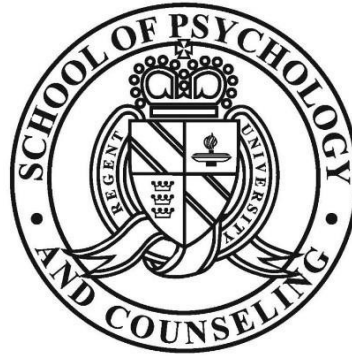




**REGENT
UNIVERSITY**

**School of Psychology
& Counseling**



Academically Excellent, Distinctively Christian

Handbook of MA Graduate Programs in Counseling

Clinical Mental Health Counseling (CMHC)

Marriage, Couples, and Family Counseling (MCFC)

School Counseling (SC)

Revised January 19, 2024

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<https://www.regent.edu/school-of-psychology-and-counseling/>

INTRODUCTION & WELCOME

Welcome to the Counseling Department at Regent University! The Counseling faculty are excited to journey with you as you pursue a career in the counseling profession. Counseling is one discipline with multiple specialties. We are committed to enriching your educational experience with varied didactic and experiential learning opportunities to help you achieve your academic and professional goals.

PURPOSE OF THE HANDBOOK

This Master's Student Handbook (referred to as MA Handbook in this document) serves as a guide to help students better understand the program, the degrees offered, policies and procedures, and student rights and responsibilities. It does not constitute a contract, either expressed or implied and is subject to change from time to time at the University's or the Program's discretion. Students are expected to regularly review program announcements accompanying such changes and then abide by the policies.

The student is responsible for reading and becoming familiar with the information in this Handbook and abiding by all procedures, policies, and guidelines therein. Additionally, each student is required to participate in new student orientation to ensure they understand the responsibilities and policies of the program. On-campus students are required to attend new student orientation face-to-face on campus. Online students are required to complete new student orientation during Residency. Students should also be aware that they can discuss the Handbook and direct questions and concerns to their Faculty Mentor or the Program Director regarding any material contained in it or presented during new student orientation.

This Handbook focuses on the MA Counseling Programs in particular. Much information that is not necessarily repeated in this manual is essential to understand. Additional Policies and Procedures are found in the following publications, available on the Regent University Website. All students are responsible for reading and abiding by the policies in these documents.

- The MA Practicum & Internship Handbook
(https://www.regent.edu/acad/schcou/cs/internship/docs_before/MA%20Practicum%20&%20Internship%20Handbook.pdf).
- The University Student Handbook
(<https://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>)
- Regent University Graduate Catalog
<https://www.regent.edu/resources/course-catalogs/>

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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.

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. Our goal is that individuals who graduate from our programs will reflect the character of Christ in their personal and professional lives.

UNITY OF SPIRIT

Those associated with the School of Psychology & Counseling 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.

II. MASTER OF ARTS IN COUNSELING DEGREE PROGRAMS

MISSION STATEMENT

To provide training in professional counseling, leadership, advocacy, and research with the integration of biblical principles consistent with professional standards of practice.

MA COUNSELING PROGRAM GOALS

The Department of Counseling has developed the following four goals for the MA Programs:

Goal A: Quality Curriculum: To deliver the high-quality education required by the Council for

Accreditation of Counseling and Related Educational Programs (CACREP).

Goal B: Faith Integration: To provide leadership in the integration of sound and ethical clinical practice, skills and techniques within the context of Biblically-based values.

Goal C: Competent Students: To graduate students who demonstrate proficient knowledge and skill in working with individuals and groups from a multicultural and pluralistic society in mental health service delivery modalities.

Goal D: Professional Dispositions: To graduate students who demonstrate professional dispositions consistent with the counseling profession.

Each program goal has associated student learning objectives (SLOs). The SLOs represent the expected student outcomes regarding each program goal.

Program Goal A: Quality Curriculum: To deliver the high-quality education required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Student Learning Objectives -

A.1. Students will demonstrate knowledge about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

A.2. Students will demonstrate knowledge of social and cultural foundations to be effective in a multicultural and diverse society.

A.3. Students will demonstrate knowledge of human growth and development in order to understand the nature and needs of persons at all developmental levels and in multicultural contexts.

A.4. Students will demonstrate knowledge and understanding of career development and related life factors.

A.5. Students will demonstrate knowledge and skill in group development, dynamics, counseling theory, group counseling methods, and group work approaches.

A.6. Students will demonstrate understanding and knowledge about individual and group approaches to assessment and evaluation.

A.7. Students will demonstrate knowledge about various research methods and statistical analysis, needs assessments and program evaluation.

A.8. Students will demonstrate knowledge and skill in counseling, crisis intervention, and consultation processes.

Program Goal B: Faith Integration: To provide leadership in the integration of sound and ethical clinical practice, skills and techniques within the context of Biblically-based values.

Student Learning Objectives -

B.1. Students will demonstrate professional maturity and self-awareness to work with faith-based issues that arise in counseling.

B.2. Students will demonstrate knowledge and skills to incorporate explicit and implicit spiritual/religious counseling strategies and techniques consistent with the values and ethical principles of the profession.

Program Goal C: Competent Students: To graduate students who demonstrate proficient knowledge and skill in working with individuals and groups from a multicultural and pluralistic society in mental health service delivery modalities.

Student Learning Objectives -

Clinical Mental Health Counseling

C.1.CMHC. Students will demonstrate knowledge and understanding of the responsibilities, roles, and functions of clinical mental health counselors in the settings in which they practice.

C.2.CMHC. Students will demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention.

C.3.CMHC. Students will demonstrate knowledge in mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.

C.4.CMHC. Students will demonstrate skills in culturally responsive counseling and advocacy with all individuals, groups, and families.

Marriage, Couples, and Families Counseling

C.1.MCFC. Students will demonstrate knowledge in conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling.

C.2.MCFC. Students will demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention relevant to counseling couples and families.

C.3.MCFC. Students will demonstrate knowledge and understanding of the responsibilities, roles, and functions of marriage, couple and family counselors/therapist in the settings in which they practice.

C.4.MCFC. Students will demonstrate skills in culturally responsive counseling and advocacy with all individuals, groups, and families.

School Counseling

C.1.SC. Students will design and implement a data-informed comprehensive school counseling program that promotes academic, career, and Social/Emotional development of all P-12 students.

C.2.SC. Students will identify and evaluate the academic, career, and social/emotional development of all P-12 students and develop interventions to address those needs.

C.3.SC. Students will demonstrate knowledge and understanding of the responsibilities, roles, and functions of school counselors in the settings in which they practice.

C.4.SC. Students will demonstrate skills in culturally responsive counseling, equity, social justice, and advocacy with all individuals, groups, and families.

Program Goal D: Professional Dispositions: To graduate students who demonstrate professional dispositions consistent with the counseling profession.

Student Learning Objectives –

D.1. Students will demonstrate professional dispositions consistent with the counseling profession.

ACCREDITATION

The MA in Counseling degree programs are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) under the 2016 standards.

LICENSURE, CERTIFICATION, AND ENDORSEMENT

Licensure is permission issued by state regulatory boards to legally define who can use the title of a

licensed counselor and provide counseling services in that state. All states require a master's degree (most from a CACREP-accredited program), a number of counseling experience hours, a period of post-graduate supervision, and a licensure exam. Licensure requirements vary in accordance with different state laws, and states may change their licensure requirements at any time. Students are advised to keep all of their course syllabi, as they may be needed in the licensure/certification application process.

Licensure

The MA in Counseling degree programs are designed to meet the academic and fieldwork experience requirements for licensure as a Licensed Professional Counselor, a Licensed Marriage and Family Therapist, and a School Counselor in the state of Virginia. As CACREP-accredited programs, the programs of study generally meet the licensure requirements for other states. However, certain states may have other requirements. Students should consult their state licensing boards to be sure their degree program curriculum meets the requirements for licensure in their state. Students may find the licensure requirements by visiting the following websites:

- American Counseling Association
<https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>
- American School Counselor Association
<https://www.counseling.org/knowledge-center/licensure-requirements/state-school-counselor-certification-licensure-agencies>
- Marriage and Family Therapist Licensure
<https://www.mft-license.com/>
- Virginia Department of Education (VDOE) School Counseling
<https://www.doe.virginia.gov/teaching/licensure/>
- School Counseling State Licensure/Certification Requirements
<https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements>

National Certified Counselor (NCC)

Graduates with the Master of Arts in Counseling with any specialty – CMHC or School Counseling - are eligible for the National Certified Counselor credential. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors. While national certification furthers the professional identity of beginning counselors, it is not the same as state licensure. The requirements to become an NCC can be found at: <http://www.nbcc.org>.

Letters of Recommendation/Licensure Verification

Faculty will only recommend students for licensure or employment in professional roles and functions they have been trained for. Letters of recommendation for student employment are at the discretion of the faculty and program.

OVERVIEW

The School of Psychology and Counseling offers three Master of Arts (MA) in counseling degrees,

MA in Clinical Mental Health Counseling (CMHC), MA in Marriage, Couple & Family Counseling (MCFC), or MA in School Counseling (SC). Because of differing requirements for the three programs, students should determine which degree plan they will pursue from their initial course of study. Still, they can transfer to a different counseling program if their interests change. Students can complete programs on campus or online but not switch back and forth.

INTEGRATION OF FAITH AND LEARNING

The Counseling Department is, first and foremost, a group of people deeply committed to serving 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, with your whole soul and with your whole mind.

2nd - Love your neighbor as yourself.

The primary goal of the Counseling Program is to promote these two commandments, for within these words hinge all the successes that might be obtained in God's service. The Program has committed itself to these commandments; as a result, each day, it encourages growth toward becoming one body dedicated to achieving a unity of spirit that will allow the School to discern God's direction.

The Counseling Department trains students to be both competent counseling professionals and reflective, ethical Christian professionals. A primary goal of the training program is to facilitate 'worldview integrity' in its counseling trainees. This is accomplished by including integration objectives in each course to promote the ethical integration of Judeo-Christian principles and spiritual transformation within a framework of professional, ethical responsibility. Although students are not required to embrace the Christian faith or may not choose to work in exclusively Christian counseling practices, students of other faiths should be aware that the degree programs are based on a broad commitment to the Judeo-Christian faith tradition.

DISCLAIMER

This program aims to equip students with the educational and experiential tools to understand the needs of hurting people and provide leadership in the discipline of counseling. Courses 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 or clinical advice nor take the place of appropriate legal, professional or medical consultation. As laws vary from state to state, students are advised to discuss any specific questions with the proper authorities.

STATEMENT REGARDING THE NATURE OF COUNSELOR EDUCATION AND TRAINING

As students enter their course of study in the School of Psychology & Counseling, many find the journey offers exciting and meaningful opportunities for personal and professional growth, increased insight, and the ability to make a positive difference in other people's lives. Nevertheless, students should also be mindful that the material covered in any particular course and various experiential exercises, assignments, and field-based experiences may bring them into a heightened awareness of past or present emotionally charged issues. This dynamic may occasionally produce strong, negative and potentially overwhelming responses. If an instructor or staff member (in conjunction with an appropriate Program representative) observes evidence of this nature at any

time, they 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 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 Faculty Mentor or Program Coordinator (as a general rule in the SPC, students may meet with faculty 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 Coordinator
- to withdraw from the Program entirely

The desired result is that all pertinent issues are sufficiently addressed and resolved, which would lead to the decision 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 the Program faculty and will be made with the utmost care and the student's best interests in mind.

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

DESCRIPTION OF MA COUNSELING PROGRAMS

CLINICAL MENTAL HEALTH COUNSELING (CMHC)

The MA in CMHC is a 60-credit hour entry-level degree program that prepares students to pursue licensure to diagnose and treat mental disorders. Because of its holistic bio-psycho-social-spiritual view of individuals and families, the CMHC degree prepares students to offer evidence-based approaches to resolve depression, anxiety, trauma, substance use and other compulsive behaviors, and other psychological conditions to help clients achieve greater levels of resilience and life satisfaction. Clinical mental health counselors practice in various settings, including community mental health agencies, managed care organizations, residential facilities, private practice settings (depending on state requirements), or church counseling centers.

CMHC PROGRAM OBJECTIVES:

- Students will demonstrate knowledge and understanding of the responsibilities, roles, and functions of clinical mental health counselors in the settings in which they practice.
- Students will demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention.
- Students will demonstrate knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.
- Students will demonstrate culturally responsive counseling and advocacy skills with all individuals, groups, and families.

The required courses for the CMHC program are listed on the Approved Degree Program (ADP) form in the Canvas portal. Internships must be conducted in Clinical Mental Health Counseling sites.

MARRIAGE, COUPLE & FAMILY COUNSELING (MCFC)

The MA in Marriage, Couple & Family Counseling is a 60-credit hour entry-level degree program that prepares students to pursue a License in Marriage and Family Therapy. Marriage and Family Therapists (MFTs) and Counselors (MFCs) are mental health professionals trained in psychotherapy and family systems and licensed to diagnose and treat mental and emotional disorders working directly or tangentially within the context of marriage, couples and family systems. Marriage and Family Counselors practice in a variety of settings, including independent practice, community mental health agencies, managed care organizations, hospitals, employee assistance programs, and houses of worship.

MCFC PROGRAM OBJECTIVES:

- Students will demonstrate knowledge in conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling.
- Students will demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention relevant to counseling couples and families.
- Students will demonstrate knowledge and understanding of the responsibilities, roles, and functions of marriage, couple and family counselors/therapists in the settings in which they practice.
- Students will demonstrate culturally responsive counseling and advocacy skills with all individuals, groups, and families.

The required courses for the CMHC program are listed on the Approved Degree Program (ADP) form in the Canvas portal. Internships must be completed in sites where family and couple counseling can be conducted.

SCHOOL COUNSELING (SC)

The MA in School Counseling is a 60-credit hour entry-level degree program that prepares students to meet state certification/licensure school Counseling standards in the state of Virginia and many other states. School counselors work to maximize student success, promoting access and equity for all students by designing and delivering school counseling programs that improve student outcomes. They help students to apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for post-secondary options. School counselors work in K-12 public and private schools and are also employed in district supervisory positions.

SC PROGRAM OBJECTIVES:

- Students will design and implement a data-informed comprehensive school counseling program that promotes the academic, career, and Social/Emotional development of all P-12 students.
- Students will identify and evaluate the academic, career, and social/emotional development of all P-12 students and develop interventions to address those needs.
- Students will demonstrate knowledge and understanding of the responsibilities, roles, and functions of school counselors in the settings in which they practice.
- Students will demonstrate skills in culturally responsive counseling, equity, social justice, and advocacy with all individuals, groups, and families.

The required courses for the School Counseling program are listed on the Approved Degree Program (ADP) form in the Canvas portal. One internship must be completed in an elementary school and the other in a high school.

PSY.D. ELECTIVE COURSES

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

APPROVED DEGREE PLAN (ADP)

All students receive an Approved Degree Plan (ADP) form during their residency/orientation. The ADP can also be accessed by logging into the MyRegent Portal. The ADP serves as the degree contract between the student and the University. Any changes to the ADP course rotation require revision of the ADP by the student with signatory approval of the faculty mentor and notification of the Academic Services Manager and MA Programs Director.

The faculty strongly encourages students to take the classes assigned to the semester as outlined on the ADP. Faculty have carefully sequenced courses to build on one another in a way that allows students to integrate each new idea, topic, or theme with content learned in preceding courses. Students who do not follow the prescribed sequence of courses in their ADPs may become discouraged, overwhelmed, and struggle with their confidence to apply their knowledge and skills in real-world fieldwork, possibly resulting in program extensions or delays in graduation.

Students who desire to take courses outside their ADP may do so with approval from their Faculty Mentor or the Academic Services Manager, 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.

III. DEGREE REQUIREMENTS

ADMISSION REQUIREMENTS

The admission process is designed to assess the prospective student's suitability for and commitment to graduate study and a career in the field of counseling. Candidates who are admitted to the program are expected to make a strong commitment to their graduate training.

Prerequisites:

Master's applicants must:

- Hold a BA or BS from a regionally accredited college or University. Desirable degrees include those in counseling, psychology or related human behavioral fields. Other degree fields will also be considered.
- Have a minimum of a 3.00 GPA for all undergraduate coursework.

Step 1: Apply to Regent University

Submit your application at <https://www.regent.edu/apply-now/>

Step 2: Complete Your Academic Background Questionnaire Licensure Survey

<https://www.regent.edu/school-of-psychology-and-counseling/academic-background->

questionnaire-licensure-survey/

Step 3: Resume

Submit a professional resume or curriculum vitae to include three references with contact information. Please email the Admissions Office at apply@regent.edu using the subject line: SPC Master's Application Pieces.

Step 4: Submit your Unofficial College Transcripts* that indicate the successful completion of a bachelor's degree program.

Step 5: Government-issued ID

Regent University requires a scanned copy of a government-issued ID to ensure academic integrity.

Step 6: Pre-Admissions Interview

Pre-admission interviews for all licensure programs are by invitation only. These required interviews are conducted online, and applicants must have both a webcam and microphone to participate.

BACKGROUND CHECK REQUIREMENT

The School of Psychology and Counseling (SPC) requires a Background Check for all students entering the MA in Counseling program. This is a requirement for students to enroll in Practicum or Internship courses. The background check will be conducted by a company (HireRight) that Regent has contracted to provide this service. Students must sign a release form to complete this background check. The SPC will retain all criminal background records in confidential files. All such records will be destroyed after ten years unless their retention is required by accreditation agencies or by law. Students with a criminal record should be aware that this may prevent them from becoming licensed counselors. Questions should be directed to the licensure board in your state.

LIABILITY INSURANCE

All students enrolled in the Counselor Education Program must obtain professional liability insurance per the minimum limits set by the state or locality where the student resides. Professional liability insurance is readily available to master's students who become American Counseling Association (ACA) student members. Alternatively, students may become members of the American Mental Health Counselors Association (AMHCA) or the American School Counselors Association (ASCA) and, as a benefit of student membership, be eligible for free or low-cost liability coverage through CPH & Associates www.cphins.com or a similar association-linked provider. Students must provide evidence of insurance liability by the first week of class of the student's first semester. Students are responsible for renewing this coverage each year in the program and submitting a copy of the insurance face sheet to the Field Placement Liaison. Further information about student liability insurance options will be shared during the new student orientation. Students may obtain further information on liability insurance from the SPC Field Placement Liaison.

RESIDENCY REQUIREMENT

All students completing their MA Counseling degree online must attend two in-person residencies. A Residency is a block of time set aside for online students to come to the Virginia Beach campus for about one week to come together and build relationships with one another, faculty, and staff.

Students will gain important information to help them get through their programs and learn and practice basic skills in their specialization area. Residency offers opportunities for students and faculty to meet in large and small groups to engage in coursework, role-playing exercises, team-building activities, spiritual devotionals, workshops and social/cultural events. Residency will be offered in the fall and spring semesters. Residency A must be done in the student's first semester. Any student choosing to take the online version of COUN 521 Counseling Skills & Techniques must attend Residency A in the same semester. All online students entering Fall 2023 and later must attend Residency B in their second year.

CURRICULUM DELIVERY MODALITIES

MA Counseling courses are offered both face-to-face on campus and online. Students enrolled as "on campus" students are expected to take all of their courses on campus when available. On-campus students may not take an online course when an on-campus class is available. Some courses are offered only online. These courses are open for registration to both on-campus and online students.

A Course Schedule posted online lists all the classes offered in a given semester. Online courses will include at least five mandatory synchronous meetings per semester. The day and time for these meetings will be posted on the Course Schedule in Genisys. Students should not register for classes if their synchronous meeting times overlap. Synchronous class meetings will be held on a video conferencing platform designated by the instructor. Students must use a webcam and microphone when attending all synchronous class sessions.

PERSONAL THERAPY REQUIREMENT

Students in the MA Counseling degree programs must receive at least four (4) individual counseling sessions. This requirement has a two-fold purpose: 1) it allows the students to personally experience the professional therapeutic process so that it can become a significant learning experience in professional development, and 2) it allows the students to examine personal issues that ultimately may hinder professional effectiveness.

Faculty members do not counsel students. Students are highly encouraged to seek personal counseling in their respective locations. Students can visit the following websites to look for counselors in their area:

<http://www.nbcc.org/counselorfind>

<http://www.samhsa.gov/treatment/index.aspx>

<http://www.healthline.com>

<http://www.goodtherapy.org/>

The four sessions required as a part of the educational experience may be provided by any **fully** licensed therapist (i.e., LPC, LMFT, LCSW, etc.) of the student's choice. However, do keep in mind that this person cannot serve as your supervisor for either practicum or internship, nor can you do either placement with the practice where you receive these sessions.

Students will have to pay out of pocket for these sessions. Regent University will reimburse students up to \$25.00 per session for a total of no more than \$100.00. Submit the Personal Counseling Verification Form AND receipts to Karen Mercer (karemer@regent.edu) in order to receive

reimbursement. **Note:** Reimbursement is not processed until all four sessions are complete and these items are turned in.

Students who are local to the Regent University campus and looking for a discounted rate on these sessions may contact the Field Placement Liaison.

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

Students who started in the program before Fall 2023 must complete these sessions before Internship and submit the **Personal Counseling Verification Form** by the indicated deadline before the first semester of Internship.

Students who start in the program in Fall 2023 and later must complete these sessions prior to Practicum and submit the **Personal Counseling Verification Form** by the indicated deadline.

GROUP EXPERIENCE REQUIREMENT

According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, 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. This experiential learning presents an opportunity for personal growth through a directed group experience and develops the ability to integrate concepts learned in COUN 554 – Group Counseling. Student participation will occur in conjunction with COUN 554. The group experience must be completed during one academic semester and before taking an Internship.

LIBRARY COURSE

The University requires that all graduate students complete the Information Research Resources course (UNIV LIB). This non-credit course (with a fee) is required for graduation. Students should register for and complete the course in their first semester. If the course has been taken previously, it must be repeated if completed more than three years ago.

PRACTICUM & INTERNSHIP

Students are assisted in searching for a practicum and an internship to fit their professional goals and interests. The Field Placement Liaison organizes the Practicum and Internship process for MA counseling students. All students must attend a MANDATORY orientation meeting before beginning both the Practicum and Internship processes. All of the details of the Practicum and Internship process are explained in the Practicum & Internship Handbook. The Practicum & Internship Handbook and all required practicum forms are available online at <http://www.regent.edu/acad/schcou/cs/practicum/>. Students are responsible for reading the Handbook. The Clinical Coordinator assists with Practicum and Internship placements as needed. More information will be given regarding these meetings during the semester.

PROFESSIONAL ASSOCIATIONS, MEMBERSHIP, AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

All MA Counseling Students are expected to reflect a professional counseling identity, including membership and participation in counseling professional organizations at the local, regional and national levels. Students are encouraged to participate in local, state and national organizations to enhance their academic and professional experience. Most professional organizations offer reduced membership rates to students as well as benefits such as free student liability insurance; receipt of professional publications (journals and newsletters); reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization; eligibility for member services (library resource use, legal defense funds and services, group liability insurance); involvement in activities and issues which are directly or indirectly pertinent to the profession (legislation and professional credentialing including licensure, certification, and program accreditation); and affiliation with other professionals having interests and areas of expertise similar to one's own. Some relevant links to important professional organizations include:

- American Association for Marriage and Family Therapy (AAMFT) <https://www.aamft.org>
- American Association of Christian Counselors (AACC) <https://www.aacc.net/>
- American Counseling Association (ACA) www.counseling.org/
- American Mental Health Counselors Association (AMHCA) <https://www.amhca.org/home>
- American School Counselor Association (ASCA) www.schoolcounselor.org/
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) <https://aservic.org/>
- Chi Sigma Iota (CSI) www.csi-net.org
The Counseling Department sponsors a local chapter of Chi Sigma Iota, the National Honor Society for counselors. Our local chapter is named Alpha Omega Lambda. Membership in the chapter is open to faculty, program alums, and students who have demonstrated academic and professional excellence.
- Christian Association for Psychological Studies <https://caps.net/>
- International Association for Resilience and Trauma Counseling (IARTC) <https://www.iartc.org/>
- International Association of Marriage and Family Counselors (IAMFC) <https://www.iamfconline.org/>
- National Board of Certified Counselors (NBCC) <http://www.nbcc.org/>

MA EXIT EXAM: CPCE

All students in the MA in Counseling degree programs will be required to take and pass the Counselor Preparation Comprehensive Examination (CPCE) to graduate. The CPCE is developed and maintained by the Center for Credentialing & Education (CCE), an affiliate of the National Board of Certified Counselors (NBCC).

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: Counseling & Helping Relationships, Research & Program Evaluation, Assessment & Testing, Career Development, Human Growth & Development, Group

Counseling & Group Work, Professional Counseling Orientation & Ethical Practice, and Social & Cultural Diversity.

Students are required to have completed a minimum of 30 credit hours of coursework, including achieving passing grades in the following classes related to the eight major areas of counseling to register for the CPCE:

COUN 500	Orientation to the Counseling Profession
COUN 517	Research and Statistics
COUN 532	Assessment Techniques in Counseling
COUN 536	Career and Lifestyle Development
COUN 540	Human Growth and Development
COUN 554	Group Counseling
COUN 561	Ethics of Counseling
COUN 570	Multicultural Counseling

The CPCE is administered in a computerized format utilizing two different modalities:

1. CPCE-CBT: The “Computer Based Testing” format of the CPCE is administered at Pearson VUE Testing Centers. Students will be able to set up an exam appointment (date and time) that works best for both their schedule and that of the testing center. Students who wish to schedule this version of the exam will visit [THIS PAGE](#) of the website to complete an initial registration form, but please know that there will be additional steps after this one. The CBT modality is the only one where accommodations can be provided for those who need them. If these are needed, please send a copy of the most recent LSP developed by the Disabilities office at Regent via e-mail to the Field Placement Liaison AFTER completing the first step of the registration process at the link above. The fee for the CPCE-CBT modality is \$150.00.
2. CPCE-OnVue: The “OnVue” format of the CPCE is proctored and administered by Pearson VUE in a secure online environment from the student’s home or office. Students will be able to set up an exam appointment (date and time) that works best for their schedule and that of the OnVUE proctors. Students who wish to take the CPCE utilizing this modality should be aware that it is an online, proctored, strictly controlled exam. Students must focus only on the CPCE during their testing appointments and follow very strict guidelines in taking this exam, which can be found [here](#). Students who wish to schedule this version of the exam will visit [THIS PAGE](#) of the website to complete an initial registration form, but please know that there will be additional steps after this one. Due to various technical and physical limitations related to internet-based test administrations, CCE cannot provide special examination accommodations through the Pearson VUE online test delivery and proctoring service for the CPCE. The fee for the CPCE-OnVue is \$150.00.

All fees will be paid directly to Pearson VUE when setting up an account; no money will be remitted to Regent University for taking this exam. Benefits received as a student at Regent University, such as financial aid or VA tuition assistance, do **NOT** automatically pay this fee. Students must pay using their own debit or credit card.

Once a student has received a candidate ID number, they will be given a 6-month window of time in

which to take the CPCE. During that 6-month time period, students may take the exam twice, with the timing of the attempts dependent on the testing modality:

- CPCE-CBT: students are eligible to re-register for the exam 30 days after the last testing date. If a student does not pass the second attempt, please contact the Field Placement Liaison to request an extension in the number of attempts.
- CPCE-OnVUE: students are eligible to re-register for the exam 90 days after the last testing date. If a student does not pass the second attempt, please contact the Field Placement Liaison to request an extension in the number of attempts. If a student desires to switch to CPCE-CBT, please contact the Field Placement Liaison 30 days after the last testing date.

Students will receive an unofficial score report immediately upon completion of the CPCE if taken via CBT at a Pearson VUE testing center. If, for any reason, this score report does not print (OR if the exam was taken via the OnVue modality), students can log into their Pearson VUE account within 24 hours to view this score report. However, this report will not indicate if it is a passing score. Please allow up to 6 weeks from the date of the exam, and the official score report will be sent to the student's Regent e-mail account by the Field Placement Liaison.

The passing score for the CPCE is determined by national statistics and varies for each version of the exam. Those who fail to achieve the passing score will be required to meet with their Faculty Mentor to establish a remediation plan, which will be recorded on a Professional Development Form (PDF), before scheduling a retake. Students will be allowed to retake the CPCE twice. When retaking the exam, students will need to either achieve a total passing score **OR** pass the area(s) failed on the previous exam.

One of the potential outcomes of not passing the CPCE after three (3) attempts is removal from the program.

The CPCE Registration Process is as follows:

1. Complete the Initial CPCE Exit Exam Registration form (located here)
2. Create a Credentialing Gateway account (instructions will be e-mailed to you)
3. Register in the Credentialing Gateway (instructions will be e-mailed to you)
4. FPL approves you for the exam
5. FPL will e-mail you Pearson VUE Registration instructions

IV. PROFESSIONAL COMPETENCY

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 in 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., how 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 satisfactorily (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)

This policy is derived from the ACA Code of Ethics and the CACREP standards that address matters related to statute, regulation, professional competency and ethical practice standards.

REMEDIATION

Assisting the student in the remediation of professional concerns usually involves a written contract specifying behavioral expectations, assistance to be provided, and specific timelines. [The Note of Concern \(NOC\)](#) and the [Professional Development Form \(PDF\)](#) are designed to help document a student's personal and professional progress in several 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 students struggle academically, they must meet with their Faculty Mentor to work on a plan to improve their work.

- If, during the semester, an instructor notes that a student is not progressing satisfactorily in any of the designated areas, the instructor may fill out a Note of Concern (NOC) and meet with the student to discuss the situation.
- The Professional Development Form (PDF) is issued if a situation addressed in an NOC does not improve, a student neglects to acknowledge an NOC, the student demonstrates unprofessional or unethical behavior, a student is not demonstrating satisfactory competency on SLOs, or an issue arises that indicates that the student may not pass the course or be suitable for the Counseling program. As indicated in the PDF, evaluations reflect a student's overall progress compared to where they should be based on what is expected of a student at any given point in the program.
- Identified academic or nonacademic issues may result in some form of intervention (NOC or PDF) in an effort to take reasonable steps to assist students in addressing or correcting the problem. This may include (but is not limited to):
 - cutting back on coursework or outside activities
 - repeating courses
 - taking special workshops (e.g., a writing workshop)
 - evaluation and academic counseling of the student by faculty members or supervisors

- a recommendation for the student to receive professional therapy services
- requiring the student to “step out” of the program until the problem area(s) is appropriately and sufficiently addressed

It is important to note that the purpose of the Note of Concern and the PDF is not punitive but constructive, proactive, and restorative, where appropriate and with the student’s best interests in mind. The student’s course grade may be adjusted to reflect the absence of professional development during the semester.

If a student struggles in demonstrating clinical skills, the faculty seek to help students improve those skills. In some cases, students may need extra time and practice to reach a skill level that will allow them to proceed in the program. Instructors for the Counseling Skills & Techniques and Practicum courses try to identify students who are not making satisfactory progress as early as possible so that they may provide additional mentoring on clinical skills. Additional support may be given through one-on-one sessions with a teaching assistant.

Students who have not achieved the required level of skills by the end of the semester are allowed to repeat Counseling Skills & Techniques or Practicum.

If a student’s academic or skills development deficits are related to personal issues, they must attend to those issues before they can demonstrate an ability to assist others. In such cases, students may be required to pursue personal counseling or similar growth-enhancing experiences before continuing in the program.

Students who cannot pass the Counseling Skills & Techniques or Practicum after the second time must meet with their Faculty Mentor to re-evaluate their pursuit of a career in the counseling field. The continued pursuit of academic courses without the ability to demonstrate the requisite clinical skills does not guarantee graduation from the program.

Should any student receive either an NOC or PDF and require intervention as described above: Every effort will be made to protect student confidentiality and student records as described in the Student Handbook and compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended.

No student will be discriminated against due to disability, and a reasonable accommodation will be made in accordance with Regent University policy as described in the Student Handbook.

ANNUAL REVIEW PROCESS

The annual review is integral to the student’s continued studies in the CMHC, MCFC, and SC Programs. Progress in the program requires a combination of satisfactory academic achievement, demonstration of adequate clinical skills, and professional and personal development appropriate to the counseling profession. Students are evaluated in these areas throughout their time in the program.

Students must demonstrate competency in student learning outcomes. Faculty recognizes the importance of assessing a candidate’s progress according to national standards and departmental goals. The Counseling Department has developed and maintains an assessment system that collects

and analyzes data at multiple checkpoints (see [SLO Assessment Table for MA Programs](#)). For students, the assessment of program SLOs (student learning outcomes) provides regular progress feedback. It maintains a record of growth, which is evidence that students have met CACREP standards at initial and advanced preparation levels. Each student will receive a communication from the program director summarizing the results of the annual review process. If any remediation is indicated, the communication will explain what is expected of the student based on a remediation plan. Students will work with their Faculty Mentor to accomplish a remediation plan.

CONDUCT CONCERNS

Whenever persons live and work together in a Christian community, conflicts may arise relative to performance, conduct, or interpersonal issues involving either in-class or out-of-class activities. The same Biblical principles should guide the behavior of faculty and students. The overriding principles are provided in Matthew 18:15-17. The party with the concern (person one) should first communicate that concern 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 them 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.

The first step for faculty members concerned about a student's conduct is scheduling a conference with the student and completing a Note of Concern. This indicates a "plan of action" to resolve the situation or concern. Second, if disruptive or unprofessional behavior continues, the professor will fill out a Professional Development Form detailing the concerns and explaining 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 Faculty Mentor or another faculty member. Third, if a satisfactory resolution of the concern is not reached after completing a PDF, the faculty member and student may meet with the next highest administrator in charge of the Program. The University student disciplinary procedures must be followed if disciplinary procedures are needed.

DISENROLLMENT

The Counseling Department may terminate a student's enrollment for any of the following reasons:

1. Academic
 - a. Failure to perform satisfactorily at the graduate level 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 evaluations during the annual review.
 - b. Failure to register for one semester without an authorized leave of absence
 - c. Failure to graduate within the maximum time limit the graduate school allows (5 years for MA programs). The student may petition the University's Vice President of Academic Affairs to waive this requirement for a reasonable cause.
2. Unprofessional Personal Conduct:
 - a. 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. Failure to uphold principles of academic honesty and integrity.
 - c. Failure to demonstrate suitability for clinical practice as defined by professional standards of practice.
- 3. Failure to maintain the required cumulative GPA (3.00)
 - a. The required cumulative GPA for courses taken at Regent University is 3.00 to remain in good standing. (You may be required to maintain a higher GPA to meet some financial aid requirements.)
- 4. Multiple Failures of Coursework.
 - a. Students who fail to pass two or more classes may be subject to academic dismissal, even if the initial failed course is taken again with a passing grade. Courses are considered not passed if a grade of B- or below is earned or a grade of FX, WF, or NP is posted.
- 5. Failure to Demonstrate Clinical Competence
 - a. The ACA ethics code requires that faculty evaluate students for clinical competence and serve as “gatekeepers” to the profession. This role exists outside of a student’s academic performance. Rather, it focuses on the student’s ability to meet the plurality of professional competencies such as but not limited to professional judgment, competence, counselor role induction, adherence to ethical standards, personal maturity, integrity, boundary management, psychological well-being and personal maturity. Students who fail to demonstrate a passing level of clinical competency on an internship or who are judged to be clinically unsuitable for continued client responsibilities because of personal or professional conduct found by the faculty to be unsuitable for professional advancement may be dismissed from the program.
 - b. Because of the risk to the public for failing to prevent a person who is not properly suited from entering the counseling profession, the presumption in any dismissal case will favor the program’s judgment. The student must produce a successfully compelling argument demonstrating that the program acted arbitrarily or capriciously in reaching its decision to win an appeal.
- 6. Financial:
 - a. Failure to meet tuition and financial obligations to Regent University.

PETITIONING FOR REINSTATEMENT

Students dismissed for academic reasons may petition for reinstatement through the school after one academic year unless other criteria for possible reinstatement are contained in the dismissal letter. All petitions for reinstatement will be considered on an individual basis. Reinstatement will be granted only on a petition demonstrating a strong likelihood that the student is motivated and able to complete the academic requirements successfully. The PROGRAM DIRECTOR shall DETERMINE the School’s decision regarding reinstatement. Reinstatement is at the discretion of the School and cannot be appealed.

Reinstated students shall be required to comply with any conditions outlined in the reinstatement letter.

To be considered for readmission, students are required to furnish a formal letter delineating:

- The remedial actions undertaken in response to the circumstances leading to their prior departure from the program

- A comprehensive plan detailing their proposed strategies for achieving success within the program upon their reinstatement

Once the letter is received, the program director may request an interview. Upon completion of this process, readmittance is solely at the discretion of the program director.

After academic dismissal from one School, a student's admission to a different school must be approved by the Executive Vice President in consultation with each School's dean.

V. ACADEMIC POLICIES AND PROCEDURES

Topics in this section of the program handbook are arranged alphabetically.

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

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 PROBATION

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. Students are notified in writing when placed on academic probation and must meet with their Academic Advisor to formulate a plan to address the academic deficiency. Students on Academic Probation are not eligible for an Incomplete in any course.

ACADEMIC DISMISSAL

Any student on Academic Probation has one semester to bring their GPA back up to 3.0 or higher. At the end of the probationary period, any student with a GPA below 3.0 is subject to academic dismissal from the program.

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 about their normal course of study through dishonest means, they show little concern for their personal sense of integrity and 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
 - a. No student shall use or attempt to use materials, notes, or information from another student for normal coursework intended to be done individually, either in 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 student.
2. Fabrication and Falsification
 - a. No student shall alter any information or citation in their 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 absences from classes, laboratories, exams, quizzes, or practicum/practica/internship experiences.
3. Multiple Submissions
 - a. No students shall submit an entire paper, test or quiz previously presented for academic credit for any other course.
4. Plagiarism
 - a. No student shall intentionally or knowingly present another person's work as their own without the specific citation of the original author. Examples include but are not limited to (1) the use of another's complete sentences or keywords 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 a citation referencing or indicating the source of the file or program.
5. Abuse of Academic Materials
 - a. 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 hiding library resource material, reference material, or intentionally altering another

student's laboratory work/results.

6. Complicity in Academic Dishonesty

- a. No student shall knowingly assist, offer guidance or support for another student's attempt, or be personally involved in an effort to obtain in any deceptive or unauthorized manner, information or documents, such as tests, examinations, roll books, reports, etc., that were considered to be the 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 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

The minimum penalty for cheating is a grade of zero for the work. The maximum penalty is dismissal from the Program and the University. Procedures will be followed according to the Academic Policy on "Student Discipline" found in the Faculty and Academic Policy Handbook and the Regent University Handbook under "Student Discipline Procedures." Both policies can be found on the university's website.

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 (i.e., their Faculty Mentor) to assist in resolving the question. If these two steps are insufficient, students may appeal first to the Program Director, then to the Department Chairperson, then to the Assistant Dean of Academics, 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 Catalog and the Student Handbook.

ACCOMMODATIONS

Students who have a learning disability that requires accommodations must contact the Disability Services office. The accommodations must be sent to the professors by the Disability Services director in the form of a student learning plan. Professors cannot grant accommodations without this document.

ADVISING AND MENTORING

Counselor identity development is a formative process that involves exploring and working to integrate the knowledge, skills, values, attitudes, beliefs, and behaviors of the profession with one's multidimensional personal identity. Students will have a Faculty Mentor and an Academic Advisor to assist them in this endeavor. Engaging in mentoring relationships with faculty members as a student is a key component of a full and rich education. Good relationships with mentors have

repeatedly been a predictor of professional success. Benefits of mentoring include:

- increased satisfaction with one’s chosen degree and career path
- specialty profession-specific career identification, skill development and growth
- opportunities for spiritual reflection to develop your Christian character
- career advice and networking opportunities with other professionals
- problem-solving various academic, career or personal development issues
- processing information from annual reviews

The [Office of Academic Advising](#) provides advising support to all students at the University. Academic advisors will assist students with forms, petitions, and appeals. While Academic Advising is available to help students in planning, it is ultimately the student’s responsibility to meet the requirements for their degree according to the catalog of the year entered.

COMMENCEMENT

Master’s students will be approved to walk in commencement if all coursework is satisfactorily completed no later than one semester following commencement. University policy allows students to participate in commencement with no more than two courses left to take in the summer semester.

COURSE EVALUATIONS

Students are encouraged to complete a confidential course evaluation after each course. Course evaluations are essential to academic excellence. Students’ feedback is used for ongoing faculty evaluation and course improvement. Students will receive email notifications and directions when course evaluations are ready for use. All course evaluations are kept completely confidential.

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 Faculty Mentor. Approval from the course instructor is also necessary and should be noted on the appropriate registration form. If there is an enrollment limit for the course, students in the School in which the course is offered will have priority. The student must determine if the course will be acceptable to the licensure or certification board.

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 week of the semester	100%	Course will not be listed on the transcript	Student can add and drop classes in Genisys
100% Refund Period – Second week of the semester	100%	Course will be listed on the student’s transcript with a grade of W	Submit an Add/Drop form

Between the third 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
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
After the 12 th week of the term	No course drop or refund will be approved for any reason after the 12th week of a term. The student will receive the grade that has been earned.		

There will be **no refund** *after* the second week.

No course drop or refund will be approved for students who do not attend a course or participate in Canvas assignments, 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" and must register and pay for the course again.

GRADING POLICY

Any grade below a B is considered not satisfactory for graduate-level work. Receiving a B- or lower will result in the student retaking the course. See the student handbook for the Regent University grading scale and more information about calculating GPA and Incomplete and In Process grades.

INDEPENDENT STUDY

An Independent Study offers students an opportunity to enrich their study program by research, special projects or readings in an area not scheduled as a course. An Independent Study is a truly "independent" process, with only preliminary guidance and a 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 Director, and the Dean. If a student would like the topic of the Independent Study to appear on their transcript, an Academic Petition must be submitted after a grade has been posted.

An Independent Study will not be approved for any class currently offered on the schedule. An Independent Study is not authorized to retake a course where a passing grade was not earned.

LEAVE OF ABSENCE

A student may request a Leave of Absence (LOA) if the student is in good standing and cannot continue studies due to unusual personal, professional or academic difficulties. During the leave of absence, the student is not registered for any courses, independent study, or internship hours. A student on leave must submit an LOA form to the Academic Services Manager and an Academic Petition form to the Advising Department. The Faculty Mentor and the Program Director must

grant approval. If students stop taking classes for one year or more, they must apply for readmission through the Admissions Department. Readmitted students must adhere to the current program requirements, which may differ from when they were last enrolled. Students who stop taking classes without petitioning for a leave of absence may be administratively dropped from the program.

NON-DEGREE STUDENTS

Non-degree-seeking students can 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 full admissions process as new applicants.

Students enrolled in other schools at Regent University may take classes in the Counseling Department through a Request to Take a Course in Another School form with the associated approvals. Due to the nature of counseling courses, it is not always appropriate to have students in courses that are not specifically admitted into a counseling degree program.

Criteria for non-degree students who wish to take more than 12 credits hours include:

- The student should have a definite goal in mind, which must be submitted in writing in contract form to the Academic Advisor
- 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

TECHNOLOGY REQUIREMENTS

The technology requirements and standards for Regent University are found on the IT website. Students should maintain up-to-date hardware and software to participate in the online program. <http://www.regent.edu/it/helpdesk/document/standards.cfm>

Regent University requires students, staff and faculty to communicate by email exclusively through the Regent University email system. Students are responsible for checking their Regent email several times each week.

Computer literacy is required of all students. Computer technology and skills beyond word processing will be necessary, including hardware, software and peripheral installations. Students should be able to create and save documents in formats compatible with the current Regent University standard; download the software packages necessary for courses; and use word processing, spreadsheets and presentation software in their academic coursework. This is essential for completing online or hybrid courses or programs. Other requirements include an Internet browser, an email application that can transfer files, and reliable, consistent Internet service with adequate bandwidth to view, send and receive video content. All students must have access to a computer system that meets Regent's minimum requirements. Regent University will not teach or train students in basic computer use.

TRANSFER CREDIT FOR COURSES COMPLETED BEFORE ENTERING THE SPC

Regent University may accept up to twenty-five percent of the student's program as transfer credit from relevant courses taken at another accredited institution that has not been used to obtain a

previous graduate degree. Generally, 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. Transfer courses must have been completed within five years of admission to the SPC. Any course transferred into a student's program of study must have a grade of "B" or better. Quarter-hour classes taken at other universities may be accepted; however, students must be aware that a 4 quarter-hour course will transfer in as only 2.67 credit hours at Regent University. For these students, taking additional coursework at Regent will be necessary to reach the total credits needed for the degree. For a course to be accepted for transfer credit, the course 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 program director.

Courses used to complete another degree cannot be accepted as transfer credit. However, previous courses completed within the past five years from another accredited institution may be used to waive a required Regent University course if the student can demonstrate that the class(es) are significantly equivalent and the student can demonstrate mastery of the topic. If a Regent University course is waived, the student must choose another elective class to meet the total number of credits needed for the degree. To request that a course be waived, the student must submit an academic petition, a syllabus from the class, and an original transcript. Additional documentation to show mastery of the topic may be required. Course waivers are subject to approval by the faculty mentor and program director.

Together, transferred courses and waived courses cannot exceed 25% of the student's required credits.

The following courses will not be transferred into any of the MA in Counseling Programs:
COUN 500 Orientation to the Counseling Profession (this course may be considered on a case-by-case basis)
COUN 521 Counseling Skills & Techniques
COUN 561 Ethics, Professional Orientation & Legal Issues
COUN 578 Counseling & Christian Thought
COUN 523 Practicum
Any Internship courses

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

Requests to take a course at another university to substitute for courses offered by Regent for reasons such as conflicts with work or church obligations will not be granted. Permission will not be granted to take courses at another school, which Regent offers, because the course is scheduled at an inconvenient time.

A student must request to take a class outside of Regent University by Academic Petition and receive permission from the Program Director before registering for the course(s). The Petition should include a copy of the appropriate syllabus, current ADP, and informal transcript. Once the course is completed, a Transfer of Credit Evaluation form and an official transcript from the other

school must be submitted.

TRANSFERS WITHIN THE SCHOOL OF PSYCHOLOGY AND COUNSELING

Any student who wishes to transfer from one degree 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 Faculty Mentor describing their performance in their current program and potential suitability for success in the program to which they have applied.