



**RICHMONT**  
GRADUATE UNIVERSITY™

GRADUATE CATALOG  
2009 - 2010

## Regarding the Catalog

With regard to academic programs, this catalog is valid for students who first enroll in Richmond in the fall of 2009 through the summer of 2010 and those students who choose to change to programs within this catalog from an earlier catalog. Policies within this catalog apply to all Richmond students.

The Richmond catalog is produced by the Office of the Academic Dean in conjunction with the offices of the Registrar, Dean of Students, Dean of Clinical Activities, Institutional Advancement, and the Academic Affairs Committee. The catalog contains general academic and administrative information and specific descriptions of the degree programs offered.

Because this publication is prepared in advance of the years it covers, changes in some programs inevitably occur. Every effort is made to provide accurate information regarding course offerings and the academic calendar. A schedule of classes is available prior to pre-registration each semester. All classes are offered subject to instructor availability and sufficient enrollment. Richmond reserves the right to change any of its policies without prior notice, including but not limited to tuition, fees, credit hour per course, course offerings, curricula, grading policies, graduation and program requirements, and admission standards and policies.

This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be controlling, regardless of any policies stated in a previous catalog received by the student upon admission. This catalog and each subsequent catalog are supplemented by the rules and regulations stated in institutional publications and on the Web site. When conflicts exist between any of these sources, the most recent rule, regulation or policy will be applied.

The student is responsible to insure that all graduation requirements for degrees and specializations are met in accordance with the catalog. This catalog is in effect for one academic year, beginning in the fall semester of 2009. Students must meet the requirements of the catalog that is in effect when they first attend Richmond except in the following two circumstances: 1) if the student elects to participate in a program or specialization in a catalog published after he begins his studies, the student must meet all degree requirements listed in the updated catalog, 2) if a student leaves the University for more than two semesters, the student will be required to meet the requirements of the most updated catalog when he returns to the institution.

## RICHMONT AUTHORIZATIONS AND PRACTICES

### Authorization Statement

Richmont Graduate University is authorized by the Georgia Nonpublic Postsecondary Education Commission and the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation of minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Georgia Nonpublic Postsecondary Education Commission  
2082 East Exchange Place  
Suite 220  
Tucker, GA 30084-5305  
770-414-3300

Tennessee Higher Education Commission  
404 James Robertson Parkway  
Nashville, TN 32743-0830  
615-741-3605

### SACS Accreditation

Richmont Graduate University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the master's degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Richmond Graduate University. The Commission is to be contacted only if there is evidence that appears to support a significant non-compliance with a Commission requirement or standard.

### National Counselor Examination Administration

The National Board for Certified Counselors has approved Richmond as a Graduate Student Administration National Counselor Examination Testing Site. As an approved GSA-NCE testing site, Richmond administers this examination each April. Most Richmond graduates choose to complete this examination at a Richmond campus.

### Endorsement Policy

Richmont and its faculty will provide written endorsement for students to apply for credentialing and employment in only those areas for which the student has received adequate and appropriate education and training.

### Financial Accountability

Richmont is a member of the Evangelical Council for Financial Accountability. ECFA is committed to helping Christ-centered organizations earn the public's trust through developing and maintaining standards of accountability that convey God-honoring ethical practices.

### Agent's Code of Ethics

Any agent of Richmond who represents the University for the purpose of recruitment or promotion will abide by the highest standards of conduct for institutional representatives.

### Business Practices

Advertising and promotional vehicles for the University include the Internet and Christian radio stations and publications. Richmond also produces and distributes a semi-annual newsletter and other mailings to donors and friends, including counseling professors and placement centers in various colleges and universities throughout the Southeast. The Director of Recruiting also visits these colleges and universities to acquaint prospective students with Richmond's academic programs.

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# PRESIDENT'S GREETING

Dear friends,

Over the past ten years, it's been amazing to watch the ways in which God has upheld and nurtured this institution, transforming it from a small, specialty program to an independent, accredited, nationally renowned graduate university with not one—but two—campuses. The name Richmond is a reminder of Jesus' prayer from the Mount of Olives and the richness that is now available because of the great mystery revealed, Christ in you, the hope of glory (Col. 1.26-27). It also serves as a reference to the beautiful mountainous geographic region around our campuses in Atlanta and Chattanooga.

My prayer for you as you consider becoming a student at Richmond Graduate University is that you would find not only academic rigor and excellence, but also deep spiritual connections and growth in the years ahead. Your personal growth is a priority here, beginning with one of your very first courses: personal and spiritual life of the counselor. We take seriously what it means to be Kingdom people serving in the world.

Our mission doesn't stop with spiritual growth, however. Instead, it is to integrate modern empirical counseling skills with ancient Biblical faith to foster Christ-centered transformation. At Richmond, though you will be in a community of believers who are committed to their faith, you will not miss the sound clinical training you will need to prepare you for a successful and fulfilling career in the Church, the mission field, private practice or agency work. We do not skimp on the empirical science of psychology or on the clinical skills of counseling. Over the years our students routinely score in the top 10% of all individuals taking the National Counselor Exam. Excellence in the classroom, as well as in the counseling room, ensures a quality educational experience for Richmond students. We are committed to excellence in graduate level counselor education.

As we trust him, God promises to direct our paths. Since you've been led to Richmond, let me assure you that you'll be welcomed into a community of believers who earnestly seek to use counseling and psychology to bridge the gap between those in pain and the Savior who wants to wipe away their tears. We're excited that you've chosen to prepare for your ministry of service with us. I look forward to getting to know you.

Warmly,



C. Jeffrey Terrell, Ph.D.  
President

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*The Apostles' Creed*

*I believe in God, the Father Almighty,  
the Maker of heaven and earth,  
and in Jesus Christ, His only Son, our Lord:*

*Who was conceived by the Holy Ghost,  
born of the virgin Mary,  
suffered under Pontius Pilate,  
was crucified, dead, and buried;*

*He descended into hell.*

*The third day He arose again from the dead;*

*He ascended into heaven,  
and sitteth on the right hand of God the  
Father Almighty; from thence he shall  
come to judge the quick and the dead.*

*I believe in the Holy Ghost;  
the holy catholic church;  
the communion of saints;  
the forgiveness of sins;  
the resurrection of the body;  
and the life everlasting.*

*Amen.*

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# STATEMENT OF FAITH

Richmont is founded on principles that adhere to the National Association of Evangelicals Statement of Faith appearing below. This statement has been affirmed by more than 70 denominations and thus represents a broad evangelical consensus. All faculty members affirm this statement, and students who attend Richmont are taught from a Christian perspective.

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential.
- We believe in the present ministry of the Holy Spirit, by whom the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.

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# STATEMENT OF PURPOSE

Richmont Graduate University provides graduate education, integrating professional counseling, applied psychology and practical theology for Christ-centered transformation.

Richmont's primary objective is to provide graduate-level training in Christian counseling to serve the Church. Secondary objectives promote additional activities designed to enhance student training and provide service to the Christian community.

## 1. Graduate Education

- a. Richmont's primary objective is to provide master's-level counselor education from a Christian perspective.
- b. This training occurs within the context of a structured curriculum and supervisory relationships and is designed to equip graduates to facilitate spiritual growth, mental health, and relational healing.
- c. This training culminates in either a Master of Arts in Professional Counseling, Master of Arts in Marriage and Family Therapy, or a Master of Science in Christian Psychological Studies.

## 2. Christian Counseling Centers

- a. As a part of the clinical training provided to our students, Richmont maintains counseling centers throughout the Atlanta and Chattanooga areas.
- b. These centers allow our students to work with clients in church-based and community settings under the supervision of Christian mental health professionals.
- c. These centers assist the church and enable people who are struggling with psychological concerns to receive low-cost Christian counseling.

## 3. Programmatic Research

- a. Institutional programmatic research enables Richmont to better evaluate its progress and improve institutional effectiveness.
- b. In addition, Richmont makes the tools of psychology available to measure clinical applications of Christian theology and spiritual formation activities.
- c. Finally, Richmont encourages systematic investigation of the interface between mental health and spiritual issues.

## 4. Service to the Church

- a. Richmont offers a "Curriculum of Christlikeness" for the Christian church that is designed to provide a comprehensive series of learning modules on spiritual transformation.
- b. Other activities designed to enhance pastoral care and spiritual transformation include the provision of Christian resources to the community, including libraries, seminars and lay training programs for the local church.
- c. Richmont faculty make significant contributions to academic and professional journals designed to benefit the Church.

Richmont Graduate University approaches counselor education through the integration of professional counseling and spiritual and theological concepts. The word *integration* describes a spiritually sensitive approach to professional counseling that operates within the bounds of ethical standards and a commitment to academic and clinical excellence.

The Board of Trustees approves the Richmont Statement of Purpose with administrative staff, faculty and students providing input into the process. It is reviewed annually and modified only with board authorization.

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## HERITAGE

Richmont's legacy of excellence began in 1933 when the Chattanooga Bible Institute (CBI) was founded to support local churches and their various ministries. CBI serves the Chattanooga community faithfully by providing training, counseling, library resources and support for clergy and laity of all denominations.

In 1973, a group of Christian mental health professionals who had begun exploring the integration of Christian faith and professional counseling founded the Atlanta Clinical College. After establishing a counseling center, they partnered with a major state university to offer advanced professional training and research within a Christian context. This organization became known as Psychological Studies Institute.

Through what can only be described as Providence, CBI merged with the Psychological Studies Institute in August 2000. After accreditation in 2003, the school experienced significant growth and was renamed Richmont Graduate University in September 2008. At that time, trustees of the school voted to create the School of Counseling and the School of Psychology, Psychological Studies Institute.

### *Our Name*

At the foot of the Mount of Olives is the Garden of Gethsemane, the garden where Jesus went with his closest friends to set right what had gone so wrong in an early garden, Eden. It was here Jesus prayed just after his commencement address to his disciples and before his arrest. Jesus' trust in His Father and His acceptance of God's will is the model for Christian living—radical obedience. The richness of 'Christ-in-you' is possible because of Jesus' prayer on the Mount of Olives, his death and resurrection.

RICHMONT is a reminder of Jesus' prayer from the Mount of Olives and the richness that is now available because of the great mystery revealed, Christ in you, the hope of glory. (Col. 1.26-27).

RICHMONT is a reminder of the PSI Chalice, our symbol of the integration of psychology and theology and the gift of Christ-within.

RICHMONT also connotes special geographic significance as a reference to the rolling mountains that connect the two cities of our institution, Atlanta and Chattanooga.

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## CHARLIE SHEDD INSTITUTE OF CLINICAL THEOLOGY

The Institute of Clinical Theology (ICT) was established in 1991 to promote activities in the fields of professional counseling and pastoral counseling that specifically address Christian character formation. Coursework has been offered in this area since 1992 and is integrated into Richmont's curriculum to offer a more explicit application of theology in counseling settings. In 1999, the ICT was renamed in honor of Charlie Shedd, renowned author of such inspirational books as *Letters to Philip* and *Letters to Karen*.

CSICT advisory board members who have also offered counselor training experiences include David Benner, Ph.D., distinguished professor of counseling & psychology, Richmont; Gary R. Collins, Ph.D., founder of the American Association of Christian Counselors and distinguished professor of leadership and coaching, Richmont; Larry Crabb, Ph.D., founder of the Institute of Biblical Counseling; Richard Foster, Th.D., founder of Renovare; Marty Goehring, Ph.D., director, Family Counseling of Albuquerque; John Ortberg, pastor,

Menlo Park Presbyterian Church; Leanne Payne, M.A., founder of Pastoral Care Ministries; Siang Yang Tan, Ph.D., professor, Fuller Graduate School of Psychology; and Dallas Willard, Ph.D., professor, University of Southern California.

CSICT courses are integrated into Richmont's curriculum in addition to the core sequence of licensure preparation and integration coursework. CSICT courses specifically focus on the application of devotional theology within counseling and pastoral counseling settings and constitute the spirituality track.

The vision of the CSICT for a journal on authentic transformation has been realized at Richmont as *Conversations: A Forum for Authentic Transformation*. For more information, please visit [www.conversationsjournal.com](http://www.conversationsjournal.com).

# FACILITIES

Richmont has two campuses, the original campus in Atlanta, Georgia, and the campus in Chattanooga, Tennessee. Students may reside in either city to complete most coursework and the practicum and internship requirements. However, students from both campuses must attend intensive courses offered at the sister campus in order to complete degree requirements. The two campuses function as one with a balance of administrative staff and full-time faculty having offices in Atlanta and Chattanooga. Faculty members maintain a consistent presence at each location to serve student needs for consultation, advising and mentoring. Part-time faculty members generally teach at only one campus. The unity of Richmont is thus preserved while offering the convenience of two locations.

## Atlanta Campus

McCarty Building  
2055 Mount Paran Road, N.W.  
Atlanta, GA 30327  
Phone: 404.233.3949  
888.267.4073 (toll free)  
Fax: 404.239.9460

## Chattanooga Campus

1815 McCallie Avenue  
Chattanooga, TN 37404  
Phone: 423.266.4574  
888.267.4073 (toll free)  
Fax: 423.265.7375

## Libraries

Both the Ruth Holt Library in Atlanta and the Poindexter Library in Chattanooga are essential partners with the faculty in the instructional and research endeavors of Richmont Graduate University. Our purpose is to foster the development of creative reasoning and critical thinking skills that lead to intellectual, spiritual, and social growth. This is accomplished by working to meet the information needs of the Richmont community with programs and collections that advance scholarship, develop critical competencies, promote lifelong learning, and otherwise serve the needs of the curricular, research, and service mission of Richmont.

Richmont librarians, in collaboration with Richmont teaching faculty and periodic surveys of comparable institutions, select resources for the Library collections. The Richmont Libraries contain collections of over 49,000 cataloged items: books, journals, electronic resources, and media (audio recordings, VHS and DVD), providing a rich resource for integration studies. Computers and a wireless network equipped with T1 access to the Internet provide students with access to resources such as PsycInfo, PsycArticles, Psychology & Behavioral Sciences Collection, Religion & Philosophy Collection, ProQuest Religion, and many other databases via GALILEO (Georgia Library Learning Online) and TEL (Tennessee Electronic Li-

braries). In addition to print journal holdings of titles relevant to integration studies, the Libraries provide access to over 3,000 full-text online journals. Interlibrary loan services are provided through both Libraries for materials held in SOLINET member libraries, providing access to materials not available in the Richmont Libraries.

The Richmont Libraries maintain contractual agreements that provide Richmont students with privileges at other area college and university libraries. Atlanta Richmont students have borrowing privileges at the libraries at Kennesaw State University and the New Orleans Baptist Theological Seminary – North Georgia. Additionally, the Atlanta area hosts more than forty institutions of higher learning, including four major universities and three theological seminaries. Richmont is a member of the Georgia Private Academic Libraries Association, which provides access to many of these institution's libraries. Chattanooga students have privileges at the University of Tennessee at Chattanooga Lupton Library.

## Counseling Centers

Richmont has developed a network of counseling centers housed in churches of a variety of denominations throughout the Atlanta and Chattanooga metropolitan areas. Richmont faculty, doctoral- and master's- level clinicians, and students under the supervision of licensed mental health professionals provide assessment and counseling to individuals, families and groups through these centers.

These counseling centers provide mental health services to the church community and the general public. Additionally, they serve as a laboratory for the development and implementation of spiritual intervention strategies designed to promote psychological health and spiritual transformation within the standards of professional mental health practice. They also provide students a context in which to develop and practice the skills taught in the academic curriculum.

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## STUDENT LIFE AND HOUSING

Richmont students come from a wide range of geographical regions and backgrounds. This diverse student body provides excellent opportunities for learning and social life. The Atlanta and Chattanooga areas are host to a wide variety of social, cultural and recreational activities.

Richmont does not provide student housing but provides information about local housing in addition to information regarding local churches, part-time employment possibilities, and other pertinent information for students upon acceptance into the program.

## Atlanta

Atlanta, known as the "Gateway to the South," is a respected center of learning as well as a Southeastern center of business and commerce, finance, transportation, medicine and health care, sports and recreation, and the arts. Information about the arts, banking, public transportation, churches, employment, medical services, motor vehicle registration, points of interest, recreation, shopping, sports, taxes, utilities, and voting can be obtained by writing:

Atlanta Chamber of Commerce  
235 International Blvd., N.W.  
Atlanta, GA 30303  
Phone: 404.880.9000

Information concerning private housing in the Atlanta area is available in the *Atlanta Journal and Constitution* (72 Marietta Street, N.W., Atlanta, GA 30303 or [www.atlantaclassifieds.com](http://www.atlantaclassifieds.com)) or by contacting the Free Home Finder, an apartment location service, (3652 North Peachtree Road, Atlanta, GA 30341, 404.455.1781).

## Chattanooga

Richmont also offers its program in Chattanooga, the “Scenic City of the South.” Long noted for its history and tourist appeal, Chattanooga more recently has garnered international attention for its downtown revitalization and environmental leadership. Information about services and opportunities in Chattanooga can be obtained by writing:

Chattanooga Chamber of Commerce  
1001 Market Street  
Chattanooga, TN 37402  
Phone: 423.756.2121

Limited student housing is available for Richmont students through the University of Tennessee at Chattanooga. For more information, contact the Richmont Assistant Dean of Students in Chattanooga. Information regarding additional housing in the Chattanooga area may be obtained from the *Chattanooga Times Free Press* (400 East 11th Street, Chattanooga, TN 37403 or [www.timesfreepress.com](http://www.timesfreepress.com)).

Please visit our Website at [www.richmont.edu](http://www.richmont.edu) to obtain directions to Richmont’s campuses.

## Student Community

Because spiritual growth is vital to an effective counseling ministry, each Richmont student is encouraged to become involved in a local church. Richmont’s class structure also encourages regular times for students to meet for Bible study, prayer and community-building for the enhancement of their spiritual lives. Richmont also sponsors communion, as well as social gatherings throughout the academic year.

## Student Government Association

Each campus elects student representatives to provide leadership for Richmont students. These officers are responsible for activities as well as for serving as a student voice in the life of the institution.

## Alumni Association

Once students complete their degrees at Richmont, they are encouraged to join the Richmont Alumni Association to remain connected to fellow Richmont graduates and foster a network for professional and spiritual development. Alumni reunions are held annually in the fall in conjunction with continuing education (CE) workshops. Other alumni events are sponsored throughout the year, including both social and CE-related functions. Richmont’s Website features an Alumni Association Membership Directory in which members’ contact information is listed, along with their practice specializations to assist in networking and referrals. Initial membership in the alumni association is \$50 for the most recent graduating class and

\$100 for all other classes. A basic membership also is available for \$25. Annual renewals for all memberships are \$25.



## Placement Services

### Richmont Career Mapping

Richmont students are equipped with marketing and professional development strategies and skills to facilitate graduate placement and professional advancement. From the first day of class through commencement, students work to develop a personalized career map designed to provide a strong practical foundation from which to launch their careers in the settings in which they believe God has called them.

As they complete certain required courses, students will begin to accumulate the resources necessary for a successful career map. These include:

- Professional practice forms and procedures
- Licensure requirements
- Community needs assessment
- Information on resume-writing and marketing
- Referral and networking systems for both church and community settings

Students also will be exposed to guest speakers, including Richmont alumni, who will share their varied work experiences as well as information about further graduate study. Richmont also maintains a listserv for students and alumni that is focused on current job opportunities and licensure issues.

## Electronic Communications

Because Richmont is a two-campus community, e-mail is a vital tool in disseminating information to students. All Richmont students are issued a Richmont e-mail address upon enrollment. Students are responsible for activating this e-mail address and checking the account on a regular basis.

## Change in Name or Address

Changes of name should be submitted in writing to the Office of the Registrar along with a copy of the marriage certificate or other appropriate documentation of legal name change.

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# ENRICHMENT PROGRAMS

## Psycho-Spiritual Educational Programs

Richmont seeks to become a servant of the Church in the promotion of psychological health and authentic spiritual transformation. Richmont faculty and students are involved in designing and developing materials for the local church that enhance psychological care and spiritual formation. These activities result in a lay curriculum, which is sometimes referred to as the “Curriculum of Christlikeness.”

## Programmatic Research

The goal of programmatic research at Richmont is to further the understanding of the integration of psychology and theology as it relates to the areas of counseling and spiritual growth. Richmont encourages faculty, supervisor and student research in the integration of applied psychology and practical theology. Members of the Richmont faculty are expected to write and publish, and several

faculty members serve on the editorial boards of professional journals. Faculty promotion is based in part on written productivity.

### Continuing Education

Richmont conducts and sponsors conferences on Christian counseling designed to bring together Christian counselors, psychologists, other mental health professionals, ministers, and others in the helping fields to participate in training and spiritual renewal. These conferences offer a period of instruction, support, building professional relationships, and renewal for people in the helping ministry. The conferences will seek to offer CE credits applicable to the various professions represented. Richmont does not guarantee any course as meeting requirements for CE. Students seeking approval for Richmont courses must obtain it from the organization or governing body for which CE is required (i.e., state board or professional organization).

Richmont also sponsors and offers its facilities to a broad range of adult education programs in Bible, Christian living, and Christian mental health.

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## ADMISSION TO GRADUATE STUDIES

Richmont admits students for study in one of four statuses: full admission, conditional admission, provisional admission, and non-degree admission.

### Full Admission

Full admission requires the following conditions be met and that the individual's application package be submitted in its entirety by the deadline, and approved without reservation by the Admissions Committee.

Each applicant shall have:

1. **A baccalaureate degree from a regionally accredited college or university recognized by CHEA**

Regional accreditation must be recognized by the Council for Higher Education Accreditation (CHEA). The seven regional accrediting bodies recognized by CHEA are:

- Middle States Association of Colleges and Schools  
Middle States Commission on Higher Education (MSCHE)
- New England Association of Schools and Colleges  
Commission on Institutions of Higher Education (NEASC-CIHE)
- New England Association of Schools and Colleges  
Commission on Technical and Career Institutions (NEASC-CTCI)
- North Central Association of Colleges and Schools  
The Higher Learning Commission (NCA-HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools (SACS)  
Commission on Colleges
- Western Association of Schools and Colleges  
Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

Students graduating from unaccredited institutions or those accredited by an organization not listed above may be accepted upon demonstration of knowledge and experience comparable to students graduating from an accredited institution.

Students may be required to provide such evidence as may be needed to support the quality of their undergraduate program during the admissions process. Richmont will limit the number of such students to no more than 10 percent of the overall student population. Students admitted under this circumstance will be placed on conditional status and subject to the normal procedures for such.

2. **An undergraduate cumulative GPA of 3.0 or higher on a 4.0 scale**
3. **GRE aptitude scores (V+Q) greater than 1,000, including completion of the written section**

The standard score for the written portion of the GRE is 3.5. Prospective students who score a 3.0 are also encouraged to submit their applications for consideration as a whole.

The GRE may be waived for students who have successfully completed 12 hours of master's level work in a regionally accredited program, as listed above, with a GPA of 3.0 or above prior to application to Richmont. Applicants with disabilities that may compromise the validity of GRE scores may petition the Academic Affairs Committee for waiver of the GRE as an entrance requirement. The student must provide: (a) a statement of the nature of the disability with documentation of the disability and (b) a statement explaining why this disability would compromise the validity of the GRE, with accompanying evidence.

**The following are recommended for admission to Richmont but are not required:**

1. **Completion of basic undergraduate psychology courses and an introductory course in psychological statistics**

The recommended undergraduate preparation for Richmont's programs is a major in psychology or theology and Biblical studies. In the absence of a major, a minor or supporting work in one of these areas is desirable. Students who have not completed at least 12 semester hours in psychology or a closely related field must take CED 5312, Introduction to Psychology and Counseling, during their first semester. It is advisable for applicants to have completed the following courses:

- General psychology
- Abnormal psychology
- Personality theory
- Developmental psychology
- Experimental psychology or psychological statistics
- Basic courses in Biblical studies and theology

2. **Personal interview with a member of the Admissions Committee**

### Conditional Admission

In making its selection, the Admissions Committee will give consideration to the applicant's personal statements, recommendations, grade point average, and test scores. Students with lower grades or

test scores occasionally may be granted conditional admission when compensating strengths in other areas are clearly demonstrated. Conditionally admitted students may be limited in the number of semester hours they may take during the first semester of attendance. The conditional status will remain until the student has attempted eight semester hours of graduate work that are graded with a traditional letter grade. Courses graded Pass/Fail will not be counted toward the required eight hours. These eight hours must be completed within the student's first two semesters at Richmond.

If the student satisfactorily completes the initial eight hours of work with a cumulative average of at least a B (3.0), he or she may be admitted to a degree program subject to the approval of the Academic Dean. Students whose cumulative GPA falls below 3.0 within the first eight hours of study will be subject to dismissal from the program. A student dismissed for failure to meet the conditions of this admission status may reapply after one year and must meet full admission criteria for the master's program in addition to any requirements stipulated at the time of dismissal to be considered for readmission.

On occasion an applicant may meet all academic requirements, but, at the discretion of the Admissions Committee, be admitted under conditional status due to personal history. Such situations are handled with the utmost discretion through the Office of the Dean of Students.

In order to meet full admission status, both the Academic Dean and the Dean of Students must clear a student who is admitted conditionally.

## Provisional Admission

A student may be admitted on a provisional basis if all admissions documents required have not been received. Files must be completed by the time of registration for the next semester. Once files are completed and students are formally accepted, their provisional status will be removed. If files are not complete by the time of registration for the semester immediately following the first semester of attendance, the student will not be allowed to enroll.

## Introduction to Graduate Writing

As the Admissions Committee considers the applications of prospective Richmond students, multiple criteria are evaluated. Although GRE scores and GPA are important, Richmond desires to consider the application in its entirety. Applicants who score a 3 or a 3.5 on the written portion of the GRE may be required to take the course Introduction to Graduate Writing, Research and Professionalism in order to gain a solid foundation for graduate work. Additionally, GRE scores, GPA and a personal writing sample are used to determine if it is in the best interest of the applicant to enroll in the course. All Richmond students are welcome to take the course if they feel it would be beneficial to them in their studies. For those students required to take the course, it will be used as an evaluation to determine their readiness for additional graduate coursework.

## Admission Requirements for the M.S. Degree

Entrance requirements for the basic Master of Science in Christian Psychological Studies are the same as for the M.A. degrees; however, the Applied Practice specialization requires that the student be licensed in a counseling profession or concurrently enrolled in

a program leading to such licensure. Students seeking to enroll in the M.S. degree with a specialization in Applied Practice concurrently with another counseling program must apply directly to the other institution in addition to Richmond. Admission to the M.S. Applied Practice program is contingent upon acceptance into the other graduate school. For those who have completed a graduate counseling degree (or M.Div. equivalent), the GRE may be waived if the graduate GPA is 3.0 or above.

## Non-Degree Admission

A non-degree student is one who is not enrolled in a Richmond degree program. The non-degree status is for those people wishing to enhance their knowledge of the integration of psychology and theology, enroll in courses for personal enrichment, or obtain continuing education (CE) credit. Richmond does not guarantee any course as meeting requirements for CE. Students seeking CE approval for Richmond courses must obtain such from the organization or governing body for which CE is required (i.e., state board or professional organization). Credit for courses completed by non-degree students is recorded on the student's transcript.

Non-degree students may enroll in courses for credit or audit. Since Richmond trains professional counselors, not all courses are suitable or available for the non-degree or audit student. Some courses have prerequisites (see course descriptions) or assume advanced skills that limit them to the full-time student. Courses that focus on Bible, theology and Christian faith, however, are open to qualified people who are not seeking a graduate degree. Courses that are offered as a part of the Institute for Sexual Wholeness (ISW) are only available as non-degree for those seeking certification through ISW.

Non-degree students are subject to the same fees as degree-seeking students and are required to pre-register for courses on the same schedule as regular Richmond students.

## Admission Procedures and Requirements for Non-Degree Students

1. A completed four-year college degree. The student must request that an official transcript from each college attended be forwarded to the Richmond Admissions Office. The transcript from the college or university from which the applicant graduated must reflect a conferred/completed four-year degree. Non-degree students may register for intensive courses as late as one week prior to the first class meeting.

NOTE: Students requesting non-degree status as a part of the Institute for Sexual Wholeness (ISW) must have completed a graduate degree in counseling or be concurrently enrolled in a graduate degree in counseling to enroll through ISW. Students enrolled with Richmond as a part of the ISW are encouraged to confer with the ISW regarding prerequisites. More information may be found at [www.sexualwholeness.com/isw/index.htm](http://www.sexualwholeness.com/isw/index.htm). ISW students are expected to adhere to the same standards of scholarship as degree-seeking students and are required to pre-register for courses on the same schedule as regular Richmond students.

2. Completion of the admissions application accompanied by the application fee of \$50.

## Admission Procedures for Degree- Seeking Students

An applicant for admission must submit the following materials to be considered for admission to a degree program at Richmond:

1. Admission application with a \$50 nonrefundable application fee (payable to Richmond Graduate University)
  2. A financial feasibility form to demonstrate careful consideration of financial arrangements for graduate education
  3. An acknowledgement that the applicant has reviewed the Statement of Faith (part of the application)
  4. One official transcript from each undergraduate and graduate institution where credits have been earned. One official transcript must reflect a conferred, qualifying bachelor's degree
  5. One official copy of the Graduate Record Examination (GRE) score report. Information regarding GRE testing dates and locations may be obtained by writing to the Educational Testing Service, Box 6000, Princeton, NJ 08541-6000, visiting [www.ets.org/gre](http://www.ets.org/gre), or by calling 1-800-967-1100.
- GRE scores are to be sent directly to Richmond. Richmond's school code for the GRE is 5599. The general GRE is required, and all sections of the General GRE are to be taken, including the verbal, quantitative and writing sections.
6. Five letters of reference, including a letter of character reference, three letters from former professors or recent employers and one from a member of the clergy; these may not be completed by family members.
  7. A resume of vocational experience
  8. Richmond may require an applicant to appear for a personal interview to take those achievement, aptitude and psychological tests it deems appropriate in arriving at a decision regarding the applicant's general qualifications for admission.
  9. Upon acceptance to Richmond, students should notify Admissions within two weeks of their decision to enroll. Notification of plans to enroll should be accompanied by a \$400 nonrefundable deposit. This deposit is credited to the first semester of tuition.

All materials for admission (including those of students who will be taking the majority of their course work in Chattanooga) should be sent to:

Director of Admissions  
Richmond Graduate University  
McCarty Building  
2055 Mount Paran Road, N.W.  
Atlanta, GA 30327  
888-924-6774 (phone)  
404-239-9460 (fax)

## Application Deadlines

*Summer Semester:*

March 1 - early deadline

April 15 - final deadline

*Fall Semester:*

May 1 - early deadline for admission applications and scholarship applications

July 15 - final deadline for admission applications without scholarship applications

*Spring Semester:*

October 1 - early deadline

December 1 - final deadline

Because of Richmond's desire to provide a quality education and a low student-teacher ratio, there is a limit to the number of openings for new students each semester. The possibility exists that, although accepted, a student may be given the opportunity to attend a different Richmond campus from the one requested, or enrollment may be deferred to a later semester. For this reason, prospective students are asked to attend to all admission requirements at their earliest opportunity. When limited openings are available, priority will be given to full-time and degree-seeking students.

## Deferred Status

Applicants who have been granted admission to Richmond may elect to defer their matriculation date for up to one year from the date of original acceptance. After one year, the student must re-submit the first four pages of the application, as well as an updated personal statement.

## Non-Discrimination Policy

Richmond admits students without regard to race, gender, color, age, religion, national origin or disability. Students are entitled to all the rights, privileges, programs and activities generally accorded or made available to Richmond students. Richmond courses are taught from a Christian perspective.

## Admission of International Students

Richmond is firmly committed to serving the Church on a global scale by offering its programs to international students. At the time of publication, the steps necessary to admit international students have not been completed. Students from other countries should maintain contact with Richmond's Admissions Office to learn when the procedures for international admission have been completed.

All admissions requirements are reviewed annually by the faculty.

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## Academic Policies

### Academic Performance

Richmond students are expected to maintain the highest standards of scholarship with a cumulative grade-point average of 3.0 (B). Any student whose cumulative grade-point average falls below 3.0 during a given semester will receive a letter of scholastic warning from the Registrar. Students who receive a grade-point average of less than 3.0 in two successive semesters will be subject to dismissal.

A student dismissed for failure to maintain a 3.0 GPA may reapply after one year and must meet full admission criteria for the master's program at the time of re-application in addition to any requirements stipulated at the time of dismissal.

## Academic Integrity

In keeping with Biblical principles and the desire to exemplify excellence in scholarship, Richmond students are held to the highest standards of academic integrity. Students are to be diligent regarding citations of the words and concepts of other authors. All instances of academic dishonesty are reported to the Academic Dean.

No assignment, in whole or in part, that has been completed for another class at Richmond or at any other institution, is to be submitted in another class. Students who wish to build upon prior research or study are to ask the instructor to what degree previous work may be used in the class. No student shall give or receive any assistance not authorized by the instructor in the preparation of any assignment, report or examination to be submitted as a requirement for academic credit.

Academic dishonesty is grounds for dismissal. Disposition of cases involving alleged academic dishonesty is the initial responsibility of the instructor involved. During Student Qualifying Evaluations, instances of academic dishonesty will be discussed by the faculty. Appeal of the decision by the Richmond instructor to impose sanction may be made to the Academic Affairs Committee. If this resolution is unsatisfactory to one of the parties involved, further appeal may be made to the President.

## Writing and Research Standards

All papers written at Richmond are to conform to the most recent edition of the *American Psychological Association Manual of Style* unless otherwise specified by the instructor. All written documents are to reflect the highest standards of grammar, composition and style. Students are expected to have adequate computer skills to produce all course assignments and to conduct research for those assignments independently. Any student desiring assistance for the research or production of assignments (other than basic proofreading) is required to seek prior approval from the professor.

## Course Delivery Systems

Courses at Richmond Graduate University are offered through traditional classroom instruction only in weekly and intensive formats. No on-line or distance courses are available. Instruction for intensive courses begins at the first of each semester.

## Class Attendance

Students are permitted one unexcused hour of absence per hour of course credit. Necessary absences may be excused with permission of the instructor, though this must be done in advance except in acute emergencies. Beyond the permitted unexcused absences, each additional unexcused class block absence will result in the decrease of the student's course grade by one level (e.g. A drops to A-). A class block is defined by the number of credit hours a course receives. For a two hour credit course, a class block is two hours of the course, etc. This grade level reduction will be taken until the student reaches four class block absences beyond the allowed absence, at which point the student will receive a failing grade for the course. This policy applies to intensives as well as weekly classes. For example, in a two hour credit intensive, a student may miss two hours of class without a grade reduction penalty. Should the student miss

two additional hours, the student's final grade will be reduced by one level (A to A-, etc.). Students who miss classes because they register late or change sections are subject to the same policy. Faculty may count tardiness toward absences at their discretion.

## Auditing Courses

The audit status is for those persons wishing to enhance their knowledge of the integration of psychology and theology, enroll in classes for personal enrichment, or obtain continuing education credit (with the approval of their agency). Courses which focus on the Bible, theology, or the integration of psychology and the Christian faith are open to qualified person who are not seeking a graduate degree. However, because Richmond trains professional counselors, not all courses are suitable for the audit student. Some courses have prerequisites (see course descriptions) or assume advanced skills that limit them to the degree-seeking student. Human Sexuality and all other classes in the Christian Sex Therapy specialization are not available for audit, nor are Applied Lab, Practicum, or Internship I, II. Exams, papers and other assignments are not required, and students receive no academic credit for their participation. Additionally, professors have the discretion as to whether or not to allow audits for the courses they teach.

Audited courses are recorded on a student's transcript and assigned a grade of either AU or U. AU grades will be assigned for attendance of a course, and U grades will be assigned for non-attendance of audit courses. Students wishing to take a class for audit must pre-register for the course as an audit or let the Registrar know of their decision to audit the class no later than the last day to add/drop (the first Friday of classes). After this time, students will not be allowed to change the credit/audit status of any weekly classes for which they are enrolled. Students may change the credit/audit status of an intensive course before the close of business on the day before the course begins. Students who have audited classes earlier may repeat the classes later for credit. Students are allowed to audit classes as space is available. Priority for class seating is given to degree-seeking students. Exceptions to this policy will be granted by the Academic Dean only in extreme circumstances.

## Academic Advisement

Upon acceptance to Richmond, each student is assigned a faculty advisor. The advisor assists the student in becoming acclimated to the Richmond community, in choosing elective courses, in career planning, and a variety of other aspects of involvement in the University's program.

Advisors will also provide to their advisees feedback from faculty about the student each semester. Though the advisor guides students through the process of selecting courses, ultimately, the student is responsible for following degree requirements and policies as outlined in the Graduate Catalog.

Because of the sequential nature of the program and the fact that many courses are offered only once per year, deviation from the planned curriculum may result in a delay in meeting requirements for graduation and inadequate preparation for coursework. Students who wish to depart from the standard sequence should consult with their Richmond advisor regarding proposed changes and the implications for completing the program. Students who deviate from the suggested sequence of courses are held to the same standards of performance for the courses as students who have followed the prescribed sequence.

## Program of Study

Students and their advisors complete a Program of Study within the first semester of their enrollment. Template sequences for each degree program and specialization are provided for students to complete their program in 2, 3 and 4 years. Using this as a guide, the student develops a program of study, outlining the sequence in which the student plans to take the courses for the selected program, with the assistance of his/her advisor. The Program of Study is signed and approved by the student, the faculty advisor, and the Records Office. The signed document is kept on file in the Records Office and with the student's advisor. Students who deviate from their Program of Study may choose to file an amended one but are not required to do so. However students who choose to change their degree or add/drop a specialization will be required to submit an updated Program of Study for approval.

## Flexible Course Schedule

In an effort to accommodate students furthering their education while maintaining employment and to offer students the opportunity to be exposed to outstanding faculty from across the country, some Richmond classes are offered in nontraditional, intensive formats. For example, a two-hour course may be offered in three weekend days of 10 hours of instruction each, and three-hour courses may be taught on four Saturdays of 11 hours each, at a frequency of approximately one Saturday per month during the semester.

Syllabi are available to students at the beginning of the semester during which intensives are offered. Readings are assigned to prepare students for the first day of class when all the coursework is collapsed into one weekend. All assignments may not be due that weekend, but all will be due prior to the last day of regular classes for the semester as determined by the professor. Thus, although the class time is condensed, students still have essentially the entire semester to interact with the subject matter of the class.

Although this flexible schedule is designed to benefit students needing a non-traditional schedule, Richmond does not make any guarantees about the possibility of any individual student being able to complete the entire degree program by attending only classes on a flexible schedule.

## Degree Time Limits

Students have five years from the date of matriculation to complete degree requirements.

## Academic Calendar

Richmont operates on a semester schedule. The fall and spring semesters are approximately 16 weeks, and the summer semester is 10 weeks with weekly classes being extended to meet contact-hour requirements.

Although a rare occurrence, Richmond maintains the prerogative to change the academic calendar should the need arise.

## Technology Requirements

Beginning in the fall semester of 2009, all students are required to have laptop computers as a part of Richmond's clinical training sequence. The minimum requirements for the laptop are:

- Microsoft Windows Vista Home Premium or Vista Ultimate
- Intel Core 2 Duo processor, 2 GHz or better
- Two gigabytes of system memory
- NVidia video adapter or equivalent with 256 megabytes of

dedicated video memory (not UMA memory)

- A display with no less than 1024x768 resolution and 24- or 32-bit color
- 250GB or larger hard drive for storing game data (as a general rule of thumb, assume that each hour of compressed game video will require one gigabyte of disk space)
- An IEEE-1394 ("FireWire") interface, for capturing video from a mini-DV camera
- USB 2.0 connectors
- DVD burner and software (if you intend to make highlight DVDs)

Richmont does not provide technical support for student computers.

## Registration Policies and Procedures

The following information is an overview of the registration procedure. For more detailed information, please contact the Registrar. Pre-registration dates for new and returning students are scheduled during the preceding semester and can be found on the academic calendar. In order to pre-register, students must make an appointment with their academic advisors who will help them select their courses, provide them with a course schedule and advise them of any tags on their account. Tags may be used to flag students who must see the Business Office regarding financial matters and other issues. Numerous tags are used by Richmond to flag student accounts; a complete list may be obtained from the Registrar. All requirements for tag removal must be met prior to the first day of classes for the student to become officially registered. Students who are not officially registered on the first day of school due to tag obligations will be assessed a late registration fee in the amount of \$50. Students who do not complete the registration process by the end of the add/drop period will have their pre-registered classes removed. If students need to drop pre-registered classes they must contact the Registrar in writing.

In an effort to make the registration process as efficient as possible, the policies and procedures are consistently under review, and thus may be changed in the best interest of students and the University. In this event, any changes to policy or procedure will be communicated clearly and in a timely manner to Richmond students.

## Add/Drop/Withdrawal Procedures

The add/drop/withdrawal fee is \$30 per transaction (per form regardless of the number of changes on the form).

Although students submit add/drop/withdrawal forms to advisors for signatures, the student has the final responsibility of submitting the form to the Registrar for processing and is responsible for fees and penalties incurred for late submission.

### • Weekly Class Add/Drop/Withdrawal Policy:

Weekly courses and independent studies may be added and dropped during the first week of classes. Dropped courses will be removed from the student's transcript. Courses from which the student withdraws during the second, third and fourth week of school receive a W on the transcript. During the fifth through 12th week of the term, a grade of WP or WF is assigned as determined by the instructor. WF grades are calculated into the GPA as F grades. Beyond the 12th week of the term, an F grade will be recorded on the transcript for any classes from which the student withdraws. During the abbreviated summer semester, courses from which the student withdraws during the first quarter of the semester will receive a W on the transcript.

During the second and third quarter of the semester, a grade of WP or WF is assigned as determined by the instructor. During the last quarter of the semester, an F grade will be received in all classes from which the student withdraws. Specific dates are published in the academic calendar.

- **Intensive Class Add/Drop/Withdrawal Policy:**

Registration for Intensive Courses is the same process and timeline as regular courses for degree seeking students. Non-degree students may register up to close of business on the week prior to the beginning of the course. Intensive courses may be dropped prior to the close of business on the day prior to the first day of the course. Courses from which the student withdraws on or after the first day of the course receive a WP or WF as determined by the instructor. WF grades are calculated into the GPA as F grades.

- **Institutional Withdrawal Policy:**

Students who pre-register but do not return or inform the Registrar in writing of their intent not to continue will be charged a \$50 non-continuance fee on the last day to add/drop.

Students who wish to withdraw from Richmond during an academic term must complete an institutional withdrawal form and submit it to the Registrar. Students who wish to withdraw between terms are asked to contact the Registrar in writing. Withdrawals prior to the first day of classes or during the first week will not appear on the transcript. During the second, third and fourth weeks of the semester a W grade will be recorded on the transcript. Beyond this time, a grade of WP or WF will be recorded as determined by the instructor.

## Transfer of Credits

Students should be aware that transfer of credits is always the responsibility of the receiving institution. Whether or not credits transfer is solely up to the receiving institution. Any student interested in transferring credit hours from Richmond to another institution should check with that institution directly to determine to what extent, if any, credit hours can be transferred.

Students with coursework from another regionally accredited graduate institution may apply for transfer of credit to a Richmond degree program. The number of credit hours and the specific course credits that may be transferred from other institutions are limited to protect the student's best interest as well as the integrity of Richmond's programs.

Current Richmond students who wish to take coursework at another institution for transfer into their degree program at Richmond are strongly encouraged to have the course(s) pre-approved by the Registrar and Academic Dean of Richmond prior to enrollment.

Where relevant, the following policies apply. Richmond does not guarantee the transfer of any courses which are not pre-approved and/or do not meet the standards which follow.

The evaluation of credits considered for transfer is conducted by the Registrar with final determination by the Academic Dean. The following policies will be applied to evaluate all requests for transfer of credit:

## Policies

- The transferred credit hours must be from another graduate

institution accredited by an agency recognized by CHEA and must carry a grade of B or higher.

- If the graduate program is comparable in mission, content and focus, a maximum of one-third of the total hours required for the respective Richmond graduate degree is allowed as transfer credits.
- If the previous program does not prepare for licensure as a professional counselor (or equivalent), a maximum of two psychology and/or counseling courses may be transferred.
- Except in a most unusual circumstance, all students must complete the clinical course sequence (practicum and internship) in residence at Richmond along with any other coursework required.
- A maximum of two "integration" courses may be transferred if the student demonstrates the course work is comparable to Richmond requirements. Since the theology courses are taught from a counseling perspective, most seminary or other graduate school courses do not have comparable content and thus are not transferable.
- A maximum of two courses in theology and/or Biblical studies may be transferred to Richmond.
- Credits will be transferred only for students currently enrolled at Richmond. Prospective students may request a preliminary review and an informal response for transfer of credit by the Registrar. Credits are formally transferred upon actual enrollment at Richmond.
- Credits to be transferred may not have been earned more than seven years prior to the date of the request.
- Transfer credits may only be used toward one Richmond degree.
- All transfers of credit must be completed prior to the student's pre-registration for his final semester of attendance at Richmond.
- Coursework earned on the quarter system is normally calculated as two-thirds of the credit for courses offered on Richmond's semester system.
- Transfer credit is not included in the computation of the grade-point average for the degree being sought at Richmond.
- Any exceptions to these guidelines will be solely at the discretion of the Office of the Academic Dean.
- Courses taken via distance-learning or an on-line format will be considered, but will be subject to a greater level of scrutiny.
- Richmond reserves the right to assess competency and knowledge for any coursework for which students request transfer of credit.

## Procedures for Transfer of Credit

1. Students should first consult with their advisors before requesting transfers of graduate credits earned and before taking additional graduate courses for which they may want to transfer credits.
2. Students must submit to the Registrar a transfer of credit application packet including an official transcript showing the course(s) to be transferred, a syllabus or graduate school catalog course description, and a completed Request for Transfer of Credit form. This form is available from the Registrar and online.
3. The Registrar will conduct an initial evaluation of the request and forward the packet to the Office of the Academic Dean for final determination.
4. The Office of the Academic Dean will evaluate the request and submit the findings to the Registrar.
5. The student will be notified in writing by the Registrar's Office regarding the decision, and a record of the transfer of credit will be documented in the student's file.

## Academic Exception

Students may petition the Academic Dean for exceptions to academic policy or to make changes to their program of study. Depending on the request, the Academic Dean may act on the petition or refer the request to the Academic Affairs Committee. The appropriate form for academic exception may be requested from the office of the Registrar.

## Independent Studies

Students may earn a limited amount of credit through independent directed study when circumstances prevent them from completing the class during the regular schedule or when they have special interest in a subject and wish to complete advanced study. Students should be aware that some state licensure boards do not accept courses earned by independent study for licensure requirements. The student may take no more than 2 independent directed studies per academic year (Fall, Spring, Summer) –no more than one per semester, and no more than 4 total within the student's degree program. Students who apply for independent studies must be self-motivated and capable of achieving high academic standards while working independently. Students are not guaranteed the approval of independent study proposals.

Independent directed studies include reading, writing, and research projects and must be done under the direction of a Richmond faculty member, unless special permission is granted to work with an adjunct faculty member. Students desiring independent directed study should first contact their academic advisor who will provide independent study proposal instructions. Using the instructions provided, the student will submit a written proposal for the planned course directly to the professor who will direct the study. Students must first contact the professor who normally teaches the class to request an independent study, unless that person is an adjunct professor. In that situation, the student should first contact Dr. Cara Cochran to ask who may lead the independent study. Along with the proposal, the student must submit the attached add form.

Once the professor approves the proposal, he or she will send it to Dr. Cara Cochran for final approval. The entire process, including approval by the professor, Dr. Cochran and submission of the approval form to the Assistant Registrar's office must be complete by the date posted in the Academic Calendar for the semester in which the independent study will occur. A copy of the proposal will become a part of the student's permanent file.

A minimum of three individual contact hours with the professor during the period of time the student completes the independent study is required. Students are responsible to provide the professor with updates of assignments and to initiate contact with the professor. Assignments must be completed two weeks before the end of a semester or one week before the end of a summer term.

Students should submit the proposal for an independent directed study during the regular pre-registration period for the semester during which the independent study will occur. Students should NOT register for the weekly class if it is offered. The actual registration for the course is completed by the Assistant Registrar upon approval of the proposal by Dr. Cochran. Failure to register for an approved independent directed study by the registration deadline will result in additional fees. If a student is approved to register for an independent study after the regular registration period the student will pay the late registration fee or add/drop fee, whichever applies. Independent study proposal will not be approved past the add/drop deadline for any semester. Deadlines will be strictly enforced.

The fees for an independent directed study are not included in the student's regular tuition fees. The fees include the current tuition fee for one course and an instruction fee of \$100 per credit hour. Fees must be paid at the time of registration for the course.

The course identification for an independent directed study is CEDI followed by the same course number used for the regular course. For those doing original independent studies, the course number will be assigned by the Office of the Academic Dean.

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# GRADES AND ACADEMIC RECORDS

## Computation of Grade-Point Average

The cumulative grade-point average is calculated by dividing the total number of grade points earned in courses by the total number of credit hours attempted. Passing grades received in pass / fail courses are not included in this computation (Richmont does not "round up" a GPA). The grade points for academic letter grades are of credit hours attempted. Passing grades received in pass / fail-courses are not included in this computation (Richmont does not "round up" a GPA). The grade points for academic letter grades are as follows:

A = 4.0	A- = 3.7	
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
F = 0	WF = 0	

Richmont has adopted the following grade scale.

A = 93+	A- = 90-92	
B+ = 88-89	B = 83-87	B- = 80-82
C+ = 78-79	C = 73-77	C- = 70-72
F = <70		

Grades and grade status are further indicated by the following:

P = Pass (0 grade points assigned)
F = Fail (0 grade points assigned)
I = Incomplete
IP = In Progress
NR = Not Reported
W = Withdrawal
WP = Withdrawal Passing
AU = Audit
U = Unsatisfactory (used only for audited classes)
WF = Withdrawal Failing

Grades received in courses from other colleges or universities that are approved for transfer to Richmont will not be calculated in the GPA. When a course is repeated, the initial course remains on the transcript with the original grade earned, but the original grade is no longer calculated into the GPA.

## Grade Requirements

Richmont has specific policies related to grades and eligibility for graduation:

- A student must earn a cumulative 3.0 GPA for all Richmont courses appearing on the transcript. (Richmont does not “round up” a GPA.)
- Transferred courses, if accepted, appear on the transcript with the title of the course from the transferring institution and the credit hours of the course from the transferring institution or Richmont, whichever is less. No grade is recorded and no grade points are applied.
- A student must earn a minimum grade of B – in the following courses:
  - CED 6113: Interpersonal Skills in Helping Relationships
  - CED 6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling
  - CED 6143: Psychopathology: Diagnosis and Treatment of Mental Disorders
  - CED 6912: Applied Practicum and Treatment Planning Lab in Counseling
- A maximum of two C grades (C+, C, C-) may be applied toward meeting course requirements.
- A student who earns a third C grade may repeat the course one time for credit.
- A student who earns a fourth C grade is subject to academic dismissal.
- A student who receives a cumulative grade-point average below 3.0 during a given semester will receive a letter of scholastic warning from the Registrar.

- Should the student receive a cumulative grade-point average of less than 3.0 in two successive semesters, he will be subject to dismissal.
- Conditionally admitted students whose cumulative GPA falls below a 3.0 for coursework taken within the first eight hours of courses evaluated with a traditional letter grade are subject to academic dismissal.
- Any student who receives an F is subject to dismissal from the University.

## Grade Changes

A grade that has been submitted by the instructor can be changed only in extreme circumstances with the approval of the Academic Dean.

## Grade Reporting Policies

All grades are due on the Monday immediately following exam week at 5 p.m. Every effort will be made to distribute student grades within two weeks of the due date. Grades that are not received by the due date will be recorded as NR (not reported). Grades will not be mailed to students who have a past-due financial account.

## In Progress Grades

A professor may assign a temporary IP (in progress) grade when an unavoidable problem in the course prevents the issuance of a grade, such as a student who is unable to complete enough direct contact hours in a practicum despite his best efforts. Please note, this option is utilized sparingly at the instructor’s discretion, not in response to a student’s request.

An IP grade is not the same as an I (incomplete). Incompletes may be requested by students who are experiencing unforeseen personal problems that prevent them from completing their coursework. Grade changes for IPs must be submitted by the professor by the day grades are due during the following academic term or they will be changed to Fs.

## Incomplete Grades

If a student is unable to complete the semester’s work for a course, he may request an incomplete (I) grade. The Request for Incomplete form may be obtained from the Office of the Registrar or on the Richmont website. The form is to be completed by the student. The student must give a legitimate reason for the request and outline the assignments that need to be completed. This form will then be signed by the professor of the course to verify that the student is passing and the incomplete is not being sought to raise the student’s grade in the course. The completed form will be submitted to the Registrar for final approval. The student has until the date the next academic term’s (including summer) grades are due to complete the work or the grade will be changed to an F. Please note: If an instructor submits an I for a student who has not submitted an incomplete request form, an F will be assigned to the student until the form is received by the Registrar.

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# ACADEMIC RECORDS

## Family Educational Rights and Privacy Act

The following is an abbreviated version of the FERPA policy. The policy in its entirety is available from the Registrar and on the Richmond Website.

### Annual Notification

Students will be notified of their FERPA rights annually by publication of this information on the Richmond Website. Copies also will be available from the Registrar.

### Procedure to Inspect Education Records

Students may inspect and review their educational records upon request to the appropriate record custodian.

Students should submit to the record custodian or an appropriate Richmond staff member a written request that identifies as precisely as possible the record or records he wishes to inspect.

The record custodian or appropriate Richmond staff member will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request.

When a record contains information about more than one student, the student may inspect and review only the records that relate to him.

### Limitations of Rights of Access

Richmont reserves the right to refuse to permit a student to inspect the following records:

1. Letters and statements of recommendation for which the student has waived the right of access
2. Records connected with an application to attend Richmond or a component of Richmond if that application was denied
3. Those records that are excluded from the FERPA definition of education records

### Refusal to Provide Copies of Records & Transcripts

Richmont reserves the right to deny transcripts or copies of records in the following situations:

1. The student has an unpaid financial obligation to Richmond
2. The student's federal loan payments are not current

The fee for copies of transcripts will be published annually in the catalog. Fees for copying other records will be no more than 25 cents per page.

### Disclosure of Education Records

Richmont will disclose information from a student's education records only with the written consent of the student. Records may be disclosed without consent when the disclosure is:

1. To University officials who have a legitimate education interest in the records
  - a. A school official is any person employed by Richmond in an administrative, research or support staff position, including part-time graduate assistants or volunteers who have a legitimate educational interest.

- b. A person employed or under contract to Richmond to perform a special task, such as an attorney or auditor.

2. To officials of another school, upon request, in which the student seeks or intends to enroll
3. To certain officials of the U.S. Department of Education, the Comptroller General and state and local educational authorities, in connection with certain state or federally supported education programs
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid
5. To state and local officials or authorities if required by a state law requiring disclosure that was adopted before November 19, 1974
6. To organizations conducting certain studies for or on behalf of Richmond
7. To accrediting organizations to carry out their functions
8. To parents of an eligible student who claim the student as a dependent for income tax purposes
9. To comply with a judicial order or a lawfully issued subpoena
10. To appropriate parties in a health or safety emergency
11. To individuals requesting directory information so designated by Richmond
12. The results of any disciplinary proceeding conducted by Richmond against an alleged perpetrator of a crime of violence to the alleged victim of that crime

### Directory Information

Richmont designates the following items as directory information: student name, address, telephone number, e-mail address, degree sought and specializations, part-time or full-time status, degrees and awards received, previous schools attended and photographs. The University may disclose any of these items without prior written consent, unless notified in writing to the contrary. Such notification must be received within three school days of the official date of registration to ensure that directory information will not be included in University publications.

### Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading or in violation of their privacy rights. Procedures for correction are available from the Registrar. Any questions regarding this policy may be addressed to the Registrar.

### Transcript Requests

Official transcripts will be released by Richmond only upon receipt of a written request from the student, including his handwritten signature. A signature from a friend, parent or spouse on behalf of the

student will not be accepted. Current and former students may request transcripts from the Registrar's Office in person, via fax or via mail. A request form is available online and is the preferred method for submitting requests.

Richmont will mail official transcripts to the recipient indicated on the request form. Alternatively, the student may receive the transcript in person from the Registrar or through the mail. In either case, the transcript will be in a sealed envelope with the Registrar's signature across the back. If the seal is broken, the transcript is no longer official. Transcripts will not be given to a student's representative unless specifically indicated on the request with a signature.

Letters of request will be accepted in lieu of the official transcript request form if they include the following:

1. Date of request
2. Student's name and previous names
3. Social Security Number
4. Student's mailing address
5. Approximate dates of attendance
6. Year of graduation
7. Recipient's name and mailing address
8. Phone number and e-mail address
9. Signature
10. Payment

Regular processing time for transcripts is one business week. The first five copies per request are free; 6-10 copies are \$15, 11-15 copies are \$30, and so on. These requests will not be processed until payment is received, if applicable. Should expedited service be required, an additional \$10 fee will be assessed, and the transcripts will be prepared within 24 hours and sent via USPS. If overnight delivery is required, an additional fee of at least \$25 will be assessed (amount based on current FedEx rates). Students requesting expedited service of any kind are asked to phone the Registrar to confirm receipt of the request. Payment of transcript fee(s) may be made by cash, check, or credit card. Method of payment should be indicated on the request.

Official transcripts may not be issued for the following reasons:

1. Financial holds from the Business Office
2. No signature on the request
3. Insufficient, inaccurate or illegible identification information
4. Insufficient payment, an expired or declined credit card account, improperly completed check, payment using non-U.S. currency

Unofficial transcripts are provided to current students upon request without charge for academic advising and personal use. The unofficial transcript is presented directly to the student on plain white paper and may be duplicated. The transcript is not suitable to obtain employment, transfer to another education institution, or verify degree.

Should a student's transcript or academic record be requested from Richmont by a judicial order or lawfully issued subpoena, Richmont is required to issue the transcript after making a reasonable effort to contact the student. However, if the subpoena specifically orders Richmont not to notify the student or if it is a federal grand jury

subpoena, the transcript or academic record will be issued without notification to the student.

*Important note:* If a requested official transcript is not delivered because of an error on the part of Richmont, the University will gladly provide a replacement document at no additional cost. Richmont cannot accept responsibility for non-delivery if the address provided is either incomplete or incorrect. Nor can Richmont accept responsibility for timely delivery by the United States Postal Service, Federal Express, or any other mail carrier.

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## EXIT REQUIREMENTS

### Examinations

During their last semester, students in the M.A. program are required to complete three comprehensive examinations in order to assess their knowledge of program content and academic readiness for the counseling profession.

All graduating students in the M.A. program must complete the Counselor Preparation Comprehensive Examination, be approved by the Richmont faculty through the Student Qualifying Evaluation process, and receive a passing score on the Richmont School of Counseling Comprehensive Examination. These evaluations represent an important aspect of the competency evaluation system for all graduates of Richmont.

#### Counselor Preparation Comprehensive Examination (CPCE)

The CPCE will be administered during the course CED 7892, Professional Seminar. The examination is based on the eight core curriculum areas approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The cost to take the CPCE is approximately \$40 (subject to change). The Office of the Academic Dean will notify students regarding this exam.

The CPCE provides valuable information regarding the student's strengths and weaknesses relative to the National Counselor Examination, which is required for licensure as a professional counselor in most states. Richmont uses the CPCE results to improve the quality of the educational experience at the University. The student is encouraged to utilize the results to prepare further for the NCE and his counseling ministry. Currently, this examination is not used to determine a student's graduation status, but it will be used to direct students in strengthening areas of identified weakness and to celebrate areas of strength.

#### Student Qualifying Evaluations

Every student is evaluated each semester for his readiness to continue to the next level of clinical training. The clinical skills of graduating students also are evaluated in this process. In the last semester of students' training, the faculty must unanimously affirm students' clinical abilities before they are granted approval for graduation from Richmont.

#### School of Counseling Comprehensive Examination

During the last spring semester of enrollment, students are required to take the MAPC or MAMFT Comprehensive Exam. The exam will provide an opportunity for the student to demonstrate

competency with the knowledge-based program area standards as defined by CACREP that apply to his program. A student must receive a passing score on this exam in order to graduate from the program. Questions regarding the Comprehensive Exam may be addressed to the Office of the Academic Dean.

Together, the CPCE, the Student Qualifying Evaluations and the School of Counseling Comprehensive Examination provide the University with a balanced view of students' knowledge of the counseling profession, and the individual personal qualities required of one who seeks to help hurting people.

#### National Counselor Examination (NCE)

The National Board for Certified Counselors has granted Richmond certification as an approved Graduate Student Administration National Counselor Examination Testing Site. As an approved GSANCE testing site, Richmond administers this examination each April. Most Richmond students choose to complete this examination at a Richmond campus.

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## GRADUATION REQUIREMENTS

### Graduation

All students must apply for graduation in their last fall semester by the date posted in the academic calendar. Applications for graduation notify the Registrar to review the student's transcript to determine that all degree requirements have been met. Application also alerts the Office of the Registrar to include the student in all communications regarding graduation and to order diplomas and regalia for each student.

A student may complete degree requirements and graduate from Richmond at the end of three different completion semesters: fall, spring and summer. The graduation date on the diploma and transcript will reflect the end of the term by which all requirements have been met. Students with requirements outstanding who are approved to participate in the May commencement ceremony will not receive a diploma until the end of the summer session. The student who graduates at the end of the fall session may choose to participate in the annual commencement ceremony that follows the date of graduation.

Due to licensure regulations, students need to have a clear understanding of the distinction between graduation and commencement. Approved students who have any outstanding requirements, including internship hours, may participate in the commencement ceremony but will not receive a diploma at the commencement and will not officially become a graduate of Richmond until the end of the term (typically summer) in which those requirements are met. Students may not begin accruing hours toward any professional license until their degree is officially granted. Students also may be required to register with their state board prior to accruing hours.

### Commencement Participation

Richmont holds commencement each May. Richmond permits participation in the ceremony for students who are within three courses of meeting graduation requirements during the spring semester. A notation will appear in the commencement program indicating that the student is participating under this policy.

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## EVALUATION, RETENTION AND DISMISSAL POLICIES

Richmont students are expected to maintain the highest standards of scholarship. The minimum standard of performance is a grade of 3.0 (B). Any student who receives a cumulative grade-point average below 3.0 during a given semester will receive a letter of scholastic warning from the Registrar. Should the student receive a grade-point average of less than 3.0 in two successive semesters, he will be subject to dismissal. A student dismissed for failure to maintain a 3.0 GPA may reapply after one year and must meet full admission criteria for the master's program at the time of re-application in addition to any requirements stipulated at the time of dismissal.

In addition to academic performance, social and interpersonal skills also are essential to adequate performance as a counselor. In the absence of adequate progress, students who experience difficulty in these areas will be subject to dismissal from the Richmond program after warning from the student's advisor. Supervisors of clinical work provide evaluations to the Director of Clinical Training, and these are incorporated into the student's overall performance evaluation.

The evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum and internship classes. A student may be withdrawn from a course and/or the Richmond program if the welfare of the student's clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the faculty and administration, in jeopardy as a result of the student's behavior.

### Standards of Performance

By policy, students are expected to uphold standards of academic and moral excellence consistent with their commitment to Christian faith and scholarship. The Richmond student must demonstrate readiness to meet the level of professional behavior and service expected of a graduate student in professional counseling including but not limited to:

- Exhibiting conduct consistent with his or her profession of faith as a follower of Christ
- Maintaining a minimum cumulative grade point average of 3.0 (B)
- Abiding by the formal Statement of Community
- Participating actively in Richmond functions
- Exhibiting adequate social and interpersonal skills
- Exhibiting emotional balance and maturity, free from any impairment that might place self or another at risk
- Conducting herself or himself with confidentiality, honesty and academic integrity
- Relating respectfully and professionally to faculty, staff, fellow students and others

- Responding to supervision, class instruction, and other sources of constructive feedback
- Recognizing his or her limits of competency
- Translating academic preparation to clinical performance
- Providing competent service to counselees without academic or personal limitations, when compared to others at the same level of training
- Committing to the standards set in the code of conduct established by the appropriate licensure boards and professional societies
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional or social functioning
- Relational and boundary-setting traits or enduring behaviors that interfere with the establishment and maintenance of healthy relationships within or beyond Richmond

*Failure to demonstrate competence* is defined as a lack of demonstrated skills or ability, including, without limitation, deficiencies in professional conduct, deficient interpersonal skills, academic deficiency, failure to fulfill academic requirements, neglect, repeated absenteeism, and/or similar behaviors. Failure to demonstrate competence includes but is not limited to students providing professional services beyond their current level of competence.

## Retention and Dismissal of Students

By policy, consistent with the Ethics and Standards of Practice of the American Counseling Association, the American Association for Marriage and Family Therapy, and the Christian Association for Psychological Studies, Richmond expects students to secure remedial assistance when needed. Richmond dismisses from the program students who fail to comply with Richmond policies and procedures or who, upon evaluation, are determined to be unable to provide competent services due to academic or personal limitations. Students are expected to meet the standards of performance delineated above and must demonstrate professional behavior and service expected of a graduate student in professional counseling.

This policy is referenced during the admissions process and orientation and on the relevant course descriptions. Because specific skills and personal qualities are essential to adequate performance as a counselor, students will be evaluated by the faculty periodically during their training. Not every student is suited to the profession of counseling, and acceptance into the program does not guarantee continuation in the program.

The admission process is designed to accept students who, through testing, prior academic performance, interviews, and other application processes, appear to have the academic, professional and personal characteristics that may lead to success in counseling. However, such judgments inevitably are based on limited data.

Moreover, life circumstances, personal crises, and difficulties may arise that interfere with a student's continued success in the program.

Four categories of deficiencies present concerns and will lead to a plan of remediation and possible dismissal from a specific degree program or Richmond. These categories include:

- Impairment
- Failure to demonstrate competence
- Ethical misconduct
- Problematic behaviors

*Impairment* is defined as an interference in professional functioning, whether chemical, physical, emotional or otherwise, that is demonstrated in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior
- Inability to acquire professional skills and reach an accepted level of competency

*Ethical misconduct* occurs when the Ethical Principles and Code of Conduct of the American Counseling Association, the American Association for Marriage and Family Therapy, and/or Christian Association for Psychological Studies are not followed. These codes are intended to provide both general principles and the decision rules to cover most situations encountered by counselors and marriage and family therapists in their professional activities. They have as their primary goal the welfare and protection of the individuals and groups with whom counselors or marriage and family therapists work. It is the individual responsibility of each student to aspire to the highest possible standards of conduct.

*Problematic behavior* refers to a student's persistent, unremediated behaviors, attitudes or characteristics that are deemed unacceptable for professionals in training. Performance anxiety, discomfort with client's diverse lifestyles and/or ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status. Other problematic behaviors include irresponsibility with regard to class attendance, or missing required supervision or client appointments without notification or without sufficient reason. Problematic behaviors are typically more situational and time-limited rather than persisting across time and situations and, therefore, are expected to be corrected through counseling and remediation efforts initiated by either Richmond or the student without requiring further disciplinary action.

Although each situation is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious impairment rather than a problematic behavior that is situational.

1. The student does not acknowledge, understand or address the problematic behavior when it is identified.
2. The problematic behavior is not a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person is insufficient and cannot be restored or remedied.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.

6. A disproportionate amount of attention by training personnel is required.
7. Behavior does not change as a function of feedback.
8. Behavior negatively affects the public image of Richmond or the training site.
9. Interpersonal relationship problems suggest a personality disorder. Interpersonal relationship problems suggest a personality disorder or an untreated mental illness.

Identification and verification of impairment, failure to demonstrate competence, ethical violations, or problematic behaviors can arise from many sources, including but not limited to the classroom, a faculty member, a clinical supervisor, the student's advisor, a fellow student, or a member of the community. Both formal and informal interactions provide useful information in determining a student's need for remedial work or suitability for the counseling profession.

Richmont retains the right to intervene and move toward remediation or dismissal at any point in the student's program in the event of impairment, failure to demonstrate competence, ethical violations, or problematic behaviors. In general, a student who is observed to have deficiencies will be invited to discuss the identified deficiencies with his faculty advisor, and a plan of remediation will be developed. In the absence of adequate progress, the student who experiences difficulty in these areas will be subject to dismissal after written warning from the student's advisor.

Supervisors of clinical work provide evaluations to the Director of Clinical Training, and these also are incorporated into the student's overall performance evaluation. A student may be dismissed from a course and/or the Richmont program if the welfare of the student's clientele, prospective clientele, or the functioning of the school or agency is, in the judgment of the University's faculty and administration, in jeopardy as a result of the student's behavior.

## Student Qualifying Evaluation

Formal student evaluations are held by the Academic Affairs Committee three times per year: May, August and December. Although the focus of this evaluation is on those who are in clinical sequence (Interpersonal Skills, Applied Lab, the Clinical Practicum, and Clinical Internship I and II), all Richmont students are evaluated during this process. Prior to the Student Qualifying Evaluation each semester, representatives from Clinical Affairs, Student Affairs and Academic Affairs will determine those students who are to be evaluated by the Academic Affairs Committee as a whole. The choice to evaluate a student is based upon, but not limited to, evaluations from the Dean of Clinical Affairs (Atlanta campus) along with the Director of Clinical Training (Chattanooga campus) regarding the student's clinical performance, observations of the student's advisor, and feedback from faculty and site supervisors where applicable. Clinical performance, academic performance and general personal deportment are all factors considered in the Student Qualifying Evaluation.

Evaluation of those in clinical sequence serves to assist in the identification of deficiencies and the development of a remediation or action plan. Receiving a passing grade in any of the clinical courses, i.e., Applied Lab, Practicum, or Internship, does not necessarily allow the student to proceed with the clinical sequence.

Each member of the Academic Affairs Committee will consider the recommendations of the review committee and offer evaluation of the student's performance in the classroom and other settings, both formal and informal. The Academic Affairs Committee has four options regarding continuance of the student:

1. Approval for continuance into next clinical component (applies only to those in Clinical Sequence): If the Academic Affairs Committee approves the student for continuance into the next clinical component without remediation, the student's advisor and a representative of the Office of Clinical Affairs sign the student performance review form. The Director of Clinical Affairs places the form in the student's clinical file. The student's signature is not required.
2. Informal mentoring and observation: The Academic Affairs Committee may determine that no formal action needs to be taken, but that the advisor of the student, or another faculty member as appropriate, will meet with the student to offer the Academic Affairs Committee's concerns. Although the student, along with his or her advisor, may determine actions that need to be taken to remedy the concerns, no formal documentation or follow-up is required. Students who display a pattern of ongoing minor concerns over multiple semesters may require formal remediation.
3. Remediation: If the Academic Affairs Committee determines that there is a serious problem, not sufficient to warrant dismissal at the time of evaluation, the Academic Affairs Committee, along with the student's advisor, will develop a written plan for remediation. The student's advisor will schedule a meeting to discuss this plan with the student. This meeting will be conducted by the student's advisor and one other faculty member if necessary. A remediation plan is a statement of grave concern about the student's ability to continue in the Richmont program; failure to comply with the plan fully may lead to dismissal.
4. Dismissal: If the Academic Affairs Committee determines that there is a problem that warrants dismissal, the Academic Affairs Committee, along with the student's advisor, will issue a dismissal to the student. The student's advisor will schedule a meeting to discuss this dismissal with the student. This meeting will be conducted by the student's advisor with one other faculty member.

After the faculty members have presented the Student Qualifying Evaluation to the student and answered his questions, the student must sign the student performance remediation plan indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Academic Affairs Committee will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within a few weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he may follow the appeal procedures outlined in this Catalog. Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process and recommend potential sources of guidance and assistance

when necessary. Students are encouraged to submit their own ideas for remediation to their advisors. The advisor and the Academic Affairs Committee will consider the student's recommendations in developing the remediation plan.

The student's advisor will document the plan using the student performance remediation plan form. The student performance remediation plan and the student performance review will be placed in the student's file. Students may pre-register for the next clinical course at the normally scheduled dates as they await their evaluation; however, final approval for enrollment in the course is contingent upon the recommendation of the Academic Affairs Committee. The student's advisor will inform the student if there is a reason he may not proceed with the next clinical component. If the student is not allowed to proceed to the next clinical training course, any fee collected specific to that course will be credited to the student's account or reimbursed. The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction; a decrease in course load; a decrease, increase or temporary suspension of clinical, didactic, or supervisory responsibilities; altered supervision and/or faculty advisement; leave of absence; and individual psychotherapy. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the current remediation plan, including student comments and faculty signatures, must be filed in the student's folder. If progress toward remediation plan goals is viewed by the advisor and Academic Affairs Committee as insufficient, a change in the remediation plan or the dismissal of the student will follow. The student will have an opportunity for rebuttal or appeal, as described above.

The policy described above is designed to promote excellence in Richmond's counselor education program by graduating only those students who exhibit the best qualifications for and highest standards in the professional practice of counseling. Although every effort is made to assure the competence of graduates, Richmond acknowledges that there are limitations in identifying potential weaknesses of students.

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## ACADEMIC APPEALS POLICY AND PROCEDURE

Under very rare circumstances, a student and faculty member may not be able to resolve a matter through informal conversation. In those cases where a student believes a Richmond faculty member has treated him or her unfairly with respect to a course for which the student was registered, the following procedure should be utilized:

The student should describe his or her complaint in a written statement that details the circumstances giving rise to the complaint. The student will give a copy of the statement to the faculty member and the Academic Dean and attempt to discuss and resolve the matter with the faculty member. If the complaint is not resolved to the satisfaction of the parties, involved the student has the right to appeal to the Academic Dean. If the complaint is not resolved to the satisfaction of the student and faculty member by the Academic

Dean, the student has the right to request the referral of such matter to the Academic Affairs Committee. The committee will receive complaints only by referral from the Academic Dean. The Academic Affairs Committee will meet to discuss the student's written complaint and may request an interview with the student to gain greater clarity. After the Committee makes their determination, the Academic Dean will respond to the student and faculty member in writing. If the complaint cannot be settled at the institutional level, a student at the Atlanta campus may contact:

Georgia Nonpublic Postsecondary Education Commission  
2082 East Exchange Place  
Suite 220  
Tucker, GA 30084-5305  
770.414.3300

A student at the Chattanooga campus may contact:

Tennessee Higher Education Commission  
404 James Robertson Parkway  
Nashville, TN 32743-0830  
615.741.3605

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## STUDENT GRIEVANCE PROCEDURES

As a nurturing group of educators, Richmond maintains that all people should be treated with dignity. In those cases when the student thinks that this standard has been breached, the following procedure will apply. The student who has a grievance unrelated to academic concerns may present his or her complaint in writing to:

DeAnne Terrell, Ph.D., Dean of Students  
Richmont Graduate University  
McCarty Building  
2055 Mount Paran Road, N.W.  
Atlanta, GA 30327

The Student Grievance Committee will meet to discuss the student's written complaint and may request an interview with the student to gain greater clarity. After the Committee makes their determination, the President will respond in writing to the student and the other parties, if any. If a complaint is not settled at the institutional level, a student at the Atlanta campus may contact:

Georgia Nonpublic Postsecondary Education Commission  
2082 East Exchange Place  
Suite 220  
Tucker, GA 30084-5305  
770.414.3300

A student at the Chattanooga campus may contact:

Tennessee Higher Education Commission  
404 James Robertson Parkway  
Nashville, TN 32743-0830  
615.741.3605

# FINANCIAL INFORMATION

Tuition and fees provide resources for faculty, administrative staff, theology and integration courses, clinical colloquia, supervised practice in a counseling setting, assessment consultation, community education experiences, and other special aspects of the Richmond program.

Tuition is due on or before orientation/registration day in order for the registration process to be complete. A \$50 late registration fee applies if fees are not paid or suitable arrangements made by this time. If necessary, arrangements may be made with the Business Manager to pay the tuition and fees in installments over the course of the semester. For those students who have not completed the registration process by the close of business on the last day to clear tags, all pre-registered courses will be dropped.

Students who have not cleared their accounts by the end of a given semester will not receive grade reports for the semester, and no transcripts will be issued.

## Tuition and Fees for 2009-2010

Tuition . . . . .	\$445/credit hour
Audit Tuition . . . . .	\$200/credit hour
Application Fee . . . . .	\$50
Orientation Fee . . . . .	\$25
Library Fee . . . . .	\$50
CPCE Examination Fee . . . . .	\$40
Graduation Fee . . . . .	\$100
Transcript Evaluation Fee . . . . .	\$10
Student Fee . . . . .	\$50/semester
Transcript Fee . . . . .	5 free per request
Expedited Transcript Fee . . . . .	\$10
Overnight Delivery of Transcript Fee . . . . .	\$25 minimum
Schedule Change Fee (add/drop) . . . . .	\$30
Replacement Diploma Fee . . . . .	\$30
Late Registration Fee . . . . .	\$50
Non-Continuance Fee . . . . .	\$50
NCC Application Fee . . . . .	\$295
Independent Study Fee . . . . .	\$100/credit hour

*Tuition and fees are subject to change without notice.  
Individual courses may require additional  
fees at the prerogative of the instructor.*

## Graduation Fees

Every graduating student is assessed a graduation fee of \$100 to cover all expenses. This fee is assessed to all students regardless of participation in the graduation ceremony and is used to cover the cost of regalia, diploma and diploma cover, graduation reception, and graduation processing.

## Financial Aid and Employment

A limited number of work study positions are available at Richmond, and part-time jobs can be located within the Atlanta and Chattanooga areas. Due to the intensity of the Richmond program, full-time students should not plan to be employed for more than 20 hours per week. Employment opportunities are posted for students as they become available.

## Loans

Some students finance their education through bank and state loans. Out-of-state students may find that these loans are more accessible through their home state.

Richmont qualifies for Federal Stafford subsidized, unsubsidized, and GRADPLUS loans for graduate students. Applicants for federally funded loan or grant programs must:

- Be U.S. citizens, permanent residents or residents of the Trust Territories
- Be in compliance with Selective Service laws
- Be enrolled at least half time (six hours) as regular students in a degree program
- Maintain satisfactory academic progress
- Not owe a refund or be in default on any Title IV loans

To apply for these loans online, please visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Richmond's school code is G33554.

## Veterans' Benefits and Vocational Rehabilitation

Richmont is approved for the training of veterans and vocational rehabilitation students as an accredited training institution. Those who are qualified for educational benefits under these programs should contact their nearest Department of Veterans Affairs or Vocational Rehabilitation Office for more information.

Veterans and other eligible persons are required to attend classes in order to be eligible for educational benefits under these programs. Richmond is required to report promptly to the VA or Vocational Rehabilitation offices any changes in enrollment, non-class attendance or withdrawal from the institution.

A recipient may not receive benefits for any course that does not fulfill requirements for his/her stated degree and major. Audited courses, non-credit courses, and correspondence work cannot be certified.

## Scholarships

### Harrison Griffith DeKay Scholarship

As a reflection of the donor, this scholarship program is designed to benefit first-year students who show academic merit, financial need, a love of Scripture, and a strong desire to serve God through the ministry of helping. Harrison Griffith DeKay scholarships reduce tuition by 25 percent per semester, with a maximum of \$750 per semester. The maximum amount awarded to a recipient during enrollment at Richmond is \$3,750.

### Paul L. Walker Merit Scholarship

This scholarship is awarded to students who show the highest level of academic and professional potential. These awards may be granted as full scholarships, covering tuition, fees and books for students in the two-year M.A. in Professional Counseling program. Partial awards also may be granted annually.

### Caldwell Scholarship

Richmont Board Member, Tina Currin, has chosen to honor her mother, Harriet Caldwell, with the Caldwell Scholarship. One student will be granted a full scholarship (tuition only) for a

maximum of three years, provided the recipient maintains satisfactory performance in the program. The recipient will demonstrate strong Christian character and financial need. In addition, he or she will write a brief essay applying for the scholarship.

#### June Braund Scholarship

This scholarship is awarded to a student with interests in gerontological counseling. Recipients of this scholarship will be awarded \$5000 annually with a maximum award of \$15,000 over a period of no more than three years. The recipient will be mentored by Dr. Ron Braund, Richmond alumnus, who established this scholarship in honor of his mother. The recipient is required to take two approved graduate level courses in gerontology, and provide service to families dealing with Alzheimer's. Detailed information is available from the Office of Student Services.

#### Baird McClure Memorial Scholarship

The Baird McClure Memorial Scholarship was endowed by the late Nick Senter in honor of his cousin, Elizabeth Baird, a true kingdom servant, known for her wit, wisdom and prayer. This scholarship is for students in the professional counseling or marriage and family therapy programs who have demonstrated financial need. Recipients will be awarded between \$1,000 and \$5,000 per academic year as determined by the Scholarship Committee. The maximum amount awarded to a recipient during enrollment at Richmond is \$10,000 over a period no longer than three years.

#### Willingham Rollinson Scholarship Fund

The Mary and Windy Willingham & Ann Rollinson Scholarship Fund will assist students pursuing a master's degree in professional counseling or marriage and family therapy at Richmond. The scholarship is designed for students in the Chattanooga area who demonstrate a financial need and who desire to work in an inner-city ministry upon the completion of their graduate studies.

Applications for these scholarships are available online at [www.richmont.edu](http://www.richmont.edu) or from the Admissions Office. The application deadline for all scholarships is May 1.

## Add/Drop/Withdrawal and Institutional Withdrawal Policies

All students should be pre-registered by orientation/registration day and have all account tags cleared. (Please see the Registration Procedures section of the catalog for additional registration information.)

#### Late Registration

Students whose tags are not cleared or who choose to register on or after the first day of classes will be assessed a \$50 late registration fee. This also applies to students not otherwise enrolled in Richmond who are registering for intensive classes on or after the first day of classes.

#### Add/Drop/Withdrawal

Through the first Friday of the semester, classes may be dropped or added upon receipt of a completed add/drop/withdrawal form by the Registrar. A \$30 schedule change fee will be assessed per form submitted.

After the first Friday of the semester, the student must withdraw from the class in question using the add/drop/withdrawal form. A \$30 schedule change fee will be assessed. A student who withdraws from a class will receive a refund according to the schedule published by the Business Office and included in the Academic Calendar.

Intensive courses can be dropped up until close of business on the day before the class begins, using the same procedure outlined above for dropping and adding weekly classes. Students who drop an intensive class prior to the close of business on the day before the course begins will receive a full refund. After that time, no refunds will be given.

#### Institutional Withdrawal

Students withdrawing from the institution, either for the semester or indefinitely, must complete the Institutional Withdrawal Form available from the Registrar. They will receive refunds based on the same schedule for individual course withdrawals.

## Refund Policy and Assessed Fees

Following is a general description of how Richmond's refund policy is structured. Please note that all non-tuition fees are non-refundable.

Tuition refunds for drop/add and institutional withdrawal:

- Prior to add/drop deadline = 100 percent refund
- After add/drop deadline to 10 percent point in term = 90 percent refund
- Beyond 10 percent to 25 percent point in term = 75 percent refund
- Beyond 25 percent to 50 percent point in term = 50 percent refund
- After 50 percent point in term = no refund
- Drop/add fee = \$30 (per form submitted)
- Late registration fee = \$50

These dates will be calculated for each term consistent with the length of the term.

The date that will be used for calculation of a refund for withdrawal or add/drop will be the date on which the Registrar receives the completed form signed by all required personnel. All students must follow the procedures for withdrawal and add/drop to receive a refund.

Although students submit add/drop/withdrawal forms to advisors for signatures, the student has the final responsibility for submitting the form to the Registrar for processing and is responsible for fees and penalties incurred for late submission.

## Financial Exceptions

A student seeking an exception of any kind on his financial record may complete a Petition for Financial Exception to be reviewed by the Financial Affairs Committee. This form is available from the Business Office on both campuses and on the Richmond website. In the event of a student's injury, prolonged illness, death of a family member, or similar circumstances that interrupt or preclude the completion of a course or courses, the student may choose to withdraw from one or more classes for the semester, or, if necessary withdraw from the University. In either event, the student will receive a tuition refund based on the refund schedule. The student will follow the procedures for course withdrawal or institutional withdrawal depending on the situation. In the event of the death of a student, the family will receive a full tuition refund for the semester.

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# SPECIALIZATIONS

The following specializations are available as part of all degree programs offered at Richmond. Certain restrictions are noted for the M.S. degree.

- Addictions Counseling
- Child and Adolescent Therapy
- Christian Sex Therapy
- Spirituality and Counseling
- Applied Practice (available only in the M.S. degree)

## Addictions Counseling

*Dr. Casey Tiggleman, Coordinator*

The addictions counseling track is designed to provide specialized training for those students who wish to work with individuals in the broad area of addictions. These students will be trained to work with a wide range of issues but will receive specific training related to human addictions that is grounded in Christian theology.

The courses required for a specialization in addictions counseling include any four of the following. Up to two of the four courses may be original, independent studies.

CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment (required)
CED 7532	Sexual Dysfunctions, Addictive, Compulsive & Paraphilic Sexuality (prerequisites apply)
CED 7585	Advanced Sexual Addictions Counseling (prerequisites apply)
CED 7852	Eating Disorders: Etiology, Assessment, and Counseling Interventions
CEDI 7801	Original Independent Study (may be repeated once)
PSY 7162	Psychopharmacology for Therapists

## Child and Adolescent Counseling

*Dr. Don Walker, Coordinator*

The child and adolescent track is designed to provide specialized training for those students planning to work primarily with children and teens. These students still fulfill all licensure requirements and also are trained in working with adults. However, they receive systematic training in important areas needed to provide Christian counseling to children and adolescents.

The courses required for a specialization in child and adolescent therapy include the following:

CED/PSY 6412	Child and Adolescent Psychopathology (prerequisite)
CED 6422	Counseling Children
CED 7432	Counseling Adolescents
CED 7442	Advanced Child and Adolescent Counseling

## Christian Sex Therapy

*Dr. DeAnne Terrell and Dr. Michael Sytsma, Coordinators*

The Christian sex therapy track is designed to provide specialized training for those students who wish to work with individuals in the broad area of sexuality. These students will be trained to work with a wide range of issues but will receive specific training related to human sexuality that is grounded in Christian theology.

For a specialization in Christian sex therapy, students are required to take a minimum of four of the following courses:

CED 6512	Human Sexuality: A Therapeutic Integration (required)
CED 6522	Basic Issues in Sex Therapy
CED 7532	Sexual Dysfunctions, Addictive, Compulsive and Paraphilic Sexuality
CED 7542	Sexuality: Medical Issues, Trauma and Abuse
CED 7552	Advanced Sex Therapy (6512 & 7532 required prior)
CED 7562	Seminar in Sex Therapy
CED 7572	Advanced Sexual Trauma and Abuse (6512 & 7542 required prior)
CED 7582	Advanced Sexual Addiction Counseling
CED 7592	Sexual Orientation and Sexual Identity
CEDI 750X	Original Independent Study in Sex Therapy

## Spirituality and Counseling

*Dr. Gary Moon, Coordinator*

The spirituality and counseling track is designed to provide specialized training for students who desire to explicitly integrate principles and practices from historic Christian spirituality into their professional practice. While this degree option is designed to fulfill the

academic requirements for licensure, it also affords a systematic focus on how the practices of Christian formation and spiritual direction may be integrated into the counseling process.

For a specialization in spirituality and counseling, students are required to take a minimum of three of the following courses:

- CED 6222 Applications of Christian Disciplines and Mental Health for Counselors
- CED 7232 Dynamics of Spiritual Direction
- CED 7242 Traditions of Christian Spiritual Formation
- CED 7262 Spiritual Direction: Practice and Application
- PSY 7272 Psychology of Religion and Spirituality

### Specializations for the M.S. Degree

Students enrolled in the M.S. program may pursue any of the specializations offered at Richmond provided they hold a license-eligible degree in counseling or related discipline that is substantially equivalent in content to one of the M.A. degrees offered through Richmond. The student's transcript must be evaluated through the Office of the Academic Dean. Students may be required to take prerequisites before pursuing a specialization. The specialization will be documented on the student's diploma and transcript.

All M.S. students, including those who have not earned a licensure-eligible graduate degree in counseling, are welcome to take classes that are a part of a specialization curriculum. However, unless an M.S. student has a licensure-eligible degree and has been approved by the Academic Dean to pursue a specialization, transcripts and diplomas will not reflect a specialization from Richmond. The specializations in leadership and coaching and applied practice are the exception. All M.S. students regardless of other graduate work may enroll in the leadership and coaching specialization and the applied practice specialization; the diploma and transcript will document these specializations.

### Specialization Guidelines

Students may pursue multiple specializations, but no two specializations may hold more than one course in common. For instance, students who specialize in addictions and Christian sex therapy must take a total of seven courses in their specializations, although these two specializations hold two courses in common.



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# THESIS OPTION

All prospective thesis students must contact the Director of Research and read the Thesis Manual prior to enrolling in the thesis program.

Those students who hope to pursue additional graduate training (such as a doctoral degree) or desire focused research on a topic of interest are encouraged to select the thesis option. Students who select this option work closely with their thesis advisor to develop an empirical or scholarly theoretical project, which is evaluated and approved by the student's advisor. A final thesis report is written by the student, and approved by the advisor and Director of Research. The thesis is then submitted to the Academic Dean for credit toward the master's degree. The format will be such that it is an article ready to be submitted to a journal or for conference presentation.

Admission to the thesis option is subject to restrictions as determined by the Director of Research and the Academic Dean. The option may be limited by the number of available thesis advisors and by the student's qualifications to pursue the thesis option. A detailed description of the thesis program is available through the Richmond website, Director of Research, and the Registrar. Students are not guaranteed the possibility of participating in the thesis option. Upon acceptance to the thesis program, the student will obtain a thesis advisor in collaboration with the Direc-

tor of Research. Matching to an advisor is done in consideration of student and advisor research interests and advisor availability. It is the student's ultimate responsibility to be aware of appropriate deadlines (available from the Director of Research), collect needed documentation, and adhere to Richmond requirements related to theses.

Theses are expected to conform to high standards of scholarship. The research question(s) and/or project chosen for the study must be firmly embedded in the body of theory and empirical data that has been accumulated in counseling psychology, theology, spirituality or closely related fields. Students are required to present a written proposal to their thesis advisor. The proposal should include the basic research question, a concise review of the precedent literature, and the design and methodology of the project. When writing the thesis, the student is expected to provide a thorough presentation of the relevant literature and an in-depth discussion of the results and findings of the project. The latter should include limitations of the study, as well as alternative explanations of findings. A student must adhere to the *APA Publication Manual* standards in writing his thesis. The Thesis Manual, which contains the specific requirements and procedures for completing this option, is available from the Director of Research and the Registrar's Office.

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# THE SCHOOLS OF RICHMONT GRADUATE UNIVERSITY

The history of Richmond Graduate University is one of God's remarkable providence through faithful individuals who were, and are, committed to serving him. Richmond is called to serve God by reaching hurting people, and preparing individuals to serve in a variety of ways through excellence in scholarship, and a strong foundation of faith in Christ. As we have traveled this journey so far, we have become more and more aware of the passage from 1 Corinthians 2:9:

*No eye has seen,  
no ear has heard,  
no mind has conceived  
what God has prepared  
for those who love him.*

Seventy-five years ago, when Richmond's history began, no one could have conceived of an internationally known graduate program in professional counseling.

As this graduate program in professional counseling became a reality, God began to broaden the vision of what Richmond can become in the future. The result of this expanded vision became the foundation for the schools of Richmond Graduate University.

Richmont Graduate University is comprised of the School of Counseling, and Psychological Studies Institute, the School of Psychology. The trustees, faculty, staff and students of Richmond Graduate University are committed to pursuing excellence in integrating faith and practice. Having seen the providence of God in Richmond's history, we also are committed to remaining open to where he may lead us in the future.

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# SCHOOL OF COUNSELING

## Mission Statement for Richmond Graduate University School of Counseling:

*Richmont Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive counselors.*

The School of Counseling offers the following licensure eligible graduate degrees:

- Master of Arts in Professional Counseling
- Master of Arts in Marriage and Family Therapy

All students in the School of Counseling complete coursework in Biblical studies, practical theology, and the integration of Christian faith and mental health counseling. Students are involved in laboratory experiences, practicum and internship training from the beginning of their graduate education experience. The goal of these experiences is to provide Biblical and scientific data from which the student can build a model of counseling.

Richmont seeks to equip students with knowledge and skills to enhance their ability to provide professional counseling and/or marriage and family therapy to address a variety of personal and interpersonal issues. The M.A. curriculum is designed to offer coursework deemed crucial for the academic requirements of licensure as a professional counselor (LPC) and/or marriage and family therapist (LMFT). This facet of the curriculum (professional counseling focus) is fashioned to develop a broad range of understanding of human behavior and personality, clinical intervention strategies, and standards of professional therapeutic practice.

Richmont seeks to attract academically minded students who have a heartfelt desire to integrate professional counseling and Christian faith. Typical graduates of the M.A. program will pursue licensure as a mental health professional and become employed in a church, agency or private setting. Richmont alumni live and work throughout the United States, with some practicing in international settings.

## Program Sequencing

The master's programs in professional counseling and marriage and family therapy are sequenced on a two- and three-year cycle. Students may choose to attend full-time and complete the degree in two years or proceed at a more comfortable pace and complete the degree in three years. Students in the marriage and family therapy program with a specialization and those completing the thesis option are encouraged to consider the three-year sequence because of the demands of the program.

Richmont also offers the M.A. degree on a schedule that may be completed in four years. Other timelines also are possible.

Students may begin any degree program at the beginning of the fall, spring or summer semester. However, the ideal time to begin is in the fall. Students are given five years to complete any of the degrees offered by Richmont. The two and three year sequences are listed in this Catalog; four-year degree plans are available from faculty advisors or the Office of the Academic Dean.

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# MASTER OF ARTS IN PROFESSIONAL COUNSELING

The Master of Arts in Professional Counseling is designed to provide specialized graduate training in proven counseling methods combined with sound theological principles. This degree fulfills the academic requirements in most states for licensure as a professional counselor (LPC) and certification as a national certified counselor (NCC).

The basic M.A. in Professional Counseling consists of 67 semester credit hours inclusive of a practicum and clinical internship.

Professional counselors serve in a wide variety of capacities from traditional local church and denominational ministries to hospital, mental health, and human service agencies to private counseling practices. Students are mentored to actively identify with the counseling profession. Faculty members are committed to the highest standards of graduate counselor education.

Professional counselors utilize counseling and psychotherapy to evaluate and treat emotional, relational and mental problems and conditions.

The distinguished Richmond faculty teach students to integrate a sound Christian theology, clinical counseling, and their personal spirituality to address the whole person. The MAPC program is provided through a traditional day program over two or three years or through a more versatile schedule over four years.

The MAPC may also be combined with a specialization. Specializations strengthen the student's abilities to work with specific client populations. The following specializations are offered within the MAPC program. The specialization will be documented on the graduate's diploma.

- Addictions Counseling
- Child and Adolescent Therapy
- Christian Sex Therapy
- Spirituality and Counseling

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# PROGRAM OBJECTIVES

## OBJECTIVE #1:

### Theoretical and Clinical Knowledge

Students will

- gain knowledge of the theoretical and empirical foundations of the field of professional counseling.
- gain theoretical and practical knowledge in the history of counseling, professional orientation and ethical practice, social and cultural diversity and advocacy, human growth and development, psychopathology and diagnosis of mental disorders, helping relationships, group dynamics and group counseling, clinical assessment and appraisal, research and program evaluation, counseling prevention and intervention, career planning and vocational counseling, crisis intervention and emergency response, and clinical and integrative theology.

## OBJECTIVE #2:

### Counseling Clinical Skills

Students will

- acquire the skills of clinical assessment and intervention in counseling cases.
- learn how to design and apply treatment plans and how to apply the techniques of various models of counseling.
- learn the helping relationship skills required of an effective counselor.

These skills are acquired through direct counseling practice in the clinical training sequences of courses, including supervised counseling practicum and internships.

## OBJECTIVE #3:

### Professional Identity and Ethical Character

Students will

- develop a practical understanding of the ethical, legal and professional standards of counselors.
- subscribe to the codes of ethics as outlined by ACA and CAPS.
- understand licensure standards, professional society functions and standards, and other business and professional identity process related to professional counseling.

## OBJECTIVE #4:

### Preparation for Licensure as a Professional Counselor

- Graduates with the M.A. in Professional Counseling will meet the academic eligibility requirements for licensure as an LPC in Georgia, Tennessee, and most other states. Required content area courses for licensure as a professional counselor are listed in the Graduate Catalog.

## OBJECTIVE #5:

### Theological Understanding

Students will

- gain knowledge in historical, systematic, Biblical and philosophical theology relevant to issues of the nature of God and man within the context of counseling.
- gain knowledge in Biblical literature, Church history, the relationship between counseling and Christian faith, and methods and models of integrating Christian theology with the clinical practice of professional counseling.

## OBJECTIVE #6:

### Personal and Spiritual Formation

Students will

- gain insight into the unique personal and spiritual demands of the life and work of the professional counselor.
- understand the interpersonal aspects of theodicy, the dynamics of spiritual direction, and means by which to address spirituality in counseling.

## LPC Content Area Courses:

### Human Growth & Development

- CED 7113 Human Growth & Development

### Social & Cultural Foundations

- CED 7153 Social and Cultural Issues in Counseling

### The Helping Relationship

- CED 6113 Interpersonal Skills in Helping Relationships

### Group Dynamics, Processing & Counseling

- CED 7123 Group Counseling Theory & Practice  
Lifestyle & Career Development

- CED 7143 Vocational Counseling

### Psychopathology

- CED 6622 Clinical Assessment in Individual, Marital & Family Counseling

- CED 6143 Psychopathology: Diagnosis & Treatment of Mental Disorders

- CED 6912 Applied Practicum and Treatment Planning Lab in Counseling

### Appraisal of Individuals

- CED 6163 Clinical Appraisal and Diagnostic Evaluation in Counseling

### Research & Evaluation

- CED 7713 Methods of Research

### Professional Identity

- CED 6123 Ethical, Legal & Professional Standards in Professional Counseling and Marriage & Family Counseling

- CED 6212 Personal & Spiritual Life of the Counselor

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# M.A. in Professional Counseling

## Degree Requirements

The M.A. in Professional Counseling curriculum consists of 67 semester hours.

### Core Counseling Curriculum (40 hours)

CED 5102**	Introduction to Counseling	
CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
CED 6123	Ethical, Legal & Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
CED 6133	Counseling Systems and Interventions	3 hrs
CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
CED 6612	Family Systems Theory	2 hrs
CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
CED 7113	Human Growth and Development	3 hrs
CED 7123	Group Counseling Theory & Practice	3 hrs
CED 7132	Theodicy and Trauma Counseling	2 hrs
CED 7143	Vocational Counseling	3 hrs
CED 7152	Counseling and Spirituality	2 hrs
CED 7153	Social & Cultural Issues in Counseling	3 hrs
CED 7713***	Methods of Research	3 hrs

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Clinical Intervention Curriculum (8 hours)

CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
CED 6813	Cognitive-Behavioral Therapy	3 hrs
CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
PSY 7822	Psychodynamic Theories & Counseling	2 hrs

### Integration Curriculum (11 hours)

CED 6322	Methods and Models of Integration	2 hrs
CED 6342	Christian Traditions with Implications for Counseling	2 hrs
CED 7313	Hermeneutics and Application	3 hrs
CED 7362	Integrative Theology for Counselors	2 hrs
CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum (8 hours)

CED 6912	Applied Practicum & Treatment Planning Lab in Counseling	2 hrs
CED 6922	Counseling Practicum	2 hrs
CED 7932	Counseling Internship I	2 hrs
CED 7942	Counseling Internship II	2 hrs

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# M.A. in Professional Counseling

## Basic Degree Program Sequence

Two-year cycle (three-year program sequence on next page; four-year program sequence available from advisor)

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6322	Methods and Models of Integration	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital, & Family Therapy Counseling	2 hrs
• CED 7713	Methods of Research	3 hrs
		<b>TOTAL 15</b>

### Spring Semester I

• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum & Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
		<b>TOTAL 15</b>

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory and Practice	3 hrs
		<b>TOTAL 9</b>

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7932	Counseling Internship I	2 hrs
		<b>TOTAL 13</b>

### Spring Semester II

• CED 7143	Vocational Counseling	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7153	Social and Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counseling	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED 7942	Counseling Internship II	2 hrs
• PSY 7822	Psychodynamic Theories and Counseling	2 hrs
		<b>TOTAL 15</b>

**DEGREE TOTAL 67**



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# M.A. in Professional Counseling

## Basic Degree Program: Three-Year Sequence

Many students at Richmond find it helpful and necessary to extend their studies over three and four years. We encourage students to consider this possibility in order to have time to develop the skills and knowledge necessary to practice as a counselor and in order to insure their own health and wellbeing throughout the rigors of graduate school.

Below is the suggested sequence of courses for a student pursuing the basic M.A. in Professional Counseling degree. With the help of an advisor, this sequence can be adapted for students who are also obtaining a specialization.

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6123	Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 7713	Methods of Research	3 hrs
	<b>TOTAL 8</b>	

### Spring Semester I

• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
	<b>TOTAL 10</b>	

### Summer Semester I

• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7123	Group Counseling Theory and Practice	3 hrs
	<b>TOTAL 5</b>	

### Fall Semester II

• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 6322	Methods and Models of Integration	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital, & Family Counseling	2 hrs
• CED 7152	Counseling and Spirituality	2 hrs
	<b>TOTAL 12</b>	

### Spring Semester II

• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum & Treatment Planning Lab in Counseling	2 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7153	Social and Cultural Issues in Counseling	3 hrs
	<b>TOTAL 10</b>	

### Summer Semester II

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
	<b>TOTAL 4</b>	

### Fall Semester III

• CED 7113	Human Growth and Development	3 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7932	Counseling Internship I	2 hrs
	<b>TOTAL 8</b>	

### Spring Semester III

• CED 7143	Vocational Counseling	3 hrs
• CED 7362	Integrative Theology for Counseling	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED 7942	Counseling Internship II	2 hrs
• PSY 7822	Psychodynamic Theories and Counseling	2 hrs
	<b>TOTAL 10</b>	

**DEGREE TOTAL 67**

# M.A. in Professional Counseling Addictions Counseling Specialization

## Degree Requirements

The curriculum for the M.A. in Professional Counseling with a specialization in addictions counseling consists of 73 semester hours.

### Core Counseling Curriculum (40 hours)

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7713	Methods of Research	3 hrs

### Addictions Curriculum (6 hours)

Any three of the following

• CED 7532	Sexual Dysfunctions, Addictive, Compulsive & Paraphilic Sexuality (prerequisites apply)	2 hrs
• CED 7585	Advanced Sexual Addictions Counseling (prerequisites apply)	2 hrs
• CED 7852	Eating Disorders: Etiology, Assessment, and Counseling Interventions	2 hrs
• CED 7801	Original Independent Study (may be repeated once)	2 hrs
• PSY 7162	Psychopharmacology for Therapists	2 hrs

### Clinical Intervention Curriculum (8 hours)

• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr

### Integration Curriculum (11 hours)

• CED 6322	Methods and Models of Integration	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum (8 hours)

• CED 6912	Applied Practicum & Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

# M.A. in Professional Counseling Addictions Counseling Specialization

## Program Sequence

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6322	Methods and Models of Integration	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital, & Family Counseling	2 hrs
• CED 7713	Methods of Research	3 hrs
		<b>TOTAL 15</b>

### Spring Semester I

• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum & Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
• CED xxx2	Addictions Curriculum Course	2 hrs
		<b>TOTAL 17</b>

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory and Practice	3 hrs
• PSY 7162	Psychopharmacology for Therapists	
	OR other Addictions curriculum course	2 hrs
		<b>TOTAL 11</b>

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7932	Counseling Internship I	2 hrs
		<b>TOTAL 15</b>

### Spring Semester II

• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social and Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counseling	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED 7942	Counseling Internship II	2 hrs
• CED xxx2	Addictions Curriculum Course or Original Independent Study	2 hrs
		<b>TOTAL 15</b>

**DEGREE TOTAL 73**

# M.A. in Professional Counseling Child and Adolescent Counseling Specialization

## Degree Requirements

The curriculum for the M.A. in Professional Counseling with a specialization in child and adolescent counseling consists of 73 semester hours.

### Core Counseling Curriculum (40 hours)

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7713	Methods of Research	3 hrs

### Child/Adolescent Curriculum (8 hours)

• CED 6412	Child and Adolescent Psychopathology	2 hrs
• CED 6422	Counseling Children	2 hrs
• CED 7432	Counseling Adolescents	2 hrs
• CED 7442	Advanced Child and Adolescent Counseling	2 hrs

### Clinical Intervention Curriculum (6 hours)

• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hrs

### Integration Curriculum (11 hours)

• CED 6322	Methods and Models of Integration	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum (8 hours)

• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

# M.A. in Professional Counseling Child and Adolescent Counseling Specialization

## Program Sequence

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6322	Methods and Models of Integration	2 hrs
• CED 6412	Child and Adolescent Psychopathology	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital, & Family Counseling	2 hrs
• CED 7713	Methods of Research	3 hrs

**TOTAL 17**

### Spring Semester I

• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6422	Counseling Children	2 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

**TOTAL 17**

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory and Practice	3 hrs

**TOTAL 9**

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7432	Counseling Adolescents	2 hrs
• CED 7932	Counseling Internship I	2 hrs

**TOTAL 15**

### Spring Semester II

• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social and Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counseling	2 hrs
• CED 7442	Advanced Child and Adolescent Counseling	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED 7942	Counseling Internship II	2 hrs

**TOTAL 15**

**DEGREE TOTAL 73**

# M.A. in Professional Counseling Christian Sex Therapy Specialization

## Degree Requirements

The curriculum for the M.A. in Professional Counseling with a specialization in Christian sex therapy consists of 73 semester hours.

### Core Counseling Curriculum (40 hours)

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7713	Methods of Research	3 hrs

### Christian Sex Therapy Curriculum (8 hours)

Any four of the following (prerequisites apply)

• CED 6512	Human Sexuality: A Therapeutic Integration (required)	2 hrs
• CED 6522	Basic Issues in Sex Therapy	2 hrs
• CED 7532	Sexual Dysfunctions, Addictive, Compulsive and Paraphilic Sexuality	2 hrs
• CED 7542	Sexuality, Medical Issues Trauma and Abuse	2 hrs
• CED 7552	Advanced Sex Therapy	2 hrs
• CED 7562	Seminar in Sex Therapy	2 hrs
• CED 7572	Advanced Sexual Trauma and Abuse	2 hrs
• CED 7582	Advanced Sexual Addiction Counseling	2 hrs
• CED 7592	Sexual Orientation and Sexual Identity	2 hrs

### Clinical Intervention Curriculum (6 hours)

• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr

### Integration Curriculum (11 hours)

• CED 6322	Methods and Models of Integration	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum (8 hours)

• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

# M.A. in Professional Counseling Christian Sex Therapy Specialization

## Program Sequence

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6322	Methods and Models of Integration	2 hrs
• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital, & Family Counseling	2 hrs
• CED 7713	Methods of Research	3 hrs

**TOTAL 17**

### Spring Semester I

• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
• CED x5x2	Sex Therapy Curriculum Course	2 hrs

**TOTAL 17**

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory and Practice	3 hrs
• CED x5x2	Sex Therapy Curriculum Course	2 hrs

**TOTAL 11**

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED x5x2	Sex Therapy Curriculum Course	2 hrs

**TOTAL 13**

### Spring Semester II

• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social and Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counseling	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED 7942	Counseling Internship II	2 hrs

**TOTAL 15**

**DEGREE TOTAL 73**

# M.A. in Professional Counseling Spirituality and Counseling Specialization

## Degree Requirements

The curriculum for the M.A. in Professional Counseling with a specialization in spirituality and counseling consists of 71 semester hours.

### Core Counseling Curriculum (40 hours)

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7713 ***	Methods of Research	3 hrs

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Spirituality and Counseling Curriculum (6 hours)

• CED x2x2	Counseling and Spirituality Integration Elective (3 courses)	6 hrs
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### Clinical Intervention Curriculum (8 hours)

• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED x8x2	Advanced Clinical Intervention Elective	2 hrs

### Integration Curriculum (9 hours)

• CED 6322	Methods and Models of Integration	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs

### Clinical Training Curriculum (8 hours)

• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

# M.A in Professional Counseling Spirituality and Counseling Specialization

## Program Sequence

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Counseling	3 hrs
• CED 6322	Methods and Models of Integration	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital, & Family Counseling	2 hrs
• CED 7713	Methods of Research	3 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

**TOTAL 17**

### Spring Semester I

• CED 6133	Counseling Systems and Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

**TOTAL 15**

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory and Practice	3 hrs

**TOTAL 9**

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 7113	Human Growth and Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED x8x2	Advanced Clinical Intervention Curriculum	2 hrs

**TOTAL 15**

### Spring Semester II

• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social and Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counseling	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED 7942	Counseling Internship II	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

**TOTAL 15**

**DEGREE TOTAL 71**

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# MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY

The MAMFT is designed to provide specialized training for students who desire to work specifically with couples and families, as well as individuals in the context of the family. This degree fulfills the academic requirements in most states for licensure in marriage and family therapy (LMFT), licensure as a professional counselor (LPC), and clinical membership in the American Association for Marriage and Family Therapy (AAMFT). MAMFT students are strongly encouraged to become student members of AAMFT upon acceptance to Richmond.

Using both a systems theory perspective and a Christian theology integrationist perspective, students develop the knowledge and skills to practice marriage and family therapy. Marriage and family therapists serve the church, community and society at large in a variety of roles such as education, administration, marriage and family therapist, minister of family life and counseling, parent trainer, youth minister, pastor or teacher, business leader, public relations, and many varied settings in which counseling is needed. Marriage and family therapists work with a varied population presenting problems such as family crisis, conduct disorder, eating disorders, marital distress, sexual issues, bereavement, family trauma, various forms of addictions, anxiety and depression, financial and occupational issues, and spiritual concerns.

The demand for well trained, competent MFTs is expected to increase with the mounting pressures facing couples and families. The distinguished Richmond faculty help students gain competence in Christian theology, counseling psychology, and formation to address the whole person and to move the hurting family system toward healthy functioning.

The MAMFT is provided through a traditional day program over two, three or four years.

Beyond the theological and integration training offered in all Richmond graduate degrees, the MAMFT includes significant training in professional marriage and family therapy.

The MAMFT may also be combined with the other specializations. Specializations strengthen the student's abilities to work with specific client populations. The following specializations within the MAMFT are offered. The specialization will be documented on the graduate's diploma.

- Addictions Counseling
- Child and Adolescent Therapy
- Christian Sex Therapy
- Spirituality and Counseling

Students may pursue multiple specializations, but no two specializations may hold more than one course in common. For instance, students who specialize in addictions and Christian sex therapy must take a total of seven courses in their specializations, although these two specializations hold two courses in common.

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# PROGRAM OBJECTIVES

## OBJECTIVE #1:

Theoretical and Clinical Knowledge

Students will

- gain knowledge of the theoretical and empirical foundations of the field of marriage, couple, and family counseling.
- gain theoretical and practical knowledge in the history of counseling, family systems theory, professional orientation and ethical practice, social and cultural diversity and advocacy, human sexuality and development, psychopathology and diagnosis of mental disorders, helping relationships, group dynamics and group counseling, clinical assessment and appraisal, research and program evaluation, counseling prevention and intervention, career planning and vocational counseling, crisis intervention and emergency response, and clinical and integrative theology.

## OBJECTIVE #2:

Counseling Clinical Skills

Students will

- acquire the skills of clinical assessment and intervention in counseling cases.
- learn how to design and apply treatment plans and how to apply the techniques of various schools of counseling.
- learn the helping relationship skills required of an effective counselor. These skills are acquired through direct counseling practice in the clinical training sequences of courses including supervised counseling practicum and internships.

## OBJECTIVE #3:

Professional Identity and Ethical Character

Students will

- develop a practical understanding of the ethical, legal and professional standards of marriage, couple, and family counselors.
- subscribe to the codes of ethics as outlined by ACA, and CAPS.
- understand licensure standards, professional society functions and standards, and other business and professional identity processes related to marriage, couple, and family counseling.

## OBJECTIVE #4:

Preparation for Licensure as a Professional Counselor and Marriage and Family Therapist

- Graduates with the M.A. in Marriage and Family Therapy will meet the academic eligibility requirements for licensure as an LPC and LMFT in Georgia, Tennessee, and most other states. LPC and LMFT required content area courses are listed in the Graduate Catalog.

## OBJECTIVE #5:

Theological Understanding

Students will

- gain knowledge in historical, systematic, Biblical and philosophical theology relevant to issues of the nature of God and man within the context of marriage, couples, and family counseling.
- gain knowledge in Biblical literature, Church history, relationship between counseling and Christian faith, and methods and models of integrating Christian theology with the clinical practice of professional counseling.

## OBJECTIVE #6

Personal and Spiritual Formation

Students will

- gain insight into the unique personal and spiritual demands of the life and work of the marriage, couple, and family counselor.
- understand the interpersonal aspects of theodicy, the dynamics of spiritual direction, and means by which to address spirituality in counseling.

## LMFT Content Area Courses:

Theoretical Knowledge

- CED 6612 Family Systems Theory
- CED 6622 Clinical Assessment in Individual, Marriage & Family Counseling
- CED 6632 Healthy Family Functioning
- CED 6133 Counseling Systems & Interventions

Clinical Knowledge

- CED 6813 Cognitive-Behavioral Therapy
- CED 7623 Structural & Behavioral MFT
- CED x5x2 Christian sex therapy curriculum course
- CED 7153 Social & Cultural Issues in Counseling
- CED 7613 Brief, Solution-Focused & Communication Approaches to Marriage & Family Counseling
- CED 7633 Contextual, Narrative & Interpersonal Models of Counseling
- PSY 7822 Psychodynamic Theories & Counseling

Individual Development and Family Relations

- CED 6512 Human Sexuality: A Therapeutic Integration
- CED 7113 Human Growth & Development

Professional Identity and Ethics

- CED 6123 Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling
- CED 6112 Personal & Spiritual Life of the Counselor
- CED 7892 Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling

Research

- CED 7713 Methods of Research

Appraisal

- CED 6143 Psychopathology: Diagnosis & Treatment of Mental Disorders
- CED 6163 Clinical Appraisal & Diagnostic Evaluation in Counseling
- CED 6912 Applied Practicum and Treatment Planning Lab in Counseling
- CED 7143 Vocational Counseling

Additional Courses (see degree programs and specializations)

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# M.A. in Marriage and Family Therapy

## Basic Degree Requirements

The basic M.A. in Marriage and Family Therapy consists of 77 semester hours.

### Core Counseling Curriculum (21 hours)

• CED 5102**	Introduction to Counseling	
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs

### Professional Identity and Ethics (6 hours)

• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hrs
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr

### Individual Development and Family Relations (5 hours)

• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 7113	Human Growth & Development	3 hrs

### Marriage and Family Therapy Theory: Theoretical Knowledge (7 hours)

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs

### Marriage and Family Therapy: Clinical Knowledge (16 hours)

• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7613	Brief, Solution-focused, Communication Approaches to MFT*	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
• CED 7633	Contextual, Narrative & Interpersonal Models of Counseling*	3 hrs
• PSY 7822	Psychodynamic Theories & Counseling	2 hrs

### Research (3 hours)\*\*\*

• CED 7713	Methods of Research	3 hrs
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### Integration Curriculum (11 hours)

• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED x2x2	Counseling & Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum: Supervised Clinical Experience (8 hours)

• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

# M.A. in Marriage and Family Therapy

## Basic Degree Program Sequence

Two-year cycle (three-year program sequence on following page; four-year program sequence available from advisor)

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hr
• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs
• CED 7713	Methods of Research	3 hrs
	<b>TOTAL</b>	<b>17</b>

### Spring Semester I

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
	<b>TOTAL</b>	<b>15</b>

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
	<b>TOTAL</b>	<b>12</b>

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 7113	Human Growth & Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3hrs
• CED 7613*	Brief, Solution-Focused, & Communication Approaches to Marriage & Family Counseling (one of two options)	(3 hrs)
• CED 7932	Counseling Internship I	2 hrs
	<b>TOTAL</b>	<b>15 -18</b>

### Spring Semester II

• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hrs
• CED 7942	Counseling Internship II	2 hrs
• PSY 7822	Psychodynamic Theories & Counseling	2 hrs
	<b>TOTAL</b>	<b>15</b>

### Summer Semester II

• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling (One of two options)	(3 hrs)
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**TOTAL 0-3**

**DEGREE TOTAL 77**

# M.A. in Marriage and Family Therapy:

## Basic Degree Program: Three-Year Sequence

Many students at Richmond find it helpful and necessary to extend their studies over three and four years. We encourage students to consider this possibility in order to have time to develop the skills and knowledge necessary to practice as a counselor and in order to insure their own health and wellbeing throughout the rigors of graduate school.

Below is the suggested sequence of courses for a student pursuing the basic M.A. in Marriage and Family Therapy degree. With the help of an advisor, this sequence can be adapted for students who are also obtaining a specialization.

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hr
• CED 6632	Healthy Family Functioning	2 hrs
• CED 7713	Methods of Research	3 hrs
	<b>TOTAL</b>	<b>10</b>

### Spring Semester I

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
	<b>TOTAL</b>	<b>10</b>

### Summer Semester I

• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
	<b>TOTAL</b>	<b>8</b>

### Fall Semester II

• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 7152	Counseling and Spirituality	2 hrs
	<b>TOTAL</b>	<b>14</b>

### Spring Semester II

• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
	<b>TOTAL</b>	<b>10</b>

### Summer Semester II

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling (One of two options)	(3 hrs)
	<b>TOTAL</b>	<b>4-7</b>

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

Note: This degree program includes the basic coursework for licensure as a professional counselor and marriage and family therapist, plus a strong foundation in applied Christian theology.

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## M.A. in Marriage and Family Therapy:

### Basic Degree Program: Three-Year Sequence (continued)

#### Fall Semester III

• CED 7113	Human Growth & Development	3 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7613*	Brief, Solution-Focused, & Communication Approaches to Marriage & Family Counseling (one of two options)	(3 hrs)
		<b>TOTAL 8-11</b>

#### Spring Semester III

• CED 7143	Vocational Counseling	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hrs
• CED 7942	Counseling Internship II	2 hrs
• PSY 7822	Psychodynamic Theories & Counseling	2 hrs
		<b>TOTAL 10</b>
		<b>DEGREE TOTAL 77</b>



Photo by Pollard Prints

# M.A. in Marriage and Family Therapy Addictions Counseling Specialization

## Degree Requirements

The curriculum for the M.A. in Marriage and Family Therapy with a specialization in addictions counseling consists of 83 semester hours.

### Core Counseling Curriculum (21 hours)

• CED 5102**	Introduction to Counseling	
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs

### Professional Identity and Ethics (6 hours)

• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hrs
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr

### Individual Development and Family Relations (5 hours)

• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 7113	Human Growth & Development	3 hrs

### Marriage and Family Therapy Theory: Theoretical Knowledge (7 hours)

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs

### Marriage and Family Therapy: Clinical Knowledge (16 hours)

• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7613*	Brief, Solution-focused, Communication Approaches to MFT	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling	3 hrs
• CED 7822	Psychodynamic Theories & Counseling	2 hrs

### Research (3 hours)\*\*\*

• CED 7713	Methods of Research	3 hrs
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### Addictions Curriculum (6 hours)

Any three of the following

• CED 7532	Sexual Dysfunctions, Addictive, Compulsive & Paraphilic Sexuality (prerequisites apply)	2 hrs
• CED 7585	Advanced Sexual Addictions Counseling (prerequisites apply)	2 hrs
• CED 7852	Eating Disorders: Etiology, Assessment, and Counseling Interventions	2 hrs
• CEDI 7801	Original Independent Study (may be repeated once)	2 hrs
• PSY 7162	Psychopharmacology for Therapists	2 hrs

### Integration Curriculum (11 hours)

• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED x2x2	Counseling & Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum: Supervised Clinical Experience (8 hours)

• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

# M.A. in Marriage and Family Therapy Addictions Counseling Specialization

## Program Sequence

Two-year cycle (three- and four-year sequences available from advisors)

\* *Students may take CED 7613 or CED 7633*

\*\* *Intro is required only for students with less than 12 credit hours in psychology or closely related field.*

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

*Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.*

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	2 hrs
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hr
• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs
• CED 7713	Methods of Research	3 hrs
		<b>TOTAL 17</b>

### Spring Semester I

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
• CED xxx2	Addictions Curriculum Course	2 hrs
		<b>TOTAL 17</b>

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
• PSY 7162	Psychopharmacology for Therapists OR other Addictions curriculum course	2 hrs
		<b>TOTAL 14</b>

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 7113	Human Growth & Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7613*	Brief, Solution-Focused, & Communication Approaches to Marriage & Family Counseling (one of two options)	(3 hrs)
• CED 7932	Counseling Internship I	2 hrs
		<b>TOTAL 15 -18</b>

### Spring Semester II

• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED 7942	Counseling Internship II	2 hrs
• CED xxx2	Addictions Curriculum Course or Original Independent Study	2 hrs
• PSY 7822	Psychodynamic Theories & Counseling	2 hrs
		<b>TOTAL 17</b>

### Summer Semester II

• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling (One of two options)	(3 hrs)
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**TOTAL 0-3  
DEGREE TOTAL 83**

# M.A. in Marriage and Family Therapy Child and Adolescent Therapy Specialization

## Degree Requirements

The curriculum for the M.A. in Marriage and Family Therapy with a specialization in child and adolescent therapy consists of 83 semester hours.

### Core Counseling Curriculum (21 hours)

• CED 5102**	Introduction to Counseling	
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs

### Professional Identity and Ethics (6 hours)

• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hrs
• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hrs

### Individual Development and Family Relations (5 hours)

• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 7113	Human Growth & Development	3 hrs

### Marriage and Family Therapy Theory: Theoretical Knowledge (7 hours)

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs

### Marriage and Family Therapy: Clinical Knowledge (14 hours)

• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7613*	Brief, Solution-focused, Communication Approaches to MFT	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling	3 hrs

### Research (3 hours)\*\*\*

• CED 7713	Methods of Research	3 hrs
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### Child/Adolescent Curriculum (8 hours)

• CED 6412	Child and Adolescent Psychopathology	2 hrs
• CED 6422	Counseling Children	2 hrs
• CED 7432	Counseling Adolescents	2 hrs
• CED 7442	Advanced Child and Adolescent Counseling	2 hrs

### Integration Curriculum (11 hours)

• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED x2x2	Counseling & Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum: Supervised Clinical Experience (8 hours)

• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

# M.A. in Marriage and Family Therapy Child and Adolescent Therapy Specialization

## Program Sequence

Two-year cycle (three- and four-year sequences available from advisors)

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	2 hrs
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hr
• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6412	Child and Adolescent Psychopathology	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs
• CED 7713	Methods of Research	3 hrs
		<b>TOTAL 19</b>

### Spring Semester I

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6422	Counseling Children	2 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
		<b>TOTAL 17</b>

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
		<b>TOTAL 12</b>

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 7113	Human Growth & Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7432	Counseling Adolescents	2 hrs
• CED 7613*	Brief, Solution-Focused, & Communication Approaches to Marriage & Family Counseling (one of two options)	(3 hrs)
• CED 7932	Counseling Internship I	2 hrs
		<b>TOTAL 17 -20</b>

### Spring Semester II

• CED 7132	Theodicy and Trauma	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED 7442	Advanced Child and Adolescent Counseling	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr
• CED 7942	Counseling Internship II	2 hrs
		<b>TOTAL 15</b>

### Summer Semester II

• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling (One of two options)	(3 hrs)
		<b>TOTAL 0-3</b>
		<b>DEGREE TOTAL 83</b>

# M.A. in Marriage and Family Therapy Christian Sex Therapy Specialization

## Degree Requirements

The curriculum for the M.A. in Marriage and Family Therapy with a specialization in sex therapy degree consists of 83 semester hours.

### Core Counseling Curriculum (21 hours)

• CED 5102**	Introduction to Counseling	
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs

### Professional Identity and Ethics (6 hours)

• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hrs

### Individual Development and Family Relations (3 hours)

• CED 7113	Human Growth & Development	3 hrs
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### Marriage and Family Therapy Theory: Theoretical Knowledge (7 hours)

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs

### Marriage and Family Therapy: Clinical Knowledge (16 hours)

• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7613	Brief, Solution-focused, Communication Approaches to MFT*	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
• CED 7633	Contextual, Narrative & Interpersonal Models of Counseling	3 hrs
• PSY 7822	Psychodynamic Theories & Counseling	2 hrs

### Research (3 hours)\*\*\*

• CED 7713	Methods of Research	3 hrs
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### Christian Sex Therapy Curriculum (8 hours)

• CED 6512	Human Sexuality: A Therapeutic Integration (required)	2 hrs
• CED x5x2	Three courses (prerequisites apply)	6 hrs

### Integration Curriculum (11 hours)

• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED x2x2	Counseling & Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum: Supervised Clinical Experience (8 hours)

• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

# M.A. in Marriage and Family Therapy Christian Sex Therapy Specialization

## Program Sequence

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hr
• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs
• CED 7713	Methods of Research	3 hrs
	<b>TOTAL</b>	<b>17</b>

### Spring Semester I

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
• CED x5x2	Sex Therapy Curriculum Course	2 hrs
	<b>TOTAL</b>	<b>17</b>

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
• CED x5x2	Sex Therapy Curriculum Course	2 hrs
	<b>TOTAL</b>	<b>14</b>

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 7113	Human Growth & Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7613*	Brief, Solution-Focused, & Communication Approaches to Marriage & Family Counseling (one of two options)	(3 hrs)
• CED 7932	Counseling Internship I	2 hrs
	<b>TOTAL</b>	<b>15 -18</b>

### Spring Semester II

• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hrs
• CED 7942	Counseling Internship II	2 hrs
• CED x5x2	Sex Therapy Curriculum Course	2 hrs
• PSY 7822	Psychodynamic Theories & Counseling	2 hrs
	<b>TOTAL</b>	<b>17</b>

### Summer Semester II

• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling (One of two options)	(3 hrs)
	<b>TOTAL</b>	<b>0-3</b>

**DEGREE TOTAL 83**

# M.A. in Marriage and Family Therapy Spirituality and Counseling Specialization

## Degree Requirements

The curriculum for the M.A. in Marriage and Family Therapy with a specialization in spirituality and counseling consists of 83 semester hours.

### Core Counseling Curriculum (21 hours)

• CED 5102**	Introduction to Counseling	
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6163	Clinical Appraisal & Diagnostic Evaluation in Counseling	3 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs

### Spirituality and Counseling Curriculum (4 hours)

• CED x2x2	Counseling & Spirituality Integration Elective (2 courses)	4 hrs
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### Professional Identity and Ethics (6 hours)

• CED 6112	Personal and Spiritual Life of the Counselor	2 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hr

### Individual Development and Family Relations (5 hours)

• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 7113	Human Growth & Development	3 hrs

### Marriage and Family Therapy Theory: Theoretical Knowledge (7 hours)

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs

### Marriage and Family Therapy: Clinical Knowledge (18 hours)

• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7613*	Brief, Solution-focused, Communication Approaches to MFT	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling	3 hrs
• CED x5x2	Christian Sex Therapy Course	2 hrs
• PSY 7822	Psychodynamic Theories & Counseling	2 hrs

### Research (3 hours)\*\*\*

• CED 7713	Methods of Research	3 hrs
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### Integration Curriculum (11 hours)

• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED x2x2	Counseling & Spirituality Integration Elective	2 hrs

### Clinical Training Curriculum: Supervised Clinical Experience (8 hours)

• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7932	Counseling Internship I	2 hrs
• CED 7942	Counseling Internship II	2 hrs

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

# M.A. in Marriage and Family Therapy Spirituality and Counseling Specialization

## Program Sequence

\* Students may take CED 7613 or CED 7633

\*\* Intro is required only for students with less than 12 credit hours in psychology or closely related field.

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

Note: Students should contact their State Board of Examiners to determine if any additional work is required for licensure.

### Fall Semester I\*\*\*

• CED 5102**	Introduction to Counseling	
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 6113	Interpersonal Skills in Helping Relationships	3 hrs
• CED 6123	Ethical, Legal & Professional Standards in Professional Counseling & Marriage & Family Counseling	3 hr
• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED 6622	Clinical Assessment in Individual, Marital & Family Counseling	2 hrs
• CED 6632	Healthy Family Functioning	2 hrs
• CED 7713	Methods of Research	3 hrs

**TOTAL 17**

### Spring Semester I

• CED 6133	Counseling Systems & Interventions	3 hrs
• CED 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
• CED 6512	Human Sexuality: A Therapeutic Integration	2 hrs
• CED 6612	Family Systems Theory	2 hrs
• CED 6813	Cognitive-Behavioral Therapy	3 hrs
• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

**TOTAL 17**

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 6832	Addictions Counseling: An Integrative Approach to Assessment and Treatment	2 hrs
• CED 6922	Counseling Practicum	2 hrs
• CED 7123	Group Counseling Theory & Practice	3 hrs
• CED 7623	Structural & Behavioral Marriage & Family Therapy	3 hrs
• CED x5x2	Christian Sex Therapy Course	2 hrs

**TOTAL 14**

### Fall Semester II

• CED 6163	Clinical Appraisal and Diagnostic Evaluation in Counseling	3 hrs
• CED 7113	Human Growth & Development	3 hrs
• CED 7152	Counseling and Spirituality	2 hrs
• CED 7313	Hermeneutics and Application	3hrs
• CED 7613*	Brief, Solution-Focused, & Communication Approaches to Marriage & Family Counseling (one of two options)	(3 hrs)
• CED 7932	Counseling Internship I	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs

**TOTAL 15 -18**

### Spring Semester II

• CED 7132	Theodicy and Trauma Counseling	2 hrs
• CED 7143	Vocational Counseling	3 hrs
• CED 7153	Social & Cultural Issues in Counseling	3 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs
• CED 7891	Professional Seminar in Marriage & Family Counseling & Clinical Mental Health Counseling	1 hrs
• CED 7942	Counseling Internship II	2 hrs
• CED x2x2	Counseling and Spirituality Integration Elective	2 hrs
• PSY 7822	Psychodynamic Theories & Counseling	2 hrs

**TOTAL 17**

### Summer Semester II

• CED 7633*	Contextual, Narrative & Interpersonal Models of Counseling (One of two options)	(3 hrs)
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**TOTAL 0-3**

**DEGREE TOTAL 83**



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# SCHOOL OF PSYCHOLOGY: Psychological Studies Institute

Mission Statement for Richmond Graduate University School of Psychology, Psychological Studies Institute:

*Richmont Graduate University School of Psychology offers an integrative perspective on the relationship between psychology and faith through graduate education and clinical research.*

Psychological Studies Institute, Richmont Graduate University's School of Psychology, offers the Master of Science in Christian Psychological Studies. The Master of Science degree was created to serve those who, already possessing a clinical degree, desire to integrate their faith in their practice as clinicians.

All Richmont students complete coursework in Biblical studies, practical theology, and the integration of applied psychology and practical theology. Through the school of psychology, the integration component may be taken in pursuit of the M.S. degree. Although this degree is not designed to lead to licensure as a counselor, M.S. graduates may pursue further study in counseling elsewhere or use this training to supplement training received at another institution.

The M.S. in Christian Psychological Studies is designed to meet the needs of the following students:

- Those seeking primarily theoretical training in the integration of psychology and theology. These may be students who are interested in research or preparation for a more advanced degree or who have already earned a graduate degree in a related field.
- Professionals who wish to integrate their faith and practice. These are people who already have training and are counseling in some context but wish to more explicitly integrate their Christian faith in their counseling. These people also may be motivated by seeking a credential to demonstrate to managed care organizations that they are qualified to list "Christian counseling" as a specialization of their practice.
- Students who are concurrently receiving training at another institution in a program that leads to a counseling related credential and who wish to formalize their training in integration.
- Pastors who counsel as part of their ministry and wish to formalize their training in integration.

Although the M.S. degree is NOT designed to lead to licensure or to any independent practice of counseling, it essentially pulls the integrative track out of the M.A. in Professional Counseling with minor alterations and additions. It requires 31 hours of coursework as outlined in the program sequence. The M.S. degree can be completed in a minimum of two semesters but cannot extend past five academic years from the time of matriculation.

## SPECIALIZATIONS

The following specializations are available for the M.S. degree with restrictions as noted previously in the Catalog:

- Addictions Counseling
- Applied Practice
- Child and Adolescent Therapy
- Christian Sex Therapy
- Spirituality and Counseling

Students who choose a specialization may not be able to complete the degree in one year. Students may pursue multiple specializations, but no two specializations may hold more than one course in common. For instance, students who specialize in addictions and Christian sex therapy must take a total of seven courses in their specializations, although these two specializations hold two courses in common.

## M.S. Program Objectives

### OBJECTIVE #1:

**Graduates understand the methods and models of integrating psychology and Christian theology.**

Courses such as CED 6322, Methods and Models of Integration in Counseling; CED 7362, Integrative Theology for Counseling; and the various clinical theology courses are designed to assist the student in the integration of psychology and Christian theology. Christian faith is viewed as the primary source to identify and enlighten a healthy psychology. The skills of integration are seen as fundamental to the other areas of the program. A growing awareness and intent toward a healthy personal spiritual formation is expected of each graduate.

### OBJECTIVE #2:

**Graduates understand integrating their faith and profession in their personal lives in an experiential sense.**

Integration is not taught as a merely intellectual enterprise but is addressed as a part of personal integrity. CED 6112, Personal and Spiritual Life of the Counselor; and clinical theology courses teach students to examine how psychological and theological truths impact their personal lives and can be integrated into their identity. Course requirements include experiential elements to facilitate this aim.

### OBJECTIVE #3:

**Graduates bring relevant information from the traditional theological areas of Biblical studies, theology and church history to their counseling.**

Biblical studies are addressed in CED 7313, Hermeneutics and Application; and CED 7362, Integrative Theology for Counseling. Elements of systematic theology are covered in CED 7362, Integrative Theology for Counseling, and in some electives. Church history is surveyed in CED 6342, Christian Traditions with Implications for Counseling. This set of courses is designed to draw explicit implications from these pivotal sources for Christian faith and practice and to relate them to psychology and counseling.

### OBJECTIVE #4:

**Graduates are equipped to interpret issues of mental health and disorder from a consistently Christian worldview.**

Given that human well-being and alleviation of suffering are foci of the study of psychology, the application of integrative perspectives to mental health is a focus of the curriculum. Students learn to distinguish between mental and spiritual health and spiritual versus psychological problems. The role of biology in mental and spiritual conditions is covered, and students are encouraged to develop a worldview to incorporate these dimensions.

### OBJECTIVE #5:

**Graduates who practice counseling are sensitive to faith and spirituality issues in their counseling.**

Students who complete this degree and are qualified to practice counseling will be able to address spirituality and faith issues in the counseling room and to do so in ways consistent with professional ethics.

# M.S. in Christian Psychological Studies

## Basic Degree Requirements

The curriculum for the M.S. in Christian Psychological Studies consists of 31 semester hours.

### Core Integration Curriculum (17 hours)

• CED 6322	Methods and Models of Integration in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration elective (3 courses)	6 hrs
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 7353	Hermeneutics and Application	3 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs

### Clinical Curriculum (8 hours required)

OR	• PSY 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
	• PSY 7822	Psychodynamic Theories & Counseling	
	• CED 6813	Cognitive-Behavioral Therapy	
	• CED 6133	Counseling Systems and Interventions	2-3 hrs
OR	• CED 7623	Structural & Behavioral Marriage & Family Therapy	
	• CED 6622	Clinical Assessment in Individual, Martial & Family Counseling	
	• CED xxxx	Additional MFT course	2-3 hrs

Electives 6 hrs



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# M.S. in Christian Psychological Studies

## Basic Degree Program Sequence

\*\*\* *Students in the thesis option must plan their course sequence in consultation with their advisors.*

### Fall Semester I

• CED x2x2	Counseling and Spirituality Integration elective	2 hrs
• CED x2x2	Counseling and Spirituality Integration elective	2 hrs
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED xxxx	Elective	2 hrs
• CED xxxx	Elective	2 hrs
OR	• CED 6622	Clinical Assessment in Individual, Martial & Family Therapy
	• CED xxxx	Additional MFT course (may be taken in Summer Semester I) (2-3 hrs)

**TOTAL 15-16**

### Spring Semester I

• CED 6322	Methods & Models of Integration in Counseling	2 hrs	
• PSY 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs	
• CED 7362	Integrative Theology for Counselors	2 hrs	
• PSY 7822	Psychodynamic Theories & Psychotherapy		
OR	• CED 6813	Cognitive-Behavioral Therapy	
	• CED 6133	Counseling Systems & Interventions	2-3 hrs
	• CED xxxx	Elective	2 hrs
	• CED x2x2	Counseling and Spirituality Integration elective	2 hrs

**TOTAL 13 - 14**

### Summer Semester I

• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
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**TOTAL 2**

**DEGREE TOTAL 31**

# M.S. in Christian Psychological Studies Applied Practice Specialization

## Degree Requirements

The curriculum for the M.S. in Christian Psychological Studies with a specialization in applied practice consists of 33 semester hours.

### Core Integration Curriculum (17 hours)

• CED 6322	Methods & Models of Integration in Counseling	2 hrs
• CED x2x2	Counseling and Spirituality Integration elective	4 hrs
• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
• CED 7313	Hermeneutics and Application	3 hrs
• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
• CED 7152	Counseling & Spirituality	2 hrs
• CED 7362	Integrative Theology for Counselors	2 hrs

### Clinical Curriculum (16 hours)

	• PSY 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
OR	• CED 7623	Structural & Behavioral Marriage & Family Therapy	
	• CED 6622	Clinical Assessment in Individual, Martial & Family Counseling	3 hrs
	• CED xxxx	Another MFT Course	
OR	• PSY7822	Psychodynamic Theories & Counseling	
	• CED 6813	Cognitive-Behavioral Therapy	
	• CED 6333	Counseling Systems & Interventions	2-3 hrs
	• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
	• CED 6922	Counseling Practicum	2 hrs
	• CED 7932	Counseling Internship I	2 hrs
	• CED 7942	Counseling Internship II	2 hrs



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# M.S. in Christian Psychological Studies Applied Practice Specialization

## Program Sequence

\*\*\* Students in the thesis option must plan their course sequence in consultation with their advisors.

### Fall Semester I\*\*\*

	• CED 7152	Counseling & Spirituality	2 hrs
	• CED 6112	Personal & Spiritual Life of the Counselor	2 hrs
OR	• CED 6622	Clinical Assessment in Individual, Martial & Family Counseling	
	• CED xxxx	Another MFT Course	(2 hrs)
	• CED 6322	Methods & Models of Integration in Counseling	2 hrs
			<b>TOTAL 6-8</b>

### Spring Semester I

	• PSY 6143	Psychopathology: Diagnosis & Treatment of Mental Disorders	3 hrs
	• CED x2x2	Counseling and Spirituality Integration elective	2 hrs
	• CED 6912	Applied Practicum and Treatment Planning Lab in Counseling	2 hrs
			<b>TOTAL 7</b>

### Summer Semester I

	• CED 7623	Structural & Behavioral Marriage & Family Therapy*	(3 hrs)
	• CED 6342	Christian Traditions with Implications for Counseling	2 hrs
	• CED 6922	Counseling Practicum	2 hrs
			<b>TOTAL 4-7</b>

### Fall Semester II

	• CED 7313	Hermeneutics and Application	3 hrs
	• CED x2x2	Counseling and Spirituality Integration elective	2 hrs
	• CED 7932	Counseling Internship I	2 hrs
			<b>TOTAL 7</b>

### Spring Semester II

	• CED 7362	Integrative Theology for Counselors	2 hrs
OR	• PSY 7822	Psychodynamic Theories & Counseling	
	• CED 6813	Cognitive-Behavioral Therapy	
	• CED 6133	Counseling Systems & Interventions	2-3 hrs
	• CED 7942	Counseling Internship II	2 hrs
			<b>TOTAL 6 - 7</b>
			<b>DEGREE TOTAL 33</b>

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# COURSE NUMBERING SYSTEM

Courses are designated by the following prefixes:

- CED Counselor Education
- CEDI Independent Study in Counselor Education
- PSY Psychology

Course numbering consists of four digits:

## First digit

5-7 Master's degree program with advanced courses represented by higher course numbers

## Second digit

- 1 Core Counseling Curriculum
- 2 Counseling and Spirituality Integration Curriculum
- 3 Counseling and Theology Integration Curriculum
- 4 Child and Adolescent Counseling Curriculum
- 5 Christian Sex Therapy Curriculum
- 6 Family Studies and Marriage & Family Counseling Curriculum
- 7 Research Curriculum
- 8 Advanced Counseling Intervention Curriculum
- 9 Applied Clinical Counseling Training Curriculum
- 0 Leadership Curriculum

## Third digit

0-9 Sequential order of the course in the specific curriculum

## Fourth digit

1-4 Number of semester credit hours

NOTE: For the purposes of course descriptions, no distinction is made between the terms *counseling* and *psychotherapy*.

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# COURSE DESCRIPTIONS

## RICHMONT GRADUATE UNIVERSITY SCHOOL OF COUNSELING

### Core Counseling Curriculum

#### CE 5102: Introduction to Counseling

2 hours. This survey course is designed to introduce students to the counseling profession. Students will learn the history, systems, and foundations; the personalities, terminology, and theories; and the basic research methods of the field of counseling. The specialties within the field of counseling and other mental

health disciplines also are reviewed. This course is required for all students who have not completed a minimum of 12 hours in counseling, psychology or a closely related field prior to admission.

#### CE 610x: Special Topics in Counseling

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the standard curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

#### CE 6112: Personal and Spiritual Life of the Counselor

2 hours. Examines the process of Christian formation from both historical and personal perspectives. Attention is given to the unique personal and spiritual demands of the life and work of the counselor, the historical figures of the Church, and the contributions of modern-day scholars. Students are encouraged to focus on their own personal and spiritual formation and to view this dynamic as being foundational to the counseling process. This course is Pass/Fail.

#### CE 6113: Interpersonal Skills in Helping Relationships

3 hours. This course is a prerequisite for CE 6912: Applied Practicum and Treatment Planning Lab. This course is an introduction to basic counseling methods with an emphasis on the helping skills of attending, responding and personalizing as presented in the Carkhuff model. Empathy and self-awareness skills essential to the helping relationship are developed. Opportunity is provided for students to experience themselves in therapeutic relationship with practice clients of different ages, gender, and/or backgrounds. Students must earn a B- or higher to continue in clinical sequence. Students must receive approval on the Student Qualifying Evaluation for continuance in the clinical sequence.

#### CE 6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling

3 hours. This course is a prerequisite for CE 6912: Applied Practicum and Treatment Planning Lab. Students survey and develop an understanding of the ethical, legal and professional issues facing the professional counselor, and the marriage and family therapist, including a history and philosophy of the counseling profession noting significant factors and events. The importance of membership in ACA, IAMFC, ASERVIC, AMHCA and other ACA Divisions is stressed. Additional information on other professional societies such as APA, AAMFT and CAPS is presented. Students learn and apply the ACA, AAMFT and CAPS codes of ethics. Topics include the process of ethical decision-making, the application of ethics within clinical practice, professional identity, client advocacy and relationships with other human service providers, scope of practice, licensure and certification, business aspects of the counseling practice, and the foundation of the clinical mental health counselor's, and the professional marriage and family therapist's role as a consultant and advocate in public and private policy processes and legal issues. Students must earn a B- or higher to continue in clinical sequence. This course is a part of the Richmond Career Mapping sequence.

#### CE 6133: Counseling Systems and Interventions

3 hours. Students survey the major systems/models of counseling and marriage and family therapy in modern Western civiliza-

tion with content related conceptually to clinical concerns. History and philosophy of the counseling profession and current trends in community counseling are addressed, along with an emphasis on theory and application. The course culminates with an overview of Christian approaches.

#### **CED 6143: Psychopathology: Diagnosis and Treatment of Mental Disorders**

#### **PSY 6143: Psychopathology: Diagnosis and Treatment of Mental Disorders**

3 hours. This course is a comprehensive survey of the major psychological and behavioral disorders as described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). Diagnosis, etiology and treatment are the major areas of study. Students acquire knowledge of the DSM-IV classification system, the diagnostic categories, and the primary treatment options for the major mental disorders. Included is an examination of psychobiology and psychopharmacology. An emphasis is placed on the spirituality of the client as a factor in beliefs, values and diagnosis.

#### **CED 6163: Clinical Appraisal and Diagnostic Evaluation in Counseling**

3 hours. Students learn appraisal and assessment techniques for measuring skills and traits associated with performance in clinical, educational, vocational and social settings. Training is provided in conducting diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessment. Standard screening for substance use disorders is taught. Also, students will gain understanding in validity and reliability of procedures, statistical concepts, strategies for using and interpreting a variety of assessment and evaluation instruments. Pertinent ethical, legal and diversity issues also are covered.

#### **CED 7113: Human Growth and Development**

3 hours. Students survey the theories of human, cognitive, social, learning, and personality development with comparative review and emphasis on roles of family, school and community. The course includes significant content on individual development within the context of family development across the lifespan.

#### **CED 7123: Group Counseling Theory and Practice**

3 hours. Students study both theoretical and experiential understandings of group purpose, development, dynamics, group counseling theories, group counseling methods and skills, group leadership, and various group approaches. Students will examine the critical aspects of successful group counseling including such components as selection criteria, group membership characteristics, phases of group process, methods of group leadership and methods of evaluation of group counseling effectiveness. Students will participate in a group process for a minimum of 10 clock hours over the course of the semester.

#### **CED 7132: Theodicy and Trauma Counseling**

2 hours. Examination of theodicy as it relates to the life of the counselor and its application to counseling with special attention given to trauma and recovery. Impersonal aspects of theodicy and the application of a theology of hope are emphasized. To live as a human being is to be confronted with the vexing problem of evil and human suffering. Evil constitutes a major philosophical and theological problem for theists. This course will philosophically and biblically explore the nature of the problem of evil, and examine ways of coping with evil and suffering in

human experience and in Christian life. This course treats the theological and philosophic effects of crises, disasters, and other trauma-causing events on persons of all ages, as embodied in the theological/philosophical problem of theodicy. This course is Pass/Fail.

#### **CED 7143: Vocational Counseling**

3 hours. (Prerequisite: CED 6163) Includes an examination of various factors influencing career choice and career development over the lifespan, including individual, cultural and sociological factors. Emphasis is placed on approaches that aid conceptualization of healthy development in career planning and decision making. Counseling strategies to address career struggles, including interrelationships between work, family and life roles are addressed. Also included is the use of career information systems, computer-based information systems; and vocational assessment instruments. The counselor's role as an advocate for the profession also is addressed. At the discretion of the professor, students may be required to pay a nominal fee for individual vocational assessments. This course is a part of the Richmond Career Mapping sequence.

#### **CED 7152: Counseling and Spirituality**

2 hours. Beginning with an examination of the psychology of spirituality (focusing particularly on the ways in which psychological and spiritual dynamics interact in health and in pathology), this course provides a foundation for addressing spirituality in clinical practice. Clinical implications of the theoretical foundation will be developed by means of reflection on case material as presented by both the professor and students. This course is Pass/Fail.

#### **CED 7153: Social and Cultural Issues in Counseling**

3 hours. This course provides an overview of cultural context of relationships, issues, and trends in a multicultural society and relates these to the professional field of counseling. Theories of multicultural counseling, identity development, and social justice are presented. The course includes experiential learning activities and significant content material on multicultural competencies, including diversity, diversity and pluralistic issues, social barriers that impede equity and success for clients; detrimental culturally supported behaviors; gender and power issues; bias and prejudice; and religious and spiritual issues in counseling and relates these concepts to the counselor's roles in developing cultural awareness.

#### **CEDI 710x: Original Independent Study in Counseling**

Hours may vary. Designed for advanced students who wish to create an independent study for a topic not offered by Richmond. Will require prerequisites as determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

## **Counseling and Spirituality Integration Curriculum**

#### **CED 620x: Special Topics in Counseling and Spirituality**

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the ongoing curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

### **CED 6222: Applications of Christian Disciplines and Mental Health for Counselors**

2 hours. Systematic overview of classic spiritual discipline within Christian traditions with a focus on experiential applications for clinical counseling settings. This course is Pass/Fail.

### **CED 7232: Dynamics of Spiritual Direction**

2 hours. Provides an experiential opportunity for personal spiritual growth combined with the development of understanding of the process of spiritual direction and formation. First three days of course are run as a residential, contemplative retreat conducted off campus and involving an additional fee. This course is Pass/Fail.

### **CED 7242: Traditions of Christian Spiritual Formation**

2 hours. Provides an experience of the classic devotional literature in the Christian tradition and the lives of the saints associated with four of the major Christian spiritual traditions. Primary focus is developing the capacity to be a facilitating presence for the spiritual development of others and the relevance of spirituality in counseling. This course is Pass/Fail.

### **CED 7262: Spiritual Direction: Practice and Application**

2 hours. This course provides a conceptual and practical understanding of a model of spiritual direction that builds on evangelical theology but draws freely from other Christian traditions. The format focuses on developing categories for understanding the vision of what the Spirit longs to accomplish in a Jesus follower, the obstacles posed particularly by the flesh (flesh dynamics), and the process of the Spirit in achieving His purposes, a process that directs spiritual direction. Class interaction illustrates the model of spiritual direction that is presented. This course is Pass/Fail.

### **CEDI 720x: Original Independent Study in Counseling and Spirituality**

Hours may vary. Designed for advanced students who wish to create an independent study for a topic not offered by Richmond. Will require prerequisites as determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

## **Counseling and Theology Integration Curriculum**

### **CED 630x: Special Topics in Counseling and Theology Integration**

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the ongoing curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

### **CED 6322: Methods and Models of Integration in Counseling**

2 hours. A study of the philosophical and theoretical issues that are basic to relating science and Christian faith in general and psychology and Christian faith in particular to the field of counseling. This course provides a brief history of Christian counseling as a distinct discipline and lays the foundation for approaching practical integration in subsequent courses.

**CED 6342: Christian Traditions with Implications for Counseling**  
2 hours. Overview of Church history with the intent of helping students gain a greater appreciation for ecumenical differences of the various Christian traditions and denominations as they present in the counseling office. This course is a part of the Richmond Career Mapping sequence.

### **CED 7313: Hermeneutics and Application**

3 hours. Focuses on the analysis and synthesis of principles of Biblical hermeneutics, exegesis and counseling practice. Teaches basic skills in the inductive method of observing, interpreting and applying the Christian Scriptures, with emphasis given to student preparation of exegetical papers. Consideration of Biblical exegesis in clinical settings with analysis, critique and synthesis of role plays and demonstration of application skills.

### **CED 7362: Integrative Theology for Counselors**

2 hours. Consideration of historical, systematic, Biblical and philosophical theology as relevant to issues of the nature of God and man. Students examine the implications of theology upon the counseling context and receive additional training in explicit integration.

### **CEDI 730x: Original Independent Study in Counseling and Theology Integration**

Hours may vary. Designed for advanced students who wish to create an independent study for a topic not offered by Richmond. Will require prerequisites as determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

## **Child and Adolescent Counseling Curriculum**

### **CED 640x: Special Topics in Child and Adolescent Counseling**

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the standard curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

### **CED 6412: Child and Adolescent Psychopathology**

#### **PSY 6412: Child and Adolescent Psychopathology**

2 hours. This course provides an overview of the etiology, diagnoses, and treatment of mental disorders in the childhood and adolescent years. Disorders specific to childhood and adolescence in the DSM are reviewed along with other disorders manifested in youth. Particular attention is given to developmental psychopathology.

### **CED 6422: Counseling Children**

2 hours. (Prerequisite: CED 6412.) This course surveys the major treatment approaches to childhood disorders and a critique from a Christian framework with special attention paid to empirically derived factors in therapeutic change. Ethical concerns particular to work with children and the role of work with parents in child therapy are discussed.

### **CED 7432: Counseling Adolescents**

2 hours. (Prerequisite: CED 6412.) This course examines the needs of adolescents in counseling, provides a well-tested model for family-based intervention with adolescent behavior prob-

lems, utilizes a theological framework for clinical work with adolescents and their families, and makes use of the Five Domains treatment model for case conceptualization.

#### **CEC 7442: Advanced Child and Adolescent Counseling**

2 hours. (Prerequisites: CED 6412, CED 6422, CED 7432.) The course is designed to allow the student to develop a deeper understanding of specific counseling approaches with specific groups of children and adolescents, concurrently teaching the skills of how to read and apply more detailed literature about counseling methods. Case formulation and presentation skills are also developed within the course.

#### **CEC 740x: Original Independent Study in Child and Adolescent Counseling**

Hours may vary. Designed for advanced students who wish to create an independent study for a topic not offered by Richmond. Will require prerequisites as determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

### **Christian Sex Therapy Curriculum**

#### **CEC 650x: Special Topics in Christian Sex Therapy**

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the standard curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

#### **CEC 6512: Human Sexuality—A Therapeutic Integration**

2 hours. This course provides a basic introduction to counseling for sexual issues. Students are introduced to a theology of sexuality, a basic model of addressing sexual issues in counseling, basics of sexual biology and psychology, sexual development, sexual dysfunction, and basic intervention techniques for sexual problems. Students also are challenged in their own growth and development in this area.

#### **CEC 6522: Basic Issues in Sex Therapy**

2 hours. (Prerequisite: CED 6512 or evidence of similar training.) Designed for the student pursuing the field of sex therapy, this course focuses on the profession of sex therapy exploring historical, ethical, cultural and research issues and theoretical distinctives in the field. Students also examine sex therapy with specific populations.

#### **CEC 7532: Sexual Dysfunctions, Addictive, Compulsive and Paraphilic Sexuality**

2 hours. (Prerequisite: CED 6512 or evidence of similar training.) This course teaches students classical and current theories and techniques in sexual dysfunction, sexual addiction and compulsivity, and paraphilias.

#### **CEC 7542: Sexuality: Medical Issues, Trauma and Abuse**

2 hours. (Prerequisite: CED 6512 or evidence of similar training.) This course covers the two main subject areas of advanced physiological issues (primarily hormones and medications) and counseling for sexual trauma and abuse. Students explore current theories and research in these subject areas as well as continue to develop their theory of sexuality in these subject areas. Special

attention also is given to exploring the problem of pain and self care of the therapist when working with trauma.

#### **CEC 7552: Advanced Sex Therapy**

2 hours. (Prerequisite: CED 6512 and CED 7532 or evidence of similar training.) This specialization course takes an in-depth look at treatment for sexual dysfunction. Areas of primary focus include the diagnosis and treatment of sexual dysfunctions specific to desire, pain, arousal and orgasm.

#### **CEC 7562: Seminar in Sex Therapy**

2 hours. This course is designed to address a variety of selected topics in sex therapy.

#### **CEC 7572: Advanced Sexual Trauma and Abuse**

2 hours. (Prerequisite: CED 6512 and CED 7542 or evidence of similar training.) Students examine the topic of sexual trauma and abuse. Current thinking in the treatment of those people with a history of sexual trauma and abuse is explored in depth.

#### **CEC 7582: Advanced Sexual Addiction Counseling**

2 hours. (Prerequisite: CED 6512 or equivalent training.) An in-depth and advanced look at current theories and treatment approaches to addressing sexual addiction. Students will explore the diagnosis, etiology, disease process, treatment, recovery process, and current research findings for sexual addictions in males and females.

#### **CEC 7592: Sexual Orientation and Sexual Identity**

2 hours. (Prerequisites: CED 6512 and CED 6522 or evidence of similar training.) Students examine the myriad of issues involved in providing counseling to clients who experience same-sex attraction. Based in Christian principles, sound clinical theory, and empirical research, this course provides critical training to counselors seeking to provide support to this population.

#### **CEC 750x: Original Independent Study in Sex Therapy**

Hours may vary. Designed for advanced students who wish to create an independent study for a topic not offered by Richmond. Will require prerequisites as determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

### **Family Studies and Marriage & Family Counseling/Therapy Curriculum**

#### **CEC 660x: Special Topics in Family Studies**

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the standard curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

#### **CEC 6612: Family Systems Theory**

2 hours. Examination of the philosophy, theoretical and practical foundations of the family systems approach to marital and family counseling/therapy. The major theorists, theories, various models, and practices are examined. The primary focus is upon the theories, principles, and language that support the numerous marriage and family therapy models. Among other theoretical models, Bowen Family Systems Theory is delineated.

### **CEC 6622: Clinical Assessment in Individual, Marital and Family Counseling**

2 hours. This course is a prerequisite for CED 6912: Applied Practicum and Treatment Planning Lab in Counseling. The purpose of this course is to enable students to assess marital and family systems in order to engage in effective individual, marriage and family counseling and treatment planning. An examination of current family demographics, characteristics of dysfunctional families, formal marriage and family clinical assessment strategies and instruments, and interviewing techniques are included. Special attention is given to initial use of the DSM for diagnosis, treatment planning and practice. Assessment and treatment strategies related to depression, crisis intervention and psychological first aid, anxiety, eating disorders, marital conflict, sexual dysfunction, personality disorders and behaviors that impede individual, couple and family functioning. Lectures, discussions, in-class assessments, and other methods are utilized to aid students in acquiring a critical understanding of the contextual/systemic aspects of a comprehensive assessment process and the resulting treatment plan.

### **CEC 6632: Healthy Family Functioning**

2 hours. This course is designed to provide an integrative analysis of the characteristic behaviors of healthy families and marriages derived from five primary sources: direct observation of healthy families, the literature from major family therapy theorists, the empirically-based schemas of optimal family health, the research of behavioral correlates of healthy functioning, and the empirically based models of healthy marital and family functioning. The course is designed to inform the graduate student about optimal families and to relate this material conceptually to clinical assessment and interventions. Students also examine healthy functioning across the family developmental stages. Students who complete this course will gain a perspective to balance their exposure to the significant literature and training for marriage and family therapists that is skewed toward pathology.

### **CEC 760x: Original Independent Study in Family Studies or Marital and Family Counseling**

Hours may vary. Designed for advanced students who wish to create an independent study for a topic not offered by Richmond. Will require prerequisites as determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

### **CEC 7613: Brief, Solution-Focused, and Communication Approaches to Marriage & Family Counseling**

3 hours. Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of these three major schools of marriage and family therapy: Brief, Solution-Focused, and the Communication Approach to marriage and family counseling. The course is taught from a systems theory perspective and in the context of a Christian worldview.

### **CEC 7633: Contextual, Narrative and Interpersonal Models of Counseling**

3 hours. Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of these three major schools of counseling: Contextual Marriage and Family Therapy, Narrative Therapy, and Interpersonal Therapy. The course is taught from a systems theory perspective and in the context of a Christian worldview.

### **CEC 7623: Structural and Behavioral Marriage & Family Therapy**

3 hours. Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of these two major schools of marriage and family therapy: Structural MFT and Behavioral MFT. The role of the marriage and family counselor in a variety of practice settings and in relation to other helping professions is discussed. The course is taught from a systems theory perspective and in the context of a Christian worldview.

## **Research and Writing Curriculum**

### **CEC 5062: Introduction to Graduate Writing, Research, and Professionalism**

### **PSY 5062: Introduction to Graduate Writing, Research, and Professionalism**

This course aims to provide a comprehensive overview of basic writing skills, research, professionalism, and interpersonal boundaries. Significant focus is placed on writing an academic paper, understanding how to utilize APA format, and conducting oneself in a professional mental health setting. For those students required to take this course, it will be used as an evaluation to determine their readiness for additional graduate coursework.

### **CEC 670x: Special Topics in Research and Writing**

### **PSY 670x: Special Topics in Research and Writing**

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the ongoing curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

### **CEC 7713: Methods of Research**

### **PSY 7713: Methods of Research**

3 hours. Students learn basic strategies for research in the areas relevant to counseling. Students gain knowledge in the various research designs, research procedures, basic statistical concepts, and how to access, read and evaluate research in the literature. The use of research to inform evidence based practices and the use of technology in conducting research and statistical analysis are presented. Includes information regarding community and program evaluation as methods to improve counseling. This course is a part of the Richmond Career Mapping Sequence.

## **Advanced Clinical Counseling Intervention Curriculum**

Concurrent or prerequisites for these courses include CED 6622: Clinical Assessment; and CED 6133: Counseling Systems and Interventions. CED 6612: Family Systems Theory is strongly recommended.

### **CEC 680x: Special Topics in Advanced Counseling Intervention**

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the standard curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

### **CED 6813: Cognitive-Behavioral Therapy**

3 hours. The purpose of this course is to develop students' knowledge and skill in the cognitive-behavioral approach to counseling with applications to mental health counseling and marital & family counseling. Students examine theoretical foundations, research findings, basic principles, assessment techniques, and the intervention strategies of Cognitive-Behavioral Therapy with particular emphasis on a family systems perspective. The practical applications of this therapy are examined, and executive skills required of the cognitive behavioral therapist are instilled. Students will demonstrate skills in this approach of counseling in class. These examinations are applied to a wide variety of problems in living and are framed within a Christian theological context.

### **CED 6832: Addictions Counseling: An Integrative Approach to Assessment and Treatment**

2 hours. This course introduces students to treatment literature and practices relevant to a wide variety of impulse control disorders. Treatment programs (inpatient and outpatient settings) that focus on substance abuse will receive the majority of attention. Instructors provide direct applications to mental health and marital and family counseling.

### **CED 6842: Adventure-Based Counseling**

2 hours. This course is an introduction to facilitating adventure/challenge experiences as a context for counseling. Emphasis will be placed on understanding the dynamics of adventure experiences, their therapeutic application, and effective facilitation and processing, particularly the leadership concerns and sequencing of activities in developing an adventure therapy/education program. Students will develop an understanding of theories of group dynamics and how they relate to the adventure education experience.

### **CED 7842: Counseling for Trauma**

2 hours. This course focuses primarily on the diagnosis and treatment of survivors of trauma: emotional, physical or sexual abuse, war, natural catastrophes, and political or religious persecution. Particular attention is given to how the Christian faith can facilitate or impede recovery.

### **CED 7852: Eating Disorders: Etiology, Assessment, and Counseling Interventions**

This course is an examination of the etiological and associated factors of eating disorders, diagnosis and assessment issues, and the treatments and general management strategies of the client with an eating disorder. Special emphasis is placed on individual, family and hospital-based intervention methods.

### **CED 7862: Cross-Cultural Counseling in Christian Settings**

2 hours. (Prerequisite: CED 7153 or permission of the instructor.) This course is designed to explore issues of acculturation and diversity pertinent to Christian ministry. Students will have opportunity to study the emotional impact of cross-cultural experience on individuals, families, and groups working in the field of Christian ministry. Uniqueness of the counselor's role in cross-cultural ministry settings will be addressed with particular attention to issues of advocacy, conflict resolution and cultural self-awareness. Students will be able to choose between several experiential learning activities designed to facilitate increased cultural sensitivity.

### **CED 7891: Professional Seminar in Marriage & Family Counseling and Clinical Mental Health Counseling**

1 hour. This seminar is designed to assist the students in the integration of their graduate experiences, to prepare them for clinical practice, and to assess their current level of competency across 14 content areas. To assess the students, the instructors will administer the Counselor Preparation Comprehensive Examination. Strengths and weaknesses will be identified. Remedial work may be assigned and required before graduation. Students are provided with information regarding professional identity with ACA and other professional societies.

### **CEDI 780x: Original Independent Study in Advanced Counseling Interventions**

Hours may vary. Designed for advanced students who wish to create an independent study for a topic not offered by Richmond. Will require prerequisites as determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

## **Applied Clinical Training Curriculum**

Counseling students must accumulate a minimum of 700 hours of on-site experience at their appointed clinical site. A minimum of 300 of these 700 hours must be direct, face-to-face counseling hours. Students must also gain a minimum of one hour per week of individual supervision and one and one-half hours per week of group supervision by an approved faculty-member supervisor during their clinical training, inclusive of the counseling practicum and the two internships.

### **CED 6912: Applied Practicum and Treatment Planning Lab in Counseling**

2 hours. The lab is designed to prepare students to conduct intake interviews, maintain appropriate documentation and conduct effective treatment planning, and maximize the supervision process. Special attention is given to use of the DSM for diagnosis, treatment planning and practice. Emphasis is placed on increased awareness of self/personality and the core conditions of a therapeutic relationship; practice of basic counseling skills in role-play; ethical issues, management of crises, making appropriate referrals, and other topics relevant to the counseling process including information on licensure and credentialing and professional involvement in the counseling profession through ACA and its associations such as IAMFC, ASERVIC and AMHCA. Additional information is given on societies such as APA, AAMFT and CAPS. The minimum grade for successful completion of this course is a B-. Students must receive approval for continuance on the Student Qualifying Evaluation.

Prerequisites:

- CED 6113: Interpersonal Skills in Helping Relationships (minimum grade B-)
- CED 6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling (minimum grade B-)
- CED 6622: Clinical Assessment of Individual, Marital & Family Counseling
- Advisor may recommend or require additional courses or other remedial work.

### **CED 6922: Counseling Practicum**

2 hours. Under the guidance of a licensed Christian mental health professional, students become a part of a team that

provides individual, couple and family counseling. This practicum includes weekly individual and group supervision. Students must accumulate 40 hours of face-to-face counseling and 100 on-site hours. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. The importance of membership in ACA, IAMFC, ASERVIC, AMHCA and related ACA chapters is stressed. Additional information on other professional societies such as APA, AAMFT and CAPS is presented. Grade is Pass/Fail.

Prerequisites:

- CED 6113: Interpersonal Skills in Helping Relationships (minimum grade B-)
- CED 6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling (minimum grade B-)
- CED 6912: Applied Practicum and Treatment Planning Lab in Counseling (minimum grade B-)
- Approval for continuance on the Student Qualifying Evaluation
- CED/PSY 6143: Psychopathology (minimum grade B-)
- At least one CED 800-level course
- Advisor may recommend or require additional courses or other remedial work.

### **CED 7932: Counseling Internship I**

2 hours. This internship provides participation in the counseling process as counselor/co-counselor under the supervision of licensed Christian mental health professionals. It includes weekly individual and group supervision. Additional experience will be obtained in an external setting. Students must accumulate 130 hours of face-to-face counseling and 300 on-site hours. A portion of the face-to-face counseling hours in either Internship I or Internship II must be in a group setting. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. Grade is Pass/Fail.

Prerequisites:

- CED 6922: Counseling Practicum
- Approval for continuance on the Student Qualifying Evaluation
- Advisor may recommend or require additional courses or other remedial work.

### **CED 7942: Counseling Internship II**

2 hours. This internship is a continuation of CED 7932: Counseling Internship I with growing autonomy as appropriate to the student's developing skill level. The student participates in the counseling process as counselor or/co-counselor under the supervision of licensed Christian mental health professionals. There is weekly individual and group supervision. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. A portion of the face-to-face counseling hours in either Internship I or Internship II must be in a group setting. The student must accumulate 130 hours of face-to-face counseling and 300 on-site hours. Grade is Pass/Fail.

Prerequisites:

- CED 7932: Counseling Internship I, approval for continuance on the student qualifying evaluation

- Any three 800-level courses (third 800-level course may be concurrent with CED 7942)
- Advisor may recommend or require additional courses or other remedial work.

### **CED 7952: Counseling Internship III**

2 hours. This internship is a continuation of CED 7942: Counseling Internship II and is intended only for the student who needs additional hours in an internship for licensure or who chooses to extend his internship past one year. Students may sign up for this internship only with the prior approval of the Director of Clinical Training and request for academic exception. The student will continue to participate in the counseling process as therapist/co-therapist under the supervision of licensed Christian mental health professionals. There is weekly individual and group supervision. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. Grade is Pass/Fail. This course may be repeated for credit.

## **Leadership Curriculum**

### **CED 5002: Principles of Leadership**

2 hours. Students gain a deeper understanding of the psychological and relational dynamics of leadership. Decision-making, conflict management, cooperation and competition, and developing a shared vision and purpose will be explored. Students will examine the personality traits of renowned leaders to understand their approaches and contributions. A significant portion of this course includes participation in the Catalyst Leadership Conference, which is held annually in Atlanta in October.

### **CED 5012: Introduction to Coaching**

2 hours. This course is a practical introduction to coaching, including definitions, models, techniques, coaching types, marketing, the uniqueness of Christian coaching, and available resources for use in coaching. The course provides an initial experience in observing, practicing and utilizing coaching skills and shows how coaching can play a significant role in personal and leadership development. A differentiation of coaching and counseling is delineated. Applications of coaching techniques in counseling are offered.

### **CED 600x: Special Topics in Leadership and Coaching**

Hours may vary. Provides an opportunity for students to participate in additional studies in this content area which are not a part of the ongoing curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. This course may be repeated for credit.

### **CEDI 700x: Original Independent Study in Leadership and Coaching**

Hours may vary. Designed for advanced students who wish to create an independent study for a topic not offered by PSI. Will require prerequisites as determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

# PSYCHOLOGICAL STUDIES INSTITUTE

## Psychopathology and Treatments Curriculum

**PSY 6143: Psychopathology: Diagnosis and Treatment of Mental Disorders**

**CED 6143: Psychopathology: Diagnosis and Treatment of Mental Disorders**

3 hours. This course is a comprehensive survey of the major psychological and behavioral disorders as described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). Diagnosis, etiology and treatment are the major areas of study. Students acquire knowledge of the DSM-IV classification system, the diagnostic categories, and the primary treatment options for the major mental disorders. Included is an examination of psychobiology and psychopharmacology. An emphasis is placed on the spirituality of the client as a factor in beliefs, values and diagnosis.

**PSY 6152: Personality Disorders: Diagnosis and Treatment**

2 hours. (Prerequisite: CED/PSY 6143.) The focus of this course is diagnosis, etiology and treatment of the personality disorders as delineated on Axis II of DSM-IV-TR. This course is a continuation of CED/PSY 6143: Psychopathology.

**PSY 6412: Child and Adolescent Psychopathology**

**CED 6412: Child and Adolescent Psychopathology**

2 hours. This course provides an overview of the etiology, diagnoses, and treatment of mental disorders in the childhood and adolescent years. Disorders specific to childhood and adolescence in the DSM are reviewed along with other disorders manifested in youth. Particular attention is given to developmental psychopathology.

**PSY 7162: Psychopharmacology for Therapists**

2 hours. (Prerequisite: CED/PSY 6143.) This course is designed to provide therapists with a basic understanding of the classifications and characteristics of psychotropic medications and the basic principles of pharmacodynamics and pharmacokinetics. Students will gain a working knowledge of medications most often used in conjunction with adult mental illness and typical child and adolescent disorders. Emphasis is placed on understanding the effects of each medication and equipping therapists to educate clients on basic medication management. Information also is provided regarding the effects of other typical medications on the mental health of clients.

**PSY 7822: Psychodynamic Theories and Counseling**

2 hours. This course provides an opportunity to explore the contribution of psychoanalytic theory for the understanding of persons and the practice of counseling. Psychoanalytic traditions examined include classical drive theory, ego psychology, interpersonal theory, object relations theory, and self-psychology. Special attention is also given to the contributions of psychoanalytic theory to the understanding of character pathology and clinical diagnosis.

## Research Curriculum

**PSY 5062: Introduction to Graduate Writing, Research, and Professionalism**

**CED 5062: Introduction to Graduate Writing, Research, and Professionalism**

This course aims to provide a comprehensive overview of basic writing skills, research, professionalism, and interpersonal boundaries. Significant focus is placed on writing an academic paper, understanding how to utilize APA format, and conducting oneself in a professional mental health setting. For those students required to take this course, it will be used as an evaluation to determine their readiness for additional graduate coursework.

**PSY 7713: Methods of Research**

**CED 7713: Methods of Research**

3 hours. Students learn basic strategies for research in the areas relevant to counseling. Students gain knowledge in the various research designs, research procedures, basic statistical concepts, and how to access, read and evaluate research in the literature. The use of technology in conducting research and statistical analysis is presented. Includes information regarding community and program evaluation as methods to improve counseling. This course is a part of the Richmond Career Mapping Sequence.

**PSY 7761: Research Group I**

1 hour (Prerequisites: CED/PSY 7713 and permission of instructor.) Students learn about a specific area of integration research while working on a research project with the instructor. May be taken twice.

**PSY 7771: Research Group II**

1 hour. (Prerequisites: CED/PSY 7713 and permission of instructor.) A continuation of Research Group I, this course provides students the opportunity to participate in advanced research with an instructor. May be taken twice.

**PSY 8711: Thesis I**

The student defines a research question(s) and/or project that is firmly embedded in the body of theory and empirical data that has been accumulated in counseling, spirituality, theology, or closely related fields. The student will present a written proposal and other defined steps to all members of the thesis committee, as directed by the Thesis Advisor, for the committee's approval. The proposal should include the basic research question, a concise review of the precedent literature, and the design and methodology of the project. A thorough presentation of the relevant literature and an in-depth discussion of the results and findings of the project are required. The student will consult with his or her Thesis Advisor and establish goals that must be achieved during the course.

**PSY 8721: Thesis II**

The student will continue and complete the research project begun in Thesis I. The final project, the written thesis, is presented to the Thesis Committee for evaluation. Students must adhere to PSI requirements related to theses as described in the thesis guide.

## Psychology and Theology Integration Curriculum

**PSY 7272: Psychology of Religion and Spirituality**

2 hours. Provides an overview of the psychological aspects of religious belief and experience and examines their relevance in understanding and helping religiously committed clients in counseling.

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Director of Institutional Effectiveness

Director of Records

ANGELA T. LANDRY

Assistant Director of Admissions

ROBIN E. LAY, M.A.

Director of Recruiting

MORRIS “MOOSE” LUTES, M.B.A.

Director of Financial Aid/Business Manager

DIONE MASHBURN

Administrative Assistant to Director of Donor Relations and Stewardship

ALISON BREEZE MEAD

Library Assistant

JAMES OWENS

Recruiter

JANA D. PRESSLEY, PSY.D.

Assistant Dean of Students and Director of Richmond Community Counseling Center

JOANNAH SADLER

Conversations Managing Editor

ROXANNE SHELLABARGER, M.A.

Assistant Registrar

TIMOTHY A. SISEMORE, PH.D.

Director of CBI Counseling Center

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Staff Counselor for Students

CHERYL SNEAD

Assistant to the Dean of Clinical Activities

LINDA B. TATE, CGFM

Controller

SHATAVIA THOMAS, D.MFT.

Assistant Academic Dean

GLENDA F. THOMPSON

Receptionist

MELISSA VANDER HORST

Assistant to the Dean of Students

DONALD WALKER, PH.D.

Director of Research

JAMA L. WHITE, PSY.D.

Director of Clinical Training, Chattanooga

DONNA WILLIAMS

Office Manager, CBI Counseling Center

MEREDITH WILLIAMS, M.A.

Director of Alumni Relations

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# FACULTY

## CORE FACULTY

Distinguished, Instructional and Clinical Faculty members include the following:

## DISTINGUISHED FACULTY

### GARY R. COLLINS, PH.D.

Distinguished Professor of Leadership and Coaching. Post-graduate training, University of London, Western Seminary; Ph.D., Purdue University; M.A., University of Toronto; B.A., McMaster University. Licensed Psychologist. Member: APA, CAPS.

## FULL-TIME INSTRUCTIONAL FACULTY

### CARA COCHRAN, PH.D.

Assistant Academic Dean. Assistant Professor of Counseling. National Certified Counselor, Licensed Professional Counselor, Licensed Marital & Family Therapist, Clinical Member AAMFT. Approved Clinical Supervisor recognized by the National Board for Certified Counselors. Ph.D., M.A., M.Div., Th.M., New Orleans Baptist Theological Seminary; M.M., University of South Carolina. B.S., B.A., Southern Wesleyan University. Specializations: adult counseling and coaching and the integration of theology and counseling. Member: ACA, ACES, ASERVIC, IAMFC.

### PHILIP A. COYLE, PH.D., ED.D.

Academic Dean and Professor of Counseling. National Certified Counselor, Licensed Professional Counselor, Licensed Marriage & Family Therapist, Clinical Member and Approved Supervisor AAMFT. Approved Clinical Supervisor recognized by the National Board for Certified Counselors. Post-graduate training, Tulane University; Ph.D., Ed.D., M.A., M.R.E., New Orleans Baptist Theological Seminary; B.A., Memphis State University. Specializations: marriage, family and sex therapy and adult counseling. Member: ACA, ACES, ASERVIC, IAMFC.

### KENY FELIX, PH.D.

Assistant Dean of Students and Assistant Professor of Counseling. Licensed Mental Health Counselor, Florida Professional Educator's Certificate, Guidance and Counseling. Ph.D., Th.M., M.Div., New Orleans Baptist Theological Seminary; M.S.Ed., B.S., University of Miami.

### EVALIN RHODES HANSHEW, PH.D.

Dean of Clinical Affairs and Professor of Counseling. National Certified Counselor, Licensed Professional Counselor. Approved Clinical Supervisor recognized by the National Board for Certified Counselors. Licensed Psychologist. Ph.D., M.Ed., B.A., Georgia State University; Diploma in Christian Counseling, Psychological Studies Institute. Specializations: anxiety, mood, personality, and marital issues. Member: ACA, ACES, APA, ASERVIC, CAPS.

### GARY W. MOON, PH.D.

Vice President and Chair of Integration, Professor of Counseling. Licensed Psychologist. Ph.D., Fuller Graduate School of Psychology; M.Div., Fuller Theological Seminary; M.A., B.A., University of Georgia; A.A., Emmanuel College. Specializations: spiritual formation and psychotherapy. Member: ACA, ACES, ASERVIC.

### JANA D. PRESSLEY, PSY.D.

Assistant Professor of Counseling and Assistant Dean of Students. Director of Richmond Community Counseling Center. National Certified Counselor. Licensed Psychologist. Psy.D., M.A., Wheaton College Graduate School; B.A., Lee University. Specializations: child and adolescent counseling, marriage and family counseling, women's issues, and trauma and abuse issues. Member: ACA, ACES, APA, CAPS, IAMFC.

### DEANNE J. TERRELL, PH.D.

Dean of Students and Professor of Counseling. National Certified Counselor. Licensed Professional Counselor. Approved Clinical Supervisor recognized by the National Board for Certified Counselors. Licensed Psychologist. Ph.D., University of Southern Mississippi; M.S., CACREP Accredited, Georgia State University; Diploma in Christian Counseling, Psychological Studies Institute; B.A., Samford University. Specializations: adult counseling, women's issues, and marriage and family therapy. Member: ACA, ACES, IAMFC, NBCC.

### C. JEFFREY TERRELL, PH.D.

President and Professor of Counseling. National Certified Counselor. Licensed Professional Counselor. Approved Clinical Supervisor recognized by the National Board for Certified Counselors. Licensed Psychologist. Ph.D., M.S., CACREP Accredited, University of Southern Mississippi; M.Div., New Orleans Baptist Theological Seminary; B.A., Samford University. Specializations: adult psychodynamic counseling and marital counseling. Member: ACA, ACES, ASERVIC.

### SHATAVIA THOMAS, D.M.F.T.

Assistant Academic Dean and Assistant Professor of Counseling. National Certified Counselor. Approved Clinical Supervisor recognized by the national Board for Certified Counselors. D.M.F.T., Nova Southeastern University; M.S., B.A., Georgia State University. Member: ACA, ACES, IAMFC

### DONALD F. WALKER, PH.D.

Assistant Professor of Counseling and Psychology. Director of Institutional Research. Ph.D., M.A., Graduate School of Psychology, Fuller Theological Seminary; M.A.T., Fuller Theological Seminary. Specializations: child and adolescent counseling and assessment, practical integration of spirituality and counseling.

## EMERITUS FACULTY

### DAVID G. BENNER, PH.D., C.PSYCH.

Distinguished Professor of Psychology and Spirituality. Post-graduate studies, Chicago Institute of Psychoanalysis; Ph.D., M.A., York University; C.Psych., College of Psychologists of Ontario; B.A., McMaster University.

## LIBRARY FACULTY

### RONALD BUNGER, M.L.I.S.

Assistant Professor. Associate Director of Libraries. M.L.I.S., University of Iowa; M.Div., Louisville Presbyterian Theological Seminary; B.A., Northwestern College.

### JOHN HUGHES, M.S.L.S.

Assistant Professor. Director of Libraries. M.S.L.S., Clark Atlanta University; B.S., Georgia State University.

## CLINICAL FACULTY

### STEPHEN P. BRADSHAW, PH.D.

Professor of Counseling. Licensed Psychologist. Professor of Psychology, William Jennings Bryan College. Ph.D., Counselor Education and Supervision, CACREP Accredited, University of Tennessee; M.Ed., Georgia State University; B.A., William Jennings Bryan College. Specializations: individual marriage and family counseling, legal and ethical issues, and integration of psychology and theology. Member: ACA, AACC, IAMFC.

### JEFFERY S. ECKERT, PSY.D.

Assistant Professor of Counseling. Licensed Psychologist and Licensed Clinical Social Worker. Psy.D., Wheaton College Graduate School; M.S.W., West Virginia University; B.A., Wheaton College. Specializations: men's issues, adolescent counseling, sexual addictions, and sexual orientation. Member: ACA, ACES.

### WILLIAM E. MCGEE, ED.D.

Assistant Professor of Counseling. Certified Professional Counselor. Licensed Psychologist. Ed.D., M.A., B.S., University of Tennessee. Specializations: child and adolescent counseling and psychological evaluation. Member: ACA, ACES, APA, CAPS, TPA, CAPA, NAN, SCEH, ABMP, ABFE, NASP, National Register (Psychology), CCGC.

### DOUGLAS ROSENAU, ED.D.

Licensed Psychologist and Director of Alliance for Change. Ed.D., M.S.Ed., Northern Illinois University; Th.M., Dallas Theological Seminary. National Certified Counselor; Certified Sex Therapist. Approved supervisor AAMFT. Specialization: sex therapy. Member: ACA, IAMFC.

### TIMOTHY A. SISEMORE, PH.D.

Professor of Counseling and Psychology. Licensed Psychologist. Ph.D., Fuller Graduate School of Psychology; M.A., Fuller Theological Seminary; M.S., B.S., University of Tennessee at Chattanooga. Specializations: psychological assessment and child and adolescent counseling. Member: ACA, APA, ASERVIC, CAPS, ETS.

### M. GAYE STONE, PH.D.

Assistant Professor of Counseling. Licensed Marital and Family Therapist and Clinical Member of AAMFT. Ph.D., University of Tennessee; M.S., University of Wisconsin-Whitewater; B.A., University of Florida. Specializations: adult counseling, women's issues, and marriage and family counseling. Member: ACA, CAPS, IAMFC.

### MICHAEL R. SYTSMA, PH.D.

National Certified Counselor; Licensed Professional Counselor; Certified Sex Therapist. Ordained Minister, The Wesleyan Church; Director of Building Intimate Marriages, Inc., and Co-founder of Sexual Wholeness, Inc. Ph.D., University of Georgia; M.S., CACREP Accredited, Georgia State University; Diploma in Christian Counseling, Psychological Studies Institute; B.A., Indiana Wesleyan University. Specializations: marriage and family counseling and marital sex therapy. Member: ACA, AACC, IAMFC.

### CASEY TIGGLEMAN, PH.D.

Assistant Professor of Counseling. Licensed Marital and Family Therapist and Clinical Member of AAMFT. Ph.D., Florida State University; M.A., Fuller Theological Seminary; B.A., University of Michigan. Specialization: addictions counseling. Member: ACA, IAMFC.

### JAMA L. WHITE, PSY.D.

Assistant Professor of Counseling. Director of Clinical Training. National Certified Counselor and Licensed Professional Counselor. Approved Clinical Supervisor recognized by the National Board for Certified Counselors. Licensed Psychologist. Psy.D., M.A., Rosemead Graduate School of Psychology, Biola University; B.S.N., East Tennessee State University. Specializations: adult counseling and women's issues. Member: AACC, ACA, APA, ACES, CAPS.

## ADJUNCT FACULTY

### STACI S. BOLTON, PSY.D.

Psy.D., M.A., Georgia School of Professional Psychology at Argosy University; M.S., Psychological Studies Institute; B.A., Agnes Scott College and Furman University. Licensed Psychologist. Specializations: psychological/psychoeducational assessment and child/family counseling. Member: AACC, APA, CAPS.

### DOTTIE BROCK, PH.D.

Ph.D., CACREP Accredited, Georgia State University; M.Ed., CACREP Accredited, Georgia State University; B.S., Oral Roberts University. Associate Professor of Counseling Psychology, Toccoa Falls College. Licensed Psychologist. Specializations: adolescent and adult counseling, psychological assessment, and spiritual issues. Member: AACC, ACA, GPA.

### WILLIAM L. BUCHANAN, PH.D.

Ph.D., Georgia State University; M.S., University of Southern Mississippi; B.A. with Honors, Emory University. Licensed Psychologist. AAMFT Approved Supervisor and Clinical Member. Specializations: clinical child and family psychology, ethics and professional issues, psychological and neuropsychological assessment, forensics, marital and family counseling.

### **ELIZABETH M. CAPECCHI, PH.D.**

Ph.D., University of Tennessee; M.Ed., B.A., Vanderbilt University. Licensed Psychologist. Specializations: individual and group counseling with a variety of ages and issues.

### **DAVID C. COOPER, D.MIN.**

D. Min., Erskine Theological Seminary; M.Ed., University of Georgia; B.A., Lee College. Senior Pastor, Mount Paran Church of God. Specialization: integration of theology and psychology.

### **LARRY CRABB, PH.D.**

Ph.D., University of Illinois; M.A., University of Illinois; B. S., Ursinus College. Spiritual Director for the American Association of Christian Counselors. Psychologist, conference and seminar speaker, Bible teacher, author of over 20 books, teacher of Spiritual Direction, leader in Spiritual Formation and founder/director of NewWay Ministries. Distinguished Scholar in Residence, Colorado Christian University, Morrison, CO, 1996-present. Member: AACC.

### **DAVID DEARDORFF, ED.D.**

Ed.D., M.S., East Texas State University; Th.M., Dallas Theological Seminary; B.S., Philadelphia College of Bible. Chair, Department of Psychology, Tennessee Temple University. Licensed Professional Counseling and Licensed Marital and Family Therapist.

### **WENDY DICKINSON, PH.D.**

Ph.D., Georgia State University; M.S., CACREP Accredited, Georgia State University. Director, GROW heal.live.lead, llc., Atlanta, GA. Specializations: trauma, stress management, addictions, vocational counseling. Member: APA.

### **WILLIAM DOVERSPIKE, PH.D.**

Ph.D., M.S., Virginia Commonwealth University; B.S., Emory University. Licensed Psychologist; Board Certified in Clinical Psychology (American Board of Professional Psychology); Board Certified in Neuropsychology (American Board of Professional Neuropsychology). Specializations: psychopathology, counseling and professional ethics. Member: ACA, CAPS.

### **JERRY A. GLADSON, PH.D.**

Ph.D., M.A., Vanderbilt University; B.A., Southern College. Emeritus status at First Christian Church (Disciples of Christ) and Adjunct Professor at Columbia Theological Seminary, Decatur, GA. Specializations: theodicy, the Megilloth and wisdom literature of the Old Testament.

### **MARTY GOEHRING, PH.D.**

Ph.D., Fuller Graduate School of Psychology; M.A., Fuller Theological Seminary; B.S., University of New Mexico. Licensed Psychologist. Director of Family Therapy of Albuquerque, Inc. Associate Pastor, Heights Cumberland Presbyterian Church. Specializations: anxiety disorders and spiritual formation in Christian counseling. Member: CAPS, APA.

### **GLEN HAVENS, M.D.**

M.D., Medical University of South Carolina; graduate studies, Covenant Seminary; B.A., Covenant College. Board Certified - American Board of Psychiatry and Neurology. Residency in Psychiatry, Wright State University School of Medicine, Dayton, OH. Specializations: AD/HD in adolescents and adults, neuroimaging, counseling, and the connection between physical and emotional illness.

### **D. JASON HAYES, PSY.D.**

Psy.D., James Madison University; M.A., Asbury Theological Seminary; B.A., Nyack College. Associate Pastor, Marietta Alliance Church. Specializations: adolescent and adult counseling, human growth and development, and the integration of psychology and theology.

### **DAVID HERMECZ, PH.D.**

Ph.D., M.A., University of Florida; B.A., Auburn University. Licensed Psychologist. Specializations: psychopathology and personality disorders.

### **J. LOREN JAMES, PSY.D.**

Psy.D., M.A., Rosemead School of Psychology; M.A.B.C., Dallas Theological Seminary; B.S., University of Texas at Austin. Post-graduate training, Metropolitan State Hospital, Norwalk, CA. Licensed Psychologist. Specializations: adult, adolescent and marriage counseling, and psycho-educational and psychological assessment.

### **GREGORY MOFFATT, PH.D.**

Ph.D., M.A., Georgia State University. National Certified Counselor and Licensed Professional Counselor. Specialization: sexual abuse with children.

### **LYNNE S. PADGETT, PH.D.**

Ph.D., Counseling Psychology, University of Memphis; Ed.S., M.S., Community Counseling, CACREP Accredited, Georgia State University; Diploma of Christian Counseling, Psychological Studies Institute. Licensed Psychologist. Specializations: health and rehabilitation psychology, psychosocial oncology, and neuropsychological development and assessment across the life span.

### **GEORGE ROLLE, PH.D.**

Ph.D., Georgia State University; M.Ed., University of Miami. Professor Emeritus of Counseling. Licensed Professional Counselor. Specializations: social/cultural development, school counseling, and research experimental designs.

### **JAMES M. SIWY, PH.D.**

Ph.D., M.A., University of Florida; B.A., Harvard College. Licensed Psychologist. Certified group psychotherapist. Specializations: adult individual and group counseling, psychological assessment, and mood disorders. Member: APA, AGPA, AGPS, CAPS, SPA, SCP.

### **STEVEN C. SNOOK, PH.D.**

Ph.D., Fuller Graduate School of Psychology; M.A., Fuller Theological Seminary; B.A., Wheaton College. Licensed Psychologist and Consultant in Clinical Training. Specialization: psychological assessment. Member: AACC, APA.

### **SIANG-YANG TAN, PH.D.**

Ph.D., B.A., McGill University. Licensed Psychologist. Professor of Psychology in the Graduate School of Psychology at Fuller Theological Seminary, Pasadena, CA. Senior Pastor of First Evangelical Church, Glendale, CA. Specialization: integration of practical theology and mental health.

### **JOYCE H. WEBB, PH.D.**

Ph.D., M.A., M.Ed., Georgia State University; Diploma in Christian Counseling, Psychological Studies Institute; M.A., University of Kentucky; B.A., Old Dominion University. Li-

# ACADEMIC CALENDAR: 2009-2010

censed Psychologist and Founding Partner of Keystone Counseling Center. Specializations: adult counseling and women's issues.

Faculty Retreat . . . . . August 13-14, 2009

**LAST DAY TO REMOVE HOLD TAGS**

**FROM ACCOUNTS** . . . . . August 14, 2009, 5:00 p.m.

Atlanta Campus

Fall Orientation and New Student

pre-registration . . . . . August 20, 2009

Chattanooga Campus

Fall Orientation and New Student

pre-registration . . . . . August 21, 2009

Independent Studies: Final Approval Deadline

for Fall Semester . . . . . August 21, 2009

Classes Begin . . . . . August 24, 2009

End of Add / Drop period . . . . . August 28, 2009

Genesis Picnic . . . . . August 29, 2009

Last day for 90% refund on withdrawal . . . . . September 2, 2009

Labor Day Holiday

(Offices closed - no classes will meet) . . . . . September 7, 2009

Last day for 75% refund on withdrawal . . . . . September 14, 2009

Last day to withdraw from weekly classes

with W on transcript . . . . . September 18, 2009

Preview Day (Atlanta Campus) . . . . . TBA

Preview Day (Chattanooga Campus) . . . . . TBA

Graduation Applications due:

Students graduating in December, 2009,

May and August, 2010 . . . . . September 30, 2009

Last day for 50% refund on withdrawal . . . . . October 7, 2009

Alumni Reunion . . . . . TBA

Spring Semester Pre-registration for

Returning Students . . . . . October 26 – 30, 2009

Spring Semester

Pre-registration for New Students . . . . . November 2 – 6, 2009

Last day to withdraw from classes with

WP/WF on transcripts . . . . . November 13, 2009

Thanksgiving Break

(Offices closed Weds. – Fri.) . . . . . November 23 – 27, 2009

Student Qualifying Evaluations . . . . . December 2, 2009

Last Day of Classes . . . . . December 5, 2009

Exam Week . . . . . December 7 – 11, 2009

Christmas Break for Students . . . . .

. . . . . December 14, 2009 – January 8, 2010

Offices Closed (counseling centers may differ) . . . . .

. . . . . December 21, 2009 – January 2, 2009

Offices Open . . . . . January 4, 2010

**LAST DAY TO REMOVE HOLD TAGS**

**FROM ACCOUNTS** . . . . . January 4, 2010, 5:00 p.m.

Atlanta Campus

Spring Orientation and New Student

pre-registration . . . . . January 7, 2010

Professional Seminar begins . . . . . January 7, 2010

Chattanooga Campus

Spring Orientation and New Student

pre-registration . . . . . January 8, 2010

Independent Studies: Final Approval Deadline

for Spring Semester . . . . . January 8, 2010

Weekly Classes Begin . . . . . January 11, 2010

End of Add / Drop Period . . . . . January 15, 2010

MLK Day (No Classes) . . . . . January 18, 2010

Last day for 90% refund on withdrawal . . . . . January 20, 2010

Last day to withdraw from weekly classes

with W on transcript . . . . . February 1, 2010

Last day for 75% refund on withdrawal . . . . . February 3, 2010

Last day for 50% refund on withdrawal . . . . . March 1, 2010

Spring Break . . . . . March 8 - 13, 2010

Preview Day (Atlanta Campus) . . . . . TBA

Preview Day (Chattanooga Campus) . . . . . TBA

Summer Semester Pre-registration for

Returning Students . . . . . March 22 – 26, 2010

Good Friday

(Offices closed, select classes may meet) . . . . . April 2, 2010

Last day to withdraw from classes

with WP/WF on transcripts . . . . . April 12, 2010

Spring Semester

Pre-registration for New Students . . . . . April 12 – 16, 2010

Last Day of Class . . . . . April 24, 2010

Exam Week . . . . . April 26 – April 30, 2010

Student Qualifying Evaluations . . . . . May 5, 2010

Graduation (held in Chattanooga) . . . . . May 8, 2010

**LAST DAY TO REMOVE HOLD TAGS**

**FROM ACCOUNTS** . . . . . May 14, 2010, 5:00 p.m.

Atlanta Campus

Summer Orientation and New Student

pre-registration . . . . . May 20, 2010

Chattanooga Campus

Summer Orientation and New Student

pre-registration . . . . . May 21, 2010

Independent Studies: Final Approval Deadline

for Summer Semester . . . . . May 21, 2010

Classes Begin . . . . . May 24, 2010

Memorial Day (offices closed) . . . . . May 31, 2010

End of Add /Drop Period . . . . . June 1, 2010

Last day for 75% refund on withdrawal . . . . . June 9, 2010

Last day to withdraw from weekly classes

with W on transcript . . . . . June 11, 2010

Last day for 50% refund on withdrawal . . . . . June 28, 2010

Independence Day Holliday

(Offices closed – no classes will meet) . . . . . July 5, 2010

Fall Semester Pre-registration for

Returning Students . . . . . July 6 –9, 2010

Fall Semester Pre-registration for

New Students . . . . . July 12- 16, 2010

Last day to withdraw from classes

with WP/WF on transcripts . . . . . July 16, 2010

Last Day of Class . . . . . July 30, 2010

Exam Week . . . . . August 2 – 6, 2010

# TENTATIVE ACADEMIC CALENDAR: 2010-2011

## (SUBJECT TO CHANGE)

Student Qualifying Evaluations . . . . . August 4, 2010

Faculty Retreat . . . . . August 12-13, 2010

**LAST DAY TO REMOVE HOLD TAGS  
FROM ACCOUNTS** . . . . . August 13, 2010, 5:00 p.m.

Atlanta Campus

Fall Orientation and New Student

pre-registration . . . . . August 19, 2010

Chattanooga Campus

Fall Orientation and New Student

pre-registration . . . . . August 20, 2010

Independent Studies: Final Approval Deadline

for Fall Semester . . . . . August 20, 2010

Classes Begin . . . . . August 23, 2010

End of Add / Drop period . . . . . August 27, 2010

Last day for 90% refund on withdrawal . . . . . September 1, 2010

Labor Day Holiday

(Offices closed - no classes will meet) . . . . . September 6, 2010

Genesis Picnic . . . . . TBA

Last day for 75% refund on withdrawal . . . . . September 13, 2010

Last day to withdraw from weekly classes

with W on transcript . . . . . September 17, 2010

Preview Day (Atlanta Campus) . . . . . TBA

Preview Day (Chattanooga Campus) . . . . . TBA

Graduation Applications due:

Students graduating in December, 2010,

May and August, 2011 . . . . . October 1, 2010

Last day for 50% refund on withdrawal . . . . . October 5, 2010

Alumni Reunion . . . . . TBA

Spring Semester Pre-registration for

Returning Students . . . . . October 25 – 29, 2010

Spring Semester Pre-registration for

New Students . . . . . November 1 – 5, 2010

Last day to withdraw from classes with

WP/WF on transcripts . . . . . November 12, 2010

Thanksgiving Break

(Offices closed Weds. – Fri.) . . . . . November 22 – 26, 2010

Student Qualifying Evaluations . . . . . December 1, 2010

Last Day of Classes . . . . . December 4, 2010

Exam Week . . . . . December 6 – 10, 2010

Christmas Break for Students . . . . .

. . . . . December 13, 2010 – January 7, 2011

Offices Closed (counseling centers may differ) . . . . .

. . . . . December 20, 2010 – December 31, 2010

Offices Open . . . . . January 3, 2011

**LAST DAY TO REMOVE HOLD TAGS**

**FROM ACCOUNTS** . . . . . January 3, 2011, 5:00 p.m.

Atlanta Campus

Spring Orientation and New Student

pre-registration . . . . . January 6, 2011

Professional Seminar begins . . . . . January 6, 2011

Chattanooga Campus

Spring Orientation and New Student

pre-registration . . . . . January 7, 2011

Independent Studies: Final Approval Deadline

for Spring Semester . . . . . January 7, 2011

Weekly Classes Begin . . . . . January 10, 2011

End of Add / Drop Period . . . . . January 14, 2011

MLK Day (No Classes) . . . . . January 17, 2011

Last day for 90% refund on withdrawal . . . . . January 19, 2011

Last day to withdraw from weekly classes

with W on transcript . . . . . January 31, 2011

Last day for 75% refund on withdrawal . . . . . February 2, 2011

Last day for 50% refund on withdrawal . . . . . February 28, 2011

Spring Break . . . . . March 7 - 11, 2011

Preview Day (Atlanta Campus) . . . . . TBA

Preview Day (Chattanooga Campus) . . . . . TBA

Summer Semester Pre-registration for

Returning Students . . . . . March 21 – 25, 2011

Good Friday

(Offices closed, select classes may meet) . . . . . April 2, 2011

Last day to withdraw from classes

with WP/WF on transcripts . . . . . April 11, 2011

Spring Semester

Pre-registration for New Students . . . . . April 11 – 15, 2011

Last Day of Class . . . . . April 22, 2011

Exam Week . . . . . April 25 – April 29, 2011

Student Qualifying Evaluations . . . . . May 4, 2011

Graduation (held in Atlanta) . . . . . May 7, 2011

**LAST DAY TO REMOVE HOLD TAGS**

**FROM ACCOUNTS** . . . . . May 13, 2011, 5:00 p.m.

Atlanta Campus

Summer Orientation and New Student

pre-registration . . . . . May 19, 2011

Chattanooga Campus

Summer Orientation and New Student

pre-registration . . . . . May 20, 2011

Independent Studies: Final Approval Deadline

for Summer Semester . . . . . May 20, 2011

Classes Begin . . . . . May 23, 2011

Memorial Day (offices closed) . . . . . May 30, 2011

End of Add /Drop Period . . . . . May 31, 2011

Last day for 75% refund on withdrawal . . . . . June 8, 2011

Last day to withdraw from weekly classes

with W on transcript . . . . . June 10, 2011

Last day for 50% refund on withdraw . . . . . June 27, 2011

Independence Day Holliday

(Offices closed – no classes will meet) . . . . . July 4, 2011

Fall Semester Pre-registration for

Returning Students . . . . . July 5 – 8, 2011

Fall Semester Pre-registration for

New Students . . . . . July 11- 15, 2011

Last day to withdraw from classes

with WP/WF on transcripts . . . . . July 15, 2011

Last Day of Class . . . . . July 29, 2011

Exam Week . . . . . August 1 – 5, 2011

