



School of Psychology  
& Counseling

# PhD in Counselor Education & Supervision

## Program Handbook

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

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## INTRODUCTION & WELCOME

Welcome to the Counseling Department at Regent University! The Counseling faculty are excited to journey with you as you pursue an advanced career in the counseling profession. The Ph.D. in Counselor Education and Supervision (CES) is a CACREP accredited program that prepares advanced counseling practitioners, supervisors, researcher/scholars, educators, and leaders/advocates in the counseling profession. We are committed to making your educational experience an enriching variety of didactic and experiential learning opportunities to help you achieve your academic and professional goals.

## PURPOSE OF THE HANDBOOK

The Handbook for the Ph.D. in CES Program (referred to as CES 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 that accompany such changes and then abide by the changed policies.

It is the student's responsibility to read and become familiar with the information in this Handbook and to abide 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. Online students are required to complete new student orientation during their first Residency. Students should also be aware that they can discuss the Handbook and direct questions and concerns to their Faculty Mentor or the CES Program Director regarding any material contained in the Handbook or presented during new student orientation.

This Handbook focuses on the Ph.D. in CES Program 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, which are available on the Regent University Website. All students are responsible for reading and abiding by the policies in these documents.:

**CES Program Resources located at:** [https://www.regent.edu/acad/schcou/students/phd\\_resources.cfm](https://www.regent.edu/acad/schcou/students/phd_resources.cfm)

- The CES Practicum & Internship Handbook
- PhD Dissertation Handbook
- Comprehensive Portfolio Guidelines

### University Resources:

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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## **SCHOOL OF PSYCHOLOGY AND COUNSELING**

### **MOTTO**

“Academically Excellent – Distinctively Christian”

### **VISION STATEMENT**

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

### **MISSION STATEMENT**

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

### **UNITY OF SPIRIT**

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

### **DISTINCTIVES**

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

## **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, supervise, lead, 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.

## Accreditation

The Ph.D. in CES Program is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) under the 2016 standards.

## COUNSELING DEPARTMENT MISSION STATEMENT

The mission of the Counseling Department is to provide training in professional counseling, leadership, advocacy, and research with the integration of biblical principles consistent with professional standards of practice.

## CHRISTIAN COMMITMENT

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

1<sup>st</sup> - Love the Lord your God with your whole heart and with your whole soul and with your whole mind.

2<sup>nd</sup> - Love your neighbor as yourself.

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

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

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

## SCHOLAR – EDUCATOR 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 degree 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.

## PROGRAM GOALS AND STUDENT LEARNING OUTCOMES OF THE CES PROGRAM

The CES Program has three program goals:

**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 skill in counseling, supervision, teaching, research, scholarship, leadership and advocacy within the context of a multicultural and pluralistic society.

**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 professional counseling including examination of theories, integration of relevant counseling theories, conceptualization of clients from multiple theoretical perspectives, evidenced-based counseling practices, methods for evaluating effective counseling, and ethical; and culturally relevant counseling in multiple settings.

**A.2.** Students will demonstrate knowledge about the purposes of clinical supervision, theoretical models of clinical supervision, roles related to clinical supervision, skills of clinical supervision, assessment of supervisee's developmental level, modalities of clinical supervision, administrative responsibilities related to supervision, evaluation/gatekeeping in clinical supervision, legal and ethical issues, and culturally relevant strategies for conducting clinical supervision.

**A.3.** Students will demonstrate knowledge about the roles and responsibilities related to educating counselors, pedagogy and teaching methods relevant to counselor education, instructional and evaluation methods relevant to counselor education, effective approaches to online instruction, remediation and

gatekeeping function relevant to teaching, ethical and cultural relevant strategies used in counselor preparation, and the role of mentoring in counselor education.

**A.4.** Students will demonstrate knowledge in research design, univariate and multivariate research/designs, qualitative research/designs, emergent research practices, instrument design, program evaluation, research questions appropriate to the profession, professional writing, professional conference proposals preparation, design of research proposals for human subjects review, sources of funding, and ethical and culturally relevant strategies for conducting research.

**A.5.** Students will demonstrate knowledge about theories and skills of leadership, leadership in professional organizations, leadership in counselor education programs, accreditation standards and processes, leadership roles for responding to crises and disasters, consultation, current topical and political issues in counseling, leadership in social justice and multicultural issues, and ethical and culturally relevant leadership and advocacy practices.

**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, counselor education, and supervision.

**B.2.** Students will demonstrate knowledge and skills commensurate with counselor education and supervision to incorporate explicit and implicit spiritual/religious counseling.

**Program Goal C: Competent Students:**

To graduate students who demonstrate proficient skill in counseling, supervision, teaching, research, scholarship, leadership and advocacy within the context of a multicultural and pluralistic society.

**Student Learning Objectives -**

**C.1.** Students will demonstrate skills in counseling, supervision, teaching, research and scholarship, and leadership and advocacy within the context of a multicultural and pluralistic society.

**C.2.** Students will demonstrate leadership responsibilities as a college and university faculty, advanced practitioners, consultants, researchers & scholarly authors, and administrators within the context of a multicultural and pluralistic society.

**C.3.** Students will engage in national, regional, and/or local scholarly activities that contribute to the field of counseling.

**C.4.** Students will demonstrate knowledge and skill of the responsibilities, roles, and functions of counselor educators, supervisors, and researchers in the settings in which they will work.

## 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 and students in a clinically and ethically sound manner. This does not mean that the values or faith tradition of Christianity are imposed upon clients or students. CES students are trained to respond ethically to diversity in a variety of forms, including religious orientation. A primary goal of the training program is to facilitate 'worldview integrity' in its Christian counselor-educator 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.

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.

## LEADERSHIP

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

## 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.

## DISCLAIMER

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 advice nor take the place of appropriate legal, professional or medical consultation. As laws vary from state to state, and from state to state, students are advised to discuss any specific questions with the proper authorities. The purpose of this program is to equip students with the educational and experiential tools to understand the needs of hurting people, and to be able to provide leadership in the discipline of counseling. Completion of this degree program, in part or in whole, will not qualify an individual to function as a certified or licensed professional counselor or therapist. Students are advised

to check with the specific regulatory or legal requirements that may presently exist in their state, province or country.

## STATEMENT REGARDING THE NATURE OF COUNSELOR EDUCATION AND TRAINING

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

Students may be advised in one of several directions:

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

The desired end result is that all pertinent issues are sufficiently addressed and/or 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 Program personnel and will be made with the utmost care and with the student's best interests in mind.

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

## DEGREE REQUIREMENTS

### FIXED COURSE PROGRESSION BY SEMESTER (Cohort Model)

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, fulltime 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](http://www.regent.edu/acad/schcou/forms_downloads/adp_forms/adp_forms.cfm)

### ELECTIVES

Students in the CES Program must take a minimum of 6 credit hours of doctoral-level electives. 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 ADPs 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.

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.

## RESIDENCY REQUIREMENTS

All CES students must attend in-person residencies their first three years in the program (705A-C). 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 begin learning content in their fall courses. Residency offers opportunities for students and faculty to meet in large and small groups to engage in coursework, teambuilding activities, spiritual devotionals, workshops, and social/cultural events. Residency is only offered for the fall semester (early August).

Residency Overview:

Year one – Orientation to the program, Introduction to research and supervision

Year two – Introduction to statistics and advanced counseling theories

Year three – Portfolio and dissertation preparation

## 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. The portfolio consists of two parts: (1) Written portfolio submission and (2) Oral portfolio defense. 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.). The written portfolio is submitted for faculty evaluation as a part of your oral defense of your portfolio.

**Due Dates:** The portfolio is due in the Fall of your third year. You will submit it electronically to the ASM of the counseling department who will send it to a faculty committee for evaluation using the portfolio rubric. The portfolio should be submitted as one continuous PDF document and a maximum of 200 pages. Upon receiving a passing score on the written portion, the student will advance to the oral portfolio defense. Once you pass the portfolio (written and oral) and complete the dissertation proposal class, you will be considered a doctoral candidate and you may start the dissertation process. To successfully complete your portfolio, you must receive a rating of satisfactory on all criteria listed.

Detailed information about the comprehensive portfolio is found in the portfolio guidelines document.

### **Grading**

Students will be graded on a scale of 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 and defended their portfolio.

### **DISSERTATION**

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. Students may not register for dissertation credits until they have completed CES 700 Dissertation Proposal and successfully completed the portfolio project.

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 Zoom. 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.

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, and 703) 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. Though not required, a student may select one 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.

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.

## PRACTICUM AND INTERNSHIP REQUIREMENTS

### Practicum

Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The remainder of the hours will be indirect service (writing clinical case notes, attending staff meetings, performing other duties, participating in faculty/site supervision, etc.). The nature of the doctoral-level practicum experience is to be a *new clinical experience* that is to be determined in consultation with counselor education program faculty.

1. During the doctoral student's practicum, supervision is provided by a counselor education program faculty member and an individual with a terminal degree in counseling or a related mental health profession and/or with specialized expertise to advance the student's knowledge and skills who is willing to supervise student's site activities. Appropriate supervision is determined in consultation with counselor education program faculty and/or a doctoral committee.
2. Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses and/or specialized expertise, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.
3. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision with their non-program faculty supervisor throughout the practicum. Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member.
4. Student will submit 1 audio/video recording, or live observation documentation of direct counseling experiences
5. Student submission of midterm and final evaluations with appropriate log sheets

Full details of the internship and practicum requirements are explained in the CES Internship and Practicum Handbook.

### Internship

Counseling internship is a planned, field-based experience in the CES domains: Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy. Students are required to complete 600 total experiential hours of internship at various agencies, educational institutions, school, professional counseling organizations, or private practice settings. The hours must cover all 5 CACREP core doctoral areas: (1) Counseling, (2) Supervision, (3) Teaching, (4) Research & Scholarship, and (5) Leadership & Advocacy. Please reference the below chart to show the required hours for each content areas:

<b>Internship</b>	<b><u>Minimum</u> hours required</b>
<b>Teaching</b>	135
<b>Supervision</b>	15
<b>Research/Scholarship</b>	50
<b>Leadership/Advocacy</b>	40
<b>Counseling</b>	0
	<b>Minimum Required Hours 240</b>
	<b>Total Hours Internship 600</b>

Internship is a multi-semester experience, that is completed across three different semesters (CES 801-803). These courses are designed to prepare students to be leaders in counselor education and the profession of counseling in both Christian and secular settings. Students are expected to accrue 600 internship hours (200 per internship course) across three semesters. All internship experiences share the following characteristics (CACREP, 2016):

1. An emphasis on direct experiences primarily by the student.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the on-site supervisor.
3. An average of one and half (1 ½) hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities around the five core CES domains.
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her activities.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluations by the site supervisor.

Students are expected to take all three internship classes consecutively and collect hours as described below. All activities must be preapproved by the CES Program Director and the Internship Faculty.

Full details of the internship and practicum requirements are explained in the CES Internship and Practicum Handbook.

#### Internship Pre-Requisites

Students should plan to enroll in internship classes during their second year of the program. Students must be in good academic standing and have received a passing grade in the following courses to be eligible for internship.

CES 617 Quantitative Research Design

CES 680 Teaching Praxis

## 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 CES 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 773 Advance Practicum, CES 670 Multicultural Counseling, and during the mid-semester of Internship class.

## 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=140130747102.K9FyzC9RTau7\\_prsKT8CFA.1&utm\\_referre r=http%3A%2F%2Fwww.regent.edu%2F](http://www.regent.edu/programs/academic-resources/calendar/?start=now&utm_expid=140130747102.K9FyzC9RTau7_prsKT8CFA.1&utm_referre r=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](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 Faculty Mentor and Academic Advisor.

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.

## PROFESSIONAL ORGANIZATIONS

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

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

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

American Counseling Association (ACA) <https://www.counseling.org/>

Some divisions of ACA which may interest students:

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

Other professional organizations:

Hampton Roads Counselors Association (HRCA) Local  
Licensed Professional Counselors of Hampton Roads (LPCHR) Local  
American Association of Christian Counselors (AACC)  
American Association of Pastoral Counselors (AAPC)  
Association of Christians in Student Development (ACSD)  
Christian Association for Psychological Studies International (CAPSI)  
Paraclete Christian Counselors Fellowship of Hampton Roads (PCCFHR)

## 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.

## ACADEMIC POLICIES AND PROCEDURES

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

### ADVISING

Students will have a Faculty Mentor and students are assigned a Faculty Mentor who is a faculty member in the Counseling Department. Faculty Mentors serve to:

1. Guide the student through development of the Approved Degree Program form.
2. Provide necessary career advisement.
3. Provide referrals for students who are having personal problems.

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

Students also will be served by Academic Advisors in the University Advising department. Academic advisors will assist students with registering for courses, forms, petitions, and appeals.

### ACADEMIC APPEALS

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

### ACADEMIC STATUS

#### CONDITIONAL

Graduate applicants who have submitted all application materials except test results, an official transcript or a letter of reference may be admitted on a conditionally enrolled status. Those on conditional status have one

academic term to submit all of the required admissions materials. The student will not be eligible to register for a second term until the requested documentation has been provided to admissions. Any request for an exception to this registration block must be submitted to the Dean of the school through an academic petition. If the student's status is conditional because of coursework needed, the deadline for completion of this work will be stated in the acceptance letter.

#### PROVISIONAL

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

- Meet with academic advisor at least three times in the first semester of enrollment
- The faculty may assign other requirements based on the incoming academic profile of the student. The student's classification will be changed to Regular status upon successful completion of nine credits with at least a 3.0 grade point average, as well as completing all of the requirements listed above. If a grade for any course taken the first semester is below a "B," the student is subject to academic dismissal.

#### 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.

#### CAREER ADVISING

The University Career Services department offers assistance with resumes, cover letters, job searches, and professional development for students and alumni.

#### CLASS ATTENDANCE AND PARTICIPATION

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

Online courses define class attendance differently than in the traditional, face-to-face classroom environment. Most online courses will meet online in regularly scheduled, real-time (synchronous) classes during which students will be expected to be present and active during a specified time period. Some courses will not require students to be online at the same time (asynchronous). The expectation in online courses is that active and regular student presence in course activities is essential for satisfactory academic achievement. Students should read all class syllabi very closely regarding course requirements.

#### COMMENCEMENT

PhD Students – PhD students are eligible to participate in graduation ceremonies if they have successfully defended their final dissertation defense before the ceremony, or have scheduled their final Dissertation Defense date within 30 days of the commencement ceremony.

## COURSE EVALUATIONS

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

## 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
50% Refund Period – second week of the semester	50%	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 <sup>th</sup> week of the term	No course drop or refund will be approved after the 12th week of a term for any reason. The student will receive the grade that has been earned up to that time.		

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

The following exceptions may apply to the above policy:

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

The possibility of receiving a refund if one of the above exceptions applies will be determined by the number of classes already attended and with permission of the Instructor and the Dean or Assistant Dean by Academic Petition.

No course drop or refund will be approved for students who don't attend a course or do not participate in Blackboard assignments, who do not communicate to the instructor during the term, and who wish to drop the course at the end of the term or after the term has ended. Students will receive an "F", and will have to register and pay for the course again.

## GRADING POLICY

Any grade below a B is considered not satisfactory for graduate level work. Receiving a grade of B- or lower will result in the student retaking the course.

The Regent University grading scale is as follows:

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

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

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

## HUMAN SUBJECTS REVIEW POLICY

Students participating in research that involves human participants must meet all the policy guidelines as described by the Human Subjects Review Committee website: <http://www.regent.edu/acad/schcou/hsrc/>

## LIBRARY COURSE

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

## PROGRAM CHANGES DISCLAIMER STATEMENT

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

1. The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement, unless the student is in a remedial situation.
2. If a student does not register for classes for one year or more, and returns to the program, that student is now under the catalog of the year of readmission.
3. With approval students may take more credit hours than required in their catalog, but financial aid and scholarships will not apply to courses above the total credit hours listed on the ADP form.
4. If a student has a required course that is no longer offered, the Academic Advisor will help the student find a substitute course, either at Regent University or through the consortium.

## TECHNOLOGY REQUIREMENTS

### **Email**

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

### **Online Learning**

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

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

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

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

### TRANSFER CREDIT FOR COURSES COMPLETED BEFORE ENTERING THE SPC

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 that are needed for the degree. To request that a course be waived, the student must submit an academic petition, along with 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 coordinator.

### 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 are offered at Regent, on the basis that 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 Coordinator before taking the course(s). Attached to the Petition should be a copy of the appropriate syllabus, current ADP and informal transcript. Once the course is completed, a Transfer of Credit Evaluation form must be submitted along with an official transcript from the other school.

### TRANSFERS WITHIN THE SCHOOL OF PSYCHOLOGY AND COUNSELING

Any student who wishes to transfer from one 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 probable suitability for success in the program to which they have applied.

### TUTORIALS

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

### WRITING STYLE

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



A student's writing style should be consistent with that found in graduate level counseling work. Graduate level writing exhibits good organization, appropriate spelling and grammar, and a scholarly quality. If a student does not submit written work that is up to this standard, the student's professor, in conjunction with the student and the Program Coordinator, may work to develop an individualized plan of remediation. This could include a writing skills workshop.

## PROFESSIONAL DEVELOPMENT, CONDUCT, & REMEDIATION

### 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 to other programs, the profession, employers, or the public at large
4. Address and attempt to correct concerns of competency in areas such as (but not limited to):
  - a. Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
  - b. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
  - c. Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
  - d. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)

The basis for this policy is derived from two primary sources that address matters related to statute, regulation, professional competency and ethical practice standards:

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

#### ACA Code of Ethics

- A.2. – Respecting Diversity
- A.5. – Personal Needs and values
- C.2. – Professional Competency
- D.1. – Relationships with Employers and Employees
- F.1. – Counselor Educators and Trainers
- F.3. – Students and Supervisees

#### ACA Standards of Practice

SP-17 – Boundaries of Competence

SP-19 – Impairment of Professionals

SP-41 – Limitations of Students and Supervisees

SP-43 – Standards for Students and Supervisees

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

<https://www.counseling.org/knowledge-center/ethics> Virginia

Board of Counseling Standards of Practice

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

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

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

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

<https://www.dhp.virginia.gov/counseling/>

## REMEDIATION

The process for assisting the student regarding remediation of professional concerns usually takes the form of a written contract specifying behavioral expectations, assistance to be provided, and specific timelines. The Note of Concern (NOC) and the Professional Development Form (PDF) are designed to be used as tools to help document a student's personal and professional progress in a number of different areas. They can be used to address either unsatisfactory progress during a class (including areas such as general professional knowledge, application skills, integration, workmanship, self-control, relationships, and communication) or issues that are related to concerns, attitudes, and behaviors both inside and outside of the classroom but still within the context of the Program. If a student struggles in academics, they are required to meet with their Faculty Mentor to work on a plan to improve their work. A plan may include:

- 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, if a student neglects to acknowledge an NOC, if the student demonstrates unprofessional or unethical behavior, if 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 on the PDF, evaluations reflect a student's overall progress in comparison to where he/she ought to be, based on what is expected for a student at any given point in the program.
- 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 and/or correcting the problem. This may include (but is not limited to):
  - cutting back on course work or outside activities
  - repeating courses
  - taking special workshops (e.g., a writing workshop)
  - evaluation and academic counseling of the student by faculty members and/or supervisors
  - a recommendation for the student to receive professional therapy services

- requiring the student to “stop out” of the program until the problem area(s) is appropriately and sufficiently addressed

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

Should any student receive either a NOC or a 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 in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended.
- no student will be discriminated against due to disability, and reasonable accommodation will be made in accordance with Regent University policy as described in the Student Handbook.

## UNIVERSITY POLICIES

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

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

## ACADEMIC 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 who is 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 pertaining to their normal course of study through

dishonest means, they show little concern for their own personal sense of integrity, and they infringe on the rights of all other members of the academic community. The following definitions and examples are forms of academic integrity violations for the School of Psychology and Counseling:

1. Cheating

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

2. Fabrication and Falsification

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

3. Multiple Submissions

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

4. Plagiarism

- a. No student shall intentionally or knowingly present the work of another person 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 key words without quotation marks and accurate citations, (2) graphs and charts, or (3) ideas and information provided by another.
- b. Computer programs, files, and web pages must also be utilized only with the inclusion of a citation referencing or indicating the original source of the file and/or program.

5. Abuse of Academic Materials

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

6. Complicity in Academic Dishonesty

No student shall knowingly assist, offer guidance or support for another student's attempt, or be personally involved in an attempt to obtain in any deceptive or unauthorized manner, information or documents, such as tests, examinations, roll books, reports, etc., that were considered to be confidential or private property of other students, faculty, administrative personnel, or the University. Examples

include, but are not limited to: (1) knowingly permitting another to copy one's own paper/work, or paper/work of another, (2) distributing or providing others with test or research material/questions, (3) taking an exam for another, or (4) collaborating with another student with the intent of submitting work intended to be presented as original.

#### CONSEQUENCES OF ACADEMIC DISHONESTY

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

#### CONDUCT CONCERNS

Whenever persons live and work together in a Christian community, conflicts may arise relative to performance, conduct, or interpersonal issues involving either in-class or out-of-class activities. The same Biblical principles should guide behavior for 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 him/her and person two. For students who have a concern, this third person could be another student, although the academic Advisor or another faculty member is usually a more appropriate choice.

For faculty members who have a concern regarding a student's conduct, the first step is to schedule a conference with the student and complete a Note of Concern. This indicates a "plan of action" to resolve the situation or concern. This action plan will be kept in the professor's personal file and will be signed by both the student and the professor. Second, if the disruptive or unprofessional behavior continues, the professor will fill out a Professional Development Form, which will detail the concerns and explain 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 satisfactory resolution of the concern is not reached after completing a PDF, the faculty member and/or student may then meet with the next highest administrator in charge of the Program. If disciplinary procedures are needed, the University student disciplinary procedures must be followed.

#### DISENROLLMENT

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

1. Academic
  - a. For failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain an overall B or better grade point average, inability to complete academic courses within reasonable time frames, or obtaining multiple unsatisfactory evaluations during the annual review.
  - b. For failure to register for one semester without an authorized leave of absence

- c. For failure to graduate within the maximum time limit allowed by the graduate school (5 years for MA programs, 7 years for PhD). The student may petition to the University's Vice President of Academic Affairs to have this requirement waived for an appropriate cause.
2. Unprofessional Personal Conduct:
  - a. For failure to behave consistently with the codes of ethics of our profession and the rules, regulations, and code of conduct of the SPC and Regent University.
  - b. For failure to uphold principles of academic honesty and integrity.
  - c. For failure to demonstrate suitability for clinical practice and/or academic faculty service as defined by professional standards of practice.
3. Failure to maintain the required cumulative GPA (3.00)
  - a. In order to remain in good standing, the required cumulative GPA for courses taken at Regent University is 3.00. (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 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 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 from entering the counseling profession who is not properly suited, the presumption in any dismissal case will be in favor of the program's judgment and 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. For failure to meet tuition and financial obligations to Regent University. b.

## PETITIONING FOR REINSTATEMENT

Students who have been dismissed for academic reasons may petition for reinstatement through the school, after one academic year, unless other criteria for possible reinstatement were 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 that there is a strong likelihood that the student possesses motivation and capacity 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. Students who are reinstated shall be required to comply with any conditions set forth in the letter of reinstatement.

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