Handbook
PhD in Counselor Education & Supervision
Academic Year 2019-20
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This Handbook is provided to students and applicants for their general guidance only. It does not constitute a contract, either expressed or implied, and is subject to change at the University’s and/or the Program’s discretion.

All students are expected to read this Handbook and have a thorough understanding of its contents. 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 the Handbook. Students agree to abide by all procedures, policies and guidelines in the Handbook. Students understand that this Handbook may be modified as University or Program policies, procedures and guidelines are implemented or changed and that it is their responsibility to review the Handbook annually to remain current with its contents.

Student Signature

Date
Additional Policies and Procedures are found in these publications which are available on the Regent University Website. All students are responsible for reading and abiding by the policies in these handbooks.

**Counseling Department Handbook** – applies to all students enrolled in the MA in Counseling, PhD in CES, and MA in Human Services Counseling programs. [http://www.regent.edu/acad/schcou/students/phd_resources.cfm](http://www.regent.edu/acad/schcou/students/phd_resources.cfm)

**Student Handbook**
[https://lrprod1.regent.edu/rights-responsibilities](https://lrprod1.regent.edu/rights-responsibilities)

**Regent University Graduate Catalog**
[http://www.regent.edu/academics/catalog.cfm](http://www.regent.edu/academics/catalog.cfm)

### CONTENTS OF STUDENT HANDBOOK AND UNIVERSITY CATALOG

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I. THE DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION (CES)

The Doctor of Philosophy in Counselor Education and Supervision program (CES) in the School of Psychology and Counseling (SPC) is a scholar-educator 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 CES Program was presented to and received approval from the Regent Board of Directors in October, 2000. The CES Program 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 entered in the Fall of 2002. In January, 2016 the Council for the Accreditation of Counseling and Related Programs (CACREP) granted the CES accreditation through March, 2024. The Regent University CES Program was the first distance education doctoral program to receive CACREP accreditation.

TEACHER PREPARATION The precepts underlying the education and training of counseling professionals in the CES Program follow a developmental model. Counselors are trained to understand the individual regarding 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 regarding 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 doctoral program accreditation standards defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the CES Program 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 CES Program has taken into account the societal changes of the 21st century and will prepare graduates to be teachers and supervisors for change.

SCHOLAR-EDUCATOR TRAINING MODEL

The CES Program is designed to train students to practice in a highly professional manner that is informed by the traditions of counseling, and counselor education. Students are trained to apply the theory and practice of educating new counselors-in-training, and develop scholarship, teaching and advocacy for the profession. The faculty represents a variety of research interests and theoretical orientations; students are offered opportunities to examine multiple theoretical approaches to counseling and participate in an array of treatment modalities and research activities. The CES Program culminates in the award of the Doctor of Philosophy degree (PhD). The goal is to develop skills in scholarship, teaching, and advocacy that are pertinent to education and clinical practice.
The CES Program is designed to prepare students who are equipped to emerge as leaders in counselor education, mental health, school and other counseling professional settings, 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 CES 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. The CES Program 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 can work effectively in both secular and Christian settings.

**MISSION STATEMENT AND GOALS OF THE PROGRAM**

The mission of the CES 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 teachers and scholars in the discipline of counseling to be God’s instruments of restoration, illumination and healing for individuals, families and communities.

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

1. Teach and evaluate students in the scholar-educator model of counseling so they will be capable of leadership in a variety of academic and 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 theoretical and applied aspects of the human learning process necessary to become competent teachers, educators, supervisors, researchers, and clinicians in counselor education.
5. Prepare to teach and supervise 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 CES Program at Regent University trains students to be competent educators, supervisors, scholars, and reflective, ethical Christian professionals. Although students are not required to embrace the Christian faith, students of other faiths should be aware that the CES Program 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 CES Program is designed to provide students with specialized expertise in working with Christian clients in a 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. 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, CES 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 CES 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. 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 achievement of each of these objectives by students admitted to the CES Program. Advanced knowledge related to the above objectives assist graduates to take on leadership roles in counselor education, supervision, and scholarship. The objectives of the CES Program are established upon CACREP 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 AND LENGTH

The Regent University CES Ph.D. is a four year, full-time, fixed 66 semester credits program beyond a 48-hour CACREP master’s degree, or equivalent degree in counseling or significantly related discipline such work. “course sequence is a pre-planned, mandatory progression for CES students. 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. The first three years of the program consist of core coursework that includes clinical practica. Completion of the core curriculum qualifies a student to complete their portfolio project. The student completes three full terms of internship (600 hours) and a minimum of nine hours of dissertation. Full-time study is defined as six credit hours per semester. The degree is offered in an online format with three required residencies. The University uses Blackboard as its learning platform. Students receive training in Blackboard during the first residency.
II. CURRICULUM

COURSEWORK REQUIREMENTS

FIXED COURSE PROGRESSION BY SEMESTER

Students enrolled in the CES Program 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 CES Program remains an expectation. A student must petition his or her Faculty Mentor and the CES Program Director to deviate from full-time status. The required courses and course sequence are listed on the Approved Degree Program (ADP) form for each cohort year. ADP forms are located online http://www.regent.edu/acad/schcou/forms_downloads/adp_forms/adp_forms.cfm

With permission from the Dissertation Chair, the student may register for multiple Dissertation courses in a semester. Elective courses, except the elective practica may be taken in any semester.

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 will provide collaborative learning with others as individual dissertation plans are developed and implemented.

ELECTIVES

Students in the CES Program must take a minimum of 6 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 six 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 catalog description. Permission must be granted for the transfer of courses by the program director either at admission to the program or before registration. Students may take electives out of the typical sequence with permission of his/her Faculty Mentor and the CES Program Director.

CURRICULUM CHANGES

Student’s programs and corresponding SEPs are determined by the University Catalog 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 Academic Advisor 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 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 Academic and Faculty Mentors, the program director and the financial aid office to ensure that the additional courses taken will not interfere with required components of the program and are covered by the student’s financial aid package.
III. DEGREE REQUIREMENTS

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 a target goal of 120 hours; at least 40 hours of client contact, 40 hours of supervision, and 40 hours of indirect service. Also, students will have weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor.

A three-semester, 600-hour internship is accomplished any time after successfully completing the first year of coursework with approval of the Faculty Mentor. Practica and Internship are planned, sequenced, integrated, and supervised activities and experiences that meet specific requirements that are linked to the Regent University CES Program. Internship experiences may include areas of profession advancement beyond clinical training such as teaching and supervision. Individual internship plans will be developed with guidance from the student’s Faculty Mentor, 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 internship and practicum requirements are explained in the CES Internship and Practicum Handbook.

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 are 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 dissertation 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 online via Collaborate. 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 they have completed all of the required coursework and successfully complete the portfolio project.
When the student begins work on their dissertation, they must register for three credits of dissertation. Students may delay dissertation registration 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 CES 795 Dissertation Continuation. 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 Counseling Department of School of Psychology and Counseling. A student may select a member from outside the university to sit on the committee with the approval of the committee chair.

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 promptly. 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.

COMPREHENSIVE PORTFOLIO

A comprehensive portfolio promotes greater student-faculty interaction and gives students a more accurate sense of the profession (Wasley, 2008)

**Purpose of the Portfolio:** Your portfolio is to be a story of your development as a counselor educator across five domains: (a) teaching (b) clinical supervision, (c) counseling/consultation, (d) research & scholarly writing, and (e) professional leadership & advocacy. It should include samples of your work and of your thinking/reflections about your work (e.g. what you attempted to do, how you evaluated your own efforts, etc.).

**Due Dates:** You are expected to submit a complete portfolio the semester prior to starting your dissertation to your doctoral chairperson for their evaluation using the portfolio rubric. Based on feedback from your chairperson, you will then submit your portfolio to the faculty for their evaluation as a part of your oral defense of your portfolio. To successfully complete your portfolio, you must receive a rating of satisfactory on all criteria listed.

**Grading**

Students will be graded on a scale of Exemplary, Satisfactory or Unsatisfactory in the following areas:

- Teaching Competence
- Supervision Competence
- Counseling & Consultation
- Research Competence
- Professional Leadership & Advocacy
- Navigation, Layout, & Readability
- Quality of Writing & Proofreading

A student cannot move on to the dissertation proposal defense until they have successfully completed their portfolio.
ANNUAL REVIEW PROCESS

The annual review is an integral part of the student’s continued studies in the CES Program. All coursework grades are reviewed at the end of the fall semester. Also, the breadth of practica and internship experiences is reviewed, personal and professional dispositions, 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.

Students must also demonstrate competency on student learning outcomes. Faculty recognizes the importance of assessing a student’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 feedback of progress and maintains a record of growth which is evidence that students have met CACREP standards at initial and advanced preparation levels.

Recommendations based on the results of the annual review include a continuation in the CES Program or remediation but may also include dismissal from the CES Program if the determination is unsatisfactory. Each student will receive a communication from the Program Director that summarizes 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.

The student may appeal this decision first to the Faculty Mentor, then through the Program Director, 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.

Doctoral student dispositions will be assessed with the Personal & Professional Dispositions Rubric at three points during their time in the CES program: during CES 740 Instruction in Counselor Education class, CES 670 Multicultural Counseling, and during the mid-semester of Practicum class.
IV. CES DEGREE PROGRAM POLICIES

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 are currently enrolled as members of a CES cohort. Special exceptions will be considered in the following cases:

- A letter written to the CES Program Director 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).

STUDENTS FROM OTHER INSTITUTIONS

- A letter written to the CES Program Director stating the necessity of this course in the student’s academic program, and 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).

GRADUATION CEREMONY AND DEGREE CONFERMENT

Regent University’s graduation ceremonies take place in May. The date is listed academic calendar at [http://www.regent.edu/programs/academic-resources/calendar/?start=now&utm_expid=140130747-102.K9FyzC9RTau7_prsKT8CFA.1&utm_refferer=http%3A%2F%2Fwww.regent.edu%2F](http://www.regent.edu/programs/academic-resources/calendar/?start=now&utm_expid=140130747-102.K9FyzC9RTau7_prsKT8CFA.1&utm_refferer=http%3A%2F%2Fwww.regent.edu%2F). 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.

Students may not use the title ‘Doctor’ until the Doctor of Philosophy degree is 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 form indicating that the final dissertation manuscripts have been submitted with the necessary fees. At no time is the non-formal acronym ABD (All But Dissertation) appropriate for use as a professional title.

INDEPENDENT STUDY
Independent study (IS) must be approved by the program director. An 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. An IS is intended more to provide course credit for research or to write 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 instead 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 CES 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 CES form can be found in http://www.regent.edu/acad/schcou/students/phd_resources.cfm. The Regent University Individual Study Form can be downloaded at http://www.regent.edu/admin/registrar/studentforms.cfm. These independent study forms should be submitted to the CES Program Director. 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 three 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 a 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 their Academic Advisor. The student also fills out the PhD Leave of Absence Fee form. 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 Director 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 and before the midpoint of the 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 student drops courses after the withdrawal deadline, or the instructor assesses that the student has not performed satisfactorily to that point in the semester, the student will receive a grade of WF which is counted as an F toward the student’s GPA.

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

**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 CES Program Director. If the student wishes to reenter a year or more after withdrawing, the student must submit a new application for admission to the CES Program. Applicants for readmission will be subject to a readmission fee. Readmitted applicants matriculate under the degree requirements in effect as of the time of their readmission.
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 only granted for good cause and with approval of the student’s Faculty Mentor, the CES Program Director, the dean of the SPC, and the Executive Vice President of the University. A request for an extension must be made via academic petition with an explanation of situation. An extension is not guaranteed.

TAKING COURSES AT COLLEGES/UNIVERSITIES OTHER THAN REGENT

Students may transfer up to 16 credit hours from a previously completed CES doctoral level study. For transfer courses to be accepted they must be approved prior to admission. They must be completed within 7 years, and 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 Director.

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.

No clinical or residency courses (Advanced Practica, Research Methodology, Statistics, or Internship) may be taken outside the CES program nor may any courses be taken outside the CES Program that substantially orient the student to a counseling professional model or the scholar-educator model adopted in the CES Program (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 and submit it to the CES Program Director along with a copy (either hardcopy or electronic) of the course syllabus for review of applicability to the CES program mission and objectives. The decision of whether a course meets the CES mission and objectives, and is therefore applicable to the degree and approved, rests solely with the CES 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 are required to maintain this insurance in accordance with the minimum limits required by the state or locality in which the student resides. Students may obtain further information on liability insurance the SPC Field Placement Liaison. 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 will be evaluated by the CES faculty as to their fitness for continuation in the program.