htm.

ADP CHANGES AND HOUR LIMIT

All programs of study have a designated number of credit hours that must be successfully completed to receive the degree. The number of hours indicated on the ADP is also considered the maximum number of hours that students will take in their degree programs. Students should not register for more than the required number of hours stipulated on their ADP, which is completed by the student and advisor at the beginning of the program. Students may take additional course work with approval but they will be personally responsible to pay for those additional courses. Such additional course work is not covered by any financial aid or university scholarship. Changes to the ADP must be made before enrolling in alternative coursework and must be approved by the advisor indicated by the advisor's signature on the changed ADP form. Course work engaged in without prior written approval will not be counted towards the degree.

CAREER ADVISING

The Field Placement Liaison performs the following career services: critique resume and cover letter, job search guidance, and professional development assistance. Contact the Field Placement Liaison for an appointment.

CERTIFICATION AND LICENSURE REQUIREMENTS

Certification and licensure requirements differ considerably among states. It is the students' responsibility to become familiar with the requirements in appropriate states and adjust their degree programs accordingly. The Field Placement Liaison has a file of state regulations, but the student is ultimately responsible for obtaining the most recent licensure information. Students who know where they will be working after graduation are encouraged to obtain guidelines early in their program, so that their Advisors may help them meet those requirements. Students are also advised to keep all of their course syllabi, as they may be needed in the licensure application process.

VIRGINIA LICENSURE INFORMATION

The 60-hour Community Counseling program meets all the academic core area requirements for endorsement as a Licensed Professional Counselor (LPC) in Virginia. For additional information connect to their Website: <http://www.dhp.state.va.us>

VIRGINIA SCHOOL COUNSELOR LICENSURE INFORMATION

The 60-hour clinical School Counseling program meets the academic requirements for licensure as a school Counselor and is an approved program by the Virginia State Department of Education. For additional information connect to their Website: <http://141.104.22.210/go/VDOE/Compliance/TeacherED/licensure.html>

NATIONAL BOARD OF CERTIFIED COUNSELORS (NBCC) LICENSURE INFORMATION

The NBCC is a private organization that is endorsed by the American Counselors Association (ACA). Through the NBCC Counselors can obtain certification as a National Certified Counselor (NCC) and National Certified School Counselor (NCSC). The M.A Community Program does meet their academic requirements for endorsement. For additional information connect to their Website: <http://www.nbcc.org>

CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments, and class participation expectations. Regular attendance and participation in classes all is expected and required for graduate level students. Faculty members will evaluate their students' record of attendance. Habitual and unexcused absences may result in a lowered final grade for the course.

Due to the online format of the predominance of coursework in the M.A. in CMHC, and DPCES programs, class attendance is defined differently than in the traditional, face-to-face classroom environment. Some CMHC courses may meet online in a regularly scheduled, real-time (synchronous) class time during which students will be expected to be present and active during a specified time period, while other courses will not require students to be online at the same time (asynchronous). The expectation in online courses is that active and regular student presence in course activities is essential for satisfactory academic achievement. Generally a student who misses more than 2 class participation activities (e.g., Discussion Board dialogues, weekly Group Supervision online meetings) may receive a failing grade. Students should read all class syllabi very closely regarding course requirements. Faculty members may evaluate their students' records of active and regular presence in course activities in determining a final grade.

Attendance at all residency events is required for every first, second and third year cohort member in the CMHC and DPCES programs. This is essential to develop the cohort community and to maintain academic expectations. Unique circumstances may require you to miss a portion of the residency, in such instances discussion with the Program Coordinator and advisor is expected. Disregard for this expectation could result in the being removed from the program.

COMMENCEMENT

Students will only be approved to walk in commencement if all coursework is satisfactorily completed or will be completed within one semester of commencement exercises. The University allows students to participate in commencement with up to two remaining courses to be taken in the Summer semester. Students on the MA Counseling Accelerated program must submit an Academic Petition to request permission to participate in commencement with three summer courses remaining. If approval is granted, the student must register and pay in advance for the course(s) remaining. Students are strongly encouraged to have all coursework completed to walk in commencement.

COURSE EVALUATIONS

Students are required to complete a confidential course evaluation at the completion of each course. Course evaluations are essential to academic excellence. Students' feedback is used for ongoing faculty evaluation as well as course improvement. Students will receive email notifications, along with directions, when course evaluations are ready for use. All course evaluations are kept completely confidential.

COURSE LOAD

It is generally accepted that 2-3 hours of outside study are necessary for each hour a student spends in class. Students should consult with their Advisor concerning the number of credit hours for which to register each semester. Consideration should be given to employment schedules, practicum and internship requirements, and personal commitments.

COURSES TAKEN IN OTHER SCHOOLS AT REGENT

Students may take courses in other schools at Regent University once they have completed the proper form and received permission from their Advisor. Permission from the Instructor of the course is also necessary and should be noted on the appropriate registration form. If there is an enrollment limit in the course, students in the School in which the course is offered will have first priority.

DROP/ADD

Summary of Add/Drop Policies			
Date	Refund	Grade	Procedure
Before the semester begins	100%	Course will not be listed on the transcript	Student can add and drop classes in Genisys
100% Refund Period – First two weeks of the semester	100%	Course will not be listed on the transcript	Submit an Add/Drop form or a written request to the Student Services Manager
50% Refund Period – third and fourth week of the semester	50%	Course will be listed on the student's transcript with a grade of W	Submit an Add/Drop form signed by the Advisor to the Student Services Manager
Between the fourth week of the semester and the midpoint of the semester	No refund	Course will be listed on the student's transcript with a grade of W	Submit an Add/Drop form signed by the Advisor to the Student Services Manager
After the midpoint of the semester	No refund	Course will be listed on the student's transcript with a grade of WF	Submit an Add/Drop form signed by the Advisor to the Student Services Manager
After the 12 th week of the term	No course drop or refund will be approved after the 12th week of a term for any reason. The student will receive the grade that has been earned up to that time.		

There will be no refund after the fourth week. Students should work with the course Instructor to see if an Incomplete can be given and work completed in the following term.

For summer and modular classes, the School will maintain a first week 100% refund and second week 50% refund for 8-week courses; and only first week 100% refund for 5-week courses (no refunds after the first week).

The following exceptions may apply to the above policy:

- family emergencies such as death
- diagnosis of a terminal illness of self or an immediate family member
- diagnosis of a mental health impairment with the need for hospitalization or written confirmation by a licensed physician regarding the impairment of functionality
- a debilitating car accident or any other medical issue that causes the student to be unable to continue the course

The possibility of receiving a refund if one of the above exceptions applies will be determined by the amount of time class has already been attended and permission of the Instructor and the Dean or Assistant Dean.

No course drop or refund will be approved for students who stop out of class and do not communicate to the Instructor during the term and wish to drop the course at the end of the term or after the term has ended. Students will receive an “F” for the course and will have to register and pay for the course again.

GRADING POLICY

The general grading policy for each course is that any grade below a B is considered not satisfactory for graduate level work. Receiving a grade of B- or lower will result in the student retaking the course. Certain courses (e.g. a probe course) require a B or better and the successful passing of the Probe or the course will have to be repeated. A student can have an A average and ‘fail’ the course by not passing the probe. Unless the grade point average is lower, students who fail a probe for a class will be given a grade of C.

The Regent University grading scale is as follows:

Grade	Percentage	Quality Points	Meaning of Grade
A	93-100	4.00	Superior
A-	90-92	3.67	Excellent
B+	87-89	3.33	Good
B	83-86	3.00	Sufficient/Passing
B-	80-82	2.67	Failing
C+	77-79	2.33	Failing
C	73-76	2.00	Failing
C-	70-72	1.67	Failing
D+	67-69	1.33	Failing
D	63-66	1.00	Failing
D-	60-62	0.67	Failing
F	0-59	0.00	Failing

Grade	Meaning of Grade
I	Incomplete
IP	In Process
W	Withdrawn
WF	Withdrawn Failing
P	Pass (for Pass/Fail course)
NP	No Pass (for Pass/Fail course)
A	Audit (no credit)
FX	Failed to finish an incomplete

For more information about the calculation of the GPA, Incomplete and In Process grades, see the Student Handbook.

HUMAN SUBJECTS REVIEW POLICY

Students participating in research that involves human participants must meet all the policy guidelines as described by the Human Subjects Review Committee website

<http://www.regent.edu/acad/schcou/hsrc/index.html>

INDEPENDENT STUDY

An Independent Study offers an opportunity for students to enrich their program of study by research, special projects or readings in an area, which is not scheduled as a course. An Independent Study is a truly “independent” process with only preliminary guidance and final evaluation provided by the sponsoring faculty member.

Students should have completed 12 credit hours before requesting to do an Independent Study and must complete an Individual Study Form. This form requires a detailed explanation of the study and must be signed by the appropriate faculty member, the Program Chairperson, and the Dean. If a student would like the topic of the Independent Study to appear on his or her transcript an Academic Petition must be submitted after a grade has been posted.

LIABILITY INSURANCE

All students are required to have professional liability insurance at all times while enrolled in the School. The liability limits have been established at a minimum of \$2m/\$4m. Students may obtain further information on liability insurance the SPC Field Placement Liaison at 757-352-4252. Students must provide evidence of insurance liability by the first week of class of the fall semester. Students are responsible for renewing this coverage each year in the program and for submitting a copy of the insurance face sheet to the Field Placement Liaison.

LIBRARY COURSE

The University library requires that all graduate students complete the Information Research Resources course (UNIV LIB). This is a non-credit course (with a fee) that is required for graduation. Students should register for and complete the course in their first semester. The registrar will identify any student who has not registered for the course and will add the course to their schedule each semester until the course is successfully completed.

NON-DEGREE STUDENTS

Non-degree seeking students are allowed to enroll in up to 12 credit hours of allowable or appropriate coursework as determined by the Program. Non-degree students who want to apply for regular status must begin the complete admissions process as a new applicant. Criteria for non-degree students who wish to take more than 12 credits:

- This shall apply to post Master’s work only.
- The student should have a definite goal in mind, which must be submitted in writing, in contract form with Advisor assigned.

- This contract will list the goal, (e.g., completing hours required for licensure) courses needed, and credit hours.
- Financial aid will not be granted for courses taken by a non-degree student.

PROFESSIONAL COMPETENCY

- I. Program faculty, training staff, and clinical supervisors have a professional and ethical responsibility to:
 1. evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers
 2. ensure, insofar as possible, that the students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching, etc.) in an effective and appropriate manner
 3. not automatically approve program completion for students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large
 4. address and attempt to correct concerns of competency in areas such as (but not limited to):
 - a. Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - b. self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - c. openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
 - d. resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)
- II. Identified issues in the areas noted above may result in some form of intervention in an effort to take reasonable steps to assist students in addressing and/or correcting the problem. This may include (but is not limited to):
 - documentation of the problem area(s) with a Note of Concern and Professional Development Form (PDF)
 - evaluation and academic counseling of the student by faculty members and/or supervisors
 - a recommendation for the student to receive professional therapy services
 - requiring the student to “stop out” of the program until the problem area(s) is appropriately and sufficiently addressed

- III. Should any student fall into one or more of the categories described in I. above and require intervention as described in II. above:
- every effort will be made to protect student confidentiality and student records as described in the Student Handbook and in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended.
 - no student will be discriminated against due to disability and reasonable accommodation will be made in accordance with Regent University policy as described in the Student Handbook. The Student Handbook can be accessed via the following web link:
http://www.regent.edu/admin/stusrv/student_handbook.cfm
- IV. The basis for this policy is derived from two primary sources that address matters related to statute, regulation, professional competency and ethical practice standards:

The American Counseling Association (ACA) and more specifically the following:

ACA Code of Ethics

A.2. – Respecting Diversity

A.5. – Personal Needs and values

C.2. – Professional Competency

D.1. – Relationships with Employers and Employees

F.1. – Counselor Educators and Trainers

F.3. – Students and Supervisees

ACA Standards of Practice

SP-17 – Boundaries of Competence

SP-19 – Impairment of Professionals

SP-41 – Limitations of Students and Supervisees

SP-43 – Standards for Students and Supervisees

The American Counseling Association Code and Standards can be accessed at:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

18 VAC 115-20-130, B.1.

18 VAC 115-20-130, B.2.

18 VAC 115-20-140, A.3.

The Virginia Board of Counseling Standards of Practice can be accessed at:

http://www.dhp.state.va.us/counseling/counseling_laws_regs.htm

PROFESSIONAL DEVELOPMENT

The Note of Concern (Appendix B) and the Professional Development Form (PDF) (Appendix C) are designed to be used as tools to help document a student's personal and professional progress in a number of different areas. They can be used to address either unsatisfactory progress during a class (including areas such as general professional knowledge, application skills, integration, workmanship, self-control, relationships, and communication) or issues that are related to concerns, attitudes, and behaviors both inside and outside of the classroom but still within the context of the Program. If during the semester, an Instructor notes that a student is not progressing satisfactorily in any of the designated areas, the Instructor will fill out a Note of Concern and meet with the student to discuss the situation. If the situation does not improve, the Instructor will fill out a PDF and a meeting will be arranged for the student and professor to discuss specific needs for improvement. The student's course grade may be adjusted to reflect the absence of professional development during the semester. It is important to note that the purpose of

the Note of Concern and the PDF is not intended to be punitive in nature but constructive, proactive, restorative where appropriate, and with the student's best interests in mind.

As indicated on the PDF, evaluations reflect a student's overall progress in comparison to where he/she ought to be, based on what is expected for a student at any given point in the program. The process for assisting the student regarding remediation of professional concerns usually takes the form of a written contract specifying behavioral expectations, assistance to be provided, and specific timelines.

PROFESSIONAL ORGANIZATIONS

Students are required to join the American Counseling Association and are encouraged to become actively involved in professional organizations early in their training. Student membership in these organizations often acts as a catalyst for professional development in the field of counseling. Membership provides students with cutting edge information on relevant professional trends, access to funding support for research activities, and peer/professional networking opportunities.

In addition to becoming general members, students can benefit from active participation in the ACA divisions related to their areas of interest. All students are encouraged to join and become active members in their respective state counseling association. Given the accreditation of the DPCES, the Association for Counselor Education and Supervision (ACES) is particularly important to DPCES students (<http://www.acesonline.net/>).

On occasion an individual student might be in unique circumstances and does not wish to be a member of the ACA, if so, he or she can appeal this requirement in writing to the program chair, who will present the appeal to the full faculty for a decision.

Students are encouraged to participate in local, state and national organizations to enhance their academic and professional experience. The following is a list of professional organizations.

American Counseling Association (ACA) www.Counseling.org

There are 17 chartered divisions in ACA.

- American Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American School Counseling Association (ASCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- National Career Development Association (NCDA)

Virginia Counselors Association (VCA) State

Hampton Roads Counselors Association (HRCA) Local

Licensed Professional Counselors of Hampton Roads (LPCHR) Local

American Association of Christian Counselors (AACC)

American Association for Marriage and Family Therapy (AAMFT)

American Association of Pastoral Counselors (AAPC)

Association of Christians in Student Development (ACSD)

Christian Association for Psychological Studies International (CAPSI)

Paraclete Christian Counselors Fellowship of Hampton Roads (PCCFHR)

American Psychological Association (APA) www.apa.org

PROGRAM CHANGES DISCLAIMER STATEMENT

Programs may choose to add or delete courses and course progressions from time to time; if a student is in a degree program over several years, there may be differences between what is offered and what was in the original University catalog. Students will work with their individual Advisors to ensure that they have met all requirements for graduation, under the following stipulations:

1. The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement, unless the student is in a remedial situation, clearly documented.
2. In the case of a student stopping out of a program and being readmitted, that student is now under the catalog of year of readmission.
3. Students may, if they choose, and with approval, take more credit hours than required in their catalog.
4. If a student has a required course that is no longer offered, the Advisor will help the student find a substitute course, either at Regent University or through the consortium.

PSY.D. ELECTIVE COURSES

Master's level students may take Psy.D. elective courses with the permission of their Advisor and the appropriate Psy.D. instructor. Students must pay the Psy.D. tuition rate attached to the course.

PSYCHOLOGY PREREQUISITES

Each entering counseling student must: a) have an undergraduate degree in psychology or a behavioral science, or b) have taken three psychology classes (which include a general psychology course) with a grade of B or better within the past five years. An approved correspondence course would also be accepted. Students should see their Advisor if they have further questions regarding these requirements.

SATISFACTORY PROGRESS

Progress in the Program requires a combination of satisfactory academic achievement, demonstration of adequate clinical skills, and professional and personal development appropriate to the profession of counseling. Students are evaluated in these areas throughout their time in the Program. Academically, students must maintain a minimum cumulative GPA of 3.0. All courses must be passed with a "B" or better. At the end of each semester, students who have not maintained a 3.0 GPA are placed on academic probation. Two sequential semesters of a sub-standard GPA makes the student subject to dismissal from the program. Students are notified in writing when placed on academic probation and must meet with their Advisor to formulate a plan to address the academic deficiency.

Assessment of clinical skills occurs primarily in the "probe" courses. These courses provide a programmed, systematic opportunity to assess the development of a student's professional skills. Students who do not pass the probe must develop a plan of remediation with the professor and/or their Advisor to address deficits.

Satisfactory progress in the program also involves professional and personal development appropriate to the field of counseling. The means of assessing this are the Note of Concern and the Professional Development Form.

STOPPING OUT OF CLASSES

If students decide to stop taking classes for a period of time of less than one year during their enrollment in any of the counseling programs, they must notify their academic Advisor and complete an Academic Petition form. If a student stops out of taking classes for more than one year, they are required to apply for readmission through the Admissions Department. Students cannot start taking classes again without the approval of the Readmission form. Students who are readmitted must adhere to the current program requirements which may be different from when they were last enrolled.

TECHNOLOGY REQUIREMENTS

Email

Regent University requires students, staff and faculty to communicate by email exclusively through the Regent University email system. Students are responsible to check their Regent email several times each week. Privacy regulations stipulate that faculty and staff must send all University related information to the student's Regent email address only. If the Regent email is forwarded to another email account, some emails maybe lost due to multiple spam filters. It is the student's responsibility to check their Regent email account directly, even if they are forwarding their email to another account for their convenience.

Online Learning

Courses that are part of the online degree programs are delivered entirely or in part through online learning technology. Computer literacy is required of all students. Computer technology and skills beyond word processing will be required in the areas of hardware, software and peripheral installations. Students should be able to: create and save documents in formats compatible with the current Regent University standard; must be able to download the software packages necessary; and should plan to use word processing, spreadsheets and presentation software in their academic coursework. This is essential for successfully completing online or hybrid courses or programs. Also required are: an Internet browser, e-mail application with the capability to transfer files and reliable, consistent Internet service with adequate bandwidth to view, send and receive video content. It is imperative that all students have access to a computer system that meets Regent's minimum requirements. Regent University will not teach or train students in basic computer use.

The technology requirements and standards for Regent University are found on the IT website. Students should maintain up-to-date hardware and software in order to participate in the online program.

<http://www.regent.edu/it/helpdesk/document/standards.cfm>

It is recommended that all CMHC and DPCEs students own and bring a laptop Computer to the summer residency. Regent computer Technologists may be able to assist you in configuring your Laptop system to the software technology used in the online program while you are on campus.

TRANSFER CREDIT FOR COURSES COMPLETED BEFORE ENTERING THE SPC

Regent University may accept as transfer credit a maximum of twenty-five percent of the student's program from applicable courses taken at another accredited institution that have not been used to obtain a previous graduate degree. As a general rule, a student's course of study should not have more than 30 percent of the program as a combination of transfer credits, independent studies, and tutorials. Quarter hour classes taken at other

Universities will not be accepted, all transfer courses must be semester hour courses. Any course that is transferred into a student's program of study must have a grade of "B" or better.

In the MA Counseling and MA Clinical Mental Health Counseling programs, courses that must be taken at Regent are Ethics, Practicum, Internship and Counseling Skills. Counseling Skills may be transferred in on a case-by-case basis if the student demonstrates adequate skills.

In order for a course to be accepted, the student must show a minimum of 75% equivalency with a current Regent course (in terms of texts utilized, rigor, assignments, etc.). All transfer credit is subject to approval by the student's faculty advisor and the program coordinator.

TRANSFER CREDIT FOR COURSES TAKEN OUTSIDE OF REGENT UNIVERSITY AFTER ADMISSION TO THE SPC

It should be understood that the student's first priority aside from God and family is as a student. Permission will not be granted to take courses at another school which are offered at Regent, on the basis that the course is scheduled at an inconvenient time and conflicts with work, church, etc.

A student must request to take a class outside of Regent University by Academic Petition and receive permission from the Program Coordinator before taking the course(s). Attached to the Petition should be a copy of the appropriate syllabus, current ADP and informal transcript. Once the course is completed, a Transfer of Credit Evaluation form must be submitted along with an official transcript from the other school.

TRANSFERS WITHIN THE SCHOOL OF PSYCHOLOGY AND COUNSELING

Any student who wishes to transfer from one program to another within the School of Psychology and Counseling must submit, along with other required application materials and an Academic Petition, a letter from their Advisor describing their performance in their current program and probable suitability for success in the program to which they have applied.

TUTORIALS

Tutorials, as opposed to Independent Studies, are regularly scheduled courses that are taken on an individual basis. Tutorials are only allowed rarely, under extraordinary circumstances that prevent a student from enrolling in a course at the regularly scheduled time. To enroll in a tutorial a student must complete an Individual Study form.

USE OF ELECTRONIC DEVICES

Cell phones are to be set in a non-ringing mode while on-campus or online classes are in session. If a student must respond to a call, they should step outside of the classroom to do so. No calls are to be initiated on a cell phone during class. Students who use electronic communication devices in such a manner that disrupts class will be subject to being addressed by the Instructor via a Professional Development Form, which may affect the student's grade. If a student is using a laptop computer in a disruptive way in class, the Instructor reserves the right to limit laptop use.

USE OF OFFICE EQUIPMENT

Students are not to use SPC equipment (phones, computers, faxes, printers, etc.) for personal or course related work unless they are working as a Graduate Assistant or Teaching Assistant and are authorized by a faculty member. Neither are they allowed to checkout department laptops; only faculty members are permitted to do so.

WRITING STYLE

The School of Psychology and Counseling uses the Publication Manual of the American Psychological Association (latest edition) as the standard for all writing projects. The APA manual is available in the Regent University Bookstore or in the University Library. Each course paper is expected to be formatted according to APA guidelines. Unless otherwise specified, each paper should have: a title page, introduction, body of text, conclusion and references. Items such as: a table of contents, abstract, lists of tables, etc. are not needed for course papers unless specified by the professor.

A student's writing style should be consistent with that found in graduate level counseling work. Graduate level writing exhibits good organization, appropriate spelling and grammar, and a scholarly quality. At times, a student may struggle to meet these requirements. When the faculty notes such problems, the student's advisor in conjunction with the student and the Program Coordinator will work to develop an individualized plan of remediation. Sometimes could include a writing skills workshop.

III. STUDENT CONDUCT

UNIVERSITY POLICIES

See the following sections of the Student Handbook for a comprehensive explanation of University conduct and behavior related policies.

- Academic Honor Code and Disciplinary Policy
- Standard of Personal Conduct
- Disruptive or Dangerous Behavior Policy
- Student Judicial Procedures
- Faculty/Staff – Student Relationships
- Information System Misuse
- Policy Violations
- Sexual Harassment
- Substance Abuse Policy

ACADEMIC HONESTY

This policy of the School of Psychology and Counseling of Regent University is in addition to the overall University Policy. Any time students attempt to gain access to information pertaining to their normal course of study through dishonest means, they show little concern for their own personal sense of integrity, and they infringe on the rights of all other members of the academic community. The following definitions and examples are forms of academic integrity violations for the School of Psychology and Counseling.

1. Cheating

No student shall use or attempt to use materials, notes, or information from another student for normal course work that is intended to be done on an individual basis, either in class or out of class. Examples include, but are not limited to: (1) copying from another person's research, paper, test or quiz, (2) using testing aids during a test where no permission has been given by the Instructor, (3) copying another's reports, laboratory work, computer work, programs or files, (4) collaborating on any written work, including laboratory or computer work without specific permission by the Instructor, or (5) taking an exam for another.

2. Fabrication and Falsification

No student shall alter any information or citation in his or her academic work. Examples include, but are not limited to: (1) inventing or providing false data, information or results, (2) producing a false record concerning academic internships, (3) altering the record data, (4) altering grade reports, (5) providing a false citation of a source of information, or (6) providing false information regarding excused for absences from classes, laboratories, exams, quizzes, and/or practicum/practica/internship experiences.

3. Multiple Submissions

No students shall submit an entire paper, test or quiz which was previously submitted for academic credit for any other course.

4. Plagiarism

- a. No student shall intentionally or knowingly present the work of another person without the specific citation of the original author. Examples include, but are not limited to: (1) the use of another's complete sentences or key words without quotation marks and accurate citations, (2) graphs and charts, or (3) ideas and information provided by another.
- b. Computer programs, files, and web pages must also be utilized only with the inclusion of a citation referencing or indicating the original source of the file and/or program.

5. Abuse of Academic Materials

No student shall destroy, steal, or make inaccessible any academic resource material that is owned by another student, faculty or staff member, or the University, including the library. Examples include, but are not limited to, the hiding of library resource material, reference material, or intentionally altering another student's laboratory work/results.

6. Complicity in Academic Dishonesty

No student shall knowingly assist, offer guidance or support for another student's attempt, or be personally involved in an attempt to obtain in any deceptive or unauthorized manner, information or documents, such as tests, examinations, roll books, reports, etc., that were considered to be confidential or private property of other students, faculty, administrative personnel, or the University. Examples include, but are not limited to: (1) knowingly permitting another to copy one's own paper/work, or paper/work of another, (2) distributing or providing others with test or research material/questions, (3) taking an exam for another, or (4) collaborating with another student with the intent of submitting work intended to be presented as original.

CONSEQUENCES OF ACADEMIC DISHONESTY

1. The minimum penalty for cheating is a grade of zero for the work. The maximum penalty is dismissal from the Program and the University.
2. Procedures will be followed according to the Academic Policy on "Student Discipline" approved by Academic Council, April 2002, and found in the Faculty and Academic Policy Handbook and in the Regent University Handbook under "Student Discipline Procedures". Both policies are found on the University's Website.

CONDUCT CONCERNS

Whenever persons live and work together in a Christian community, conflicts may arise between persons relative to performance, conduct, or interpersonal issues involving either in-class or outside-of-class activities. The same Biblical principles should guide behavior whether a faculty member or a student. The overriding principles are provided in Matthew 18:15-17. The party with the concern (person one) should first communicate that concern face-to-face to the person with whom they are concerned (person two). If person one is not satisfied with the results of this meeting, this person should then ask a third person to meet with him/her and person two. For students who have a concern, this third person could be another student, although the academic Advisor or another faculty member is usually a more appropriate choice.

For faculty members who have a concern regarding a student's conduct, the first step is to schedule a conference with the student and fill out A Note of Concern. This indicates a "plan of action" to resolve the situation or concern. This action plan will be kept in the professor's personal file and will be signed by both the student and the professor. Second, if the disruptive or unprofessional behavior continues, the professor will fill out a Professional Development Form, which will explain in detail to the student the concerns and how to remediate the situation. Another meeting should be held with the student. If a third person is required, it should be the student's academic Advisor or another faculty member. Third, if satisfactory resolution of the concern is not reached at this level of dialogue, the faculty member and/or student may then meet with the next higher administrator in charge of the Program. If disciplinary procedures are needed, the University student disciplinary procedures must be followed.

SECTION 2:

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION

Revised October 2011

I. THE DOCTORAL PROGRAM IN COUNSELOR EDUCATION AND SUPERVISION (DPCES)

The Doctoral Program in Counselor Education and Supervision (DPCES) in the School of Psychology and Counseling (SPC) is a scholar-clinician program that prepares advanced mental health professionals with a Christian worldview to practice, teach and research in the field of counseling in an ethical and competent manner. The DPCES was presented to and received approval from the Regent Board of Directors in October, 2000. The DPCES received approval from the Southern Association of Colleges and Schools (SACS) on February 26, 2002, followed closely by approval by the State Council for Higher Education for Virginia (SCHEV) on March 21, 2002. The inaugural cohort of the DPCES entered in the Fall of 2002. In January, 2008 the Council for the Accreditation of Counseling and Related Programs (CACREP) granted the CES a full eight year accreditation through March, 2016. The Regent University DPCES became the first distance education doctoral program to receive CACREP accreditation. In evaluating the quality of the program, a variety of training outcomes are being monitored.

TRAINING PHILOSOPHY

The precepts underlying the education and training of counseling professionals in the DPCES follow a developmental model. Counselors are trained to understand the individual in terms of where he or she is in the ongoing process of growth, development and passage through life stages, and explore with the individual any aspects of development in social, cognitive, emotional and behavioral spheres that might have been delayed or interrupted. The developmental model enables counselors, without judging, to begin with the individual's current state. Counselors also approach problem-solving from a holistic perspective, concerned about every aspect of the individual's functioning. Behaviors, feelings, and thoughts are understood in terms of the individual's world in which they occur. Both in assessing the individual and in planning and implementing treatment interventions, counselors maintain a focus on the whole pattern and the wellness of the individual's mind, body and spirit. Counselors seek to assist the person in identifying and strengthening personal assets and adaptive abilities; they strive to facilitate normal and optimum development. As described in ACA's 20/20 Initiative, counselors provide a professional mental health service that "empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals." As referenced in the 2001 doctoral program accreditation standards defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the DPCES accepts as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry, and it prepares students to generate new knowledge for the counseling profession through research and dissertations that are appropriate to the field of counselor education or supervision. The DPCES has taken into account the societal changes of the 21st century and will prepare graduates to be leaders and advocates for change.

SCHOLAR-CLINICIAN TRAINING MODEL

The DPCES is designed to train students to practice in a highly professional manner that is informed by the traditions of counseling, as well as the science of psychology. Students are trained not only to apply analytic, problem-solving skills of scientific thinking to their clinical practice and research, but also to learn the theory and practice of educating new counselors-in training. The faculty represents a variety of research interests and theoretical orientations, and students are offered opportunities to examine multiple theoretical approaches to counseling and participate in an array of treatment modalities and research activities.

The DPCES culminates in the award of the Doctor of Philosophy degree (PhD). The goal is to develop those counseling, research, critical thinking, conceptualization, problem-solving, teaching and other skills that are particularly pertinent to both clinical practice and education.

As an institution, Regent University is committed to training professionals who are prepared as leaders in their professional contexts. Consequently, the DPCES is designed to produce students who are well equipped to emerge as leaders in mental health, counselor education and other counseling professional settings. This is accomplished through a carefully planned sequence of course work, clinical practica, and adjunctive training experiences. All program components are designed to cultivate a life-long commitment to ongoing learning and professional scholarship, which is particularly relevant to practice, teaching, research and professional service.

The Regent University DPCES is a program of professional counseling, but it is also a program that is committed to the outworking of a Christian worldview. There are only a limited number of such programs in the United States. Regent's online DPCES is the only evangelical program of its kind. The DPCES is committed to an integration of faith and professional training that enhances and enriches both traditions without compromising or weakening either. The faculty utilizes a variety of integration approaches to accomplish the goal of training highly competent professional counselors who have a Christian worldview but who are able to work effectively in both secular and Christian settings.

MISSION STATEMENT AND GOALS OF THE PROGRAM

The mission of the DPCES faculty and staff is to equip professional counselors to be competent, compassionate servant leaders and change agents for God, and to provide a biblically based, worldwide platform to educate and train leaders in the discipline of counseling to be God's instruments of restoration, illumination and healing for individuals, families and communities.

The DPCES goals are encapsulated in the five statements below. The DPCES strives to:

1. Teach and evaluate students in the scholar-clinician model of counseling so that they will be capable of leadership in a variety of counseling related settings.
2. Educate students in accordance with the Christian faith.
3. Mentor professional development that balances the spiritual, personal, relational, and intellectual components of life.
4. Facilitate the integration of Christian perspectives with scientifically-based clinical procedures and the theoretical and applied aspects of the human learning process necessary to become competent leaders, educators, supervisors, researchers and clinicians in counselor education.
5. Train students in clinical modalities based on research and recognition of the wellness and developmental models upon which the counseling discipline is founded.

INTEGRATION OF FAITH AND LEARNING

The DPCES at Regent University trains students to be both competent counseling professionals and reflective, ethical Christian professionals. Although students are not required to embrace the Christian faith, students of other faiths should be aware that the DPCES is based on a broad commitment to the Judeo-Christian faith tradition. Many of the SPC graduates work in practice contexts where clients of similar faith traditions deliberately seek them out. Consequently, the DPCES is designed to provide students with specialized expertise in working with

Christian clients in clinically and ethically sound manner. This does not mean that the values or faith tradition of Christianity are imposed upon clients. Students are trained to respond ethically to client diversity in a variety of forms, including client religious orientation. Yet a primary goal of the training program is to facilitate 'worldview integrity' in its Christian counseling trainees. This is accomplished by the inclusion of integration objectives in each course. Additionally, DPCES students can select electives that include instruction in integration topics such as Spiritual Formation in Counseling Professionals, Models of Inner Healing, and Integration Issues in Counseling.

PROGRAM OBJECTIVES

The program objectives of the DPCES include the following:

Students will be able to explain, debate and employ the principles, concepts, skills, and applications of advanced counseling, counselor education and counselor supervision. This will be accomplished through faculty mentoring, coursework, practica, internship, and independent and dissertation research in the following areas:

1. the principles and practices of counseling,
2. career development,
3. group work,
4. systems,
5. consultation,
6. theories and practices of supervision,
7. instructional theory and methods relevant to counselor education,
8. social and cultural issues, including social change theory and advocacy action planning,
9. design and implementation of quantitative research and methodology,
10. design and implementation of qualitative research and methodology,
11. models and methods of assessment and use of data,
12. ethical and legal considerations in counselor education and supervision,
13. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs;
14. and the integration of historical Christian beliefs with best practices of mental health science.
- 15.** Students will be able to assume leadership roles in the field of counseling as college and university faculty, advanced practitioners, consultants, researchers and scholarly authors, and administrators.
16. Students will demonstrate a holistic counseling perspective and sound ethical, moral standards by integrating the Christian Biblical worldview with current thought and best practices in the field of counseling.
17. Students will demonstrate a sense of multicultural awareness that will result in culturally appropriate practices in all areas of counseling, education and supervision.
18. Students will demonstrate a maturity in their professional and spiritual lives that will positively influence their practices as counseling professionals, and encourage their service to Christ and community.

It is the commitment of the School of Psychology and Counseling faculty and staff to encourage, inform and contribute to the successful achievement of each of these objectives by students admitted to the CES Ph.D. program. It is believed that advanced knowledge related to the above objectives assist graduates to take on leadership roles in counselor education, supervision, and advanced counseling practice. The objectives of the CES

Doctoral Program are established upon CACREP (2001) core curriculum standards and specialty standards and based on principles of work, calling, ministry and human care giving drawn from the historic Christian faith.

The CACREP standards and values from the Christian tradition are reflected in (1) current knowledge and positions from lay and professional groups concerning the counseling and human development needs of multi-cultural, pluralistic, international societies; (2) the present and projected needs of these societies for which specialized counseling and human development activities have been developed; (3) input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies; (4) program activities; and (5) course syllabi.

PROGRAM FORMAT

The DPCES is offered in an e-learning, online format with three required residencies. The University uses Blackboard as its e-learning platform. Students receive training in Blackboard during the first residency.

PROGRAM LOGISTICS AND LENGTH

The Regent University DPCES Ph.D. is a 4 year, full-time, fixed 66 semester credits program beyond a 48 hour CACREP masters degree, or equivalent degree in counseling or significantly related discipline such as psychology or social work. It is a full-time course of study that a student should be able to complete within 3½ to 4 years. The course of study presumes all students to have an earned master's degree in counseling or a significantly related discipline such as social work or psychology. The program is offered in an e-learning (online) format with three brief residencies usually held at the Virginia Beach campus. The first two years of the program consist of core coursework that includes clinical practica. Completion of the core curriculum qualifies a student to sit for written and oral comprehensive examinations. Following the passing of every aspect of the examination, the student completes two full terms of internship (600 hours) and a minimum of twelve hours of dissertation. Electives are typically taken following completion of core coursework but may be taken in conjunction with core courses, depending on the year and semester offered. Full-time study, for the purposes of the DPCES, is defined as 6 credit hours per semester. The DPCES can currently accommodate approximately 20-25 full-time students in each cohort.

II. CURRICULUM

The DPCES is an online program. Students are required to matriculate through the online format, as well as attend mandatory Residencies at the Regent University Virginia Beach campus. Students follow the fixed course progression outlined in this document.

CURRICULUM AND REQUIRED RESIDENCIES

As previously noted, the DPCES curriculum is a 66 credit hour, full-time, fixed course progression. "Full time" for purposes of the DPCES course sequence, is defined as 6 hours per semester. "Fixed" means that the course

sequence is a pre-planned, mandatory progression for DPCES students. Any exceptions to the course sequence must be approved by the DPCES Program Coordinator.

The DPCES includes a stimulating and instructional Residency requirement. DPCES students are required to attend and successfully complete three Residencies during the course of the program. A Residency is a block of time set aside for all students in a cohort to come to the Virginia Beach campus for a period of about 8 to 10 days, to meet as a group and engage in coursework, teambuilding activities, workshops and social/cultural events. Residencies are typically scheduled during the Summer prior to the Fall semester of the first three years of the program.

The online format of the DPCES program challenges students and faculty alike to find alternative ways to create the personal interaction and connectivity that often develops in the traditional face-to-face classroom course. Residency offers an opportunity for cohort members to meet and build relationships with one another, faculty and staff. In addition, Residencies provide networking and mentoring opportunities for students with faculty and peers. These opportunities facilitate in-person discussions with faculty concerning the Dissertation and allow time for students to identify faculty research interests to assist students in selecting a faculty Dissertation Chair.

The DPCES course sequence has been designed to provide students with a coordinated, systematic and planned progression of training. During the first year, students attend the first Residency of the program during which they meet as a cohort at the Virginia Beach campus and are oriented to the program, the use of technology and the courses to be completed in the academic year in a face-to-face environment. Additional activities during Residency include participation in research studies, workshops, cultural activities, social activities, faculty discussions, team-building exercises, and a spiritual retreat. During the first year students complete courses in Quantitative Research Methods, Advanced Counseling and Career Theories, Advanced Group Counseling, Supervision and Consultation, Advanced Assessment and Program Evaluation. Students are also required to take the university's noncredit library research course during the first year of study. Integration goals addressed throughout these courses lay the foundation for worldview development.

The second year continues to expand the student's advanced knowledge base through coursework and clinical training. The second year Residency includes a continuation of the focus on knowledge and skills necessary to write the dissertation. Students begin an intense orientation in Statistics in the face-to-face format with the instructor and participate in Residency activities similar to those of the first year residency. Besides Statistics, coursework and clinical training include Adv. Marriage and Family Therapy, Advanced Multivariate Statistics, and Instruction in Counselor Education. During the Summer semester of the second year, students will take Counseling and Christian Thought and the elective practica--CES 770, 771, or 772. Students must complete the practicum requirement prior to internship.

Other electives can be taken at any time with permission of the student's academic advisor. Commonly, students complete their final three elective courses after they pass the comprehensive examinations. Electives allow the student to choose among a number of divergent interest areas. The third year of the program is a pivotal year for students. During the first semester students will complete Qualitative Research Methods and the Dissertation Proposal. In addition, students will complete the doctoral comprehensive examination. Once these core courses and examinations are completed, student become doctoral candidates focus on their final elective courses, dissertation and intership. The faculty is committed to include issues of diversity and multiculturalism (including ethnic, cultural, class, gender, and disability) and ethics throughout the curriculum. The program will address these issues specifically in the multicultural course, but these issues are intentionally integrated into all other courses.

The course progression and clinical training were designed to reflect the 2001 Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The required Residencies reflect the accreditation mandates of the Southern Association of Colleges and Schools (SACS).

COURSEWORK REQUIREMENTS

FIXED COURSE PROGRESSION BY SEMESTER

Students enrolled in the DPCES take courses in a yearly sequence that spans the three semesters of Fall, Spring, and Summer. Exceptions to the sequence are made in cases of appropriate course transfers; however, full-time participation in the DPCES remains an expectation. A student must petition his or her advisor and the DPCES Program Coordinator in order to deviate from full-time status.

2011 Course Progression	
Fall Semester, Year 1	Credits
CES 617 Quantitative Research Methodology	3
CES 626 Advanced Counseling and Career Theories	3
CES 705A Residency (summer 2011)	0
UNIV LIBLibrary Research Course	0
Spring Semester, Year 1	
CES 763 Supervision and Consultation	3
CES 755 Advanced Theory in Group Counseling	3
Summer Semester, Year 1	
CES 728 Advanced Assessment	3
CES 670 Multicultural Issues in Counseling	3
Fall Semester, Year 2	
CES 714 Statistics	3
CES 749 Adv. Marriage and Family Therapy	3
CES 705B Residency (summer 2012)	0
Spring Semester, Year 2	
CES 618 Qualitative Research Methodology	3
CES 715 Advanced Multivariate Statistics	3
Summer Semester, Year 2	
CES 790 Capstone: Counseling and Christian Thought	3
Elective I Practicum (CES 770, 771 or 772)	3
Fall Semester, Year 3	
CES 740 Instruction in Counselor Education	3
CES 700 Proposal Development	3
CES 705C Residency (summer 2013)	0
Spring Semester, Year 3	
CES 801 Internship I	1
CES 701 Dissertation I	3
Elective II	3
Summer Semester, Year 3	

CES 802 Internship II	1
CES 702 Dissertation II	3
Fall Semester, Year 4	
CES 803 Internship III	1
CES 703 Dissertation III	3
Elective III	3
Spring Semester, Year 4	
CES 704 Dissertation IV	3
Elective IV	3

With permission from the academic Advisor, the student may register for up to 6 hours of Dissertation in a semester. Elective courses, with the exception of the elective practica may be taken out of sequence.

DISSERTATION

Students must be aware of and abide by all rules and guidelines contained in the Dissertation Handbook. Please refer to this document and follow the details as to how the dissertation is to be developed within the program of study and the specific components and processes of the project. The course, CES 700 Dissertation Proposal, taken in the Fall of the Third year will provide collaborative learning with others as individual dissertation plans are developed and implemented.

ELECTIVES

Students in the DPCES must take a minimum of 12 credit hours of doctoral-level electives.

One elective course must be chosen from CES 770, 771, 772, the specialty practica in individual, group or marriage and family counseling. No more than 6 credit hours of doctoral-level elective coursework may be taken outside the SPC. Elective courses (either SPC or Regent or transferred from an outside institution) must be doctoral level curriculum as evidenced by the catalogue description. . Permission must be granted for the transfer of courses by the program coordinator either at admission to the program or prior to registration. Courses taken as part of another graduate degree cannot be counted as electives in the DPCES. If a student chooses to take an elective from a Regent school other than the SPC, courses may be selected from only the following schools: School of Leadership Studies, Divinity, Education, or Business. Students may take electives out of the typical sequence with permission of his/her advisor and the DPCES Program Chair (See Taking Courses Beyond the Normal Load).

CURRICULUM CHANGES

Student's programs and corresponding ADPs are determined by the University Catalogue in effect when they were accepted and enrolled in the program. The courses needed to complete the degree will remain consistent throughout their program. There may be changes in the course progression (i.e. the semester that a given course is offered). Students will work with their individual Advisors to ensure that they have met all requirements for graduation, under the following stipulations:

1. The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a clearly documented remedial situation.
2. In the case of a student stopping out of a program and being readmitted, that student would then be under the catalog of year of readmission.
3. Students may, if they choose and with approval, take more credit hours than required in their catalog. However, before courses beyond those required for the degree are taken students should consult with their advisor, the program coordinator and the financial aid office to insure that the additional courses taken will not interfere with required components of the program and are covered by the student's financial aid package.

SPECIALTY TRACKS/CONCENTRATIONS

Although the DPCES is designed to provide students with broad and general training in professional counseling, students will be able to gain a concentration of training in specialty areas through strategically chosen electives, practica experiences, internship experiences, and research activities. The DPCES is currently formalizing these emphases into concentrations. At present, the program is examining three concentrations:

1. Marriage and Family Counseling
2. Individual counseling and Supervision
3. Instruction in Higher Education

III. DEGREE REQUIREMENTS

In addition to the completion of specified course work with a minimum overall grade point average of 3.0, students must complete a number of other requirements in order to obtain the Doctor of Philosophy in Counselor Education and Supervision degree at Regent University.

CLINICAL TRAINING REQUIREMENTS

All students will elect clinical practicum CES 770, 771 or 772 as one of their elective courses. These practicum courses are designed to develop and refine advanced individual counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in off campus sites acquiring at least 40 hours of client contact, conducting supervision of other clinicians regarding their clinical work, and teaching therapy skills during the semester. In addition, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

Cohorts prior to 2007 will complete their clinical training practicum as part of core course work during the first and second years of the program.

Additionally, the three -semester, 600-hour internship is accomplished during the third year of the program. Practica and internship are planned, sequenced, integrated, and supervised activities and experiences that meet specific requirements that are linked to the Regent University DPCES. Internship experiences may include areas of profession advancement beyond clinical training such as teaching and supervision. Individual intership plans will be developed with guidance from the students advisor, internship professor and internship coordinator. Students are required to pursue practica and internships at approved sites with approved, licensed/certified supervisors. No

practica or internship experiences may be transferred from previous educational programs, and practica and internship experiences must be qualitatively different from students' work or practice experiences.

Full details of the intership and practicum requirements are explained in the DPCES Intership and Practicum Section of the Handbook.

COMPETENCY BASED PROBES

Student attainment of required competencies is assessed in a variety of ways such as through graded evaluations in courses or direct observation evaluation of clinical skill demonstrations typically via videotape. The DPCES also requires that students pass 'probes' in various specific clinical competencies. Probes are typically administered in relevant courses and take the form of a skill demonstration. Due to the online format of the DPCES, students will be required to videotape sessions that are identified as evaluation sessions; transcription of all or part of the probe sessions may be required. Students will be informed in advance when a probe is to be administered and provided with a checklist of the criteria that the students must satisfy to pass the probe. Probes may be graded or evaluated on a 'pass/no pass' format. All graded probes must be passed with a letter grade of 'B' or better. Students who fail to pass the probe will generally be given an opportunity to retake the probe after steps for remediation have been discussed with the instructor. Note: The student will not pass the course in which probes are administered until the instructor is satisfied that satisfactory clinical skills are demonstrated. Passage of the classes listed below means that students have met faculty expectation regarding the clinical probes.

Currently, probes are required in the following:

Course	Probes
CES 770, 771, 772, Adv. Practicums	Leadership and management skills; assessment, diagnosis and treatment intervention; advanced individual, family and group counseling skills; multicultural counseling skills; integration skills
CES 801, 802 Internship I & II	Psychodiagnosis and Treatment planning; goal-setting; advanced counseling skills; social change facilitation skills; community referral skills; case conceptualization and presentation skills; multicultural counseling skills; integration skills; treatment termination skills

DISSERTATION COMPLETION

The Dissertation project provides an opportunity for students to demonstrate doctoral level scholarship in counselor education and supervision. A full description of dissertation processes, guides, rules and forms is contained in the CES Dissertation Handbook.

A dissertation may take a variety of forms, which include an empirical investigation (quantitative or qualitative), a theoretical contribution/critique, a program evaluation, an analysis of a public policy issue as related to professional practice, or other projects as agreed upon by the faculty. Students should begin to pursue their dissertation topic from their first semester in the program. Students must complete dissertation projects relevant to and guided by their sponsoring faculty chair.

The dissertation process includes two major reviews, the dissertation proposal defense, and the dissertation defense. The proposal defense is a meeting with the student and all or some of his/her dissertation committee of approximately one hour in length. Proposal defenses can be made on campus at the Virginia Beach location or in special circumstances, via the Dissertation Defense Electronic classroom in Blackboard/Horizon Wimba. During the proposal defense the student will demonstrate that he/she possesses knowledge of the professional literature and investigative procedures required to answer the research questions. Successful defense of the dissertation proposal and the approval of the project by the Human Subjects Review Board permits the student to conduct the investigation. Students may not defend their dissertation proposals until after their third residency, and after they have completed all of the required coursework and comprehensive examinations.

Beginning in 2009, all students take CES 700 Proposal Development in the Fall of their third year. In that course they complete a draft of chapters I and II and perform a mock Dissertation proposal presentation. Upon completing the dissertation proposal course as well as all other core coursework and the successful completion of the oral and written examinations the student sit for a formal defense of the dissertation proposal with approval of the dissertation committee.

Once the core courses and comprehensive exams are completed, students may register for 3 credits of dissertation during the Spring of their third year, after successful completion of their comprehensive examinations. Students may delay dissertation registration to subsequent semester if they prefer to focus on internship and/or elective courses. However, the faculty committee will not be reviewing drafts or providing comments on dissertation projects until a student is formally enrolled in dissertation courses. Once a student enrolls in dissertation they must be continually enrolled taking at least 3 or more credits of dissertation (CES 701, 702, 703 and/or 704) until the project is completed. If additional semesters are required students must be enrolled in 1 semester credit of Dissertation Continuation. It is expected that students defend their dissertations within 18 months of passing their comprehensive exams.

The dissertation committee must consist of at least three members all of whom must possess a doctoral degree in a field relevant to the dissertation topic. The dissertation chair must be a current faculty member in the School of Psychology and Counseling. If the chair is not a DPCES core faculty member, then at least one member of the committee must be a member of the core faculty of the Counselor Education and Supervision program. A student may select a member from outside the university to sit on the committee with the approval of the committee chair.

Students who have failed to defend their dissertation by end of the 12th credit hour of dissertation (typically the fourth semester of dissertation work--CES 704) must sign up for an additional credit of Dissertation Continuance (CES 795) each successive semester including summers until the dissertation is successfully defended. Students planning to graduate in May must defend their dissertation no later than March 31st, unless special a special request is made and granted by the Program Coordinator .

It is expected that students will complete their dissertation within two years of their promotion to doctoral candidacy. Because CACREP limits the number of dissertations that faculty may chair and sit as a committee person, it is imperative that students seek to complete their projects in a timely manner. If students fail to make progress toward completion, the faculty may resign himself or herself from serving as chair or committee person. In this case the student must find another qualified person to participate in the dissertation project.

See also the Doctoral Program in Counselor Education and Supervision Dissertation Handbook.

DOCTORAL CANDIDACY ADMISSION

Each student must be formally admitted to doctoral candidacy prior to commencing work on the Dissertation. Students must undergo candidacy review to determine their eligibility for candidacy. The review is initiated by the student's completion of the Ph.D. Comprehensive Examination Clearance Form (see Appendix E).

In order to be granted doctoral candidacy, students must:

Complete the Year One and Year Two core coursework (see DPCES Course Progression) with a G.P.A. ≥ 3.0 and with no grades in a single course $< B$ (students who obtained a grade lower than a B in a course may still be eligible for candidacy if they have retaken the course and received a grade $\geq B$ during the second time taking the course) and no outstanding I or IP grades;

Pass all competency-based probes that have been administered to date;

Pass all parts of the DPCES Doctoral Comprehensive Examination (written and oral)

DOCTORAL COMPREHENSIVE EXAMINATION

The Regent Doctor of Philosophy in Counselor Education and Supervision Comprehensive Examination consists of four general components. The written portions of the Comprehensive Examination will occur over the course of one day either a designated room on the Regent University campus, or at a testing site approved by the Program Coordinator. An approved site would be a commercial, university testing center, business or church office setting with a designated proctor to whom the examination may be delivered prior to the exam date or an approved professional setting. The name, contact information and a description of the proctors qualifications and relationship with the examinee must be submitted and approved by the program chair.

The Comprehensive Examination is administered three times per academic year; the first administration is administered in the summer either before or during the residency. The second is at the beginning of the fall semester. The third administration is the beginning of the Spring semester. The CES faculty will establish dates for the examination during the fall semester for the next year.

Students must pass each of the following:

Written Exam: Students must successfully complete a series of typed, double-spaced essays related to the application of counseling theory, principles, and techniques. There will be a total of four written questions and each question will have an allotted completion time of 1.5 hours. There will also be a half-an-hour break between questions and a full hour for lunch. The questions will be scheduled as follows:

Question #1 from 8:30am – 10:00am

Question #2 from 10:30am – 12:00 noon

Question #3 from 1:00pm – 2:30pm

Question #4 from 3:00pm – 4:30pm

The written exam will consist of four questions in which the curriculum from multiple core courses may be integrated into a single item with multiple sub-questions. (For example, a question could present an ethical dilemma which includes components of counseling theory and multi-cultural interventions.) The questions may be derived from any of the core courses in the curriculum.

ORAL EXAM:

As the final step leading to doctoral candidacy, each student will present and defend their dissertation proposal to a faculty committee. Successful completion of the Oral Examination is determined by the faculty's approval of the dissertation proposal, in which the student has shown a comprehensive and thorough understanding of the professional literature related to an important topic within Counselor Education and Supervision, and has put forth a sound research methodology to advance knowledge beyond its current state. Students will receive a pass, conditional pass, or non-pass. Failure to pass the Oral Examination by the beginning of the subsequent Fall semester will mean that the student must register for dissertation proposal continuation, and can not proceed with their dissertation until that have successfully completed their oral examination.

RETAKE OF A FAILED PORTION OF THE EXAM

Students who fail any portion of the written Competency Exam will be allowed to retake the exam at the next examination session. Examination retakes are administered three times during an academic year, as needed: once that precedes the fall semester, once preceding the spring and once during summer residency. The re-administration can take place no earlier than the next regularly scheduled administration. Comprehensive examinations will be administered on the Virginia Beach campus or on-line. Proctored off-site examinations will be allowed at approved sites with consent by the program chair. Students who fail any portion of the exam on a re-administration must wait a minimum of 6 months and must obtain faculty approval in order to sit for the examination again.

Regarding retakes for the Oral Exam, that decision will be determined by the examination committee based upon the reason for the unsuccessful attempt.

There are serious consequences to failing portions of the comprehensive exams. Students who fail their exam may face the following adverse consequences:

- Being placed in 'unsatisfactory' academic standing until they successfully pass the exam in a following year.
- Not being approved to work formally on their Dissertation.
- Being barred from further coursework towards the completion of the PhD in Counselor Education and Supervision degree. The student may be allowed to take courses deemed relevant to addressing areas of weakness in the student's performance on the Comprehensive exams. This may include auditing courses already completed.
- Being excluded from the full-time student status typically required for financial aid eligibility or student loan deferment.
- Being excluded from any departmental financial aid during the pending academic year.

OUTCOMES OF CANDIDACY REVIEW

There are two possible recommendations to the Program Coordinator at the outcome of the candidacy review:

1. Advancement to Candidacy
2. No advancement to Candidacy

Each student will receive a letter that summarizes the results of the review process. Where ratings other than advancement to Candidacy are given, the student has the right to request a meeting with the DPCES Program Coordinator to discuss the faculty's decision.

REMEDIAL REQUIREMENTS

Students who display significant weaknesses in any relevant aspect of their training may be required to complete appropriate remedial work aimed at redressing these weaknesses, as determined by the faculty. Remedial concerns may emerge at any time as a student progresses through the program.

ANNUAL REVIEW PROCESS

All coursework grades are reviewed at the end of the fall semester. In addition, the breadth of practica and/or internship experiences is reviewed, as well as any other program-related information (e.g., PDFs). Student writing skills are also carefully reviewed. Review determinations will be rated as satisfactory, satisfactory with concerns, or unsatisfactory.

The annual review is an integral part of the student's continued studies in the DPCES. Recommendations based on the results of the annual review include continuation in the DPCES or remediation, but may also include dismissal from the DPCES if the determination is unsatisfactory.

A student whose work has been assessed as exemplary will receive a letter acknowledging the student's performance excellence; a copy of the letter will be kept in the student's file.

Each student will receive a letter from the Program Coordinator that summarizes the results of the review process. If any remediation is indicated, the letter will explain what is expected of the student based on a remediation plan.

The student may appeal this decision first to the faculty Advisor, then through the Program Coordinator, and if necessary to the Dean. If a satisfactory solution is not reached, the student can then follow established Regent University due process guidelines found in the Faculty and Academic Policy Handbook (<http://www.regent.edu/academicaffairs/fachandbk2002.html>).

IV. DPCES DEGREE PROGRAM POLICIES

DISENROLLMENT

A student's enrollment may be terminated by the DPCEs for any of the following reasons:

1. Academic
 - a. For failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain an overall B or better grade point average, inability to complete academic courses within reasonable time frames, or obtaining multiple unsatisfactory standing evaluations during the annual review.
 - b. For failure to register for one semester without authorized leave of absence and payment of the \$400 holding fee.
 - c. For failure to graduate within the maximum time limit allowed by the graduate school (7 years). The student may petition to have this requirement waived for an appropriate cause.
2. Unprofessional Personal Conduct:
 - a. For failure to behave consistently with the codes of ethics of our profession and the rules, regulations, and code of conduct of the SPC and Regent University.
 - b. For failure to uphold principles of academic honesty and integrity.
 - c. For failure to demonstrate suitability for clinical practice and/or academic faculty service as defined by professional standards of practice.
3. Financial:
 - a. For failure to meet tuition and financial obligations to Regent University.
 - b. Disenrollment may be appealed by following the University due process procedure.

ENROLLMENT OF NON-COHORT STUDENTS IN CES COURSES.

As a general policy, enrollment in doctoral level courses in the CES program is restricted to students who have been admitted to the program, and who are currently enrolled as members of a CES cohort. Special exceptions will be considered in the following cases:

- Students from the Regent University Psy.D. or other Regent University Ph.D. program. Enrollment will be contingent upon:
- A letter written to the CES Program Chair stating the necessity of this course in the student's academic program.
- Exhibition of current status as a student enrolled in specific Ph.D. programs.
- Evidence that all prerequisites for enrollment in the identified course have been met (i.e. master's level preparation).
- Written permission from the student's department advisor.
- Approval from the CES Program Coordinator.
- Approval from the course instructor. Consideration of this request will be made during a regularly scheduled monthly faculty meeting occurring in the semester prior to the course offering.

STUDENTS FROM OTHER INSTITUTIONS

- A letter written to the CES Program Chair stating the necessity of this course in the student's academic program, and an articulation as to how admission into this course would further the mission of the CES program and/or Regent University.
- Exhibition of current status as a student enrolled in specific Ph.D. program(s).

- Evidence that all prerequisites for enrollment in the identified course have been met (i.e. master's level preparation).
- Written permission from the student's department advisor.
- Approval from the CES Program Coordinator.
- Approval from the course instructor.
- Majority approval from the CES faculty.
- Consideration of this request will be made during a regularly scheduled monthly faculty meeting occurring in the semester prior to the course offering.

GRADUATION AND DEGREE CONFERMENT

Regent University's graduation takes place in May. The date is listed in the Regent University catalog and on the online academic calendar site at <http://www.regent.edu/admin/reg/acadcalendars.html>. No student will participate in a graduation ceremony until all academic requirements are completed.

Although the Registrar's Office will notify the student of anything missing from the student's file which is necessary for graduation, the student is ultimately responsible for providing the required material and attending to the completion of the file.

All students who plan to participate in May graduation must have successfully defended their Dissertation no later than the 31st of March. All academic classes must be completed by the end of this same semester. Exceptions to this latter rule must be approved by the Program Coordinator.

Students will only be approved to walk in commencement if all coursework (including Internship) and their Dissertation are satisfactorily completed. If not, students must submit an academic petition requesting permission to take part citing special circumstances. If approval is granted, the student must be registered and have paid for the course(s) remaining. Additionally, students must discharge any and all outstanding financial responsibilities with the Business Office. Students are strongly encouraged to have all coursework completed before walking in commencement.

Students may not use the title 'Doctor' until the Doctor of Philosophy degree is actually conferred by the University. Conferment is not synonymous with participation in the graduation ceremonies or defending the dissertation. Regent confers the PhD in Counselor Education and Supervision degree when the registrar determines that all degree requirements have been satisfied. In addition to successful completion of all required coursework, this includes the receipt by the Registrar of the library form indicating that the final copy-edited dissertation manuscripts have been received with the necessary fees for binding and abstracting (see the PhD Dissertation Handbook). At no time is the non-formal acronym ABD (All But Dissertation) appropriate for use as a professional title.

INDEPENDENT STUDY

Independent study (IS) can offer an opportunity for students to enrich their program of study by research, special projects, or writing in an area which is not scheduled as a regular course in a program. The SPC typically discourages IS, however, and per the Dean, "grants permission for these (only under) highly unusual/emergency situations" (2002). An IS is intended more to provide course credit for research or writing publishable papers,

rather than to replace taking a course (e.g., an elective) in a semester when the course is not regularly offered. Students should have completed a minimum of 12 credit hours before requesting to do an IS. The independent study is 100 clock hours of work dedicated towards a project that leads toward a professional product (i.e. curriculum, manuscript, presentation, etc.) and the justification for an independent study in lieu of an established elective course. To apply, a student must collaborate with a faculty member to create a syllabus that delineates the requirements of the course being proposed and submit two forms: the DPCES Independent Study form in which the proposed study is described and the Regent University Independent Study form which is submitted to the Registrar's office. The DPCES form can be found in Appendix L. The Regent University Individual Study Form can be downloaded at http://www.regent.edu/admin/reg/form-individual_study.html. These independent study forms should be submitted to the DPCES Program Coordinator. The student should bear in mind that the request for an IS will be granted only in highly unusual situations. In no case will more than 3 credit hours of IS be approved.

LEAVE OF ABSENCE

If the student is in good standing and cannot continue study due to unusual personal, professional or academic difficulties, the student has the option of a leave of absence (LOA). During leave of absence, students are not registered for any courses, independent study, internship, or dissertation hours. Students who go on leave must complete an Academic Petition form (can be downloaded from <http://www.regent.edu/admin/reg/form-petition.html>), and submit it to their advisor. The student also fills out the PhD Leave of Absence Fee form (see Appendix C). The cost to hold the place in the program is \$400 per semester. Students who do not pay the \$400 LOA fee will have to reapply to the program. The Program Coordinator may choose to waive the LOA fee for medical reasons.

If a student requests and receives a LOA after the Drop/add period of any semester, the student will receive a grade of W in all classes in which the student is enrolled, if the instructor assesses that the student has performed satisfactorily to that point in the semester. If the instructor assesses that the student has not performed satisfactorily to that point in the semester, the student will receive a grade of WF and the grade of F will be counted toward the student's GPA.

The DPCES curriculum is a 66 credit hour, full-time, fixed course progression. "Fixed" means that the course sequence is a pre-planned, mandatory progression for DPCES students. For this reason, if a student requests and is granted a LOA during the program, the student will rejoin the program at the start of the program semester during which the student left the program, but will become a member of the following year's cohort. For example, if a student is a member of the 2005 cohort and successfully completes the Fall (Year One) 2005 semester but is granted a LOA during the Spring (Year One) 2006 semester, that student will sit out the Spring (Year One) 2006 semester, the Summer (Year One) 2006 semester, and the Fall (Year Two) 2006 semester and return to the program during the Spring (Year One) 2007 semester as a member of the 2006 cohort. Any exception to this must be granted by the DPCES Program Coordinator.

An LOA will result in the need for the student and faculty advisor to sign a new ADP to reflect the altered progression through the program.

PERSONAL THERAPY

Doctoral students are encouraged to enter a therapeutic relationship while enrolled in their program of study. This recommendation has a two-fold purpose: 1) it allows the student to experience personally the professional therapeutic process as a significant learning experience in professional development, and 2) it allows the student to examine personal issues which ultimately may hinder professional effectiveness.

If an incident arises requiring the completion of a PDF in a personal growth domain, at the discretion of the student's academic advisor and the Program Coordinator, the student may be required to attend up to four sessions of counseling.

READMISSION

If the student has withdrawn from Regent University and wishes to reenter within one year of withdrawing, the student must obtain written approval from the DPCES Program Coordinator. If approved for reentry, tuition is payable at the time the student registers.

If the student wishes to reenter a year or more after withdrawing, the student must submit a new application for admission to the DPCES. Please consult the SPC Admissions Director for details. Applicants for readmission will be subject to a readmission fee (see Fees). Readmitted applicants matriculate under the degree requirements in effect as of the time of their readmission.

REGISTRATION BEYOND NORMAL LOAD

The DPCES Program Coordinator must grant permission for students to take courses beyond the normal load (6 credit hours per semester). The student must have their advisors approval. The student must submit an Academic Petition form (downloaded: <http://www.regent.edu/admin/reg/form-petition.html>) and submit it to the DPCES Program Coordinator 4 weeks in advance of the semester in which the student desires to take more than 6 credit hours. Student may take no more than two courses beyond the normal load per semester.

SEVEN-YEAR LIMIT ON LENGTH OF PROGRAM

Doctoral students are expected to complete all degree requirements, including successful defense of the dissertation, within 7 years of entering the program. Extensions are granted for good cause and with approval of the student's advisor and the DPCES Program Coordinator.

TAKING COURSES AT COLLEGES/UNIVERSITIES OTHER THAN REGENT

Students may transfer up to 15 credit hours from previously completed doctoral level study. For transfer courses to be accepted they must be approved prior to admission. Transfer courses must be doctoral level. They must be completed within 7 years. They must be graded with a B or better. If the transferred courses are to replace core courses their equivalency to specific courses must be noted. If the transferred courses are to be electives they

must be recognized to have an intentional progression. No more than 6 credit hours may be used for elective courses. All transfer courses must be approved by the Program Coordinator.

In addition to courses transferred into the program at the onset of study, students may take doctoral-level (no master's level) courses at colleges/universities other than Regent University during their course of study. The college/university must be regionally accredited by an accrediting body recognized by the U.S. Department of Education. A total of 6 credit hours may be taken at other colleges/universities or other approved Regent school (see below). Courses in the Regent School of Psychology and Counseling Psy.D. program can be taken as electives if appropriate to the DPCES student's course of study. If a course that the student requests to take would substitute for a DPCES core course (see Approved Degree Program section), the course must meet the same rigorous evaluation criteria that transferred courses must meet (see Transfer of Courses section and Criteria for Course Transfer). No clinical or residency courses (Advanced Practica, Research Methodology, Statistics, or Internship) may be taken outside the DPCES nor may any courses be taken outside the DPCES that substantially orient the student to a counseling professional model or the scholar-clinician model adopted in the DPCES (e.g., Instruction in Counselor Education). No later than four weeks before the start of the course, the student should fill out an Academic Petition form (can be downloaded from the following website <http://www.regent.edu/admin/reg/form-petition.html>) and submit it to the DPCES Program Coordinator along with a copy (either hardcopy or electronic) of the course syllabus for review of applicability to the DPCES program mission and objectives. See Electives section of this handbook, also, which states that no more than 6 elective credit hours may be taken outside the DPCES program, including hours approved for transfer from other programs. The decision of whether a course meets the DPCES mission and objectives, and is therefore applicable to the degree and approved, rests solely with the DPCES faculty. The total number of transferred courses taken before the program onset and the total number of transferred courses can not exceed 15 credit hours.

TAKING COURSES IN OTHER SCHOOLS AT REGENT

Students may take doctoral-level (no master's level) courses in approved schools at Regent other than the School of Psychology and Counseling. These schools include the Schools of Leadership Studies, Divinity, Education and Business. Permission from the instructor of the course is necessary and should be noted on the registration form. If there is an enrollment limit in the course, students in the school in which the course is offered will have first priority. The courses in other schools at Regent may be used to meet DPCES graduation requirements, such as courses identified as electives. A total of 6 credit hours may be taken in other approved Regent schools or at other colleges/universities (see above). If the course that the student requests to take would substitute for a DPCES core course, the course must meet the same rigorous evaluation criteria that transferred courses must meet (see Transfer of Courses section and Criteria for Course Transfer). No clinical or residency courses (Advanced Practica courses, Research Methodology, Statistics, or Internship) may be taken outside the DPCES nor may any courses be taken outside the DPCES that substantially orient the student to a counseling professional model or the scholar-clinician model adopted in the Regent DPCES (e.g., Instruction in Counselor Education). No later than four weeks before the start of the course, the student should fill out a Request to Enroll in a Course in Another School at Regent form (an Acrobat format through the Registrar's Office at: <http://www.regent.edu/acad/schdiv/currentstudents/academicforms.htm>) and obtain the appropriate signatures. The student must also provide the DPCES Program Coordinator a copy (either hardcopy or electronic) of the course syllabus for review of applicability to the DPCES program mission and objectives. The student's advisor can be contacted regarding necessary information and application procedures. See Electives section of this handbook, also, which states that no more than 6 elective credit hours may be taken outside the DPCES program, including

hours approved for transfer from other programs, and limits the approved Regent University schools through which courses may be taken. The decision of whether a course meets the DPCES mission and objectives, and is therefore applicable to the degree and approved, rests solely with the DPCES faculty.

STUDENT PROFESSIONAL LIABILITY INSURANCE AND CRIMINAL BACKGROUND CHECK

All students are required to have professional liability insurance at all times while enrolled in the program. Students may obtain further information on liability insurance the SPC Field Placement Liaison at 757-352-4252. Students must provide evidence of insurance liability by the first week of class of the fall semester. Students are responsible for renewing this coverage each year in the program and for submitting a copy of the insurance face sheet to the Field Placement Liaison.

In addition, the SPC Field Placement Liaison will oversee criminal background checks on all students prior to experiential courses. Students with felony convictions that were will be evaluated by the DPCES faculty as to their fitness for continuation in the program.

SECTION 3:

MASTER OF ARTS IN COUNSELING

[Community Counseling or School Counseling Degree Programs and
Certificate of Advanced Counseling Studies (CACs)]

Revised October 2011

I. MASTER OF ARTS IN COUNSELING PROGRAMS

DEGREE PROGRAMS

MASTER OF ARTS IN COUNSELING DEGREE PROGRAMS

The School of Psychology and Counseling offers the Master of Arts (M.A.) in Counseling, a clinical degree in two study tracks, Community and School Counseling; and the Certificate of Advanced Counseling Studies (CACS), a certificate program designed to complete needed licensure requirements for HSC students.

Students are encouraged to adjust their master's degree plan to maximize their unique gifts and individual interests. Faculty Advisors can provide assistance to assure that degree plan requirements are met.

Because of differing requirements for the Community Counseling and School Counseling degree plans, students should determine from their initial course of study which degree plan they will pursue. Placements in Practicum in the second semester, and Internship, are directly related to the degree plan chosen and to professional endorsements. For the matter of convenience, curriculum listings, suggested course progressions, and course offerings by semester have been included on the following pages.

ACCREDITATION

The on-campus Community and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) under the 2001 standards.

60-HOURS COMMUNITY COUNSELING EMPHASIS

The Community Counseling Program is a cohort model (all new students are enrolled only in the Fall of each academic year and progress through the program together). Students may choose course progressions at three different levels: accelerated, regular, and part-time. There are 9 hours for elective courses and those Community Track students who are also interested in pursuing possible licensure as a Marriage and Family Therapist, may utilize these hours to fulfill the remaining course requirements as outlined by the Virginia Board of Counseling.

This Program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice setting (depending on state requirements), community agencies, or church counseling centers. For qualified students, it can be structured for pre-doctoral studies. Students in the Community Counseling Program will meet the Virginia Board of Professional Counselors' academic requirement for licensure of 60 semester hours.

Core Content Areas (33 hours, each course is 3 credits)

Human Growth and Development

COUN 540 – Human Growth and Development

Social and Cultural Foundations

COUN 545 – Concepts of Family

COUN 570 – Multicultural Counseling

Helping Relationships

COUN 500 – Helping Relationships

COUN 521 – Counseling Skills & Techniques

- COUN 526 – Theories of Counseling
- Group Work
 - COUN 554 – Group Counseling
- Career and Lifestyle Development
 - COUN 536 – Career and Lifestyle Development
- Appraisal
 - COUN 532 – Assessment Techniques in Counseling
- Research and Program Evaluation
 - COUN 517 – Research and Statistics
- Professional Orientation
 - COUN 561 – Ethics, Professional Orientation and Legal Issues in Counseling
- Community Emphasis Content Areas (9 hours)
 - COUN 535 – Addictive Behaviors
 - COUN 538 – Psychopathology
 - COUN 562 – Community Counseling
- Practicum
 - COUN 523 – Practicum
- Internship (6 hours)
 - COUN 595A – Internship
 - COUN 595B – Internship
- Electives (9 hours)**
 - COUN 514 – Counseling Children & Adolescents
 - COUN 515 – Adult and Gerontological Counseling
 - COUN 516 – Principles of School Counseling
 - COUN 547 – Models of Family Therapy
 - COUN 548 – Human Sexuality
 - COUN 549 – Issues in Sexual Abuse
 - COUN 550 – Counseling of Women
 - COUN 560 – Business Issues in Professional Practice
 - COUN 647 – Adv. Tech. in Marriage & Family Therapy
 - COUN 655 – Advanced Group Counseling
 - COUN 663 – Counselor Supervision

60-HOURS SCHOOL COUNSELING EMPHASIS

The School Counseling Program is a cohort model (all new students are enrolled only in the Fall of each academic year and progress through the program together). Students may choose course progressions at three different levels: accelerated, regular, and part-time. Although Psychopathology and Addictive Behaviors are not required for certification of School Counselors at the State level, they are required courses because the subject matter covered in these classes is important for a comprehensive education as it relates to professional roles within a school environment. 6 hours are available for elective courses.

This program provides the courses necessary for meeting the State of Virginia School Counselor licensure requirements for employment as a School Counselor at the elementary, middle and secondary school levels. Students are able if they choose to meet requirements for more than one level of certification, for example, elementary and middle school counseling. The Program awards the Master of Arts in Counseling degree. Students

in the School Counseling Program will meet the Virginia Board of Professional Counselors' academic requirement for licensure of 60 semester hours.

Core Content Areas (39 hours, each course is 3 credits)

Human Growth and Development

COUN 540 – Human Growth and Development

Social and Cultural Foundations

COUN 535 – Addictive Behaviors

COUN 545 – Concepts of Family

COUN 570 – Multicultural Counseling

Helping Relationships

COUN 500 – Helping Relationships

COUN 521 – Counseling Skills & Techniques

COUN 526 – Theories of Counseling

Group Work

COUN 554 – Group Counseling

Career and Lifestyle Development

COUN 536 – Career and Lifestyle Development

Appraisal

COUN 532 – Assessment Techniques in Counseling

COUN 538 – Psychopathology

Research and Program Evaluation

COUN 517 – Research and Statistics

Professional Orientation

COUN 561 – Ethics, Professional Orientation and Legal Issues in Counseling

School Emphasis Content Areas (6 hours)

COUN 514 – Counseling Children & Adolescents

COUN 516 – Principles of School Counseling

Practicum (3 hours)

COUN 523 – Practicum

Internship (6 hours)

COUN 594A – Internship in School – A

COUN 594B – Internship in School – B

Electives (6 hours)

COUN 515 – Adult and Gerontological Counseling

COUN 547 – Models of Family Therapy

COUN 548 – Human Sexuality

COUN 549 – Issues in Sexual Abuse

COUN 560 – Business Issues in Professional Practice

COUN 562 – Community Counseling

COUN 647 – Adv. Tech. in Marriage & Family Therapy

COUN 655 – Advanced Group Counseling

COUN 663 – Counselor Supervision

EDMTP 503 – Character Development and Classroom Management

(Other electives from the School of Education may be chosen with the approval of the student's Advisor.)

60-HOURS COMBINED COMMUNITY/SCHOOL COUNSELING EMPHASIS

The Combined Community/School Counseling Program is a cohort model (all new students are enrolled only in the Fall of each academic year and progress through the program together). Students may choose course progressions at three different levels: accelerated, regular, and part-time. The Combined option remains a 60-hour program. In order to meet State requirements for both the Community and the School programs, no elective hours are available.

This Program provides the academic and applied training necessary for someone seeking employment as a counselor in a private practice setting (depending on state requirements), school setting, community agencies, or church counseling centers. For qualified students, it can be structured for pre-doctoral studies. In the Combined Program, students will complete two semesters of Community Internship and one semester of School Internship. Students in the Combined Community/School Counseling Program will meet the Virginia Board of Professional Counselors' academic requirement for licensure of 60 semester hours.

Core Content Areas (33 hours, each course is 3 credits)

Human Growth and Development

COUN 540 – Human Growth and Development

Social and Cultural Foundations

COUN 545 – Concepts of Family

COUN 570 – Multicultural Counseling

Helping Relationships

COUN 500 – Helping Relationships

COUN 521 – Counseling Skills & Techniques

COUN 526 – Theories of Counseling

Group Work

COUN 554 – Group Counseling

Career and Lifestyle Development

COUN 536 – Career and Lifestyle Development

Appraisal

COUN 532 – Assessment Techniques in Counseling

Research and Program Evaluation

COUN 517 – Research and Statistics

Professional Orientation

COUN 561 – Ethics, Professional Orientation and Legal Issues in Counseling

Combined Community/School Emphasis Content Areas (15 hours)

COUN 514 – Counseling Children & Adolescents

COUN 516 – Principles of School Counseling

COUN 535 – Addictive Behaviors

COUN 538 – Psychopathology

COUN 562 – Community Counseling

Practicum (3 hours)

COUN 523 – Practicum

Internship (9 hours)

COUN 594A – School Internship

COUN 595A – Community Internship

COUN 595B – Community Internship

CERTIFICATE OF ADVANCED COUNSELING STUDIES (CACS)

The CACS Program is not available to those HSC students who began their Program after the Fall, 2005 semester. Current HSC s who desire to pursue either the Community or School Counseling Programs, must submit a new application for these programs. It is further understood that none of their completed HSC courses will transfer into the Community or School Counseling Programs.

The CACS program is designed to augment the students' basic knowledge and skills that were acquired in the HSC Program prior to Fall, 2005 and to fill in the necessary academic and experiential "gaps" in order to meet State licensure requirements.

The following requirements must be satisfied for admissions into the CACS program:

1. All applicants must have successfully completed the HSC Program in either the on-campus or the online format or a degree program at another accredited university that is equivalent to the HSC degree.
2. All applicants will submit an updated Goals Statement to the SPC Admissions Department.
3. All Regent University applicants will submit an Academic Petition to the SPC Admissions Department, which has been signed by their current Advisor requesting consideration for admission into the program. Approval of this Petition does not mean that the applicant will automatically be admitted into the program. This is not necessary for applicants with equivalent degrees from another university.
4. All applicants will submit an additional letter of recommendation to the SPC Admissions Department from at least one current faculty member from whom they have taken a course in their Counseling Program (other than their Advisor).
5. All applicants will submit one of their APA formatted papers from the HSC program (or other equivalent university program) to the Admissions Committee.
6. Any applicant who received lower than a B+ in either HSC 524 (Intro. Counseling Skills & Techniques) or HSC 525 (Advanced Counseling Skills & Techniques) or took these classes online, must submit at least two videotapes from each class for review by the Admissions Committee. If the Committee feels that a skill deficiency exists, the applicant may be required to take COUN 521 (Counseling Skills & Techniques) as an additional perquisite along with COUN 523 (Practicum). If prior videotapes are unavailable or an applicant has a degree from another accredited university, the applicant will need to submit videotaped examples of their counseling skills at the direction and discretion of the Admissions Committee.
7. Any applicant who took HSC 552 (Group Dynamics) in the online format will be required to take COUN 552 (Group Counseling) as an additional prerequisite since they will need to have the experience of participating in an actual process group under supervision. Applicants from another accredited university program will need to submit a copy of their Group Counseling course syllabus to the Admissions Committee.
8. Since COUN 523 is currently only offered in the Spring semester, CACS students who have been accepted into the program may take approved courses in the previous Fall semester and/or concurrently with COUN 523 by submitting an Academic Petition making the request and with the understanding that they must successfully pass Practicum (as well as any other identified prerequisites) before they can continue beyond the Practicum semester. Additionally, if students elect this option, they understand, consent to,

and accept the risk of investing their finances and time into other CACS courses without any guarantee that they will be permitted to continue taking courses after the Practicum class. COUN 561 (Ethics) cannot be taken prior to the successful completion of the Practicum.

9. Students in the CACS program will complete a required sequence of courses before going out on Internship, as in the MA in Community and School counseling programs on the Virginia Beach and D.C. campuses.
10. Students having Master's Degrees from other universities may need an individualized program of study designed to meet professional licensure or school requirements and will be handled on a case-by-case basis. All students are advised to consult their assigned Advisor for an assessment of all prior work to determine if there are classes other than those taken with the CACS that will be needed to meet the requirements for their desired license.

Basic CACS Course Progressions

Prerequisite for both Tracks: CACS 623 – Practicum 3 credits

Community Track

CACS 617 – Research & Statistics 3 credits
 CACS 632 – Assessment Techniques 3 credits
 CACS 635 – Addictive Behaviors 3 credits
 CACS 636 – Career & Lifestyle Development 3 credits
 CACS 638 – Psychopathology 3 credits
 CACS 640 – Human Growth & Development 3 credits
 CACS 645 – Concepts of Family Systems 3 credits
 CACS 661 – Ethics, Prof. Orientation, & Legal Issues 3 credits
 CACS 695 – Internship A & B 6 credits

total: 30 credits

School Track

CACS 612 – Counseling Children & Adolescents 3 credits
 CACS 616 – Principles of School Counseling 3 credits
 CACS 617 – Research & Statistics 3 credits
 CACS 632 – Assessment Techniques 3 credits
 CACS 636 – Career & Lifestyle Development 3 credits
 CACS 640 – Human Growth & Development 3 credits
 CACS 645 – Concepts of Family Systems 3 credits
 CACS 661 – Ethics, Prof. Orientation, & Legal Issues 3 credits
 CACS 694 – Internship A & B 6 credits

total 30 credits

PROGRAM OBJECTIVES

OBJECTIVES FOR THE COMMUNITY AND SCHOOL EMPHASES:

- To provide leadership in the integration of sound and ethical clinical practice, skills and techniques, and Biblically based values.

- To promote the enhancement of accurate self-awareness and understanding.
- To encourage professional development through participation and leadership in professional organizations.
- To provide studies in the core areas of counseling knowledge and skills to include the following: human growth and development, social (family systems) and cultural foundations, helping relationships (including skills and techniques), group work, research and program evaluation, appraisal, career development, personality theories, and professional orientation and ethics.

SCHOOL COUNSELING/CACS FOCUS IS DESIGNED TO ALSO MEET THE ADDITIONAL SPECIFIC OBJECTIVES:

- To provide studies in the role and function of school guidance personnel.
- To provide studies in the diagnosis and treatment of child and adolescent issues.
- To provide comprehensive supervised experience in school guidance settings.

COMMUNITY COUNSELING/CACS FOCUS IS DESIGNED TO ALSO MEET THE FOLLOWING ADDITIONAL OBJECTIVES:

- To provide studies in the diagnosis and treatment of psychological disorders (addictions, psychopathology).
- To provide comprehensive supervised clinical experience in community agency settings.

DEGREE REQUIREMENTS

COMPETENCY BASED PROBES

There are several courses in the counseling curriculum with competency-based probes. Probes are implemented to assess a student's knowledge and skill base in these particular areas. Students must pass all probes at designated levels in order to receive a degree. The syllabi for probe courses will list specific requirements. Failure to pass a probe in a probe class will result in failure and cause the student to need to repeat the course regardless of grade average.

Probe #1	Basic Attending Skills
Course:	COUN 521 – Counseling Skills & Techniques
Knowledge Base:	Attending and facilitation skills.
Procedure:	Evaluation of videotape using a competency based checklist.
Remediation:	One make-up tape allowed. If unsatisfactory, tapes will be viewed by additional faculty members. If this make-up tape is unsatisfactory, student receives NP (No Pass) for Counseling Skills & Techniques and must repeat the course the following semester. Cannot begin Practicum until Counseling Skills & Techniques is passed.

Probe #2 Counseling Skills: Formation of Change Strategy

Course: **COUN 523 – Practicum**

Knowledge Base: Dynamic understanding and assessment of presenting problem, ability to determine goals, treatment plan and remediation, use of basic behavioral and/or cognitive change techniques: ability to respond appropriately to affect; confrontation/challenging skills.

Procedure: Evaluation of videotape and written transcript (10-15 minute portion of a tape) using competency based rating scale.

Remediation: One re-make allowed. If unsatisfactory, tapes will be viewed by additional faculty members. If this make-up tape is unsatisfactory, student receives a NP (No Pass) for Practicum. Practicum must be repeated and passed before student can begin internship.

Probe #3: Community Counseling Students – Psychopathology

Course: **COUN 538 – Psychopathology I**

Knowledge Base: DSM IV-TR, abnormal psychology and treatment strategies.

Note: Student must receive a B or better in order to proceed to internship.

Procedure: Preparation of a case study which includes diagnostic information and appropriate treatment suggestions. This must be passed with a grade of 83% or better.

Remediation: One re-administration. If failed, student must take a one-credit remedial course. If there is a second failure, student must repeat the course.

Probe #4 School Counseling Students – School Counseling

Course: **COUN 516 Principles of School Counseling**

Knowledge Base: Formulation, understanding and application of a comprehensive school counseling program.

Procedure: Completion of a school counseling immersion project, a videotaped and critiqued school guidance class presentation and completion of a model guidance program project.

Remediation: Students must receive a B or better in each of the assigned projects. If any project grade is below B level, student must revise or repeat project. Students who cannot meet criteria level in two attempts must repeat the course and receive a grade of B or better for continuance in the program.

Probe #5 COUN 595A/594A Internship/School Internship A

Knowledge Base: DSM IV-TR, abnormal psychology and treatment strategies, dynamic understanding and assessment of presenting problem, ability to determine goals and treatment plan, diagnosis and remediation. Use of Behavioral Insight Oriented and/or Cognitive change techniques, case conceptualization and presentations, treatment team concept, ability to respond appropriately to affect, awareness of transference and counter-transference issues and ability to confront challenge using appropriate skills. An awareness of boundaries and professional ethics.

Procedure: Evaluation of video/audio tape or site supervisor’s written evaluation along with case presentation both written and oral using competency-based rating scale.

Presentations made at Midterm and Final.

Remediation: One re-make allowed. If unsatisfactory, tapes will be viewed by additional faculty members. If this make-up tape is unsatisfactory the student receives a NP (No Pass) for Internship A. Internship A must be repeated and passed before the student can begin Internship B.

Probe #6 COUN 595B/594B Internship/School Internship B

Knowledge Base: DSM IV-TR, abnormal psychology and treatment strategies, Dynamic understanding and assessment of presenting problem, ability to determine goals and treatment plan, diagnosis and remediation. Use of Behavioral Insight Oriented and/or Cognitive change techniques, case conceptualization and presentations, treatment team concept, ability to respond appropriately to affect, awareness of transference and counter-transference issues and ability to confront challenge using appropriate skills. An awareness of boundaries and professional ethics.

Procedure: Evaluation of video/audio tape or site supervisor's written evaluation along with case presentation both written and oral using competency-based rating scale. Presentations made at Midterm and Final.

Remediation: One make-up is allowed. If unsatisfactory, tapes will be viewed by additional faculty member. If this make-up tape is unsatisfactory the student receives a NP (No Pass) for Internship B. Internship B must be repeated and passed before the student can graduate.

MA EXIT EXAM

All Master's level counseling students in the Community, School, and CACS programs will be required to take, prior to graduation, the Counselor Preparation Comprehensive Examination (CPCE). The cost for this exam is \$40.00 and is charged as a fee in Internship B. It is administered spring, summer and fall semesters, and can be taken at any point in the program once a student has completed 30 hours of coursework.

All students will be required to pass this official Exit Exam before graduation. The cut off score is determined by national statistics and will be determined each semester. Those who fail to meet the cut off score will need to retest (and repay). If a student fails the exam twice, he/she will work with his/her Advisor to establish a remediation plan. A student's degree will not be cleared until a passing score is obtained and/or a satisfactory remediation plan is completed.

This exit exam is beneficial in the following ways:

- assesses your knowledge of counseling information received while here at Regent;
- gives you comparative strength/weakness feedback;
- helps faculty in adapting and developing curricula;
- comparison of our program's results to national data;
- preparation for licensure/NCC exam.

The exam covers the eight CACREP (Council for Accreditation of Counseling and Related Education Programs) common-core areas as defined by their “Standards for Preparation: human growth; social and cultural foundations; helping relationships; group work; career and lifestyle development; appraisal; research and program evaluation; and professional orientation and ethics”.

PERSONAL THERAPY REQUIREMENT

Students in the School of Psychology & Counseling are required to receive a minimum of four (4) individual counseling sessions to explore and facilitate their readiness to function effectively in a counseling role.

For students not local to Virginia Beach - The school will reimburse for up to four (4) sessions at a rate of \$25 per session. The four sessions that are required as part of the educational experience may be provided by any therapist of the student’s choice. Students will have to pay out of pocket and then submit the Personal Counseling Verification Form (Appendix B) and receipts to the Field Placement Liaison in order to receive reimbursement.

For students local to Virginia Beach - Sentara EAP is the approved provider for your four (4) counseling sessions. Students should contact the EAP office at 757-363-6777 for an appointment. They need to identify themselves as a Regent Counseling Student. Students will **not** have to pay for these four sessions out of their own pockets. Regent will be directly billed by Optima for the four sessions.

Students are not permitted to complete their required sessions in less than 30 days and are not allowed to participate in more than one session in any given week.

This requirement has a two-fold purpose: 1) it allows the student to personally experience the professional therapeutic process so that it can become a significant learning experience in professional development, and 2) allows the student to examine personal issues which ultimately may hinder professional effectiveness.

GROUP THERAPY REQUIREMENT

According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, “over the course of one academic term, students must meet for a minimum of 10 clock hours in a small-group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group” (Section II, E). The experiential learning presents an opportunity for personal growth through a directed group experience as well as developing the ability to integrate concepts learned in COUN 554 – Group Counseling. Student participation can occur either in an outside group experience or concurrently with COUN 554 (if the Instructor sets up the course to include an appropriate group lab component). Students may opt out of the Group Counseling lab in COUN 554 if they choose to but must then complete their experiential requirement in another on-campus or community group. The group experience must be completed during one academic semester and prior to taking Internship (see Internship Handbook).

If a student chooses to participate in a group experience outside of the classroom, sessions must run in succession until the minimum requirement of 10 clock hours is met and the hours must be accumulated from the same group. Due to the potential for dual relationship issues, a student’s Practicum site is typically not viewed as an appropriate source for the group experience. Participation in the group experience must be at the peer level and not where the student functions in the primary capacity as a facilitator. Those students opting to complete the small group requirement in the community or on-campus are responsible for locating and securing placement in these groups. Approved groups, either on campus or in the community, must be clinical in nature, providing psycho-educational and support services. Bible studies or church fellowship groups are not considered approved

groups for this requirement. Finally, students must submit the Small Group Experience Verification Form (see Appendix C) or a letter from their Group Counseling Instructor as part of the Internship application process. Any considerations outside of these parameters must be approved through submitting an Academic Petition prior to beginning the group experience.

PRACTICUM & INTERNSHIP

PROCESS FOR BEGINNING A PRACTICUM OR INTERNSHIP

The Field Placement Liaison organizes the Practicum and Internship process for counseling students. The Coordinator develops Practicum and Internship sites, keeps current information about sites, and assists with Practicum and Internship placements as needed. All students must attend a MANDATORY orientation meeting prior to beginning both the Practicum and Internship process. More information will be given regarding these meetings during the semester. All Practicum and Internship paperwork must be completed before the Coordinator will allow students to call to arrange Practicum and Internship site interviews. Students must follow a stringent process to be approved for Internship Candidacy, at which point they will be approved to look for an Internship Site. This process will be explained in detail at the mandatory internship orientation meeting held twice a year. Once a student has secured a placement, he or she must bring a signed contract to the Field Placement Liaison, who will then give the student a Registration Clearance Form, allowing him or her to register for Practicum/Internship. The exception to this is for School Practicum and Internship placements, for which the Field Placement Liaison will arrange placement for the student with the school system of the student's choice.

CRIMINAL BACKGROUND CHECKS FOR FIELD EXPERIENCES

The School of Psychology and Counseling (SPC) requires a Background Check for all students entering a clinical program (i.e., the MA in Community Counseling, the MA in School Counseling, or the Certificate of Advanced Counseling Studies). This is a requirement for students to enroll in Practicum or Internship courses, and a student chooses to not participate, he or she will not be allowed to enroll in these courses.

This background check will be conducted for you by a company (HireRight) with which Regent has contracted to provide this service. In order for us to conduct this check, you will need to sign a release form, which can be downloaded at <http://www.regent.edu/acad/schcou/cs/practicum/index.htm>.

Foreign students will be handled on a case by case basis and in these cases students must contact the SPC Field Placement Liaison.

If there are areas of concern on your background check, a meeting will be set up with your Instructor and the program chair to discuss those concerns. Any needed response plan will be developed on an individual basis. If the student is not satisfied with the response plan, the student may appeal the decision in accordance with the procedure for Academic Appeals.

Areas of concern shall include but not limited to: felony convictions, especially those involving harm to others, theft or fraud convictions, patterns of misdemeanors other than moving traffic violations.

All criminal background records will be retained by the Office of the Dean in confidential files. All such records will be destroyed after ten years, unless their retention is required by accreditation agencies or by law. Only the student, the vice president for academic affairs, the dean of the school, the SPC Field Placement Liaison, the Instructor of Counseling Skills and Techniques (COUN 521), and the program chair will have the right to examine

the contents of these confidential files, unless their disclosure is necessitated in the context of an appeal, their release is ordered by a court or other legal authority, or their release is otherwise authorized by the student.

PRACTICUM

Counseling Skills & Techniques serves to provide basic listening skills that are necessary in any clinical setting. Upon completion of Counseling Skills & Techniques and registration for Practicum, students will obtain a placement at a clinical practicum site, in addition to their ongoing skills training in the classroom. This site will provide an opportunity for both observation of mental health activities and participation in activities which are consistent with the level of training the student has. The student will work with his or her on-site supervisor in the development of the training experience. This is deleted from the handbook: Students are required to complete a minimum of 100 clock hours for Practicum with at least 75 of these hours to be completed onsite. The 100 hours should be spread out over the majority of the semester, for a minimum of 12 weeks. This includes 40 clock hours of direct service with clients, with a combination of both individual and group experience. Students should spend a minimum of 6 hours on the site each week. Student will be assigned 100 hours of off campus experience at an agency or school. A minimum of forty hours must include client contact; of these 40 hours, 10 must be group-related. Students will conduct one (1) off campus site client session taping during the semester for in class review/feedback. This should be scheduled for submission after the ninth tape, which will be turned in for faculty review. The focus will be on the student counselor. Be sure to obtain the client's consent.

Additionally, students may count add 1.5 hours 30 minutes of each Practicum class they attend as "Group Faculty Supervision" to be included as indirect hours. The one hour of triadic faculty supervision each week should be counted as "Individual Faculty Supervision" and also be included as indirect hours. More specific information on counting hours and definitions of hours can be found in the Practicum Handbook. In the event that a student fails Practicum, the faculty will decide on a case-by-case basis if credit for the experience at the professional site will be granted and/or if additional practicum hours must be obtained.

The Practicum gives the student an opportunity to gain experience at a counseling site for an extended period of time under the guidance, observation and supervision of a professional staff member. It augments the classroom and lab instruction by giving students exposure to the realities of the workplace and basic practical knowledge of the counseling profession. The Practicum experience is generally completed by the first year counseling student who is beginning the process of becoming a professional counselor. It is a requirement before students begin an extensive internship experience, typically done during their second year in our program.

New students must first register for the Counseling Skills & Techniques course (COUN 521). No student may register for a different Instructor for Practicum (COUN 523), except by Academic Petition and approval by the Dean or her designee.

A variety of Practicum sites are available for students including clinical and diagnostic centers, community treatment centers, private counseling practices, hospital out-patient services, and school counseling offices. Practicum students will be required to spend an average of 8-10 hours per week at their Practicum site, excluding the Fall, Spring, and Easter breaks. Because Practicum students are generally first year Master's level candidates who will be taking initial foundational and core courses in their counseling programs, they will not have the intensity and level of professional involvement required of second year interns. Practicum students will initially assist with intake and supportive services. They will observe professionals in the field. With time, Practicum students would hopefully be able to move from observer to service provider (with supervision) as deemed appropriate within their respective field placement site.

The Practicum Handbook and all required Practicum forms are available online at <http://www.regent.edu/acad/schcou/cs/practicum/index.htm>. Practicum students are required to sign an acknowledgment form indicating that they have read, understood, and agree to abide by the policies and procedures in the Practicum Handbook. Students should pay particular attention to the section in the Practicum Handbook titled “Disciplinary and Professional Conduct Policy.”

Because each student's behavior is a reflection of the honor of our Lord and representative of Regent University, exemplary conduct and professionalism are anticipated. Appropriate dress and professional behavior are expected on the site. In accordance with national accreditation guidelines, regularly scheduled self-assessments and reviews of the Practicum student by faculty and site supervisors are conducted throughout the semester. Practicum students will be expected to observe the guidelines, procedures, and schedules appropriate to the field site.

When the Practicum student is assigned to a field site, he or she will agree to comply with the expectations of the site supervisor and the agency or school's standards. If difficulties occur for the student regarding the meeting of site expectations, the student has the responsibility to discuss problems with both the faculty and site supervisor. Conflicts between the practicum student and the field site supervisor/personnel should be handled by the site supervisor and student with applicable discussion or advice from the faculty supervisor. If the conflict requires further intervention, the faculty supervisor will be a facilitator with a goal of reaching an appropriate resolution. If for disciplinary measures or some other justifiable reason, a student is removed from his or her Practicum assignment, the student will forfeit this practicum experience for the remainder of the semester, and the use of the University's disciplinary procedure will determine the outcome and procedure for that student.

INTERNSHIP

The Master of Arts in Counseling (Community and School tracks) and CACS students all must complete an Internship as part of their program requirements. An Internship is an experience wherein a student works in a counseling setting under the supervision of a professional in a work role similar to that which the student aspires. An Internship is an opportunity to assess one's skills and knowledge and face the challenge of professional situations outside the university setting. The Internship program has been developed to closely meet national certification guidelines (Council for Accreditation of Counseling and Related Educational Programs) and these criteria are both specific and stringent. An Internship is generally completed in a student's second year of study. There are a number of prerequisites that are listed below, that must be successfully completed prior to beginning Internship. The program requires students to complete a supervised Internship of 600 clock hours, including a minimum of 240 clock hours of direct service to clients, to be spread over the majority of the semester.

The Internship Handbook, along with all other required Internship forms, is available online at <http://www.regent.edu/acad/schcou/cs/internship/index.htm>. The guidelines for beginning this experience are very specific and must be adhered to in all respects. If a student fails to adhere to the internship guidelines, credit for the experience may be denied. Internship students are required to sign an acknowledgment form indicating that they have read, understood, and agrees to abide by the policies and procedures in the Internship Handbook. Students should pay particular attention to the section in the Internship Handbook titled “Disciplinary and Professional Conduct Policy.”

All Internship Classes will be scheduled similarly to other classes. The student intern is responsible for notifying the faculty internship supervisor of any conflicts or situations that may cause an absence from the internship class. No more than one (1) absence from internship class per term (or a total of two (2) over the 600 hours) will be allowed. More than two absences will result in automatic failure of internship. In extenuating circumstances (i.e., death of a family member, serious illness of the student or immediate family member), the student must file an

academic petition before or at the next class meeting attended for either an exemption or to receive an In Progress (IP) grade. One and one-half hours per week or 3 hours every two weeks are required for internship classes. All professors will use the same syllabus.

Out of area Internships are rare exceptions and subject to a stringent application process and supervision requirements. Students must make an appointment with the Field Placement Liaison a minimum of three months prior to the possible start of such an Internship.

Counseling students should be aware of the following:

1. All courses must be passed with a grade of "B", or "P", as applicable, before beginning an Internship. The following courses are core courses:

COUN 500 – Helping Relationships

COUN 516 – Principles of School Counseling (School Track)

COUN 521 – Counseling Skills & Techniques

COUN 523 – Practicum

COUN 526 – Theories of Counseling

COUN 532 – Assessment Techniques in Counseling

COUN 538 – Psychopathology (Community Track)

COUN 554 – Group Counseling

COUN 562 – Community Counseling (Community Track)

COUN 561 – Ethics of Counseling (may be taken prior to or at the same time as Internship)

COUN 514 – Counseling Children & Adolescents (School Track – prior to COUN 594 A)

2. Internship sites outside of the Tidewater-Hampton Roads geographic area are an exception, and require an Academic Petition by the student. Each request is handled on a case-by-case basis by a faculty committee and the reasons for, as well as the benefits and details of; the intended experience must be presented in detail in an Academic Petition form. In addition, supervisors who are designated for approved sites that are geographically distant must meet the same criteria utilized for local clinical supervisors. Faculty should not sign any of these forms unless the student has followed the appropriate guidelines and procedures.
3. Summer Internship hours will still be completed over a 15-week period (instead of the normal 8-week summer term). This depends upon availability of supervision.
4. Students in the School Counseling track should typically not plan Internships that include the summer months. Most schools do not provide enough guidance activities during the summer to allow students to complete the required direct service hours. Exceptions will be treated on a case-by-case basis.

Financial Aid Note:

Please be advised that completing all coursework prior to internship, as outlined in the regular ADP will affect federal financial aid status. Although Regent University considers internship to be half-time, federal regulations state that at least 6 credits must be taken per semester to receive half-time status. Please consult with Central Financial Aid with questions regarding student loans. School-specific aid questions can be addressed through the School of Psychology and Counseling Office of Admissions.

LICENSURE HOURS CRITERIA

Due to Virginia law, students must have completed 30 hours of coursework before enrolling into an internship site or their internship hours will not count toward licensure. Coursework cannot be taken concurrently with the Internship to meet the 30 hours requirement. Students should plan to take more than 9 hours in at least one semester during their first year in order to complete the 30 hours requirement to take Internship in their second fall term.

USING PREVIOUS OR CURRENT WORK FOR THE INTERNSHIP PLACEMENT & EXPERIENCE

In accordance with the Regent University Academic Policy Handbook (internship 4:01:06), the Internship shall be a new and educationally rewarding experience rather than a repeat of previous or current work experience. This generally means that a student's current employment duties at his or her work site will not qualify as an internship.

If a student requests that his/her work site be used for the purpose of Internship, the following must be submitted by the site in a letter addressed to the Counseling Program Director:

1. How the work the intern is doing fulfills the requirements of the Internship,
2. A written job description of the Internship activities, duties, and hours
3. Direct contact time undertaken by the intern to fulfill on-site Internship requirements,
4. A statement regarding the avoidance of any dual relationships at the site,
5. A statement stating that the site understands that they are not required to pay the
6. Intern for at least the required 600 hours since the Internship experience is a graduation requirement, and
7. A statement stating who the employment supervisor is and who the clinical supervisor is (and that they are different).

The letter needs to be from the site on site letterhead (NOT from the student) and should be addressed to the Counseling Program Director.

Additionally, the student must submit an Academic Petition stating the reason(s) for the request. The letter and this Petition must be approved before beginning the Internship. The Program Director makes the decision as to the appropriateness of the request.

SEMINAR IN CLINICAL TRAINING

If a student does not complete Internship hours in a timely manner or needs additional time to obtain skills, they must register for COUN 579, Seminar in Clinical Training. This is a variable credit hour course and more specific information is found in the Internship Handbook.

PROGRAM POLICIES

DISENROLLMENT

A student's enrollment may be terminated for any of the following reasons. Disenrollment may be appealed by following the University due process procedure.

1. Academic
 - a) For failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain an overall B or better grade point average, inability to complete academic courses within reasonable time frames, or obtaining multiple unsatisfactory standing evaluations during the annual review.
 - b) For failure to register for one term without authorized leave of absence and payment of the \$400 Leave of Absence fee.
 - c) For failure to graduate within the maximum time limit allowed by the graduate school (7 years). The student may petition to have this requirement waived for an appropriate cause.
2. Unprofessional Personal Conduct:
 - a) For failure to behave consistently with the codes of ethics of our profession and the rules, regulations, and code of conduct of Regent University.
 - b) For failure to uphold principles of academic honesty and integrity.
 - c) For failure to demonstrate suitability for clinical practice as defined by professional standards of practice.
3. Financial: For failure to meet tuition and financial obligations to Regent University.

NON-DEGREE STUDENTS

Non-degree seeking students are allowed to enroll in up to 12 credit hours of allowable or appropriate coursework as determined by the Program. Non-degree students who want to apply for regular status must begin the complete admissions process as a new applicant. Criteria for non-degree students who wish to take more than 12 credits:

- This shall apply to post Master's work only.
- The student should have a definite goal in mind, which must be submitted in writing, in contract form with Advisor assigned.
- This contract will list the goal, (e.g., completing hours required for licensure) courses needed, and credit hours.
- Financial aid will not be granted for courses taken by a non-degree student.

PROFESSIONAL COMPETENCY

- II. Program faculty, training staff, and clinical supervisors have a professional and ethical responsibility to:
 5. evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers
 6. ensure, insofar as possible, that the students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching, etc.) in an effective and appropriate manner
 7. not automatically approve program completion for students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large
 8. address and attempt to correct concerns of competency in areas such as (but not limited to):

- e. Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - f. self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - g. openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
 - h. resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)
- V. Identified issues in the areas noted above may result in some form of intervention in an effort to take reasonable steps to assist students in addressing and/or correcting the problem. This may include (but is not limited to):
- documentation of the problem area(s) with a Note of Concern and Professional Development Form (PDF)
 - evaluation and academic counseling of the student by faculty members and/or supervisors
 - a recommendation for the student to receive professional therapy services
 - requiring the student to “stop out” of the program until the problem area(s) is appropriately and sufficiently addressed
- VI. Should any student fall into one or more of the categories described in I. above and require intervention as described in II. above:
- every effort will be made to protect student confidentiality and student records as described in the Student Handbook and in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended.
 - no student will be discriminated against due to disability and reasonable accommodation will be made in accordance with Regent University policy as described in the Student Handbook. The Student Handbook can be accessed via the following web link:
http://www.regent.edu/admin/stusrv/student_handbook.cfm
- VII. The basis for this policy is derived from two primary sources that address matters related to statute, regulation, professional competency and ethical practice standards:
 The American Counseling Association (ACA) and more specifically the following:
 ACA Code of Ethics
 A.2. – Respecting Diversity
 A.5. – Personal Needs and values
 C.2. – Professional Competency
 D.1. – Relationships with Employers and Employees
 F.1. – Counselor Educators and Trainers
 F.3. – Students and Supervisees
 ACA Standards of Practice
 SP-17 – Boundaries of Competence

SP-19 – Impairment of Professionals

SP-41 – Limitations of Students and Supervisees

SP-43 – Standards for Students and Supervisees

The American Counseling Association Code and Standards can be accessed at:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

18 VAC 115-20-130, B.1.

18 VAC 115-20-130, B.2.

18 VAC 115-20-140, A.3.

The Virginia Board of Counseling Standards of Practice can be accessed at:

http://www.dhp.state.va.us/counseling/counseling_laws_regs.htm

REMEDICATION

The SPC is committed to helping students achieve their desired goals but also recognizes that students arrive in the program with varied levels of skill and ability. Achievement of the skills and personal and professional growth needed to complete the program is not always acquired at the pace of the ideal course progression. In some cases, students may need extra time and practice. The evaluation criteria and procedures noted in this handbook are designed to help faculty and students identify those areas needing extra attention. If a student's chief deficits are academic, they are required to meet with their Advisor to work on a plan. Typical plans may include cutting back on course work or outside activities, repetition of courses, and/or taking special workshops (e.g., a writing workshop).

Another area where students sometimes need extra help or time is in the demonstration of clinical skills. There are several ways the SPC seeks to help students with this. Instructors for the Counseling Skills & Techniques and Practicum courses try to identify as early as possible, those students who are not making satisfactory progress, so that they may request additional mentoring of clinical skills. This may be accomplished by scheduling one-on-one sessions with a teaching assistant who works with the Skills and Practicum courses. Students who have not achieved the required level of skills by the end of the semester are given an opportunity to repeat the Counseling Skills & Techniques or Practicum. Sometimes, the inability to demonstrate the required level of clinical skills is related to personal growth issues in the student's life that need attention before the student can demonstrate their ability to assist others. In such cases, students are strongly encouraged to pursue personal counseling or similar growth enhancing experiences. Students who cannot pass the Counseling Skills & Techniques or Practicum after the second time must meet with their Advisor to re-evaluate their pursuit of a career in the counseling field.

NOTE: Passing Practicum is a pre-requisite to proceed to Internship and to complete the degree program. The continued pursuit of academic courses without the ability to demonstrate the requisite clinical skills does not guarantee graduation from the program.

SECTION 4:

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

[COMMUNITY COUNSELING AND SCHOOL COUNSELING DEGREE
PROGRAMS]

Revised October 2011

I. MA IN CLINICAL MENTAL HEALTH COUNSELING PROGRAM

DEGREE PROGRAMS

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Students are encouraged to adjust their master's degree plan to maximize their unique gifts and individual interests. There are three tracks, Clinical Mental Health, School Counseling and Combined Community/School Counseling. Because of differing requirements, students should determine from their initial course of study which degree plan they will pursue. The advantage of pursuing the dual track in both Clinical Mental Health Counseling and School Counseling is that it makes the student more marketable because of their experiences in both arenas. Placements in Practicum in the second semester, and Internship, are directly related to the degree plan chosen and to professional endorsements.

ACCREDITATION

The on-line Clinical Mental Health Counseling program is designed to be compliant with the accreditation standards of the Council for Accreditation of Counseling and Related Education Programs (CACREP), but is currently not accredited by CACREP.

60-HOURS COMMUNITY COUNSELING EMPHASIS

This Program provides the academic and applied training necessary for someone seeking employment as a Counselor in a private practice setting (depending on state requirements), community agencies, or church Counseling centers. For qualified students, it can be structured for pre-doctoral studies. Students in the CMHC Program will meet the Virginia Board of Professional Counselors' academic requirement for licensure of 60 semester hours.

Core Content Areas (33 hours)

Human Growth and Development

CMHC 540 – Human Growth and Development (3)

Social and Cultural Foundations

CMHC 545 – Concepts of Family (3)

CMHC 570 – Multicultural Counseling (3)

Helping Relationships

CMHC 500 – Helping Relationships (3)

CMHC 521 – Counseling Skills & Techniques (3)

CMHC 526 – Theories of Counseling (3)

Group Work

CMHC 554 – Group Counseling (3)

Career and Lifestyle Development

CMHC 536 – Career and Lifestyle Development (3)

Appraisal

CMHC 532 – Assessment Techniques in Counseling (3)

Research and Program Evaluation

CMHC 517 – Research and Statistics (3)

Professional Orientation

CMHC 561 – Ethics, Professional Orientation and Legal Issues in Counseling (3)

Clinical Mental Health Emphasis Content Areas (9 hours)

CMHC 535 – Addictive Behaviors (3)

CMHC 538 – Psychopathology (3)

CMHC 562 – Community Counseling (3)

Practicum (3 hours)

CMHC 523 – Practicum (3)

Internship (6 hours)

CMHC 595A – Internship (3)

CMHC 595B – Internship (3)

Electives (9 hours)

CMHC 514 – Counseling Children & Adolescents (3)

CMHC 515 – Adult and Gerontological Counseling (3)

CMHC 516 – Principles of School Counseling (3)

CMHC 547 – Models of Family Therapy (3)

CMHC 548 – Human Sexuality (3)

CMHC 549 – Issues in Sexual Abuse (3)

CMHC 550 – Counseling of Women (3)

CMHC 560 – Business Issues in Professional Practice (3)

CMHC 647 – Adv. Tech. in Marriage & Family Therapy (3)

CMHC 655 – Advanced Group Counseling (3)

CMHC 663 – Counselor Supervision (3)

60-HOURS SCHOOL COUNSELING EMPHASIS

This program provides the courses necessary for meeting the State of Virginia School Counselor licensure requirements for employment as a School Counselor at the elementary, middle and secondary school levels. Most states have reciprocity with Virginia. Students are able if they choose to meet requirements for more than one level of certification, for example, elementary and middle school counseling. Students in the School Counseling Program will meet the Virginia Board of Professional Counselors' academic requirement for licensure of 60 semester hours.

Core Content Areas (39 hours)

Human Growth and Development

CMHC 540 – Human Growth and Development (3)

Social and Cultural Foundations

CMHC 535 – Addictive Behaviors (3)

CMHC 545 – Concepts of Family (3)

CMHC 570 – Multicultural Counseling (3)

Helping Relationships

CMHC 500 – Helping Relationships (3)

CMHC 521 – Counseling Skills & Techniques (3)

CMHC 526 – Theories of Counseling (3)

Group Work

- CMHC 554 – Group Counseling (3)
- Career and Lifestyle Development
 - CMHC 536 – Career and Lifestyle Development (3)
- Appraisal
 - CMHC 532 – Assessment Techniques in Counseling (3)
 - CMHC 538 – Psychopathology (3)
- Research and Program Evaluation
 - CMHC 517 – Research and Statistics (3)
- Professional Orientation
 - CMHC 561 – Ethics, Professional Orientation and Legal Issues in Counseling (3)

School Emphasis Content Areas (6 hours)

- CMHC 514 – Counseling Children & Adolescents (3)
- CMHC 516 – Principles of School Counseling (3)

Practicum (3 hours)

- CMHC 523 – Practicum (3)

Internship (6 hours)

- CMHC 594A – Internship in School – A (3)
- CMHC 594B – Internship in School – B (3)

Electives (6 hours)

- CMHC 515 – Adult and Gerontological Counseling (3)
- CMHC 547 – Models of Family Therapy (3)
- CMHC 548 – Human Sexuality (3)
- CMHC 549 – Issues in Sexual Abuse (3)
- CMHC 560 – Business Issues in Professional Practice (3)
- CMHC 562 – Community Counseling (3)
- CMHC 647 – Adv. Tech. in Marriage & Family Therapy (3)
- CMHC 655 – Advanced Group Counseling (3)
- CMHC 663 – Counselor Supervision (3)

(Other electives from the School of Education may be chosen with the approval of the student's Advisor.)

60-HOURS COMBINED COMMUNITY/SCHOOL COUNSELING EMPHASIS

The Combined option remains a 60-hour program. In order to meet State requirements for both the Clinical Mental Health Counseling along with the School Counseling programs, no elective hours are available. This Program provides the academic and applied training necessary for someone seeking employment as a Counselor in a private practice setting (depending on state requirements), school setting, community agencies, or church Counseling centers. For qualified students, it can be structured for pre-doctoral studies. In the Combined Program, students will complete two semesters of Community Internship and one semester of School Internship. Students in the Combined Clinical Mental Health/School Counseling Program will meet the Virginia Board of Professional Counselors' academic requirement for licensure of 60 semester hours.

Core Content Areas (33 hours)

- Human Growth and Development
 - CMHC 540 – Human Growth and Development (3)
- Social and Cultural Foundations

- CMHC 545 – Concepts of Family (3)
- CMHC 570 – Multicultural Counseling (3)
- Helping Relationships
 - CMHC 500 – Helping Relationships (3)
 - CMHC 521 – Counseling Skills & Techniques (3)
 - CMHC 526 – Theories of Counseling (3)
- Group Work
 - CMHC 554 – Group Counseling (3)
- Career and Lifestyle Development
 - CMHC 536 – Career and Lifestyle Development (3)
- Appraisal
 - CMHC 532 – Assessment Techniques in Counseling (3)
- Research and Program Evaluation
 - CMHC 517 – Research and Statistics (3)
- Professional Orientation
 - CMHC 561 – Ethics, Professional Orientation and Legal Issues in Counseling (3)
- Combined Community/School Emphasis Content Areas (15 hours)**
 - CMHC 514 – Counseling Children & Adolescents (3)
 - CMHC 516 – Principles of School Counseling (3)
 - CMHC 535 – Addictive Behaviors (3)
 - CMHC 538 – Psychopathology (3)
 - CMHC 562 – Community Counseling (3)
- Practicum (3 hours)**
 - CMHC 523 – Practicum (3)
- Internship (9 hours)**
 - CMHC 594A – School Internship (3)
 - CMHC 595A – Community Internship (3)
 - CMHC 595B – Community Internship (3)

PROGRAM OBJECTIVES

OBJECTIVES FOR THE COMMUNITY AND SCHOOL EMPHASES:

- 1) To provide leadership in the integration of sound and ethical clinical practice, skills and techniques, and Biblically based values;
- 2) To promote the enhancement of accurate self-awareness and understanding;
- 3) To encourage professional development through participation and leadership in professional organizations; and
- 4) To provide studies in the core areas of Counseling knowledge and skills to include the following: human growth and development, social (family systems) and multicultural foundations, helping relationships

(including skills and techniques), group work, research and program evaluation, appraisal, career development, personality theories, and professional orientation and ethics.

SCHOOL COUNSELING FOCUS IS DESIGNED TO ALSO MEET THE ADDITIONAL SPECIFIC OBJECTIVES:

- To provide studies in the role and function of school guidance personnel.
- To provide studies in the diagnosis and treatment of child and adolescent issues.
- To provide comprehensive supervised experience in school guidance settings.

COMMUNITY COUNSELING FOCUS IS DESIGNED TO ALSO MEET THE FOLLOWING ADDITIONAL OBJECTIVES:

- To provide studies in the diagnosis and treatment of psychological disorders (addictions, psychopathology).
- To provide comprehensive supervised clinical experience in community agency settings.

CURRICULUM

The online M.A. in Clinical Mental Health Counseling (CMHC) curriculum is a 60 credit hour, full-time, fixed course progression. "Full time" for purposes of the CMHC course sequence, is defined as 6 hours per term. "Fixed" means that the course sequence is a pre-planned, mandatory progression for CMHC students. Any exceptions to the course sequence must be approved by the CMHC Program Coordinator or the Counseling Department Chairperson.

The faculty is committed to include issues of diversity and multiculturalism (including ethnic, cultural, class, gender, and disability) and ethics throughout the curriculum. The program will address these issues specifically in the multicultural course, but these issues are intentionally integrated into all other courses.

The course progression and clinical training were designed to reflect the 2009 Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The required Residencies reflect the accreditation mandates of the Southern Association of Colleges and Schools (SACS).

It is recognized that in some cases, a student may face an unplanned emergency of some type and may have to drop out of portions of the course progression. At the discretion of the Program Coordinator and Counseling Department Chairperson, appropriate adjustments may be made to receive a grade of Incomplete and/or allow the student to take a leave of absence from the program, or take a reduced load of courses. Normally the student should make every effort to return to a full-time status within a year.

COURSE PROGRESSION 2011 AND FUTURE COHORTS ONLY

YEAR 1		
Semester 1 – Fall	Semester 2 - Spring	Semester 3 – Summer
CMHC 521 Counseling Skills & Techniques (taught at Residency) CMHC 500 Helping Relationships	CMHC 538 Psychopathology CMHC 562 Clinical Mental Health Counseling	CMHC 517 Research & Statistics CMHC 540 Human Growth & Development

CMHC 526 Theories of Counseling CMHC 596 A Residency Year 1		
YEAR 2		
Semester 4 – Fall	Semester 5 – Spring	Semester 6 – Summer
CMHC 554 Group Counseling (taught at Residency) CMHC 545 Concepts of Family Systems CMHC 532 Assessment Techniques CMHC 596 B Residency Year 2	Elective (Community) or CMHC 516 Principles of School Counseling (School or Combined) CMHC 523 Practicum	CMHC 561 Ethics, Professional Orientation & Legal Issues CMHC 536 Career & Lifestyle Development
YEAR 3		
Semester 7 – Fall	Semester 8 – Spring	Semester 9 – Summer
Elective (Community, at Residency) or CMHC 514 Children & Adolescents (School or Combined, at Residency) CMHC 595 A Community Internship A (Community), or CMHC 594 A School Internship A (School or Combined) CMHC 596 C Residency Year 3	CMHC 595 B Community Internship B (Community), or CMHC 594 B School Internship B (School), or CMHC 595 A Community Internship A (Combined) CMHC 535 Addictive Behaviors	CMHC 595 B Community Internship B (Combined), or Elective 3 (Community or School) CMHC 570 Multicultural Counseling

Course progressions for the 2009 and 2010 cohorts may be found on the ADP forms on the SPC website.

LMFT Certification Required Courses:

- Marital Therapy (elective)
- Concepts of Family Systems (core course)
- Family Therapy (elective)
- Human Sexuality (elective)
- Trauma I, II, III (elective)
- Other Elective Courses

PROGRAM FORMAT

The CMHC is offered in an e-learning, online format with three required residencies. The University uses Blackboard as its e-learning platform. Students receive training in Blackboard during the first residency.

RESIDENCY

The CMHC includes a Residency requirement. CMHC students are required to attend and successfully complete three Residencies during the course of the program. A Residency is a block of time set aside for all students in a cohort to come to the Virginia Beach campus for a period of about 8 to 10 days, to meet as a group and engage in coursework, teambuilding activities, workshops and social/cultural events. Residencies are typically scheduled during the Summer prior to the Fall term of the first three years of the program.

The online format of the CMHC program challenges students and faculty alike to find alternative ways to create the personal interaction and connectivity that often develops in the traditional face-to-face classroom course. Residency offers an opportunity for cohort members to meet and build relationships with one another, faculty and staff.

The CMHC course sequence has been designed to provide students with a coordinated, systematic and planned progression of training and education. During the first year, students attend the first Residency of the program during which they meet as a cohort at the Virginia Beach campus and begin coursework in Counseling Skills and Techniques with professors in a face-to-face environment. Additional activities during Residency include participation in workshops, cultural activities, social activities, faculty discussions, team-building exercises, and a spiritual retreat.

The second year Residency includes a continuation of the focus on knowledge and skills necessary to complete the program of studies. Students begin coursework in Group Counseling in the face-to-face format with the professor and participate in Residency activities similar to those of the first year residency, but with an added benefit: the next year's cohort of students is in attendance and cohorts interact with each other.

The third year Residency allows students in the Community track a choice of electives and offers Children & Adolescent Counseling for students on the School or Combined tracks. This residency includes a critical event in the matriculation of the M.A. student: sitting for the Counselor Preparation Comprehensive Exam (CPE). (<http://www.regent.edu/acad/schcou/faq/nce.htm>). This exam must be passed prior to graduation.

DEGREE REQUIREMENTS

COMPETENCY BASED PROBES

There are several courses in the counseling curriculum with competency-based probes. Probes are implemented to assess a student's knowledge and skill base in these particular areas. Students must pass all probes at designated levels in order to receive a degree. The syllabi for probe courses will list specific requirements. Failure to pass a probe in a probe class will result in failure and cause the student to need to repeat the course regardless of grade average.

Probe #1	Basic Attending Skills
Course:	CMHC 521 – Counseling Skills & Techniques
Knowledge Base:	Attending and facilitation skills.
Procedure:	Evaluation of videotape using a competency based checklist.
Remediation:	One make-up tape allowed. If unsatisfactory, tapes will be viewed by additional faculty members. If this make-up tape is unsatisfactory, student receives NP (No Pass) for Counseling Skills & Techniques and must repeat the course the following semester. Cannot begin Practicum until Counseling Skills & Techniques is passed.

Probe #2	Counseling Skills: Formation of Change Strategy
Course:	CMHC 523 – Practicum
Knowledge Base:	Dynamic understanding and assessment of presenting problem, ability to determine goals, treatment plan and remediation, use of basic behavioral and/or cognitive change techniques: ability to respond appropriately to affect;

confrontation/challenging skills.

Procedure: Evaluation of videotape and written transcript (10-15 minute portion of a tape) using competency based rating scale.

Remediation: One re-make allowed. If unsatisfactory, tapes will be viewed by additional faculty members. If this make-up tape is unsatisfactory, student receives a NP (No Pass) for Practicum. Practicum must be repeated and passed before student can begin internship.

Probe #3: Community Counseling Students – Psychopathology

Course: **CMHC 538 – Psychopathology I**

Knowledge Base: DSM IV-TR, abnormal psychology and treatment strategies.

Note: Student must receive a B or better in order to proceed to internship.

Procedure: Administration of a written examination in which student responds to case history data and formulates diagnostic information and appropriate treatment suggestions. This must be passed with a grade of 80% or better.

Remediation: One re-administration. If failed, student must take a one-credit remedial course. If there is a second failure, student must repeat the course.

Probe #4 School Counseling Students – School Counseling

Course: **CMHC 516 Principles of School Counseling**

Knowledge Base: Formulation, understanding and application of a comprehensive school counseling program.

Procedure: Completion of a school counseling immersion project, a videotaped and critiqued school guidance class presentation and completion of a model guidance program project.

Remediation: Students must receive a B or better in each of the assigned projects. If any project grade is below B level, student must revise or repeat project. Students who cannot meet criteria level in two attempts must repeat the course and receive a grade of B or better for continuance in the program.

Probe #5 CMHC 595A/594A Internship/School Internship A

Knowledge Base: DSM IV-TR, abnormal psychology and treatment strategies, dynamic understanding and assessment of presenting problem, ability to determine goals and treatment plan, diagnosis and remediation. Use of Behavioral Insight Oriented and/or Cognitive change techniques, case conceptualization and presentations, treatment team concept, ability to respond appropriately to affect, awareness of transference and counter-transference issues and ability to confront challenge using appropriate skills. An awareness of boundaries and professional ethics.

Procedure: Evaluation of video/audio tape or site supervisor's written evaluation along with case presentation both written and oral using competency-based rating scale. Presentations made at Midterm and Final.

Remediation: One re-make allowed. If unsatisfactory, tapes will be viewed by additional faculty members. If this make-up tape is unsatisfactory the student receives a NP (No Pass)

for Internship A. Internship A must be repeated and passed before the student can begin Internship B.

Probe #6

CMHC 595B/594B Internship/School Internship B

Knowledge Base: DSM IV-TR, abnormal psychology and treatment strategies, Dynamic understanding and assessment of presenting problem, ability to determine goals and treatment plan, diagnosis and remediation. Use of Behavioral Insight Oriented and/or Cognitive change techniques, case conceptualization and presentations, treatment team concept, ability to respond appropriately to affect, awareness of transference and counter-transference issues and ability to confront challenge using appropriate skills. An awareness of boundaries and professional ethics.

Procedure: Evaluation of video/audio tape or site supervisor's written evaluation along with case presentation both written and oral using competency-based rating scale. Presentations made at Midterm and Final.

Remediation: One make-up is allowed. If unsatisfactory, tapes will be viewed by additional faculty member. If this make-up tape is unsatisfactory the student receives a NP (No Pass) for Internship B. Internship B must be repeated and passed before the student can graduate.

MA EXIT EXAM

All Master's level counseling students in the Clinical Mental Health Counseling programs will be required to take, prior to graduation, the Counselor Preparation Comprehensive Examination (CPCE). The cost for this exam is \$40.00 and is charged as a fee in Internship B. It is administered spring, summer and fall semesters, and can be taken at any point in the program once a student has completed 30 hours of coursework.

All students will be required to pass this official Exit Exam before graduation. The cut off score is determined by national statistics and will be determined each semester. Those who fail to meet the cut off score will need to retest (and repay). If a student fails the exam twice, he/she will work with his/her Advisor to establish a remediation plan. A student's degree will not be cleared until a passing score is obtained and/or a satisfactory remediation plan is completed.

This exit exam is beneficial in the following ways:

- assesses your knowledge of counseling information received while here at Regent;
- gives you comparative strength/weakness feedback;
- helps faculty in adapting and developing curricula;
- comparison of our program's results to national data;
- preparation for licensure/NCC exam.

The exam covers the eight CACREP (Council for Accreditation of Counseling and Related Education Programs) common-core areas as defined by their "Standards for Preparation: human growth; social and cultural foundations; helping relationships; group work; career and lifestyle development; appraisal; research and program evaluation; and professional orientation and ethics".

PERSONAL THERAPY REQUIREMENT

Students in the School of Psychology & Counseling are required to receive a minimum of four (4) individual counseling sessions to explore and facilitate their readiness to function effectively in a counseling role during their first two semesters.

For students not local to Virginia Beach - The school will reimburse for up to four (4) sessions at a rate of \$25 per session. The four sessions that are required as part of the educational experience may be provided by any therapist of the student's choice. Students will have to pay out of pocket and then submit the Personal Counseling Verification Form (Appendix B) and receipts to the Field Placement Liaison in order to receive reimbursement.

For students local to Virginia Beach - Sentara EAP is the approved provider for your four (4) counseling sessions. Students should contact the EAP office at 757-363-6777 for an appointment. They need to identify themselves as a Regent Counseling Student. Students will **not** have to pay for these four sessions out of their own pockets. Regent will be directly billed by Optima for the four sessions.

Students are not permitted to complete their required sessions in less than 30 days and are not allowed to participate in more than one session in any given week.

This requirement has a two-fold purpose: 1) it allows the student to personally experience the professional therapeutic process so that it can become a significant learning experience in professional development, and 2) allows the student to examine personal issues which ultimately may hinder professional effectiveness.

GROUP THERAPY REQUIREMENT

According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, "over the course of one academic term, students must meet for a minimum of 10 clock hours in a small-group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group" (Section II, E). The experiential learning presents an opportunity for personal growth through a directed group experience as well as developing the ability to integrate concepts learned in COUN 554 – Group Counseling. Students must participate in an outside group experience over the course of one academic term and prior to taking Internship (see Internship Handbook).

Sessions must run in succession until the minimum requirement of 10 clock hours is met and the hours must be accumulated from the same group. Due to the potential for dual relationship issues, a student's Practicum site is typically not viewed as an appropriate source for the group experience. Participation in the group experience must be at the peer level and not where the student functions in the primary capacity as a facilitator. Students are responsible for locating and securing placement in these groups. Approved groups must be clinical in nature, and provide psycho-educational and support services. Bible studies or church fellowship groups are not considered approved groups for this requirement. Finally, students must submit the Small Group Experience Verification Form (Appendix C) or a letter from their Group Counseling Instructor as part of the Internship application process. Any considerations outside of these parameters must be approved through submitting an Academic Petition prior to beginning the group experience.

PRACTICUM & INTERNSHIP

PROCESS FOR BEGINNING A PRACTICUM OR INTERNSHIP

The Field Placement Liaison organizes the Practicum and Internship process for counseling students. The Coordinator develops Practicum and Internship sites, keeps current information about sites, and assists with Practicum and Internship placements as needed. All students must attend a MANDATORY orientation meeting prior to beginning both the Practicum and Internship process. More information will be given regarding these meetings during the semester. All Practicum and Internship paperwork must be completed before the Coordinator will allow students to call to arrange Practicum and Internship site interviews. Students must follow a stringent process to be approved for Internship Candidacy, at which point they will be approved to look for an Internship Site. This process will be explained in detail at the mandatory internship orientation meeting held twice a year. Once a student has secured a placement, he or she must send a signed contract to the Field Placement Liaison, who will then approve the student, allowing him or her to register for Practicum/Internship. The exception to this is for School Practicum and Internship placements, for which the Field Placement Liaison will arrange placement for the student with the school system of the student's choice.

CRIMINAL BACKGROUND CHECKS FOR FIELD EXPERIENCES

The School of Psychology and Counseling (SPC) requires a Background Check for all students entering a clinical program (i.e., the MA in Clinical Mental Health Counseling). This is a requirement for students to enroll in Practicum or Internship courses, and a student chooses to not participate, he or she will not be allowed to enroll in these courses.

This background check will be conducted for you by a company (HireRight) with which Regent has contracted to provide this service. In order for us to conduct this check, you will need to sign a release form, which can be downloaded at <http://www.regent.edu/acad/schcou/cs/practicum/index.htm>.

Foreign students will be handled on a case by case basis and in these cases students must contact the SPC Field Placement Liaison.

If there are areas of concern on your background check, a meeting will be set up with your Instructor and the department chair to discuss those concerns. Any needed response plan will be developed on an individual basis. If the student is not satisfied with the response plan, the student may appeal the decision in accordance with the procedure for Academic Appeals.

Areas of concern shall include but not limited to: felony convictions, especially those involving harm to others, theft or fraud convictions, patterns of misdemeanors other than moving traffic violations.

All criminal background records will be retained by the Office of the Dean in confidential files. All such records will be destroyed after ten years, unless their retention is required by accreditation agencies or by law. Only the student, the vice president for academic affairs, the dean of the school, the SPC Field Placement Liaison, the Instructor of Counseling Skills and Techniques (COUN 521), the clinical coordinator and the department chair will have the right to examine the contents of these confidential files, unless their disclosure is necessitated in the context of an appeal, their release is ordered by a court or other legal authority, or their release is otherwise authorized by the student.

PRACTICUM

Counseling Skills & Techniques serves to provide basic listening skills that are necessary in any clinical setting. Upon completion of Counseling Skills & Techniques and registration for Practicum, students will obtain a placement at a clinical practicum site, in addition to their ongoing skills training in the classroom. This site will provide an opportunity for both observation of mental health activities and participation in activities which are consistent

with the level of training the student has. The student will work with his or her on-site supervisor in the development of the training experience. Students are required to complete a minimum of 100 clock hours for Practicum with at least 75 of these hours to be completed onsite. The 100 hours should be spread out over the majority of the semester, for a minimum of 12 weeks. This includes 40 clock hours of direct service with clients, with a combination of both individual and group experience. Students should spend a minimum of 6 hours on the site each week. Student will be assigned 100 hours of off campus experience at an agency or school. A minimum of forty hours must include client contact; of these 40 hours, 10 must be group- related. Students will conduct one (1) off campus site client session taping during the semester for in class review/feedback. This should be scheduled for submission after the ninth tape, which will be turned in for faculty review. The focus will be on the student counselor. Be sure to obtain the client's consent.

Additionally, students may count 1.5 hours of each Practicum class they attend as "Group Faculty Supervision" to be included as indirect hours. The one hour of triadic faculty supervision each week should be counted as "Individual Faculty Supervision" and also be included as indirect hours. More specific information on counting hours and definitions of hours can be found in the Practicum Handbook. In the event that a student fails Practicum, the faculty will decide on a case-by-case basis if credit for the experience at the professional site will be granted and/or if additional practicum hours must be obtained.

The Practicum gives the student an opportunity to gain experience at a counseling site for an extended period of time under the guidance, observation and supervision of a professional staff member. It augments the classroom and lab instruction by giving students exposure to the realities of the workplace and basic practical knowledge of the counseling profession. The Practicum experience is generally completed by the first year counseling student who is beginning the process of becoming a professional counselor. It is a requirement before students begin an extensive internship experience, typically done during their second year in our program.

A variety of Practicum sites are available for students including clinical and diagnostic centers, community treatment centers, private counseling practices, hospital out-patient services, and school counseling offices. Practicum students will be required to spend an average of 8-10 hours per week at their Practicum site, excluding the Fall, Spring, and Easter breaks. Because Practicum students are generally first year Master's level candidates who will be taking initial foundational and core courses in their counseling programs, they will not have the intensity and level of professional involvement required of second year interns. Practicum students will initially assist with intake and supportive services. They will observe professionals in the field. With time, Practicum students would hopefully be able to move from observer to service provider (with supervision) as deemed appropriate within their respective field placement site.

The Practicum Handbook and all required Practicum forms are available online at <http://www.regent.edu/acad/schcou/cs/practicum/index.htm>. Practicum students are required to sign an acknowledgment form indicating that they have read, understood, and agree to abide by the policies and procedures in the Practicum Handbook. Students should pay particular attention to the section in the Practicum Handbook titled "Disciplinary and Professional Conduct Policy."

Because each student's behavior is a reflection of the honor of our Lord and representative of Regent University, exemplary conduct and professionalism are anticipated. Appropriate dress and professional behavior are expected on the site. In accordance with national accreditation guidelines, regularly scheduled self-assessments and reviews of the Practicum student by faculty and site supervisors are conducted throughout the semester. Practicum students will be expected to observe the guidelines, procedures, and schedules appropriate to the field site.

When the Practicum student is assigned to a field site, he or she will agree to comply with the expectations of the site supervisor and the agency or school's standards. If difficulties occur for the student regarding the meeting of site expectations, the student has the responsibility to discuss problems with both the faculty and site supervisor. Conflicts between the practicum student and the field site supervisor/personnel should be handled by the site supervisor and student with applicable discussion or advice from the faculty supervisor. If the conflict requires further intervention, the faculty supervisor will be a facilitator with a goal of reaching an appropriate resolution. If for disciplinary measures or some other justifiable reason, a student is removed from his or her Practicum assignment, the student will forfeit this practicum experience for the remainder of the semester, and the use of the University's disciplinary procedure will determine the outcome and procedure for that student.

INTERNSHIP

The Master of Arts in Clinical Mental Health Counseling (Community and School tracks) students all must complete an Internship as part of their program requirements. An Internship is an experience wherein a student works in a counseling setting under the supervision of a professional in a work role similar to that which the student aspires. An Internship is an opportunity to assess one's skills and knowledge and face the challenge of professional situations outside the university setting. The Internship program has been developed to closely meet national certification guidelines (Council for Accreditation of Counseling and Related Educational Programs) and these criteria are both specific and stringent. An Internship is generally completed in a student's second year of study. There are a number of prerequisites that are listed below, that must be successfully completed prior to beginning Internship. The program requires students to complete a supervised Internship of 600 clock hours, including a minimum of 240 clock hours of direct service to clients, to be spread over the majority of the semester.

The Internship Handbook, along with all other required Internship forms, is available online at <http://www.regent.edu/acad/schcou/cs/internship/index.htm>. The guidelines for beginning this experience are very specific and must be adhered to in all respects. If a student fails to adhere to the internship guidelines, credit for the experience may be denied. Internship students are required to sign an acknowledgment form indicating that they have read, understood, and agrees to abide by the policies and procedures in the Internship Handbook. Students should pay particular attention to the section in the Internship Handbook titled "Disciplinary and Professional Conduct Policy."

Counseling students should be aware of the following:

5. Core courses must be passed with a grade of "B", or "P", as applicable, before beginning an Internship. These courses are:

- CMHC 500 – Helping Relationships
- CMHC 516 – Principles of School Counseling (School Track)
- CMHC 521 – Counseling Skills & Techniques
- CMHC 523 – Practicum
- CMHC 526 – Theories of Counseling
- CMHC 532 – Assessment Techniques in Counseling
- CMHC 538 – Psychopathology (Community Track)
- CMHC 554 – Group Counseling
- CMHC 562 – Clinical Mental Health Counseling (Community Track)
- CMHC 561 – Ethics of Counseling (may be taken prior to or at the same time as Internship)
- CMHC 514 – Counseling Children & Adolescents (School Track – prior to CMHC 594 A)

6. Supervisors who are designated for approved sites that are geographically distant must meet the same criteria utilized for local clinical supervisors. Faculty should not sign any of these forms unless the student has followed the appropriate guidelines and procedures
7. Summer Internship hours will still be completed over a 15-week period (instead of the normal 8-week summer term). This depends upon availability of supervision.
8. Students in the School Counseling track should typically not plan Internships that include the summer months. Most schools do not provide enough guidance activities during the summer to allow students to complete the required direct service hours. Exceptions will be treated on a case-by-case basis.

Financial Aid Note:

Please be advised that completing all coursework prior to internship, as outlined in the regular ADP will affect federal financial aid status. Although Regent University considers internship to be half-time, federal regulations state that at least 6 credits must be taken per semester to receive half-time status. Please consult with Central Financial Aid with questions regarding student loans. School-specific aid questions can be addressed through the School of Psychology and Counseling Office of Admissions.

LICENSURE HOURS CRITERIA

Due to Virginia law, students must have completed 30 hours of coursework before enrolling into an internship site or their internship hours will not count toward licensure. Coursework cannot be taken concurrently with the Internship to meet the 30 hours requirement.

USING PREVIOUS OR CURRENT WORK FOR THE INTERNSHIP PLACEMENT & EXPERIENCE

In accordance with the Regent University Academic Policy Handbook (internship 4:01:06), the Internship shall be a new and educationally rewarding experience rather than a repeat of previous or current work experience. This generally means that a student's current employment duties at his or her work site will not qualify as an internship.

If a student requests that his/her work site be used for the purpose of Internship, the following must be submitted by the site in a letter addressed to the Counseling Program Director:

8. How the work the intern is doing fulfills the requirements of the Internship,
9. A written job description of the Internship activities, duties, and hours
10. Direct contact time undertaken by the intern to fulfill on-site Internship requirements,
11. A statement regarding the avoidance of any dual relationships at the site,
12. A statement stating that the site understands that they are not required to pay the
13. Intern for at least the required 600 hours since the Internship experience is a graduation requirement, and
14. A statement stating who the employment supervisor is and who the clinical supervisor is (and that they are different).

The letter needs to be from the site on site letterhead (NOT from the student) and should be addressed to the Counseling Chairperson.

Additionally, the student must submit an Academic Petition stating the reason(s) for the request. The letter and this Petition must be approved before beginning the Internship. The Program Director makes the decision as to the appropriateness of the request.

SEMINAR IN CLINICAL TRAINING

If a student does not complete Internship hours in a timely manner or needs additional time to obtain skills, they must register for CMHC 579, Seminar in Clinical Training. This is a variable credit hour course and more specific information is found in the Internship Handbook.

PROGRAM POLICIES

DISENROLLMENT

A student's enrollment may be terminated for any of the following reasons. Disenrollment may be appealed by following the University due process procedure.

2. Academic
 - d) For failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain an overall B or better grade point average, inability to complete academic courses within reasonable time frames, or obtaining multiple unsatisfactory standing evaluations during the annual review.
 - e) For failure to register for one term without authorized leave of absence and payment of the \$400 Leave of Absence fee.
 - f) For failure to graduate within the maximum time limit allowed by the graduate school (7 years). The student may petition to have this requirement waived for an appropriate cause.
2. Unprofessional Personal Conduct:
 - d) For failure to behave consistently with the codes of ethics of our profession and the rules, regulations, and code of conduct of Regent University.
 - e) For failure to uphold principles of academic honesty and integrity.
 - f) For failure to demonstrate suitability for clinical practice as defined by professional standards of practice.
3. Financial: For failure to meet tuition and financial obligations to Regent University.

LEAVE OF ABSENCE

A Student may request a Leave of Absence (LOA) if the student is in good standing and cannot continue study due to unusual personal, professional or academic difficulties. During leave of absence, students are not registered for any courses, independent study, internship, or dissertation hours. Students who go on leave must complete an Academic Petition form and submit it to the Student Services Manager. The cost to hold a place in the program is \$400.00 per term. Students who do not pay the Leave of Absence fee will have to reapply to the program. The request for a Leave of Absence must be approved by the Program Director and will only be approved in situations of extreme hardship or family emergency.

If a student requests and receives a LOA after the drop/add period of any term, and the professor assesses that the student has performed satisfactorily to that point in the term will receive a grade of W in all classes in which the student is enrolled. Otherwise the student will receive a grade of WF.

The M.A. in CMHC curriculum is a fixed course progression. "Fixed" means that the course sequence is a pre-planned, mandatory progression for CMHC students. For this reason, if a student requests and is granted a LOA during the program, the student will rejoin the program at the start of the program term during which the student left the program in the following year, and will become a member of the following year's cohort. For example, if a student is a member of the 2009 cohort and successfully completes the Fall (Year One) 2009 term but is granted a LOA during the Spring (Year One) 2010 term, that student will return to the program during the Spring (Year One) 2011 term as a member of the 2010 cohort. Any exception to this must be granted by the CMHC Program Coordinator.

REMEDICATION

The SPC is committed to helping students achieve their desired goals but also recognizes that students arrive in the program with varied levels of skill and ability. Achievement of the skills and personal and professional growth needed to complete the program is not always acquired at the pace of the ideal course progression. In some cases, students may need extra time and practice. The evaluation criteria and procedures noted in this handbook are designed to help faculty and students identify those areas needing extra attention. If a student's chief deficits are academic, they are required to meet with their Advisor to work on a plan. Typical plans may include cutting back on course work or outside activities, repetition of courses, and/or taking special workshops (e.g., a writing workshop).

Another area where students sometimes need extra help or time is in the demonstration of clinical skills. There are several ways the SPC seeks to help students with this. Instructors for the Counseling Skills & Techniques and Practicum courses try to identify as early as possible, those students who are not making satisfactory progress, so that they may request additional mentoring of clinical skills. This may be accomplished by scheduling one-on-one sessions with a teaching assistant who works with the Skills and Practicum courses. Students who have not achieved the required level of skills by the end of the semester are given an opportunity to repeat the Counseling Skills & Techniques or Practicum. Sometimes, the inability to demonstrate the required level of clinical skills is related to personal growth issues in the student's life that need attention before the student can demonstrate their ability to assist others. In such cases, students are strongly encouraged to pursue personal counseling or similar growth enhancing experiences. Students who cannot pass the Counseling Skills & Techniques or Practicum after the second time must meet with their Advisor to re-evaluate their pursuit of a career in the counseling field. NOTE: Passing Practicum is a pre-requisite to proceed to Internship and to complete the degree program. The continued pursuit of academic courses without the ability to demonstrate the requisite clinical skills does not guarantee graduation from the program.

SECTION 5:

MASTER OF ARTS IN HUMAN SERVICES COUNSELING

Revised August 2011

I. MASTER OF ARTS IN HUMAN SERVICES COUNSELING DEGREE PROGRAM

The HSC program is designed to offer human relations training to clergy and those who are active in Christian ministry as well as those in organizational settings who desire basic counseling skills training which can assist in working with individuals and groups.

The purpose of this non-clinical track is to provide training and practice in interpersonal skills using a foundation of human nature from a Biblical worldview. The primary objective of the program is to train individuals to counsel effectively with their communities, churches, and work environments by developing skill, instilling compassion, and increasing the ability to develop the spiritual and emotional well-being in others. The goal of the program is not to develop clinical professionals but to train students who seek to help others within a church/ministry setting or other paraprofessional counseling role. Note: For those students not seeking professional licensure, the Master of Arts in Human Services Counseling major fulfills all requirements for a joint degree for all Schools in the University. A listing of the courses that comprise the partner component of this joint-degrees program may be obtained from the partner School.

The HSC program is in a distance education format. All ten classes offered online. Classes are scheduled in a quarter format as opposed to the 15-week semester format, each being taught over 7-8 weeks. Students enrolled in the HSC program register and pay for all the courses they plan on taking in a particular semester during the official registration and payment dates, even though the second quarter courses will not commence until the middle of the semester.

Each student is required to spend some face-to-face time on campus as part of the HSC learning experience, which is accomplished by attending a 5 day residency. Students must complete residency to graduate. Residency is held in Virginia Beach the week immediately preceding graduation (typically the first or second week of May) in order to minimize the costs of travel to campus. This particular week was selected so that those students who are planning to graduate will be able to participate in the SPC Commissioning Service and the University's graduation ceremonies without having to then return a second time for the residency. During the same week, the SPC commissioning service also occurs, the Friday before graduation.

PROGRAM OBJECTIVES

The Master's degree in Human Services Counseling is designed to achieve the following objectives:

- I. To provide a basic foundation in counseling skills.
- II. To give students an overview of counseling in the areas of individual, group, marriage and family, community, and church-based counseling.
- III. To provide a schedule of classes that is compatible with a joint degree program with other schools of Regent University, primarily, but not limited to, the School of Divinity, the School of Education, and the School of Law.
- IV. To apply Biblical principles to psychological theory and counseling methodology for effective counseling practices.
- V. To apply counseling skills applicable to ministry settings.
- VI. To enhance professionals in their career patterns through principles, skills, knowledge, and application of concepts learned in the program.
- VII. To equip ministers and those in ministry with appropriate tools to be more effective in their respective organizations.

These broad objectives are further refined into the specific course objectives that make up the program curriculum. The specific course objectives are found in each course syllabus.

The School of Psychology and Counseling Master's (MA) in Human Services Counseling Program Handbook has been prepared to answer questions that are not addressed in other University documents.

The School of Psychology and Counseling is a community of men and women who love the Lord and seek to live according to Biblical principles. The administration, faculty, and staff are mutually committed not only to academic performance, but also to the spiritual, mental, and physical development of all students. The following information will hope to assist students as they live in and contribute to their community, and as they seek to know and do God's will in their life.

JOINT DEGREE PROGRAMS

The 30-hour, Master of Arts in Human Services Counseling major fulfills all requirements for a joint degree for all schools in the University for those students not pursuing licensure or certification. Students may outline their program with elective courses of special interest with approval of their Advisor.

For the joint degree students, their GPA in each program as well as their cumulative GPA will determine program standing.

II. CURRICULUM

COURSE PROGRESSION (30 CREDITS)

Fall Semester

1st Quarter

HSC 500 – Foundations of Counseling (3)

HSC 524 – Counseling Skills & Techniques I (3)

2nd Quarter

HSC 513 – Issues in Counseling (3)

HSC 525 – Counseling Skills & Techniques II (3) Prerequisite: HSC 524

Spring Semester

1st Quarter

HSC 544 – Marriage & Relationship Counseling (3)

HSC 552 – Group Counseling (3) Prerequisite: HSC 524 & HSC 525

2nd Quarter

HSC 546 – Counseling Children & Adolescents (3)

HSC 560 – Models & Strategies of Counseling (3)

HSC571 (RESIDENCY)

Summer Semester: 1st Quarter

HSC 561 – Community & Crisis Counseling (3)

COURSE SEQUENCING

For full time students, the HSC program set sequence is arranged to be completed in 1 year, with all classes offered once and in the order stated on the ADP. For part time students, HSC 524 & 525 Counseling Skills must be taken consecutively; other courses can be arranged as needed. Students who have been approved to transfer in credits need to plan courses in conjunction with his or her advisor. Students with non-standard schedules should consult with the HSC advisor for consultation in planning.

COURSE SUBSTITUTION

While the program is designed to be taken in sequence and without changes, in certain cases, students may choose to replace the following two classes with courses from another program: HSC 546 Counseling Children & Adolescents and HSC 544 Marriage & Relationship Counseling, for other courses that better fit student learning needs (Counseling of Women, Addictive Behaviors, etc.). These substitutions must have instructor approval, space available in the course, and advisor approval.

RESIDENCY

The HSC program includes a stimulating and instructional Residency requirement, HSC 571. Residency offers an opportunity for cohort members to meet and build relationships with one another, faculty and staff. In addition, this time provides networking and mentoring opportunities for students with faculty and peers. Residency takes place over the course of a 5 day period just prior to commencement on the Virginia Beach campus. Students meet as a group and engage in coursework, teambuilding activities, workshops, and social/cultural events. Residency is **mandatory** for all HSC students.

The focus of the Residency experience will be to further sharpening individual/group counseling skills; addressing legal, ethical and liability issues; and allowing for the benefit of some clinical supervision and feedback prior to graduation. An added benefit will obviously be in having the opportunity to interact and fellowship more directly with all of online peers and faculty members.

There will be only “one” Residency required for the entire program. Students do not need to be at the end of their program prior to attending a Residency, although it is required that students have completed at least one semester and have already taken Foundations of Counseling, Counseling Skills & Techniques I and II, and Group Counseling.

There will be a fee associated with the residency. This does not include travel or accommodation costs.

REGISTRATION

HSC students are encouraged to register for classes early (for program planning purposes), and to **register for the entire semester** (both quarters) at one time.

TRANSFER CREDIT

For HSC students, a **maximum of 6 credits** can be transferred into the program. Acceptable transfers from the MA in Community/School Counseling program include:

COUN 514: Counseling Children & Adolescents for HSC 546

COUN 521: Counseling Skills & Techniques for HSC 524 and 525

COUN 554: Group Counseling for HSC 552

COUN 570: Multicultural Counseling for HSC 570

Transfers from other schools/ programs are considered on a case by case basis.

APPENDIX A

Appendix A-1

RECOMMENDED TEXTS TO FACILITATE CHRISTIAN WORLDVIEW FORMATION

The following references have been recommended by the SPC faculty as valuable resources to assist in developing a Christian worldview. The inclusion of a text on this list does not imply that the faculty or Regent University is endorsing all of the views presented therein.

[Regent University Library Call Numbers are presented in the brackets when available]

Apologetics

- Evans, C. Stephen. (1996). *Why believe? Reason and mystery as pointers to God*. Grand Rapids. William B. Eerdmans. [BT11O2.C44]
- Kreeft, Peter, & Tacelli, Ronald K. (1994). *Handbook of Christian Apologetics*. Downers Grove, IL.: Inter-Varsity. [BT11O2.K724]
- Lewis, C.S. (1943) *Mere Christianity*. New York: Macmillan. [BT77.L348]

Bible and History:

- Archer, Gleason L. (1982). *Encyclopedia of Bible difficulties*. Grand Rapids: Zondervan.[BS612.A73]
- Bruce, F.F. (1988). *The Canon of Scripture*. Downers Grove: Inter-Varsity. [BS465.B78]
- Evans, C. Stephan (1996). *The historical Christ & the Jesus of faith: the incarnational narrative as history*. Oxford: Oxford University Press. [BT205.E83]
- Habermas, G. & Flew, A.G.N. (1987). *Did Jesus rise from the dead: the Resurrection debate*. New York: Harper & Row. [BT481.H27]
- Wilkins, Michael & Moreland, J.P., eds. (1995). *Jesus under fire: Modern scholarship reinvents the historical Jesus*. Grand Rapids: Zondervan. [BT198.J477]

Church History:

- Brown, Harold O.J. (1984). *Heresies: The Image of Christ in the Mirror of Heresy and Orthodoxy from the Apostles to the Present*. New York: Doubleday. [BT1215.2.B76]
- Shelley, Bruce L. (1982). *Church history in Plain Language*. Waco, TX: Word. [BR150.S52]

Christian Disciplines

- Basinger, David, & Basinger, Randall, Eds. (1986). *Predestination & Free Will: Four views of Divine Sovereignty & Human Freedom*. Downers Grove: Inter-Varsity. [BT81O.2.P74]
- Boice, James M. (1986). *Foundations of the Christian Faith*. Downers Grove, IL.: Inter-Varsity. [BT81O.2.P74]
- Clouse, Robert G. (1977). *The Meaning of the Millennium: Four Christian Views*. Downers Grove, IL.: Inter-Varsity. [BT891.M4]
- Elwell, Walter A., Ed. (1984). *Evangelical Dictionary of Theology*. Grand Rapids: Baker Books. [BR95.E88]
- Fackre, Gabriel, Nash, Ronald, & Sanders, John (1995). *What about those who have never heard? Three views on the destiny of the unevangelized*. Downers Grove, IL.: Inter-Varsity. [BT759.F33]
- House, H. Wayne (1992). *Charts of Christian Theology and Doctrine*. Grand Rapids: Zondervan. [BT77.3H68]
- Lewis, C.S. (1946). *The great divorce*. New York: Macmillan [BJ14O1.L4]

McDonald, H.D. (1981). *The Christian View of Man*. Westchester, IL.: Crossway. [BT701.2M387]
Nash, Ronald (1983). *The Concept of God: An Exploration of Contemporary Difficulties with the Attributes of God*. Grand Rapids: Zondervan. [BT130.N37]
Nelson's Introduction to the Christian Faith. Nashville: Thomas Nelson.
Shelley, Bruce L. (1993). *Theology for ordinary people: What you should know to make sense out of life*. Downers Grove, IL: Inter-Varsity. [BT77.S524]
Stott, John R.W. (1971). *Basic Christianity*. Grand Rapids: Eerdmans. [BT77.574]

Ethics and Social Issues

Clouse, Robert G., Ed. (1984). *Wealth & Poverty: Four Christian views of economics*. Downers Grove: Inter-Varsity. [BR115.E3]
Clouse, Robert G. (1991). *War: Four Christian Views*. Downers Grove: Inter-Varsity.
Grenz, Stanley J. (1997). *The Moral Quest: Foundations of Christian ethics*. Downers Grove Inter-Varsity. [BJ1251.675]
House, H. Wayne, Ed. (1990). *Divorce and remarriage: Four Christian views*. Downers Grove: Inter-Varsity. [BT707.D58]
Schmidt, Thomas E. (1995). *Straight & Narrow? Compassion & Clarity in the Homosexuality Debate*. Downers Grove, IL.: Inter-Varsity. [BR115.H6535]

Hermeneutics

Bray, Gerald (1996). *Biblical interpretation: Past & Present*. Downers Grove: InterVarsity. [BS476.B59]

Integration

Carter, John D., & Narramore, Bruce (1979). *The Integration of Psychology and Theology*. Grand Rapids: Zondervan. [BR110.C36]
Collins, Gary R. (1977). *The Rebuilding of Psychology: An Integration of Psychology and Christianity*. Wheaton, IL.: Tyndale. [BRI10.C625]
Evans, C. Stephen (1977). *Preserving the person: A look at the human sciences*. Grand Rapids: Baker. [B828.S.E82]
Farnsworth, Kirk E. (1985). *Whole-Hearted Integration: Harmonizing Psychology and Christianity through Word and Deed*. Grand Rapids: Baker. [BRI10.F373]
Holmes, Arthur (1977). *All truth is God's truth*. Downers Grove, IL.: Inter-Varsity. [BT50.H6]
Jeeves, Malcolm A. (1997). *Human nature at the millennium*. Downers Grove, IL.: InterVarsity. [BRI10.J38]
Kirwan, William T. (1984). *Biblical Concepts for Christian Counseling: A Case for Integrating Psychology and Theology*. Grand Rapids: Baker. [BR110.K53]
Van Leewen, Mary Stewart (1985). *The Person in Psychology: A Contemporary Christian Appraisal*. Downers Grove, IL.: Inter-Varsity. [BT702.V36]
Van Leewen, Mary Stewart (1982). *The Sorcerer's Apprentice: A Christian Looks at the Changing Face of Psychology*. Downers Grove, IL.: Inter-Varsity. [BF38.5V36]

Miracles

Brown, Colin. (1984). *Miracles and the critical mind*. Grand Rapids: Wm. B. Eerdmans. [BT366.B76]
Geivett, Douglas, & Habermas, Gary R. (1997). *In defense of miracles: A comprehensive case for God's action in history*. Downers Grove: Inter-Varsity. [BT97.2]
Lewis, C.S. (1947). *Miracles: A preliminary study*. New York: Macmillan. [BT97.L43]

Pluralism

Carson, Donald (1996). *The Gagging of God: Christianity confronts pluralism*. Grand Rapids: Zondervans.
[BT118.C37]

Okholm, Dennis L., & Phillips, Timothy R., Eds. (1995) *Four Views on Salvation in a Pluralistic World*. Grand Rapids: Zondervans.

Post-Modernism

Norris, Christopher. (1997). *Against Relativism: Philosophy of science. deconstruction. and critical theory*. Oxford: Blackwell.

Phillips, Timothy, & Okholm, Dennis, Eds. (1995). *Christian apologetics: In the postmodern world*. Downers Grove: Inter-Varsity. [BT1102.C48]

Science and Faith

Hummel, Charles E. (1986). *The Galileo connection: Resolving conflicts between science & the Bible*. Downers Grove, IL.: Inter-Varsity. [Q125.2. H86]

Johnson, Phillip E. (1993). *Darwin on trial*. Downers Grove, IL.: Inter-Varsity. [QH366.2.J65]

Johnson, Phillip E. (1995). *Reason in the Balance: The Case Against Naturalism in Science. Law. and Education*. Downers Grove, IL: Inter-Varsity. [BT1200.J64]

Suffering and the Character of God

Lewis, CS. (1962). *The problem of pain*. New York: Macmillan [BV4905.L48]

Peterson, Michael (1982). *Evil and the Christian God*. Grand Rapids: Baker. [BT160.P38]

World Religions/Cults

Anderson, Norman (1984). *Christianity & world religions*. Downers Grove, IL.: InterVarsity. [BR127.A75]

Corduan, Winfried. (1998). *Neighboring Faiths: A Christian Introduction to World Religions*. Downers Grove, IL.: Inter-Varsity [BL85 .C74 1998]

Martin, Walter R. (1985). *The Kingdom of the Cults*. Minneapolis: Bethany. [BL80.2.M289]

Neill, Stephen. (1984). *The supremacy of Jesus*. Downers Grove, IL.: Inter-Varsity. [BT202.N447]

Appendix A-2

SCRIPTURE STUDY AIDS

Principles of Biblical Interpretation

Carson, Donald A. (1996). Exegetical Fallacies. Grand Rapids: Zondervan. [BS540.C36]

Fee, Gordon, D. and Stuart, Douglas (1993). How to read the Bible for All it's Worth: A Guide to Understanding the Bible. Grand Rapids: Zondervan [BS600.2.F42]

Sproul, R.C. (1977). Knowing Scripture. Downers Grove, IL.: Inter-Varsity. [BS600.2.S69]

Evangelical Bible Commentary

Gaebelien, Frank E. (1990) The Expositor's Bible commentary: with the New international version of the Holy Bible. Grand Rapids: Zondervan. [BS491.2.E96]

Appendix A-3

A BRIEF GUIDE TO REFERENCES WORKS FOR BIBLE STUDY

Bible Concordances.

Strong's Exhaustive Concordance of the Bible [BS425.S8] (several versions are available) not only provides an alphabetical listing of all English words used in the Bible, it provides a numbering system that connects these to their Hebrew and Greek equivalents. The numbering system is used by an increasing number of word study aids so that those without firsthand knowledge of Greek or Hebrew can still identify the word and take advantage a wide range of grammatical and lexical scholarship.

Bible Dictionaries.

These provide brief introductions to books of the Bible, people, places, and things mentioned in the Bible, and common theological themes (salvation, grace, forgiveness, etc.). They are a good place to begin when one knows little or needs a quick reminder. A good one volume work is The New Bible Dictionary [BS440 .N42] edited by Howard Marshall and colleagues. Larger dictionaries and encyclopedias include the International Standard Bible Encyclopedia [BS440 .I6] edited by Geoffrey Bromiley and the Anchor Bible Dictionary [BS440 .A54] edited by David Noel Freedman. Both are excellent for background information necessary for Bible study and scriptural interpretation. Some more specialized dictionaries are the Dictionary of Jesus and the Gospels, [BS2555.2 .D53] and the Dictionary of Paul and His Letters [BS2650.2 .D53] published by IntersVarsity Press. A third volume on the remainder of the New Testament has just been released [BS2625.5 .D53].

Word Study Books.

These volumes provide a quick introduction to word meanings and usage. Vine's Expository Dictionary of the New Testament [PA881 .V5] (several versions are available) is sometimes bound with a similar volume on the Old Testament by Merrill Unger and William White [BS537 .E96] The one volume edition of the Theological Dictionary of the New Testament [PA881 .T4713] edited by Geoffrey Bromiley is also helpful.

Bible Commentaries.

Commentaries are best recommended for each book of the Bible; however, a couple of helpful sets that are reasonably priced are the Tyndale series. D.J. Wiseman edits the Old Testament series; Leon Morris the New Testament series.

Theological Dictionaries.

This type of work systematizes and synthesizes information around broad theological themes. The Evangelical Dictionary of Theology [BR95 .E88] and the Evangelical Dictionary of Biblical Theology [BS440 .E78], both edited by Walter Elwell, and the Westminster Dictionary of Christian Theology by Alan Richardson and John Bowden [BR95 .W494 1983] are all helpful.

Dictionaries and Encyclopedias for Christian counselors and therapists.

Books in this category include the Dictionary of Pastoral Care and Counseling [BV4011 .D43] edited by Rodney Hunter, the Baker Encyclopedia of Psychology and Counseling [BF31 .B34] by David Benner and Peter Hill, and the New Dictionary of Christian Ethics and Pastoral Theology [BJ1199 .N495] edited by David Atkinson and colleagues. The latter provides articles on moral and ethical issues with which counselors and therapists will deal while the

former works provide hundreds of articles explaining and evaluating topics of interest to Christian counselors and psychologists.



School of Psychology & Counseling

NOTE OF CONCERN

As the administration and faculty of the School of Psychology and Counseling of Regent University is invested in your success in your graduate program, we would like you to make an appointment with the person noted below to discuss the specific issue outlined, so that you may move toward the successful career you desire.

Please call or email _____

By (date) _____ to make an appointment to discuss he following.

This note is a means of working with you as part of your educational process. Thank you for your cooperation. Your failure to make this appointment could have consequences you did not intend.

Summary of Meeting

Date: _____

Participants: _____

Subject of Discussion: _____

Plan for Student: _____

Student Signature of Agreement _____

Follow-up meeting set for (date) _____



School of Psychology & Counseling

PROFESSIONAL DEVELOPMENT FORM

AREA(S) FOR IMPROVEMENT

General Knowledge: Development of an appropriate professional knowledge base is deficient.

Subject Knowledge: Important knowledge of specific topics relevant to a course or required area of study is substantially below that expected.

Workmanship: The student's productivity reflects inadequate attention to detail, diligence, punctuality, self-motivation, or preparation.

Communication/ Expression: Substantial weaknesses are displayed in the student's oral and/or written expression skills such as poor presentation skills, incompetence in the presented content, and poor self-confidence.

Application: Deficiencies are evident in the student's ability to apply theoretical or academic knowledge to practical situations that require analysis and synthesis.

Self-Control/Maturity: The student displays behavior/traits that suggest an inability to regulate themselves in a professional manner, such as inflexibility, indiscretion, hostility, severe self-confidence deficits or impulsivity.

Relationships: Serious interpersonal deficits are present reflected by an inability to initiate and/or sustain appropriate relationships.

Ethical Practice: The student has displayed unethical conduct or insensitivity to ethical issues commensurate with their professional level.

Integration: The student approaches the integration of faith and learning in a manner that is below that expected. Two examples of this deficit are a disregard for client spirituality and a naive appropriation of Scripture in therapy that does not reflect sound clinical practice or good hermeneutics.

PROFESSOR'S COMMENTS/RECOMMENDATIONS

(Attach additional sheet, if necessary. Show specific actions student is to take and specify date due.)

Faculty Signature

Date

STUDENT ACKNOWLEDGEMENT

I have been shown this completed form. I understand that I may generate a letter of response to be included with this form, should I so choose.

Student Signature

Date

APPENDIX D: PERSONAL COUNSELING VERIFICATION FORM (MA & CMHC)



School of Psychology & Counseling

MASTERS DEGREE PERSONAL COUNSELING VERIFICATION FORM

By my signature below, I verify that _____ completed
(Student Name)

four individual counseling sessions with me on the following dates:

Session 1 _____

Session 2 _____

Session 3 _____

Session 4 _____

By the student's signature below, he/she indicates that he/she gives permission for me to release this information to Regent University's School of Psychology and Counseling for the purposes of Internship Clearance.

Name of Practice (if applicable): _____

Counselor's Name: _____

Counselor's License Type: _____

Counselor's License Number: _____

Counselor's Phone Number: _____

Counselor's Signature

Date

Student's Signature

Date

APPENDIX E: SMALL GROUP COUNS. VERIFICATION FORM (MA & CMHC)



School of Psychology & Counseling

MASTERS DEGREE SMALL GROUP COUNSELING VERIFICATION FORM

By my signature below, I verify that _____ completed (Student Name)

10 hours of group counseling with me as follows:

Table with 2 columns: Date of Session and Number of Hours. Five rows of blank lines for data entry.

By the student's signature below, he/she indicates that he/she gives permission for me to release this information to Regent University's School of Psychology and Counseling for the purposes of Internship Clearance.

Group Leader's Name: _____

Type of Group: _____

Group Leader's License Type (if any): _____

Group Leader's Contact Information (Phone or Email):

Group Leader's Signature

Date

Student's Signature

Date



School of Psychology & Counseling

INDEPENDENT STUDY PROPOSAL FORM

Doctoral Program in Counselor Education and Supervision (DPCES)

As a general principle, independent studies are discouraged in the DPCES program because of limited faculty resources. However, under certain circumstances DPCES program permits one three credit independent study in lieu of an elective course. Approval must be obtained from the student's advisor, the department chair and the independent study supervisor.

Name _____

Date _____

Email _____

Phone Number _____

Proposal Description: (Additional pages may be attached. Your proposal should be no more than 200 words.)

What is the proposed "Time Budget" and Time Line? (A three semester credit independent study must be at least 100 hours. Designate how these hours will be spent.)

How does this independent study complement long-term career goals?

What will be the resulting product of this independent study? (An independent study must result in a measurable product such as a professional presentation, a paper submitted for publication, or a curriculum implemented.)

Advisor Signature _____ Department Chair Signature _____

Independent Study Supervisor Signature _____

APPENDIX G: TRANSFER CREDIT FORM (DPCES)



School of Psychology & Counseling

TRANSFER CREDIT EVALUATION

Doctoral Program in Counselor Education and Supervision (DPCES)

STUDENT'S NAME _____

COLLEGE/UNIVERSITY ATTENDED _____ DATES ATTENDED _____

The above student has requested that the following courses be accepted as transfer credits to his/her Regent degree program. Regent policy allows up to 25% of a degree program to be transferred in. Please evaluate the compatibility of the requested courses with the student's Regent program, make recommendations and forward to the dean for approval. Specify if the requested transfer course is equivalent to a Regent course.

OFFICIAL TRANSCRIPT ON FILE IN ACADEMIC SERVICES: VERIFIED BY _____

COURSE NUMBER/TITLE	SEM/QTR CREDIT HRS	REGENT COURSE EQUIVALENT

Advisor's Signature _____

This request is: GRANTED _____ # of credit hours _____

DENIED _____ # of credit hours _____

Dean's Signature _____

Date _____



School of Psychology & Counseling

LEAVE OF ABSENCE FORM

_____ Doctoral Program in Counselor Education and Supervision (DPCES)

_____ Master of Arts in Clinical Mental Health Counseling

If you are a student in good standing and cannot continue your study due to unusual personal, professional or academic difficulties, you have the option of a leave of absence (LOA). During leave of absence, students are not registered for any courses, independent study, practica/internships, or dissertation hours. Students who go on leave must complete an Academic Petition form. The cost is \$400 per semester. Students who do not pay the \$400 LOA fee cannot be assured that their place will be held for them upon their return.

The \$400 LOA fee might be made for medical purposes at the discretion of the program chair. Requests of this waiver must be made to the program coordinator.

Name _____ Student ID (required) _____

Semester withdrawing _____ Anticipated Return _____

I understand and agree that a \$400 LOA fee will be charged to my student account each semester for up to one year in order to hold my place in the program unless waived by the Program coordinator for medical reasons.

Student Signature _____ Date _____

_____ (check if applicable) The LOA fee has been waived due to medical reasons.

Program Coord. Signature _____ Date _____

If you have withdrawn from Regent University, and wish to reenter within one year of withdrawing, you must complete the reapplication process.

In addition, former students who have not been enrolled for one calendar year or more and who desire to enroll in the same degree program to which they were originally admitted should apply for readmission through the admissions office.