REGENT | School of Psychology
UNIVERSITY | & Counseling

Program Handbook

Master of Arts in Human Services (HS)
and
Master of Arts in Pastoral Counseling (PC)

2022-2023

REGENT UNIVERSITY

COLLEGE OF HEALTH AND BEHAVIORAL SCIENCES

DEPARTMENT OF COUNSELING MINISTRIES

1000 REGENT UNIVERSITY DRIVE, CRB 103

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Website: https://www.regent.edu/program/ma-in-human-services/

https://www.regent.edu/program/ma-in-pastoral-counseling/

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 discretion.

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REGENT UNIVERSITY

School of Psychology & Counseling

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 content. IF, after reading the contents of this Handbook in its entirety, students have additional questions, they can direct those questions to their Program Director, Dr. Katrina Maxwell (kemaxwell@regent.edu). 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 regularly to remain current with its contents.

A Message from your Program Director

Welcome to your Capstone and Field Experience! You have met many challenges and have been victorious. You have proven yourself to be strong and disciplined. Now, you are ready to incorporate everything that you have learned in the program along with your professional and personal experiences at your field experience site. It will be important to examine what skills, talents, and knowledge you can offer to your organizations as well as identifying your areas of growth. Being able to strengthen your skills and increase your knowledge is important to your future work in the profession. Therefore, you want to select an agency (e.g., organization, church, company, etc.) that provides you with the opportunity to share and receive. Selecting a field experience site that will afford you the chance to move outside of your comfort zone is a positive. Similarly, you want to be able to make a difference and leave a great impression at the site which includes all the site's stakeholders (e.g., employees, members, clients, representatives, etc.) that you may have contact with. Therefore, please remember to walk in love, show kindness, be on time, be professional, keep your word, prioritize your responsibilities, and commit to excellence. This will require you to create balance in your life. As the Program Director for the Human Services and Pastoral Counseling Programs, I am committed to your success.

Dr. Katrina Maxwell

Katrina Maxwell, PhD
Program Director, MA in Human Services and Pastoral Counseling
Assistant Professor, Department of Counseling Ministries
College of Health & Behavioral Sciences

I. THE MASTER'S PROGRAMS IN HUMAN SERVICES AND PASTORAL COUNSELING

Program History, Training, Philosophy, Mission and Objectives

The Human Services (HS) and Pastoral Counseling (PC) Master of Arts Programs at Regent University are several decades old. However, they underwent major renovation in 2017, adding in critical concentration and field experience options to allow for deeper training in a variety of areas of helping, thus better preparing students to enter their desired areas of work in the helping professions.

Program Purpose
This non-licensure degree equips you with practical helping skills in Human Services and Pastoral Counseling and other specialized areas such as coaching, addictions, biblical counseling, student affairs, mediation, criminal justice, and more.

Training Philosophy
Courses are taught with a combination of real-time interaction with professors, small-group projects, podcast lectures and asynchronous chat room discussion with the goal of combining skill development, theory, and personal reflection to efforts aimed at helping others.

Mission Statement and Goals of Program
The HS/PC program exists to equip those interested in helping others through a variety of applications by providing instruction and training in diverse models of service delivery.

Program Objectives
The program objectives of the HS/PC program include the following:

1. Grow in Christian counseling and coaching

2. Explore the mind-body-spirit connection and practice individual and group work
3. Empower career through a human services degree
4. Gain foundational skills in behavioral sciences while specializing in a concentrated area
5. Gain foundational helping skills
6. Learn to identify and assist individuals struggling with common life-adjustment issues or seeking personal development

Program Logistics and Faculty

Program Logistics and Length

The HS/PC master's program is 30 credit hours. The program can be completed in as little as one year following the recommended course progression. The program is offered in an e-learning (online) format and is predominantly self-paced (with deadlines). In some instances synchronous learning experiences (real time, live electronic experiences with professor and students or learning groups of students) may be required. Course requirements for the HS master's program include a common core of six courses (18 credits). In addition, students are required to complete a concentration of their choice from one of the approved concentrations. The concentration consists of four courses (12 credits). The degree culminates in a capstone that includes a field experience in the student's area of interest.

Faculty

Core Faculty (Program Director) - The core faculty administer the HS/PC program, formulate the curriculum, teach courses, mentor students, and conduct the annual evaluation process. The HS & PC program directors have 100% appointment within the HS/PC.

Adjunct Faculty - The adjunct faculty play an important role in the life of the program. They instruct courses in their areas of expertise, enriching the areas of competence to which students are exposed.

II.   PROGRAM POLICY AND PROCEDURES

Academic Advising

University Advising and Faculty Mentors work to accomplish the following:

1. Guide students in creating an [Approved Degree Plan (ADP)](#).
2. Encourage use of Degree Works. Degree Works is an online tool to help students and their academic advisors track degree progress, prepare for registration, and plan for graduation.
3. Provide necessary academic and career advisement.

In conjunction with contacting University Advising when needed, students are encouraged to talk with their assigned Faculty Mentor at least once per year for individual advising. While academic advisors and 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.** For graduation clearance, approved degree requirements will be audited by the Registrar's Office.

Academic Appeals

If a student has a question about their academic performance, one should first approach the instructor to see if a satisfactory understanding can be reached. If the student and the instructor cannot resolve the concerns, the student should ask a third party (usually the academic advisor) to assist in resolving the question. If these two steps are not sufficient, a student may appeal to the CHBS Assistant Dean for Academics. Should a problem remain, the student may appeal to the Dean of the SPC in writing. If the student is not satisfied with the decision of the Dean, he or she may file an appeal in accordance with University policy (see section 6.5 *"Student Appeals and Grievances"* in the Student Handbook). https://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf

Approved Degree Plan (ADP)

There is a recommended sequence in which HS/PC courses should be taken. Not all courses are available in all semesters; therefore, ADPs have been designed by the School of Psychology and Counseling, in conjunction with the Registrar's

Office, for students to use as a guide during registration time. In order for students to stay on track for timely graduation, it is highly encouraged that the program ADP guidelines are followed and courses are chosen as needed and available. ADPs are not an exact template to follow. [Program ADPs](#) as well as a [Course Schedule for HS](#) & a [Course Schedule for PC](#) are provided in the My Regent Portal student resources. If, for any reason, a student should get off track in their course progression, they should reach out to their academic advising team for assistance at 800.722.3680.

Attendance

Due to the e-learning format of the predominance of coursework in the HS/PC program, class attendance is necessarily defined differently than in the traditional, face-to-face classroom environment. All courses meet online utilizing a regularly scheduled, real-time (synchronous) class time (via our online teaching platform, Blackboard, with an application called Collaborate) during which students will be expected to be present and active during a specified time period, and assignments (such as discussion board posts) that will not require students to be online at the same time (asynchronous). Despite the online format of the programs, the expectation persists that active and regular student presence in course activities is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments, and class participation. Students should read and comprehend all class syllabi content at the onset of classes in order to be able to logistically plan ahead and address any issues dealing with syllabi content.

Auditing Courses

Students who wish to register for a credit course on a non-credit basis are classified as auditors. Auditors must be admitted to Regent University via regular admission procedures to audit a course. Audit courses will appear on the student's transcript with a non-credit (N.C.) notation and will not receive credit. Students taking courses for credit shall be given enrollment priority over auditors. Students auditing a course will pay one-half the tuition as those taking it for credit. Financial aid will not be applied to audited courses.

Collaborate Meetings

Each HS/PC course will have scheduled collaborate sessions to increase real-time interactions between the students and the instructor. All students are invited to be present in these sessions. However, we understand that practical realities of work, varied time zones, etc. may limit students' ability to attend all these sessions. Students who are not in attendance in the sessions are responsible for watching the archived recording as important course information and clarification is frequently shared in these sessions. Based on the course requirements, these students may be invited to engage in the special ungraded discussion board within the course which is set up specifically for missed collaborate discussions (see your course syllabus or instructor). These collaborate discussion boards (known as Collaborate Conversations) are intended to continue the dialogue for those not in attendance who wish to participate in the dialogue. This model offers increased accessibility while allowing for flexibility in learning and time-accommodations in the online learning environment, offering students a chance to process what they received after viewing the archive of prior sessions.

Computer Requirements

Due to the online nature of the HS/PC, students are advised of the minimum computer requirements to matriculate in the program:

1. Courses that are part of the HS/PC are delivered entirely through computer-mediated learning. Computer literacy is required of all students. Computer technology and skills beyond word processing will be required in the areas of hardware, software and peripheral installations. Students should be able to: create and save documents in formats compatible with the current Regent University standard. Students must be able to download the software packages necessary and should plan to use Office 365 word processing, spreadsheets and presentation software in their academic coursework. This is essential for successfully completing computer-mediated courses or programs. Also required are an internet browser, e-mail application with the capability to transfer files, and an internet service provider, providing fastest available transmissions. It is imperative that all students have access to a computer system that meets Regent's minimum requirements. The reliable technological functioning of all required hardware, software and internet provider systems are solely the responsibility of the student.

2. Hardware and software recommendations suggest both the minimum and recommended system configurations and components with which Regent's computer services and academic computing technicians are most familiar and that are in general use at the University. A number of other configurations will accommodate successful completion of the student's program.

3. The hardware and software recommendations are current as of the date of publication. Given the rapid rate of change in computer technology, students should refer to Regent University's [Information Technology](#) website for the most current information regarding computer requirements and support, frequently asked questions (FAQs) and tips. It is the students' responsibility to keep up with changes in software.

4. Regent provides some key resources in order for students to succeed in an online program. Students who are not familiar with online learning environments are welcomed and included in the Regent online learning community but must view their lack of knowledge as something to be remedied fast in order to succeed. If a student is unfamiliar with Blackboard learning, for example, the student must aggressively pursue a remediation of missing skills via self-taught tutorials or taking online skill classes. Updating one's basic computer knowledge is also a key requirement to succeed in the HS/PC program. A student's local community college, public library or local computer training center can provide valuable courses on internet use, personal computer basics or other topics. Blackboard online student support sites offer training videos and explanations on every Blackboard related topic, for example. University 500, a success course required for those that need to re-learn how to navigate online learning, may be required of such students. Successful completion of a preparatory course will build a student's confidence and facilitate successful completion of the program. Technical questions concerning personal hardware, software or telecommunication support should be directed to the vendor(s). Regent University will not teach or train students in basic computer use.

[UNIVERSITY RECOMMENDED DESKTOP/LAPTOP CONFIGURATIONS](#)

Attire

As a Christian community of higher education, we value modesty and professionalism in attire, while also recognizing that casual attire is often appropriate on a college campus. The University has not established a "dress code" for students, however there are certain standards that are expected to maintain modesty and decorum. Clothing that is inappropriately revealing such as, but not limited to, crop tops, mini-skirts, low-riding pants, low-cut tops, and tops that expose large areas of the back or torso, should not be worn. Students must be fully dressed based on the standard listed above (i.e., no nudity) even for online students during collaborate sessions (live online class session). Additionally, students are expected to wear shoes indoors, and men are expected to wear shirts in public areas. Students who prefer to remove their shoes as an act of worship in Chapel may do so, as long as it is not disruptive to the environment. Faculty/staff who believe a student is inappropriately dressed have the authority to address the concern with the student, and the University expects the student to heed the concern and adjust his/her attire as necessary. Students who work on campus are expected to abide by the employee dress code policy found in the Employee Handbook while performing their job duties. Students can reference the Regent University Student Handbook for additional policies.

Statement of Character

Students in the Department of Counseling Ministries are expected to exhibit a Christian character of professionalism. Specifically, verbal and written communication should be carefully thought out and come from a place of compassion and respect to the intended audience. Therefore, all communications should be polite, courteous, respectful, and lend itself to grace (e.g., meetings, collaborate sessions, emails, phone calls). Entitlement and disrespect will not be tolerated. Professionalism is expected in student attire (e.g., completely dressed in business casual and no nudity) and the surrounding background environment (e.g., distracting). Violations of this will be addressed as outlined in the Note of Concern section. We care about you and are here to support your academic achievements.

Note of Concern

For faculty with a concern regarding a student, it will be communicated through a "Note of Concern". This document places in writing the concern that a faculty member has regarding the academic, professional or interpersonal conduct

exhibited by a student. The student should respond to the "Note of Concern" through direct communication with the faculty to resolve this issue. The first step in communicating a concern by the faculty is ordinarily to schedule a conference with the student and/or present the feedback through a note of concern. The feedback offered through a note of concern is to occur for distance students should be communicated through a phone appointment. After a telephone or face-to-face feedback has occurred the written note of concern may be emailed to the student. Notes of concern are maintained by the faculty member and do not become part of the student files unless necessary for a subsequent administrative process. If a concern previously addressed through the note of concern process is not remediated within a reasonable period or if the concern is serious enough to warrant immediate documentation in the student file, the faculty member should complete a Professional Development Form (PDF) documenting the concern. Faculty may elect to involve the student's advisor or another program faculty member if useful for addressing such a documented concern. If satisfactory resolution of the concern is not reached at this level of dialogue, the faculty member and/or student should then consult with the next higher administrator to address the issue. Notes of concerns and PDF's do not constitute disciplinary actions by themselves. However, PDF's that are marked as a 'disciplinary actions' or formal communications from program administrators (i.e., the program coordinator, director, or clinical training directors) that are identified as a disciplinary action are entered in the student's record as disciplinary action. Once a student has been given a disciplinary action, then the program, its faculty and staff will be required to report that a disciplinary action has occurred if the student requires the program or its representatives to report on this matter. If disciplinary procedures are needed the university student disciplinary procedures must be followed.

Grievance Policy

When students have a concern over the conduct of a faculty or staff member, they should first approach the individual to see if the matter can be resolved informally. If the student and the instructor or staff person cannot work things out or if a student has genuine concerns for his or her personal safety, the student should ask a third party from the faculty (normally their academic advisor) to assist in resolving the question. Student concerns about an academic decision should be addressed through an academic appeal procedure. If attempts to resolve a conduct or interpersonal concern with a faculty or staff member are not resolved at this

informal level, students may initiate a formal grievance. This is a redress option managed through the Office of Student Affairs with procedures described in the Student Handbook. Concerns involving sexual harassment or assault are handled by the Title IX coordinator for the university and their information can be found on the Title IX page. Upon receipt, the reviewing administrator will request a response from the faculty or staff member that is the subject of the grievance prior to rendering a decision. Such administrators may elect to mediate a consensual resolution as an initial step prior to rendering a decision. Whenever a formal grievance is initiated in the CHBS, the person receiving the letter of grievance should inform the dean that the grievance has occurred. If the student's concern is not satisfied by the reviewer's decision, it can be elevated to the next higher administrator within the school (i.e., the department chair, followed by the CHBS dean). If the student is not satisfied with the decision of the dean, he or she may appeal further in accordance with university policies and the Student Services Handbook. No adverse consequences may result for the student as a result of properly executing a grievance.

Grievances will be generally evaluated in terms of relevant University, School, professional, legal, and Christian behavioral expectations. If disciplinary procedures are needed the university student disciplinary procedures must be followed.

<div align="center">Course Evaluation (Online)</div>

Students are welcome to comment on all aspects of courses on an ongoing basis, following the principles of Matthew 18:15-17. Students are expected to complete an electronic evaluation of each course at course end (see course syllabi for further instructions). All evaluations are anonymous, and confidentiality is maintained. While confidentiality is maintained for students completing the evaluations, the list of students who do not complete the evaluations is given to the course professor for follow-up.

Course evaluations are essential to academic excellence. Students are to complete evaluations for each course for which they are registered in a given semester. Students' feedback is used for ongoing faculty evaluation as well as course improvement. In courses with electronic evaluations, students will receive email notifications, along with directions, that evaluations are ready for use 10 days prior to the designated last day of the semester. The evaluation period remains open for 7 days, closing 3 days before the designated last day of the semester. It is the

student's responsibility to check their University email on a regular basis (daily) and to be diligent about responding to the course evaluation emails. If students are having difficulty accessing/completing an online course evaluation, they should notify the IT Department at 757.352.4076. All course evaluations are kept completely confidential.

The results of the course feedback surveys shall not be made public but will be available to the Instructor, the Dean, Program Directors, and those involved in personnel decisions. After grades have been submitted, the evaluations will be made available to the instructor. The instructor will review the evaluations and provide a written response on how he or she intends to modify or improve the course based on the ratings received. The instructor will also have an opportunity to comment on the rating received. These comments shall be taken into account by the persons or groups charged with making or advising on personnel decisions. If appropriate, the instructor will return the evaluations, a written response, and written plans for revising the course syllabus, to the Dean. Summaries of the information from student course feedback forms may be used for accreditation and statistical purposes as long as the information does not reveal the identity of the individual faculty member.

Students' honesty in evaluation of the course is crucial, since the results contribute to improving class design and presentation. If a student believes that the course has been less than a beneficial experience, the student is encouraged to make an appointment to talk with the instructor so that concerns can be discussed and reconciliation can occur.

Course Registration

Continuing students register during the preceding semester for the following semester (e.g., students register for the fall semester during the summer semester). Check the [Academic Calendar](#) for specific dates and deadlines.

Students register online through the Genisys system. Once a student has been accepted into a program at Regent University, the student must pay the Enrollment Fee; after this fee is paid, the student is mailed log-in and password information that are required to register online in Genisys. Students typically have 6-8 weeks before the semester begins to register for courses. Failure to register by the first day of classes will result in the assessment of a late registration fee. Syllabi are posted on the Blackboard course pages in advance of the semester; students who

are not registered in Genisys will not be able to access courses on Blackboard to download syllabi, so students are urged to register early for courses.

Students should note that the Genisys system is different from the Blackboard system. Both systems are accessed via the My Regent Portal. Students may contact the IT Help Desk at 757-352-4076 for assistance in accessing these systems.

Once a student has registered through Genisys, they will be automatically enrolled in the class in Blackboard. This process typically occurs within the hour. **Courses in Blackboard are made available for students to access one week prior to the start of the session**. If for some reason a student is properly registered, as verifiable in Genisys, but is still unable to view/access registered courses in Blackboard, the student should contact the Advising Office at 757.352.4385.

Course syllabi should be posted in Blackboard 7 days before the start of classes. Students are expected to check syllabi for required and/or recommended textbooks and purchase them in sufficient time before classes start.

PLEASE NOTE: If students are not officially registered and on class lists, they may not participate in classes.

Changing Registration
If any changes in courses are made (including auditing a course), the student is responsible for completing an Add/Drop form. See Add/Drop policies below.

Add/Drop
Students are expected to be aware of the strict Add/Drop dates published in the academic calendar.

The authorized add/drop period is the first two weeks of the semester or session -- regardless of when a class starts. During the first two weeks of the add/drop period there is a 100% refund of tuition and fees. **There will be no refund after the first two weeks of class**. Students can refer to the University's Registrar's Office Add/Drop Procedure and Refund page for more information.

Remember that any changes to registration should be discussed with your academic advisor as well as a representative from Financial Aid if aid is being used. **Adds and/or drops can impact financial aid.**

Grading

The Regent University grading scale is as follows:

I = Incomplete   IP = In Progress
WP = Withdraw Passing   WF = Withdraw Failing
P = Pass (for Pass/Fail Course) NP = No Pass (for Pass/Fail Course)
A = Audit (no credit)   FX = Failure to makeup or finish an
Incomplete

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

Failing Grades

The general grading policy for each course in the SPC is that any grade below a B is considered not satisfactory for graduate level work. Receiving a grade of B- will result in the student retaking the course. However, students in the following nonlicensure

Master's programs are exempt from this general policy: M.A. Program in Human Services, M.A. Program in Pastoral Counseling, and M.S. Program in Psychology (with the exception of those in the Doctoral Preparation Concentration who still need to obtain a grade of B or higher to pass their courses). Grade of B- is a passing grade in the programs outlined above.

If the student makes lower than a B- in the retake, the program chair will convene a faculty subcommittee to discuss with the student his/her continuation in the program. The grade below a B- is considered unsatisfactory. The student may, at the discretion of the HS/PC Program Director and faculty, be asked to take a leave of absence for one year to reevaluate the appropriateness of continuing in the HS/PC Program.

Incomplete Grades (I)

An Incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or extraordinary reasons acceptable to the instructor and with the Program Director's approval, including equipment breakdown or shortages. Student neglect is not an acceptable reason. It is the responsibility of the student to initiate the Incomplete, providing the instructor and Program Director with ample time for approval. **To qualify to apply for an incomplete, the student must have completed over 70% of the weighted total of work for the entire course.** The Incomplete Request Form can be accessed on the Registrar's Graduate Student Forms page.

Students who receive two or more course incompletes (either core or elective) within one academic year and have subsequently not completed the necessary course requirements to remove them by the end of the standard remedial time period (one semester per incomplete) will not be allowed to enroll in any further courses in the HS/PC until this work is completed and a grade of B or above is earned for each course.

Note: Students on academic probation are ineligible to request an incomplete for courses taken while on probation.

Graduation and Degree Conferment

Last Updated: Jan. 2023

Regent University holds an annual commencement at the end of the spring semester in May (date accessible via the academic calendar). Students must obtain approval to participate. Students approved to graduate in the fall, spring, or summer of an academic year are strongly encouraged to participate in commencement for the conferring of the degree. Students who are unable to attend should still submit their RSVP through Genisys.

All students must have completed all requirements toward graduation prior to participating in commencement. However, due to the uniqueness of some programs and the fact that there is only one commencement yearly, Regent provides the opportunity for students who have not completed all requirements to participate in commencement, if they meet the following criteria: The student has **no more than two courses remaining** for graduation and these courses must be completed in the summer following the commencement ceremony. The coursework may include a practicum or field experience, which can also be completed during the summer.

Students requesting permission to participate in the commencement ceremony who have not completed all graduation requirements but who are eligible to walk under the above criteria must:

1. Receive certification from the dean of the school from which they are graduating that they are eligible to participate in commencement. The school must send certification to the Registrar's Office by March 1.
2. Receive final written approval from the Registrar's Office that they are eligible to participate in commencement.
3. Register and pay for coursework during summer registration. Participating in commencement exercises prior to completing all graduation requirements is a privilege and does not guarantee the student's right to graduate unless all requirements have been met.

Healthy Relationships between Students and Department of Counseling Ministries' Personnel

Demonstrating integrity in the manner that relationships are conducted is a priority to the HS/PC faculty. We strive to exhibit both professionalism and Christian integrity. This means that we will maintain the boundary of professors who must make decisions of evaluation, placement and continuation in an academic program,

while simultaneously respecting the fact that we are joined through Christ to be in relationship, to exhibit love, respect and regard as co-laborers within the broader mission of God on earth.

Dual Relationships

As graduate student mentors, faculty are in a position to advise, guide, encourage, admonish and support students as they complete their degree. Such activity should not be misconstrued as professional counseling. Faculty and students should maintain a professional boundary. Students should exercise discretion regarding the use of confidential information shared with faculty. Such information might be privately held as a mentor, but because the relationship with a faculty cannot be a counselor-client relationship, information exchanged is not protected by client-counselor privilege. Likewise, faculty are reminded to exercise restraint in how they conduct themselves as mentors. Faculty are encouraged to have close, personal ties to students in order to mentor them into the community of scholars. However, such relationships are to give appropriate regard to the differential of power and to be compliant with university policy and ethical standards.

Students, faculty, and staff members are to avoid dual relationships that compromise the instruction, advising, evaluation, supervision, and administration processes. The School of Psychology and Counseling does not condone amorous (romantic or sexual) relationships between students and employees. When one of the individuals involved has direct professional influence or direct authority over the other, both the University and the person in the position of influence and power are vulnerable to charges of sexual harassment from the person in the position of lesser power and/or by third parties. Codes of ethics for most professional associations forbid professional-client sexual relationships and the relationships enumerated above should be viewed in this context. In the case of instructor and student, for example, the respect and trust accorded the instructor by the student, as well as the power exercised by the instructor in giving grades, advice, evaluations, and recommendations for further study and future employment, may greatly diminish the student's actual freedom of choice concerning a romantic or sexual relationship.

Members of the SPC should avoid such liaisons, which can harm affected students and damage the spiritual and academic integrity of the institution. An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in romantic partnering or

courtship that may or may not have been consummated sexually. It is misconduct subject to disciplinary action for the above stated behavior(s) to occur. Students should report improper relationships to their Program Director and/or to the Dean.

Inclement Weather Cancellations

One of the benefits of an e-learning format is that the online nature of learning will typically preclude a student's need to check for weather-related emergencies that would otherwise impact normal face-to-face class meetings. Students may also telephone the Inclement Weather Hotline at 757-352-4777 at any time to hear a pre-recorded announcement. Students should also check Blackboard course main pages for any announcements related to the impact of inclement weather on regular course activities.

Integrity

A Christian academic community recognizes the principles of truth and honesty as essential. It is assumed that academic honesty will prevail throughout graduate study. Problems of integrity will be expedited with an equal concern for love and justice. Students respect the honor system when completing academic tests, projects or papers as their own.

Students typically study and generate course materials, assignments and assessments such as examinations while in their home environment, rather than in a classroom. When students participate in online class activities and submit any materials designated as assignments, postings and/or submissions for coursework (including materials related to internship and the dissertation), students are affirming that they did not generate the submitted work with any aid such as help from another person unless the instructor expressly indicates forms of aids that can be used (e.g., texts for open book tests). If a professor is uncertain about whether a student merits a favorable evaluation, the onus of proof remains with the student. This is particularly true in any circumstance where the professor suspects questionable ethical conduct (e.g., inappropriate collaboration, plagiarism, cheating, etc.). Students will only receive positive evaluations when the professor is satisfied that the work is of commensurate graduate level quality and has been produced in the manner expected by the professor. Students retain full responsibility for ensuring that they correctly understand performance expectations required for positive evaluations.

Plagiarism

According to the Publication Manual of the American Psychological Association (APA, 2020), "Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). Students are responsible for knowing what constitutes plagiarism, how to avoid it, and what constitutes dishonesty. Students are also responsible for understanding that if they allow a fellow student to cheat or plagiarize, or if they complete an assignment for a fellow student, they are accomplices to academic dishonesty and are subject to the same penalty. A student's failure to know this policy is not a defense. Moreover, a lack of understanding of what constitutes dishonesty, plagiarism, and/or a lack of intent (e.g., that the student did not intend to copy the material into his/her paper) is not a defense.

Levels of Plagiarism

Because of the wide range of acts which constitute plagiarism, the following levels of plagiarism are provided to give guidance to instructors. If the particular act of plagiarism is not provided below (especially with respect to plagiarized artwork including films, plays, and other visual or audio arts), the instructor should use his/her best judgment in light of the circumstances or should consult with his/her Dean.

Minor Plagiarism

Minor Plagiarism means doing any of the following in 249 words or less within an assignment:

- Using a source's idea or logic (i.e., summarizing or paraphrasing) without proper attribution;
- Using verbatim key terms, phrases, and/or sentences without quotation marks and without proper attribution; or using minimal content from an audiovisual source without proper attribution;
- Revising the source's work by inserting a few synonyms in one or more original phrases or sentences (i.e., improperly paraphrasing);
- Revising one or more phrases or sentences by reordering the clauses but not changing any words (i.e., improperly paraphrasing).

Major Plagiarism

Major Plagiarism means doing any of the following in 250 words or more within an assignment:

- Using substantial verbatim content from a source without quotation marks without proper attribution; or using substantial content from an audiovisual work without proper attribution;
- Revising substantial portions of the source's work by inserting a few synonyms, and/or minimal paraphrasing, in one or more paragraphs (i.e., improperly paraphrasing); or paraphrasing/summarizing substantial portions of a source's work without proper attribution;
- Repeatedly committing minor plagiarism in one or more papers in one or more courses;

Penalties for Minor Plagiarism

The faculty member shall give the student a verbal warning and shall counsel the student about academic integrity and the serious consequences resulting from the breach of integrity. In addition, the faculty member may, at his/her discretion, do one or more of the following:

- Give the student a written warning by filing Notice of Academic Dishonesty form with the Dean's Office;
- Give the student an assignment grade penalty;
- Require the student to reformulate and resubmit the assignment (with or without grade penalties).

Penalties for Major Plagiarism

The faculty member may, at his/her discretion, do the following for the first two offenses:

- First offense—Normally, give a zero (or a failing grade if the School does not use a numerical grading scale) for the assignment for which the student submitted the plagiarized work or post and no opportunity to resubmit the assignment; the Dean may also, at his/her discretion, require the student to complete the Regent University Academic Integrity Workshop administered by the University Writing Lab.
- Second offense (in the same or more courses)—Normally, give a failing grade in the course for which the student submitted the plagiarized assignment; the Dean shall also require the student to complete the Regent University Academic Integrity Workshop administered by the University Writing Lab.
- Third offense (in the same or more courses)—Upon the third offense, the student shall be remanded to the Dean's Office. The Dean may, at his/her discretion, do the following: Normally, dismiss the student from the University.

More information on plagiarism can be found in the [Student Handbook](#).

Self-Plagiarism

Self-plagiarism means reusing work that you have already submitted for a class. It can involve re-submitting a discussion board entry, reusing parts of an assignment, copying or paraphrasing passages from your previous work. Self-plagiarism misleads by presenting previously submitted work as completely new. If you want to include any text, ideas, or data that already appeared in a previous paper, you should always inform the reader of this by citing your own work. To avoid this, **do not reuse your old assignments.** You might be assigned a topic that you have already written a paper on. Never submit the same paper again, even in a completely different course. If you want to cover some of the same ideas in your new paper, then **talk to your instructor.** Your instructor can tell you whether it is acceptable to reuse or rework parts of old assignments. University departments will often allow some reuse of work under certain conditions, but make sure you fully understand the policy to avoid these consequences.

For a detailed description of University policies regarding Academic Integrity, Academic Honor Code, and Disciplinary Procedures please see The Regent Graduate Catalog and the Student Handbook.

Late Policy

Students are to notify the professor by email of their desire to submit an assignment late before the submission due date (i.e., at least 24 hours before). The email to the professor should include at minimum the student's name and course, name of the assignment, the due date listed in the course (e.g., Blackboard or syllabus), reason for the delay request and when the student plans to submit the assignment (i.e., date and time). Students must receive written permission (e.g., via email) from the professor to submit assignments late. In addition, late papers, presentations, and assignments may result in a reduction of 10% of maximum points possible for each day late. After seven days without a submission, the assignment is scored as a zero. It is understood that life presents true emergencies and justifiable reasons for missing deadlines. A student's medical emergency or dealing with natural disasters will be met with understanding, academic grace, and prayer support on the side of the professor. A student, however, must submit documentation of the medical emergency and offer a realistic plan of resubmitting

late assignments by email. Early and regular communication with the professor is key and is expected. In the world of work, professionals must meet deadlines on a regular basis. Thus, we expect the same of our students.

Library

The online format of the HS/PC program is well supported by the numerous online resources available through the Regent University Library, including full-text databases available through the library website. The library now offers over 100 databases in addition to e-books and streaming media. Students are encouraged to raise information and research questions with the library liaison to the SPC programs.

The University Library offers Information Research and Resources courses online. Students are required to take either UNIV LIB (0) or UNIV 500 (2) as required upon admission.

Performance Concerns

Professional Development Forms (PDFs) and Performance Concerns

The HS/PC program assumes responsibility for the mentorship of its students as emerging professionals. Consequently, any source of information available to the program during the student's tenure is appropriate for evaluation of student standing. If a faculty member develops a concern regarding a student's progress, they may request a telephone conference with the student. Faculty members may complete a properly filled out Professional Development Form and email the student. Professional Development Forms (PDF's) do not just document deficiencies and should not be viewed as adverse administrative actions by themselves. PDFs may also be used to discuss areas for continued growth beyond the typical level of development for a student who has a clear capacity for extraordinary skill in that area. If the faculty member or student so desires, a third person may be included in a performance concern conference. That third person should typically be the student's academic advisor. The e- learning format of the HS/PC may require mailed letters or telephone conferencing to accomplish this aspect of the process. If satisfactory resolution of the concern is not reached at this level of communication, the faculty member and/or student may then include the HS/PC Program Director. If the HS/PC Program Director is either the faculty

member or the student's academic advisor, the Department Chair and/or Associate Dean will be included. If disciplinary procedures are needed, the university student disciplinary procedures must be followed. If these meetings do not resolve the issue, the University Academic Policy on Student Discipline.

<div align="center">Professional Organizations</div>

Students are encouraged to join the professional secular and religious professional organization consistent with their professional identity and work objectives.

There are many other professional organizations that might be relevant to student interests and career plans. Most of these organizations have special rates for student membership. Examples of other organizations that might be of particular interest to HS/PC students, include:
1. National Organization of Human Services
2. American Association of Christian Counselors (AACC) *
3. American Counseling Association (ACA)

*A student chapter meets on campus at Regent University

Program Disenrollment

Disenrollment
A student's enrollment may be terminated by the M.A. in Human Services or Pastoral Counsel programs for any of the following reasons:

Academic
a. For failure to perform satisfactorily at the doctoral level and/or make satisfactory progress toward the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain an overall B or better grade point average, inability to complete academic courses within reasonable time frames, or obtaining multiple unsatisfactory standing evaluations during the annual review.
b. For failure to graduate within the maximum time limit allowed by the graduate school (7 years). The student may petition to have this requirement waived for an appropriate cause.

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 M.A. in Human Services and Pastoral Counseling programs and Regent University.

b. For failure to uphold principles of academic honesty and integrity.

c. For failure to demonstrate suitability for clinical practice as defined by professional standards of practice.

Financial:

a. For failure to meet tuition and financial obligations to Regent University.

Disenrollment may be appealed by following the University due process procedure.

Leave of Absence

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

If a student takes a LOA during the program, the student can rejoin the program within that year, without readmission but will be advised that rejoining may not produce an ideal flow of course progression, since not all needed classes are offered each semester. A LOA may result in the need for the student and advisor to work out a new ADP to reflect the altered progression through the program. The student is advised to contact advising or his/her academic advisor to plan on the best possible way to re-enter the program.

Readmission

Former students who have not been enrolled for one calendar year or more and who desire to re-enroll in the same degree programs should apply for readmission through the Office of Admissions. Such students should submit a readmission application for review. Students who have not been enrolled for more than one year must meet the degree requirements in the catalog year of readmission. To be eligible for degree completion, the readmitted student must enroll in and complete a minimum of one (1) credit hour of coursework at Regent University following readmission.

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Regent students, former students or graduates who seek admission to a different degree program than that of their last term of enrollment must contact the Office of Admissions.

If the student has withdrawn from Regent University and wishes to re-enter within one year of withdrawing, the student must obtain written approval from the M.A. in Human Services or Pastoral Counseling Program Director. If approved for reentry, tuition is payable at the time the student registers.

If the student wishes to reenter a year or more after withdrawing, the student must submit a Reactivation Application for admission to the M.A. in Human Services or Pastoral Counseling programs. Applicants for readmission may be subject to a readmission fee (see Fees). Readmitted applicants matriculate under the degree requirements in effect as of the time of their readmission.

Five-Year Limit on Length of Program

Graduate students are expected to complete all degree requirements within five years of entering the program. Extensions are granted for extenuating circumstances and are requested through filing an Academic Petition.

Transferring to a Different Degree Program at Regent University

At times, students enrolled in the HS/PC have life changes or make decisions which necessitate a change in programs of study. When such a decision is contemplated, it is recommended that the student set an appointment to speak with his or her advisor to discuss any concerns, questions, or need to problem-solve. The academic advisor can assist students in determining which form/forms may be required and/or course of action necessary to make the desired change. It is the student's responsibility to pursue admission to the other Regent program and fulfill all requirements of the other program.

Program Format

The HS/PC program is offered in an e-learning format only. The University uses Blackboard as its e-learning platform.

Student Records/Transcripts

Student Records

Student records are maintained only in accordance with the regulations of the Family Education Right to Privacy Act of 1974. Without the student's written permission, no part of the student's record (including transcripts and verification sheets) will be made public or provided to other institutions or individuals, except for Regent faculty, administrators, members of official accrediting agencies, or agents of Regent University.

Transcripts

The Office of the Registrar keeps a transcript of all courses. If the student has any questions about the current number of credits, the student may examine the unofficial transcript available from Genisys. Official transcripts are issued with the seal of the University. Licensing agencies, school certification offices and other universities almost always require official transcripts. The Registrar issues all official transcripts at Regent University.

As a matter of policy, Regent University does not issue copies of transcripts from other schools. Students needing transcripts from institutions previously attended must order them directly from those institutions.

Taking Courses at Universities Other Than Regent University

Students may take master's level courses at colleges/universities other than Regent University. The college/university must be regionally accredited by an accrediting body recognized by the U.S. Department of Education (see more about transfer credits below). If a course that the student requests to take would substitute for a core program course (reference catalog), the course must meet the same rigorous evaluation criteria that transferred courses must meet (see Transfer of Courses section and Criteria for Course Transfer).

Graduate Assistantships

Regent University and the School of Psychology & Counseling frequently offer Graduate Assistantships with a variety of work responsibilities. Usually students holding these positions are compensated on an hourly basis. These positions become available and are filled on an "as needed" basis. Most of the assistantships

are filled in the summer and begin in the fall semester. The [Regent University Human Resources](#) site offers such potential student employment opportunities.

Transfer of Courses

A transfer credit is put towards a current credential of equal status at an accredited institution from a separate school that a student may have once studied at. A majority of the credits for a graduate degree must be earned through Regent University. Thus, there is a limit for the percentage of non-M.A. in Human Services or non-M.A. in Pastoral Counseling credits that can be transferred, specific information can be found in [The Regent Graduate Catalog](#). It is the student's responsibility to initiate a request for their transfer credit to be evaluated via the Transfer Credit Request form found in the [Registrar's Graduate Student Forms](#). Students must include syllabi for all requested courses.

All credit transfer is subject to approval by the University. Only courses for which a B or better grade was earned will be considered for transfer. Courses submitted for transfer consideration must meet 75% of program course requirements to be approved, must have been taken within ten years, and must align with the mission and objectives and be deemed appropriate to the degree. All courses must meet content sufficiency requirements in order to be considered for transfer. The student cannot assume that a course will be granted transfer status simply because the title of the course suggests it covers sufficient content. The decision of whether a course meets the program mission and objectives, and is therefore applicable to the degree and approved for transfer, rests solely with the faculty. Only Field Experience credits earned from a Counseling Ministries program at Regent University will be considered for transfer credit.

When transfer courses or advanced standing* is approved, the total credit hours granted are entered on the Regent University transcript. Individual courses and grades are not entered on the transcript and are not used in calculating the Regent University cumulative grade point average. [*Special Note: Advanced Standing is designated for post-master's students (e.g., Ph.D. students). The Regent University Graduate Catalog states, "Regent University students enrolled in post-master's

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programs are eligible for advanced standing based on credits earned from conferred master's degrees" (p. 34)].

Tuition and Fees

All Regent students are required to pay certain fees for services or materials not covered by tuition. Please refer to the Regent University website for current Tuition and Fees: https://www.regent.edu/admissions-aid/tuition-costs/

NOTE: Fees, tuition charges, and program costs as mentioned in this handbook are subject to change. Classes with fewer than eight students will be subject to cancellation at the discretion of the HS/PC Program Director. Students affected will be notified.

Student Financial Responsibilities and Enrollment

If the student cannot meet tuition obligations, the student must contact the Business Office @ 757.352.4059 in advance of the tuition due date. Tuition payment plans are available.

NOTE: Students cannot receive a Diploma until their financial accounts are clear.

Writing Style

The HS/PC Programs use the Publication Manual of the American Psychological Association (most recent edition) as the standard for all writing projects. The APA manual is available for purchase online through a variety of online book websites, or at local book merchants. Unless otherwise noted by the professor (e.g., in cases of journaling or opinion papers), each course paper is expected to be typed according to APA guidelines. Unless otherwise specified, each paper should have a title page, introduction, body of text, conclusion and references. Items such as tables of contents, abstracts, and lists of tables are not needed for course papers unless specified by the professor. A suitable website to reference regarding APA style is http://www.apastyle.org/

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. Regent University offers writing

support to all students though the Writing Lab (https://www.regent.edu/community-spiritual-life/center-for-student-happiness/#tab-writing-lab). Faculty and advisors may require students who struggle in this area to pursue such support to assist in developing writing skills appropriate to graduate level work.

III.   DEGREE REQUIREMENTS

In addition to the completion of specified course work with a minimum overall grade point average of 3.0, students must complete a number of other requirements in order to obtain the master's degree in HS/PC at Regent University.

Coursework Completion

Students must complete all required courses as specified on their ADP in order to satisfy the requirements for the degree. All courses submitted for degree satisfaction must be completed with a grade B or higher.

Remedial Requirements

Students who display significant weaknesses in any relevant aspect of their training may be required to complete appropriate remedial work aimed at redressing these weaknesses, as determined by the faculty.

IV.   PROGRAM OF STUDY

The HS program is one degree with eleven concentrations to choose from as outlined below. Student concentration selection is determined by the nature of previous academic training and professional interest.

Concentration Areas

- Addictions Counseling
- Biblical Counseling
- Christian Counseling

- Conflict & Medication Ministry
- Criminal Justice & Ministry
- Grief Counseling
- Human Services Counseling
- Human Services for Student Affairs
- Life Coaching
- Marriage & Family Ministry
- Trauma & Crisis Counseling

Concentrations

The HS program is one degree, but offers 11 concentrations. Students can choose from any of the eleven concentrations. Students can change their concentration mid- program, but all students need to be advised that, if concentration courses have been taken, the length of the program extends if a new concentration is chosen.

Curriculum Changes

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 minor differences between what is offered and what was in the original catalog. Students will work with their individual advisors to ensure that they have met all requirements for graduation, under the following stipulations:

1. The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a clearly documented remedial situation.
2. In the case of a student stopping out of a program and being readmitted, that student would then be under the catalog of the year of readmission.
3. Students may, if they choose and with approval, take more credit hours than required in their catalog. Due to the online format of the HS/PC programs, however, students are strongly encouraged to consider the amount of time that will be required to add to the full load of coursework during each semester of the program. Please note: financial aid does not cover credits outside what is required for degree completion, students should consult with Advising before taking additional courses.

4. If a student has a required course that is no longer offered, the advisor will help the student find a substitute course, either at Regent or through other programs.

<p style="text-align:center; color:green;">Integration of Faith and Learning</p>

The HS and PC Programs at Regent University train students to be both competent pastoral care/human service professionals and reflective, ethical Christian professionals. Although students are not required to embrace the Christian faith, students of other faiths should be aware that the HS 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 HS/PC programs are designed to provide students with specialized expertise in working with all clients, including those of the Christian faith, in an ethical manner. This does not mean that the values or faith tradition of Christianity are imposed upon clients. Students are trained to respond ethically to client diversity in a variety of forms, including client religiousness. Yet a primary goal of the training program is to facilitate 'worldview integrity' in its Christian HS and PC trainees. This is accomplished by the inclusion of integration objectives in each course.

V. STUDENT LIFE

The online format of the HS/PC programs imply that many students may live away from the Virginia Beach campus location. Nonetheless, students are encouraged to be committed to and actively involved in at least one student related group or activity as part of the Regent University experience. This involvement will enhance growth in all areas of students' lives. Some available activities are online chapel, prayer groups, and a prayer forum in the Discussion area of each Blackboard class.

Career Services

Career Coaching & Assessments, Resume Building, and Interview Preparation are available through the Office of Career & Talent Management (CTM) [Office of Career & Talent Management](#).

Chapel

The University offers an online chapel that can be accessed by students at https://www.regent.edu/admin/stusrv/campus_ministry/chapel_live.cfm. Additionally, courses routinely include Prayer and Praise Forums through which students, despite their distance locations, can post praise reports and prayer requests and students can engage in prayer as a cohort. Students who are local to the Virginia Beach campus are encouraged to participate fully in the on-campus chapel activities.

Communication

Due to the online format of the program, Blackboard is the primary mode of communication among students and faculty in the HS and PC programs during coursework. Emails and telephone calls are also common means of communication between faculty and students.

A listserv is set up for all students in the Department of Counseling Ministries. Individual classes may also have listservs. **It is imperative that students check their email regularly** to keep informed of class, the Department of Counseling Ministries, and university events. Students are expected to use their Regent email as an efficient form of communication to their professors, program director, the Dean, and other staff in the Department of Counseling Ministries.

Appointments with your Program Director
The Program Director is available for mentoring, discussing career goals, questions about the program, program concerns, and academic struggles and success. To schedule an appointment with the Program Director of the M.A. in Human Services and Pastoral Counseling programs, contact Dr. Katrina Maxwell at kemaxwell@regent.edu.

Appointments with your Department Chair
The Department Chair is available for mentoring, discussing career goals, program concerns, and academic struggles and success. To schedule an appointment with the

Department Chair of Counseling Ministries, contact Dr. Carletta Artis at cartis@regent.edu.