



Richmont Graduate University Student Handbook

2017-2018



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Section One: Introduction

Welcome to the Student Handbook

The Student Handbook is a practical resource of information for the students, faculty, and staff of Richmond Graduate University. The policies and procedures stated in Richmond's Graduate Catalog apply to the entire university and take precedence over those stated in the Student Handbook. Students can access the Richmond Graduate University Graduate Catalog online at the Richmond website.

Richmont Graduate University students are responsible for being informed of all general policies and procedures outlined in the Graduate Catalog, as many policies and procedures are not necessarily outlined in the Student Handbook. Any discrepancies between the Graduate Catalog and Student Handbook should be discussed with the Records Office or Dean of Students.

The Student Handbook references numerous forms. Most forms are available in the Records Office or through the CAMS Student Portal.

Revisions to the Student Handbook are made periodically. Richmond Graduate University reserves the right to change policy or procedures at any time, including those related to admission, instruction, student evaluation, and graduation. All changes are effective at such times as the university administration determines and may not apply only to prospective students, but also to currently enrolled students. Students will be notified of any updates to policies and procedures.

Richmont Graduate University Statement of Faith

Richmont is founded on principles that adhere to the following National Association of Evangelicals Statement of Faith. It 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 God's redemptive purpose will be consummated by the return of Christ to raise the dead, judge all people, and establish His glorious kingdom.

We believe in the spiritual unity of believers in our Lord Jesus Christ.

Richmont Graduate University Mission Statement

Richmont Graduate University provides Christ-centered education and research that advances God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

Student Services Mission Statement

The department of Student Services offers support and encouragement to students in order to promote effective professional training and foster personal Christ-centered transformation throughout the experience at Richmont Graduate University. The Student Services department seeks to enhance student learning and development by providing opportunities for leadership, personal and professional growth, interpersonal skills enrichment and increased social and community responsibility and service.

Accreditation

Regional Accreditation

Richmont Graduate University is accredited by the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** to award the master's degree. SACSCOC is one of the six regional accrediting agencies recognized by the Council for Higher Education Accreditation. Accreditation is a voluntary process of internal and peer review for the improvement of academic quality and demonstration of accountability.

If there is evidence of significant non-compliance of the Commission's requirements or standards, please contact the Commission at the address or phone number below.
Commission on Colleges 1866 Southern Lane Decatur, GA 30033-4097 (404) 679-4500
<http://www.sacscoc.org/>

Richmont Graduate University is committed to the systematic review of its academic programs to ensure continuous improvement in teaching and learning. Support services units engage in a similar review process to improve the delivery of services to students and other constituents.

State Authorization

Richmont Graduate University is authorized by the Georgia Nonpublic Postsecondary Education Committee and the Tennessee Higher Education Commission. This authorization is renewed annually based on an evaluation of minimum standards concerning the 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
<http://www.gnpec.org/>

Tennessee Higher Education Commission

Richmont Graduate University is authorized for operation as a postsecondary educational institution by the Tennessee Higher Education Commission. In order to view detailed job placement and graduation information on the programs offered by Richmont Graduate University, please visit <http://tn.gov/thec/topic/authorized-institutions-data> and click on the Authorized Institutions Data button.

Tennessee Higher Education Commission 404 James Robertson Parkway, Suite 1900 Nashville, TN 37243-0830 (615)741-3605 <http://tn.gov/thec/topic/authorized-institutions-data>

Facilities

Campuses

The University's campuses are located at the following addresses:

1900 The Exchange SE
Building 100
Atlanta, GA 30339
(404) 233-3949
(888) 924-6774 – Toll Free
(404) 239-9460 – Fax

1815 McCallie Ave.
Chattanooga, TN 37404
(423) 266-4574
(888) 924-6774 – Toll Free
(423) 265-7375 – Fax

www.richmont.edu

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 Richmond 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 University's community with programs and collections that advance scholarship, develop critical competencies, promote lifelong learning, and otherwise serve the needs of the curriculum. The Richmond librarians, in collaboration with Richmond teaching faculty and periodic surveys of comparable institutions, determine library holdings for the Library collections.

The combined physical collections of Ruth Holt Library and Poindexter Library total more than 49,000 catalogued items 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 PsychInfo, PsychArticles, Psychology and Behavioral Sciences Collection, Religion and Philosophy Collection, ProQuest Religion, and many other databases via GALILEO (Georgia Library Learning Online) and TEL (Tennessee Electronic Libraries). 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 LYRASIS (formerly SOLINET) member libraries, providing access to materials not available in the Richmond libraries.

The Richmond libraries maintain contractual agreements with other libraries, providing Richmond students with privileges at other area college and university libraries. Atlanta Richmond 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. Richmond is a member of the Georgia Private Academic Libraries Associations, which provides access to many of these libraries. Chattanooga students have privileges at the University of Tennessee at Chattanooga 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. Additionally, Richmont houses the Henegar Counseling Center and maintains the Richmont Community Counseling Center (CCC) in Chattanooga. Through these centers Richmont faculty, doctoral and master's level clinicians, and student interns (under the supervision of licensed mental health professionals) provide assessments and counseling to individuals, families and groups.

These counseling centers provide mental health services to both the general public and church community. Additionally, they serve as a laboratory for the development and implementation of spiritual transformation within the standards of professional mental health practice. Furthermore, the Richmont CCC provides counseling to those who don't have access to mental healthcare due to lack of insurance or limited financial resources.

All of these counseling centers, as possible internship sites, also provide students a context in which to develop and practice the skills taught in the academic curriculum.

Campus Safety Information

Emergency Response and Evacuation Procedure (Updated 2/10/17)

In the event of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on campus, it is the responsibility of the President of the University to confirm the scope of the emergency or dangerous situation and the proper response to the emergency. In the absence of the President, the Dean of Academics or other members of the Administrative Council should be consulted.

Emergency notifications to the campus community will be sent, without delay, using a combination of options, including text alerts, mass emails, fire alarms and the telephone system.

The Safety Committee under its chairperson will be responsible for scheduling and conducting semi-annual emergency response and evacuation drills on both campuses. The Safety Committee also will evaluate and document any drills or actual emergencies. Faculty and staff will receive emergency response training at the annual faculty and staff training.

There are three types of emergencies and corresponding drills or procedures:

SHELTER IN PLACE – *When the threat is external (storms, persons, nearby fires, etc):*

1. Immediately move to an interior hallway or room away from windows and doors.
2. Be aware of persons with disabilities who need help moving to a safe area and move them to a safe area. Teaching faculty should assist persons with disabilities in their

classes and the Assistant to the President and Administrative Assistant and/or Facilities Manager should assist persons with disabilities in the student lounge, hallways, and office areas.

3. Wait in the safe area until an all-clear is given by local authorities.
4. Outside doors should be locked.
5. Be prepared to seek out lockable rooms as an extra measure of safety.

LOCKDOWN – *When the threat is internal (usually a person or persons):*

1. Outside/Entrance doors will not be locked to allow access to emergency responders.
2. Lock, if able, and barricade doors in your immediate area.
3. Keep yourself out of sight and take adequate cover/protection (i.e. concrete walls, thick desks, filing cabinets).
4. Silence cell phones (do not turn off).
5. Wait for an “all clear” before leaving your safe location.

EVACUATION – *When leaving the building is the safest option (such as a fire, gas leak, etc):*

1. Immediately obey evacuation alarms and orders. Everyone must evacuate. No one may remain inside a building when an evacuation is in progress.
2. Immediately shut down equipment or other operations that could create additional hazards if left unattended (i.e. classes, meetings, electronic equipment, lights, candles, etc). Teaching faculty are responsible for shutting down equipment or other operations in their respective classrooms and the Assistant to the President and Administrative Assistant and/or Facilities Manager are responsible for shutting down equipment or other operations in the student lounge, hallways, and office areas.
3. When you evacuate, take your keys, coat, purse and any other critical personal items with you to the emergency assembly area.
4. Close doors as rooms are vacated.
5. Assist those who need help, but do not put yourself at risk attempting to rescue trapped or injured victims. Note the location of trapped and injured victims and notify emergency responders of them.

“SAFE AREAS” – In the event of an emergency, please move to the assigned safe area(s). See the attached appendices for suggested safe areas on each campus.

Section Two: General Information

Student Information

Life and Housing

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

Housing Information

Since Richmont Graduate University does not maintain student housing or dormitories. Information concerning private housing is available through:

Atlanta Journal and Constitution
72 Marietta Street, NW
Atlanta, GA 30303
www.atlantaclassifieds.com

Chattanooga Times Free Press
400 East 11th Street
Chattanooga, TN 37403
www.timesfreepress.com

Atlanta Information

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 at:

www.metroatlantachamber.com

Chattanooga Information

Richmont is pleased to also offer its degree programs in Chattanooga, Tennessee, 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 at:

www.chattanooga-chamber.com

Additional Information

Please visit our website at www.richmont.edu to obtain additional information about Atlanta or Chattanooga and to view directions and maps to the Richmont campuses.

Student Life

Richmont students come from a wide range of geographic regions and backgrounds. This diverse student body provides excellent opportunities for learning and social life. A variety of social, cultural, and recreational opportunities are available in Atlanta and Chattanooga.

Since spiritual growth is vital to an effective counseling ministry, each student is encouraged to be affiliated with one of the many excellent local churches. Richmont encourages regular times when students may meet for Bible study, prayer and sharing for the building up of spiritual life on campus.

Richmont is committed to providing comprehensive programs that prepare students for serving the church. Richmont provides opportunities for students to participate in a wide range of activities and courses designed to enhance their educational experience. These activities include, but are not limited to: diversity celebrations, alumni reunions, informal gatherings and a variety of guest speakers and professionals. Official student activities will be coordinated through the Dean of Students Office.

Orientation

All new students are required to complete an orientation process to learn about Richmont Graduate University and acquire the necessary knowledge and skills that are essential for success as a graduate student. Admitted students begin receiving information about orientation with other new student materials. Orientation is structured differently for School of Counseling and the School of Ministry.

Communication within the University

Effective communication between the university and its students is essential for student success. As a result, there are several methods of communication that allow Richmont to connect with students, and that also allow students to connect with Richmont staff and faculty.

Faculty & Student Mailboxes

Faculty and staff have mailboxes on their respective campus. Forms for signature can be left at the front desks, to be placed in their mailbox. Students are provided a student mailbox on each campus upon entering their program. On-campus students are responsible to check their mailbox.

Faculty Appointments

Students are responsible to contact faculty and advisors to schedule necessary appointments. Students can reach faculty through their Richmont email account, phone, or in person.

Email

Richmont faculty, staff, and students all have a Richmont email address. It is the student's responsibility to check email regularly, since this is the primary method of

communication from Richmond staff and faculty. Students are responsible for all information communicated to them via their Richmond email account.

Bulletin & Magnetic Boards

There are bulletin and magnetic boards in the Student Lounge on each campus. Additional announcements, advertisements for roommates, etc. may be posted by students at these locations.

Changes in Personal Information

Please keep the Records Office informed when you change any of your biographical data (name, address, phone number, etc.). The Records Office will note the change in the directory.

Student Identification Cards

Each student at Richmond Graduate University receives a Student ID card upon matriculation into the program. This card allows access to the campus building.

Campus Alerts

Richmont utilizes a campus alert system to alert students when either campus will close due to weather or other emergencies. Students are automatically enrolled in this program upon matriculation, using their phone number and Richmond email address. In the event of a campus closing, Richmont will alert students to the status on each campus. Please make sure to check your Richmond email and/or cell phone regularly during these times.

Library Services

Richmont has an extensive academic library on each campus. Library instruction in the use of all library resources is provided for all students. Individual and small group training is available to all students upon request.

Students have access to many library materials and databases online. All passwords for databases are provided at Orientation. You may access all of the databases on the Richmont website. Simply click on the database you want to use and the link is automatic. With most of these databases, students can e-mail articles to their email address for use later or download onto your data storage device.

Training & Continuing Education

Richmont conducts and sponsors conferences on counseling and ministry with a Christian emphasis designed to bring together counselors, psychologists, other mental health professionals, ministers, and others in the helping fields to participate in training and spiritual renewal. These conferences offer periods of instruction, support, building of professional relationships and renewal for people in the helping ministry.

Counseling Referral Lists for Students

Both campuses have referral lists for local professional counselors for students who provide reduced-fee counseling for Richmont students. In accordance with ethical guidelines on dual

relationships, faculty members do not counsel students. Lists of the referenced counselors are available to students on the CAMS Student Portal. Additional assistance can be provided by the Dean of Students or Assistant Dean of Students.

Mentorship

Students in the School of Counseling have access to a wide selection of alumni mentors during their time at Richmond and after they graduate. All alumni mentors commit to reach out and answer questions, and to pray for their Richmond student. Each mentor relationship is unique, and many mentors develop a lasting relationship with their Richmond student. Students in the School of Ministry have a mentorship component as part of their degree.

Career Services

Richmont has a Director of Career Services who serves as a resource to students as they prepare to secure a job following graduation. The director provides feedback about the student's studies, resume and interviewing skills as well as providing information about upcoming employment opportunities. Career Services maintains a database of information that students can access online through their CAMS student portal.

Accommodations for Students

The Dean of Students assists the university in fulfilling its commitment to educate and serve students with disabilities who qualify for admission. The Dean of Students coordinates and provides a variety of academic and support services to students. Richmont's mission is to promote equal educational opportunities and a welcoming spiritual, academic, physical, and social environment for students with disabilities at the Richmont Graduate University.

The Rehabilitation Act of 1973, Section 504, provides the foundation for equal access for students with disabilities. The Americans with Disabilities Act of 1990 furthers civil rights of persons with disabilities by mandating equal educational opportunity.

Richmont Graduate University will provide reasonable accommodations to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university or unless it would fundamentally alter a degree or course requirement. A student who desires accommodations should make a direct request with the Dean of Students. They will be asked to complete the Richmont Student Request for ADA Accommodations form and to submit it along with the other required documentation.

Following approval of the required documentation, the student will meet with the Dean of Students to complete a Richmont Syllabus Addendum Form for each of the student's courses, each semester. This form is signed by the student, faculty of the specific course, and ADA Coordinator (Dean of Students) to assure that all parties agree on the reasonable accommodations per that course.

Student Rights and Responsibilities

Richmont Graduate University is committed to honoring our mission and our students by setting standards of excellence in the areas of academics, clinical work, interpersonal skills, and personal growth. The University is also committed to students' engagement in the evaluation process, which includes providing students with full information about the process, their roles and the role of the faculty. As part of this process, we ask that all students review all program materials including, but not limited to, those posted on the University website, the Graduate Catalog, student handbooks, clinical training manual, and this document. A separate list of student rights and responsibilities is provided for students within the School of Counseling and the School of Ministry.

Copyrighted Material

Richmont Graduate University recognizes the legal rights of copyright holders in any form. It prohibits illegal downloading, copying and sharing of such materials, either in physical form or digitally. Failure to follow this policy has both legal and University disciplinary implications. Students may also contact their campus librarian for further information and for assistance in legally obtaining research materials.

CAMS

Every student has access to the CAMS Student Portal during their time as a student. The CAMS Student Portal has four primary purposes in Richmont courses:

- 1) to provide students an opportunity to receive timely information about course assignments, grades, and announcements;
- 2) to promote thoughtful, intentional interaction between course instructors and students (as well as between students) as they work on course materials;
- 3) to provide method for students to complete quizzes and exams and upload papers;
- 4) to enhance Richmont students' learning experience.

It is at the professor's discretion to use CAMS in any Richmont course. Students are responsible to check CAMS each week, beginning one week prior to the start of the course. Students are expected to be familiar with all course materials within CAMS. If a student encounters technical problems with CAMS or are unable to log into their Student Portal, please contact the Help Desk/IT Department (helpdesk@richmont.edu).

Internet Access & Software

Students are responsible to maintain continuous access to a working and dependable internet provider, as well as reliable email software that can send and receive attachments. It is highly recommended that you have access to Microsoft Office software (Word, PowerPoint, etc.) for assignments.

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; 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. Please see the Graduate Catalog for the complete attendance policy.

Program of Study

Students and the Records Office personnel complete a Program of Study *before they matriculate into their perspective programs* within the first semester of their enrollment. Template sequences for each degree program and certificates are provided for students to complete their program in two, three and four years. Using this as a guide, the student develops a program of study *with the collaboration of their advisor and the Records Office*, outlining the sequence in which he or she plans to take the courses for the selected program with the assistance of the Records Office. The Program of Study is signed and approved by the student 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 are required to resubmit a Program of Study for the following reasons: change of degree, change of certification(s), or change in length of time to complete the degree. A Program of Study is required to complete a student's academic file.

Advisement

Upon acceptance to Richmond, each student is assigned an advisor. The advisor assists the student in becoming acclimated to the Richmond community, in career planning, and in a variety of other aspects of involvement in the university's program. 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. Advisors will also provide to their advisees feedback from faculty about the student each semester.

Academic Calendar

Richmont operates on a semester schedule. Fall and spring semesters are approximately 15 weeks; and summer semester is 10 weeks, with weekly classes extended to meet contact-hour requirements. Although a rare occurrence, Richmont maintains the prerogative to change the Academic Calendar should the need arise. Please consult the current Graduate Catalog for the Academic Calendar.

Children & Guests Policy

The facilities of Richmond Graduate University are restricted to use by students, faculty, staff, and guests of the University, except when all or part of the University location, its buildings, or its facilities are open to the general public for a designated time and purpose. A "guest" of the University is a person invited by an officer, employee, or student to visit the campus at a specific

time and place for a designated purpose. Guests must sign in and out at the front desk. Personal guests of students are permitted as long as they restrict the length of their campus visits and abide by all appropriate guidelines and policies related to their visit, including but not limited to not disrupting the student or any other person's work or other appropriate use of the campus. By inviting a personal guest on campus, the student assumes responsibility for that guest and should remain with the guest. Guests are not permitted to attend class with a student unless the student obtains the faculty member's prior permission. Such permission will only be granted in very special and limited circumstances.

Arranging childcare is the personal responsibility of students who have children. Students are not authorized to bring children to an RGU facility for extended periods of time. Frequent or lengthy visits of children are not permitted, as they may create disruptions and distractions and present a liability to the University for their safety. Minors under the age of 12 should not be left unsupervised at any time at any of RGU's facilities. Children may not attend class, use University equipment, or be left unattended on University property. Childcare issues frequently arise when RGU holidays and those of the child's school do not match, or when a child is sick and cannot attend school or daycare. Students must plan for these challenges in advance. Asking a faculty member to allow a child in class is not an option, as faculty members are not authorized to allow children to attend class.

Self-Care and Professional Responsibility

Graduate school presents many challenges to developing professionals, leading students to occasionally neglect maintenance of an appropriate balance between professional activities and self-care. Richmond reminds students that development of professional competencies is dependent upon effective self-care behavior (i.e., sleep, adequate nutrition, exercise, medical health and mental health care when needed, social support, church involvement, etc.).

It is the student's responsibility to maintain effective self-care behaviors while in graduate school. Students have access to their advisor, enhancement programs, mentors, and other resources while enrolled. Students are made aware of these opportunities at their orientation and in a bi-annual email. Students also have access to a list of low-cost counselors in the greater Atlanta and/or Chattanooga areas to assist them in this regard.

Richmond's graduate training programs are a small professional community in which students support one another in developing effective self-care behaviors, much like the broader profession will be upon graduation. When a student recognizes that another student regularly neglects his/her self-care, the student should try to offer assistance to the other student in obtaining help before discussing it with a faculty member. Should the other student continue to engage in significantly unhealthy self-care behavior following peer assistance, you, as the observer, should discuss your concerns with your advisor or dean. This is your professional responsibility. Faculty may also discuss observed concerns with students regarding neglect of regular self-care.

Faculty are open to requests for accommodations in particularly distressing periods (e.g., personal or family tragedy, illness, etc.). In such situations, consistent with demonstrating professional competence, the student should bring the situation to the attention of his or advisor in order to plan for how to handle the potential program hiatus (e.g., coursework, clinical cases, etc.). The Records Office can offer assistance if the need for extended absences arises. Students should also be sure to address financial considerations (loans, assistantships, impact on tuition fellowship, etc.) when considering a hiatus from the program.

Section Three: Academic Policies & University Requirements

Grades

Computation of Grade Point Average (GPA)

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 for credit hours attempted. Grades and grade status are further defined in the Graduate Catalog.

Richmont has adopted the following grade points for academic letter grades:

		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 / 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

Academic Policies & Records

Academic Integrity

In keeping with Biblical principles and the desire to exemplify excellence in scholarship, Richmont 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 Dean of the School of Counseling or Dean of the School of Ministry.

No assignment, in whole or in part, which has been completed for another class at Richmont 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. Please consult the Graduate Catalog for further information on the academic appeals process.

Academic Performance

Richmont 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 Records Office. Students who receive a term GPA 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.

Auditing Courses

The audit status is for persons wishing to enhance their knowledge of the spirituality and ministry, the integration of psychology and theology, or to 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 persons who are not seeking a graduate degree. However, because Richmont trains professional counselors, not all courses are suitable for the audit student. Some courses require a prerequisite (see the Graduate Catalog). Please see the Graduate Catalog for a complete description of audits at Richmont Graduate University.

Registration Policies and Procedures

Please consult the Graduate Catalog for a complete overview of the registration procedure. For more detailed information, please contact the Records Office. Preregistration dates for new and returning students are scheduled during the preceding semester and can be found on the Academic Calendar.

Add/Drop/Withdrawal Procedures

Information on Add/Drop/Withdrawal procedures and costs for weekly and intensive classes is available in the Graduate Catalog. The student has the responsibility of submitting the Add/Drop/Withdrawal Form to the Records Office for processing and is responsible for fees and penalties incurred for late submission.

Incomplete Grades

If a student is unable to complete the semester's work for a course, he or she may request an incomplete (I) grade. Please consult the Graduate Catalog for a full description of the process of requesting an Incomplete.

Institutional Withdrawal Policy

Information on the policy and procedures of institutional withdrawal is available in the Graduate Catalog. Students who wish to withdraw from Richmont must complete an Institutional Withdrawal Form and submit it to the Records Office.

Transfer of Credits

Students should be aware that transfer of credit is always the responsibility of the receiving institution. Whether or not credit hours transfer is solely dependent upon the decision of 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. Please see the Graduate Catalog for policies and procedure for transfer of credit.

Academic Exception Policy

Students may petition the Dean of the Schools of Counseling or Dean of the School of Ministry for exceptions to academic policy or to make changes to their program of study. Depending on the request, the Dean may act on the petition or refer the request to the faculty (i.e., Academic Affairs Committee). The appropriate form for academic exception may be requested from the Records Office.

Policy to Comply with Family Educational Rights and Privacy Act (FERPA)

FERPA policy in its entirety is available in the Graduate Catalog. Students should address questions about FERPA policy with the Records Office. 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 Records Office.

Directory Information & Changes in Personal Information

Richmont designates the following items as directory information: student name, address, telephone number, e-mail address, degree sought and certificates, 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.

Financial Satisfactory Academic Progress (FSAP)

Richmont follows the FSAP policy required for Title IV (Financial Aid) compliance, which is set in accordance with the mandates of the Department of Education. It follows guidelines the University has already established regarding GPA and degree length. This policy sets the standard for minimum financial satisfactory academic progress (FSAP). Students receiving Title IV must maintain the requirements of FSAP in order to remain eligible to receive aid. Students not receiving financial aid must still comply with all requirements of maintaining satisfactory academic progress for continuance in any academic program Richmont offers. Please see the Graduate Catalog for the full policy and procedures regarding FSAP.

Transcript Requests

Official transcripts will be released by Richmont only upon receipt of a request from the student. Please consult the Graduate Catalog for the full procedures regarding Transcript Requests.

Students may access unofficial transcripts through the CAMS student portal. Unofficial transcripts are also 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. This transcript is not suitable to obtain employment, transfer to another education institution, or verify degree.

Graduation Requirements

All students must apply for graduation in the summer term prior to their expected participation in commencement (usually three terms). The due date for graduation applications is published in the Academic Calendar. Applications for graduation notify the Records Office to review the student's transcript to determine that all degree requirements have been met. Applications also alert the Records Office to include the student in all communications regarding graduation and to order diplomas and regalia for each student. Please consult the Graduate Catalog for detailed procedures regarding graduation application and requirements.

Commencement Participation

Richmont holds commencement each May. Students who are within three courses of meeting graduation requirements during the spring semester are permitted to participate in the ceremony. A notation will appear in the commencement program indicating that the student is participating under this policy. Degrees will not be conferred nor will diplomas and transcripts be available without completion of all coursework as dictated by the degree program.

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, technology tools and other special aspects of the Richmont program. Please consult the Graduate Catalog for current information on tuition, fees, and financial procedures.

Financial Aid and 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. Please consult the Graduate Catalog for more information.

Graduate Assistantships

A limited number of work-study positions are available at Richmont. Students will receive electronic notifications when positions become available. Please consult the Graduate Catalog for additional information regarding the application procedure.

Scholarships

Applications for scholarships are available online at www.richmont.edu or from the Admissions Office. The application deadline for all scholarships is May 1. Please consult the Graduate Catalog for all current scholarship opportunities.

Section Four: Program Evaluation & Grievances

Program Evaluation

To assure the continued strength of the programs within the School of Counseling, several types of ongoing evaluation procedures are maintained throughout the academic year.

Student participation plays an essential role in institutional decisions affecting student interest and welfare. Throughout the academic year, students can provide feedback to their course instructor and to Richmond through email, telephone, and in-person appointments with their course instructor or advisor.

Students are also consistently surveyed regarding all major components of the institution as well as individual courses. This feedback is utilized to make general improvements and is given to the individual instructors to make adjustments to improve courses. These student surveys are typically completed online.

Student Evaluation of Program

Students are asked to complete the General Student Survey at the completion of each academic semester (i.e., at the end of the spring semester). Students are asked their opinion about their program's effectiveness, student life, student processes, integration, etc.

Student Evaluations of Course/Instructor

At the end of each course, students are asked to provide feedback through an online evaluation. Students are asked to rate the instructor and course content.

Academic Appeals Policy

When a student believes a faculty member has treated him or her unfairly related to a course taught or grade received in a course for which the student is registered, the student is encouraged to speak with the faculty member regarding their concern and attempt to reach a mutual agreement. Under very rare circumstances, a student and faculty member may not be able to resolve a matter through informal conversation or a student may wish to appeal a decision made by the faculty committee of their perspective school. In those cases where a student desires to appeal a decision, the following appeal procedure should be utilized.

The written notice of appeal must contain the following:

1. A copy of the decision being appealed;
2. A written statement of the grounds for appeal, which at a minimum should contain a list of alleged errors in the decision or procedure and statement of why the decision or sanctions are in error;
3. Documentation (if appropriate) to support the student's position regarding the alleged errors;
4. A requested remedy; and
5. The signature of the student and date the appeal is being submitted.

The student will give a copy of the statement to the faculty member (if the appeal is related to

a specific grade) and the academic dean of their perspective school and attempt to discuss and resolve the matter with the faculty member. If the complaint is not resolved to the satisfaction of the student and faculty member, the student has the right to appeal directly to the academic dean. If the complaint is not resolved by the dean to the satisfaction of the parties involved, the student has the right to request the referral of the matter to the faculty committee.

The Committee receives complaints only by referral from the academic dean of their perspective school. The Academic Affairs Committee or Faculty Council will meet to discuss the student's written complaint and may request an interview with him or her to gain greater clarity. After the Committee makes their determination, the academic dean will respond in writing to the student and any other parties involved in the decision. All appeals must be received within 30 calendar days from the date that the grade was submitted to the CAMS Student Portal or 30 calendar days from the notification of the decision by the institution that the student desires to appeal.

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
www.gnpec.org

A student at the Chattanooga campus may contact:

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 32743-0830
615.741.5293

Reapplying to Richmond Graduate University after being dismissed is not considered an appeal of the dismissal decision. In this scenario, a student would be able to apply for readmission to the university one year after dismissal or the time frame specified in the dismissal letter. Reapplication after dismissal does not guarantee that a student will be readmitted to the institution.

Grievance Procedures

Student Grievance with a Richmond Faculty or Staff Member

If a student has a grievance with a staff member regarding any non-academic matter, the following procedure must be followed:

1. The student should first talk to that staff member in accordance with Scripture and out of respect for the staff member.

2. If this discussion does not result in a satisfactory conclusion, the student should then present his/her written concern to the Dean of Students. ***This concern should be presented in written form.***

If it is found that a faculty or staff member's behavior is not consistent with the Community Standards of Richmond, penalties as delineated in the Faculty/Staff handbook will be imposed. The specific penalty imposed will be determined by the nature and severity of the violation and will take into account any past disciplinary record. The right of appeal is outlined in the Faculty Handbook. Every reasonable effort is made to protect the privacy of all parties.

Grievance with a Student

If a member of the Richmond community has a grievance with a student based on stated Richmond standards and policies, the following procedure must be followed:

1. The student should first talk to that student in accordance with Scripture and out of respect for the student if this is at all possible.
2. If this discussion does not result in a satisfactory conclusion, the concern should then be presented to the Dean of Students. This concern should be presented in written form.

A student allegedly violating the Community Standards of Richmond will receive complete and full instruction by Richmond regarding Student Discipline Procedures including the right of appeal as listed in this publication. While the charge is pending, the student will be allowed to continue in courses and register for the upcoming term. Withdrawal from courses does not preclude the imposition of penalties.

Students who are found to be in violation of rules, procedures, or policies may be subject to one or more of the following sanctions which may be imposed on a temporary or permanent basis: probation, suspension, transcript annotation, and expulsion. Probation might include developing a plan for change, such as classes added, counseling, and limiting semester hours. Suspension would entail a semester's break. Transcript annotation would entail including a note in the student's official file regarding the incident, and expulsion would mean a final loss of student status.

The Student Affairs Committee will review disciplinary penalties. The penalty imposed will be determined by the nature and severity of the violation and will take into account any past disciplinary record. The Institute is not limited to the listed penalties.

Action at the Administrative Level: As soon as possible after the alleged incident, the Dean of Students should discuss the matter with the student. This discussion should be conducted in a manner that protects the rights and confidentiality of the student. The Dean will fill out an incident report based on the verbal report of the initiator.

If the Dean believes an infraction may have occurred, he or she (with the advice of the Academic Dean if necessary) will determine the appropriate penalty. The Dean will

deliver to the student the notice of charges, which includes a statement regarding the student's right of appeal.

Student Action: If the student wishes to challenge any charges, the student must submit a written rationale within 2 business days of receipt of the notice of charges. The statement of challenge should be addressed to the Dean of Students. The Dean of Students will present the challenge to the Student Affairs Committee for review. (The Student Affairs Committee must review disciplinary penalties regardless of appeal. If the student has also filed an appeal denying the charges, the hearing committee will delay any review of disciplinary penalty recommended pending review of the charges.)

No Appeal by the Student: The Dean of Students will then file the incident report and notice of the charges in the student's file. Any recommendation of a disciplinary penalty will also be forwarded for appropriate review by the Student Affairs Committee. Upon approval, this will also be filed in the student's file.

Appeal by the Student:

If the student submits a written appeal within 2 business days, the Dean of Students will forward the charges to the chair of the hearing committee and will notify the initiator to set forth in writing a comprehensive statement describing the incident. This statement will be presented to the committee and to the student at least two (2) business days prior to the hearing.

Hearing Committee Process:

The Hearing Committee, appointed by the Dean of Students, will use the following guidelines to govern the hearing of the appeal:

1. Within two (2) business days after the committee receives the charges, a hearing date (set within 7 days after the committee receives the charges) will be determined. The committee will notify the students involved of the time, date, and place of the hearing. Copies of all charges and related materials for the hearing will be provided to the students at least two (2) business days in advance of the hearing.
2. The initiator and the student will be allowed to make oral presentations, call witnesses, and present any documentary evidence regarding the incident in question. Notes will be kept of the hearing. The hearing will not be open to observers. Any students involved will have the option of choosing one person who has had no formal legal training to accompany them throughout the hearing.
3. At the conclusion of the hearing, the committee will meet in closed session and will make its recommendation as to the guilt or innocence of the student based on the preponderance of evidence with respect to the charges. The committee will forward to the Dean of Students its findings and recommendations in a written report within two (2) business days of the hearing.

Decision of Appeals:

Within two (2) business days of receiving the committee's written report, the Dean of Students will make the final decision regarding guilt or innocence. The Dean of Students will notify all appropriate parties of the decision.

If the Dean of Students finds the student "not guilty," the matter will be terminated and no notice of charges will be filed. If the Dean of Students finds the student "guilty," the notice of charges will be placed in the student's file. Penalties stipulated will be imposed.

Appeal of the Decision of the Dean of Students:

If the student or initiator wishes to appeal the decision of the Dean of Students regarding guilt or innocence of the charges of academic dishonesty, the student or initiator may appeal to the President. The subsequent appeal route would be to the Richmond Board of Directors. The student or initiator must submit a written statement of appeal to the President within five (5) business days of notification of the Dean of Students' decision. The basis of appeal must be on the grounds that the Dean of Students' decision was arbitrary, capricious, or discriminatory.

Student Affairs Committee Action: In cases where a disciplinary penalty has been recommended, the Student Affairs Committee will conduct a hearing to review the disciplinary penalty. The committee will review the original report, the charges, and the student's statement of challenge of the disciplinary penalty, if any. The initiator and the student charged will be allowed to appear at the hearing to discuss the imposition of disciplinary penalties. Only the recommendation concerning the disciplinary penalty to be imposed will be considered by this committee. Issues of guilt or innocence are to be determined at the appropriate level (as aforementioned).

The Student Affairs Committee will provide its recommendation within two (2) business days of its hearing to the President regarding appropriateness of the disciplinary penalty recommended by the Dean of Students and/or whether other disciplinary penalties should be imposed in addition to or in lieu of those already recommended by the Dean of Students.

Presidential Action: The role of the President in handling student appeals regarding the charges has been explained (as aforementioned). Based on the recommendation, the President will render a decision within five (5) business days of receipt of the recommendations by the Student Affairs Committee. The President will notify the student, the Dean of Students, and the initiator of the committee recommendations and of the President's decision. If the student wishes to appeal the decision of the President regarding imposition of a disciplinary penalty, the student may appeal to the Richmond Board of Directors. The student must submit a written appeal to the Board of Directors within five (5) business days of notification of the President's decision. The basis for

such an appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

Note: In cases of flagrant infractions of the Community Standards of Richmond the Institute reserves the right to dismiss or suspend any student without this appeal process. If, in the opinion of the President of Richmond, an infraction is of such nature as to warrant immediate action, he/she may dismiss or suspend the violator.

Student Grievance Procedures

As a nurturing group of educators, Richmond maintains that all people should be treated with dignity and strives to treat everyone with respect. In those cases when the student thinks that this standard has been breached, the following procedure will apply. A student in any Richmond program who has a grievance unrelated to academic concerns may present the complaint in writing to:

Dean of Students - Richmond Graduate University
1900 The Exchange S.E., Building 100
Atlanta, GA 30339

The Student Grievance Committee will meet to discuss the student's complaint and may request an interview with the student to gain greater clarity. After the committee makes a determination, the President will respond in writing to the student and the other parties involved, if any.

If the 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

Regarding complaint not settled at the institutional level, a student at the Chattanooga campus may contact:

Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900, Parkway Towers
Nashville, TN 32743-0830
615-741-5293

Section Five: Community Standards

Community Standards

Men and women of God are suited for Christian service by moral character as well as by academic achievement and spiritual gifts. Among their qualifications should be compassion for individual persons, sensitivity to the needs of the communities of which they are a part, a commitment to justice, a burden that the whole of God's will be obeyed on earth, personal integrity, a desire for moral growth, and mutual accountability. Richmond students are expected to exhibit these moral characteristics.

The ethical standards of Richmond are guided by an understanding of Scripture and a commitment to its authority regarding all matters of Christian faith and living. The Richmond community also desires to honor and respect the moral tradition of churches that entrust students to us for education. Ethical standards for counselors are also relevant, and students are also expected to learn and abide by these.

Richmont urges the practice of loving confrontation when any member of a Christian community feels that another member is living in violation of what the Bible teaches about Christian conduct. Richmont, therefore, encourages individuals to follow, where feasible, the steps of verbal confrontation and dialogue described in Matthew 18:15-22.

The use of Richmont disciplinary procedures should always be viewed as a last resort. In no way do they exempt Richmont from making every possible effort to guide the honest pursuit of truth, to encourage wholesome approaches to sexuality, to support stable family life, or to model community relationships that convey respect for people and property.

Richmont is committed to providing education and counseling resources to those of its community who are in special need; to extend Christian charity to those involved in strife, marital conflict, or the struggle for sexual identity; and to demonstrate the personal forgiveness available through Christ for all human failure.

Statement on Respect for People and Property

As a community of Christians with special commitment to acting out of love toward one another, Richmont expects community behavior that demonstrates the highest standard of respect for people and property. Scripture is replete with exhortations to look out for the welfare of others and build up each other, to be good protectors and stewards of the possessions God has given us and to be honest and keep one's word. Richmont is committed to fostering respectful interpersonal relationships regardless of gender, race, age, handicap, or national origin.

Basic standards for respectful conduct at Richmont are similar to those of other institutions of higher education in societies with the legal foundation of respect for people and property. Occasions may arise when specific standards relevant to this community are not fully recognized. Accordingly, the following examples of behaviors that are not acceptable according

to the Statement on Respect for People and Property may be cause for disciplinary action. When appropriate, these may be reported to civil authorities for legal or other action.

Dishonesty: Richmond regards as unacceptable lying, misrepresentation, or deception in representations an individual makes about self or others, especially in formal statements.

Injurious or offensive action: Physical assault, infliction of psychological injury, and the spread of malicious rumors are unacceptable. Prejudicial treatment based on gender, race, age, and physical challenge is both offensive and injurious. Persistent profane or obscene language that gives offense is subject to disciplinary action.

Disruption: Acts by individuals or groups that substantially interfere with the rights of others or interfere with the normal activities of Richmond are unacceptable. Disruptive activities in classrooms, libraries, offices, or other campus meeting assembly areas are included.

Stealing or destruction of property: Theft of or damage to the property of another person or of Richmond is unacceptable. Defacing or rendering library material unusable shows little respect for people or property. Unauthorized possession or use of Richmond materials or equipment is stealing.

Purposeful violation of institutional policies: Purposeful violations include refusal to comply with contractual arrangements with Richmond offices or services and unwillingness to abide by established Richmond policies.

Statement on Academic Integrity

Truthfulness is of the very nature of God, who is Truth itself. Truth is a prominent theme in Scripture, and God's faithfulness and dependability rest in truthfulness. The Biblical admonitions against false witness, lying, and dishonesty are also prominent.

Richmont is committed to intellectual and moral growth. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. In addition to maintaining integrity in their own academic pursuits, the faculty has the right and obligation to set and clarify academic requirements for the work of students. Academic integrity is a personal responsibility of students to represent their own work in reports, papers, or examinations only what they are entitled to honestly present. It includes a collective responsibility to assure that all uphold the spirit and letter of academic integrity. Conduct regarded as violating academic integrity includes:

Dishonesty is copying from the examination of another, allowing one's own examination to be copied, reading without instructor's consent a copy of the examination prior to the date it is given, giving or receiving unpermitted aid on a take-home examination, or the submission of the same work product in more than one course without the express permission of the instructor(s).

Plagiarism is the passing off of another's ideas or writings as one's own. It involves failure to acknowledge material, which is copied from others, or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral.

Allegations that any member of the Richmond community has failed to abide by the Statement of Academic Integrity may result in Richmond's invoking the published Procedures for Processing Grievances Regarding Students as outlined in this *Student Handbook* and the *Faculty Handbook*.

Statement on Nondiscrimination

Richmont 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. Richmond does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

Statement of Community Standards Subject to the Complaint Resolution Procedures

As stated in the *Statement on Nondiscrimination*, Richmond does not discriminate on the basis of race, color, national origin, gender, handicap or disability, or age, in any of its policies, procedures, or practices in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to gender), Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), and the Age Discrimination Act of 1975 (pertaining to age). This nondiscrimination policy covers admission and access to Richmond programs and activities, as well as employment at Richmond. Additionally, Richmond opposes physical abuse, verbal abuse, or implied threat toward any person. Richmond recognizes the rights of all people to live peacefully in society and freely express their beliefs.

Members of the Richmond community with a concern or complaint which may involve discrimination are encouraged to discuss the concern with a designated individual as identified in Section III, "Initial Procedures," of Richmond's Statement on Sexual Harassment. Richmond will follow the "Complaint Resolution Procedures" outlined in Section IV of the Statement on Sexual Harassment for investigating and resolving discrimination complaints.

Policy on Alcoholic Beverages and Illegal Drugs

As a community of Christians with special commitment to acting out of love to one another and to carefully guarding our bodies as temples of the Holy Spirit, Richmond expects community behavior that demonstrates the highest standard of respect for people. Scripture is replete with

exhortations to look out for the welfare of others and build up each other, to be good protectors and stewards of the possessions God has given us and to be honest and keep one's word. Richmond is committed to fostering respectful interpersonal relationships regardless of gender, race, age, handicap, or national origin. Based on these principles, we have established the following standards of conduct regarding substance abuse and sexual offense.

As mandated by the Drug-Free Work Place Act of 1988 (Public Law 100-690), Richmond Graduate University is committed to maintaining a drug-free work environment. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on Richmond grounds or at Richmond activities by all students and employees. It is also a violation of Richmond policy for anyone to consume or possess alcohol in any public or private area of campus without prior Institute approval. In addition, it is a violation of Richmond policy for employees to work while under the influence of alcohol or illegal drugs. The use of wine for communion is excluded from the need for prior approval.

Individuals or groups violating alcohol or substance use policies (either on- or off-campus) will be subject to disciplinary action by the Institute and, possibly, criminal prosecution. Any infraction of federal, state, or local laws will be reported to local law enforcement agencies.

Sanctions and Penalties

Students: The Procedures for Processing Grievances Against Students will be followed in resolving the matter. Students who are found to be in violation of rules, procedures, or policies may be subject to one or more of the following sanctions which may be imposed on a temporary or permanent basis: probation, suspension, transcript annotation, and expulsion.

Faculty/Staff (including students employed by Richmond): The Procedures for Processing Grievances Against Faculty or Staff Members will be followed in resolving the matter. These are contained in the *Richmont Faculty and Staff Handbook*.

As a condition of employment in work-study or under a grant, the employee will abide by the above and notify the Richmond president in writing of conviction for violation of a criminal drug statute occurring in the workplace no later than five (5) calendar days after such conviction. Richmond will notify the U.S. Dept. of Education in writing within ten (10) calendar days after receiving notice of an employee conviction. Specifically, this report will go to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Bldg. No. 3), Washington, DC 20202-5140. Notice shall include the identification number of each affected grant, if applicable. All employees will receive notice in writing of this reporting policy.

Within 30 days of receiving notice of conviction, Richmond will take appropriate personnel action up to and including termination, consistent with Richmond policy and the Rehabilitation Act of 1972 (amended). As an alternative, an employee may be

required to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

Federal and State Law Regarding Illegal Drugs and Alcohol

The use, possession, manufacture, distribution, dispensing and trafficking of illegal drugs is prohibited by federal law. Strict penalties are provided for drug convictions, including mandatory prison terms for many offenses. The information below, although not complete, is an overview of potential federal statutory maximum penalties. However, precise federal sentencing is governed by the Federal Sentencing Guidelines. Please note that sentencing under these guidelines can result in penalties that are more severe than the federal statutory maximums and that are more severe than the penalties imposed under state law under certain circumstances.

A federal drug conviction may result in the denial of federal benefits such as student loans, grants, contracts, and professional and commercial licenses, up to one year for first offense, up to five years for second and subsequent offenses. Moreover, any person convicted of a federal drug offense punishable by more than one year in prison will forfeit personal and real property related to the violation, including homes, vehicles, boats, aircraft or any other personal belongings.

Persons convicted for violating Tennessee or Georgia state law for the use, possession, manufacture, distribution, dispensing or trafficking of illegal alcohol or drugs may be punished by: incarceration up to life in prison; fines up to \$1 million, forfeiture of assets; suspension or loss of driver's, business and/or professional licenses; and/or termination and suspension from eligibility for state employment.

Georgia law prohibits the purchase or possession of alcohol by a person under the age of 21, or the furnishing of alcohol to such a person. Driving under the influence of alcohol or other drugs or possession of an open container of alcohol while operating a motor vehicle is illegal. It is against Georgia law, under certain circumstances, to walk or be upon a roadway while under the influence of alcohol or other drugs. The punishment of these offenses may include imprisonment, payment of a fine, mandatory treatment and education programs, community service, forfeiture of motor vehicles and mandatory loss of one's driver's license.

Health Risks of Alcohol and Drug Abuse

Drug abuse has spread to every level of society in the United States. All drugs are toxic or poisonous if abused, and specific serious health risks are associated with the use of illicit drugs and alcohol. Some of the major risks are:

Alcohol and other depressants (barbiturates, sedatives, and tranquilizers): Addiction, accidents as a result of impaired ability and judgment, overdose which can result in death, damage to a developing fetus, and heart and liver damage. Slowing down of brain function, judgment,

alertness, coordination and reflexes, attitude and/or behavioral changes such as uncharacteristic hostility or increased risk taking (such as reckless driving), can intensify other drugs' effects, alter the desired effect, cause nausea, sweating, severe headaches, and convulsions, memory blackouts, uncharacteristic family, school, work, or legal problems.

Marijuana: Addiction, panic reaction, impaired short-term memory, irritated lungs, aggravated asthma, bronchitis, and emphysema, increased risk of lung cancer (particularly in cigarette smokers), elevated blood pressure, coughing, dryness of the mouth and throat, decrease in body temperature, sudden appetite, swollen red eyes, distortions of time, reality, and perception, often impairing short-term memory, dysfunctions related to thinking, learning, and recall, listlessness, tiredness, inattention, carelessness about personal grooming, withdrawal, apathy, and impairment of driving ability.

Cocaine: Addiction, heart attack, seizures, lung damage, severe depression, destroyed nasal tissues, kidney damage, stroke, suppression of respiration, sudden death, intense anger, restlessness, paranoia, and psychosis. Similar risks are associated with other stimulants such as speed and uppers.

Hallucinogens (acid, LSD, PCP, MDMA, etc.): Unpredictable behavior, emotional instability, violent behavior, hallucinations, flashbacks, organic brain damage in heavy users, convulsions, and coma.

Narcotics (Heroin, Demerol, Morphine, Codeine, etc.): Addiction, accidental overdose, and risk of hepatitis and AIDS from contaminated needles.

Inhalants (harmful gases and aerosols, glue, nitrous oxide, etc.): Loss of consciousness, suffocation, damage to the brain and central nervous system, sudden death, nausea and vomiting, nosebleeds, and impaired judgment.

Available Assistance

Alcoholism, drug abuse, and addictions are treatable. Richmond encourages students and employees suffering from such ailments to seek out assistance. Richmond maintains a list of professionals trained to facilitate recovery, which is available to both students and employees. You may also call 1-800-499-0027 (Substance Abuse Information and Resource Center) to receive information on treatment services.

Policy on Sexual Offenses

Richmont educates the student community about the effects of sexual assault through classroom discussions presented by various faculty members (e.g. in Sexual Wholeness classes, especially those focused on trauma). Trainings are available through the CAMS Student Portal and literature is provided at orientation each semester.

If a student is a victim of sexual assault, the first priority is to get to a place of safety. At that point, the student should obtain necessary medical treatment. Time is a critical factor for evidence collection and preservation in case the student decides at some point to pursue legal options. In addition, filing a report with the local police department by dialing 9-1-1 is advocated and will not obligate the victim to prosecute at a later date. An assault can be reported to the Dean of Students, especially if the alleged perpetrator is enrolled in the school or if academic changes are being requested (e.g. semester withdrawal or incompletes). Personnel from the Dean of Students office will assist the student in notifying authorities if requested. In addition, referral to off-campus mental health resources is available through the Dean of Students Office; there are also on-campus services available.

If the alleged perpetrator is also a student, disciplinary action can be initiated. Disciplinary proceedings are detailed in this document. They provide, in part, that the accused and the victim will each be allowed to choose one person who has had no formal legal training to accompany them throughout the hearing. Both the victim and accused will be informed of the outcome of the hearing. A student found guilty of violating the Richmont sexual misconduct policy could be criminally prosecuted in the state courts and may be suspended or expelled from Richmont for the first offense. Student victims have the option to change their academic situations after an alleged sexual assault, if such changes are reasonably available.

Statement on Sexual Harassment

The two great commands are these: ***You shall love the Lord your God with all your heart...soul...and mind*** and ***You shall love your neighbor as yourself*** (Matt. 22:37, 39). As man and woman are made in the image of God (Gen. 1:27), so in Christ there is neither male nor female (Gal. 3:28). Followers of Jesus are not to lord over one another (Matt. 20:25-27) but are to be in mutual submission (Eph. 5:21). Christians manifest these truths by their mutual service and love in the Body of Christ.

Sexual harassment is a violation of Christ's commandment to love our neighbor as ourselves. It denies the image of God in the other, and it negates our oneness in Christ. Sexual harassment regularly involves an abuse of power. It invariably interferes with shared ministry and rends the Body of Christ.

With these things in mind, together with the realization that when one member suffers all suffer together (1 Cor. 12:26), Richmont establishes the following policy with regard to sexual harassment.

Definition of Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature up to and including sexual assault constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a condition of instruction, employment, or participation in any Richmond activity;
2. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making any academic or personnel decision affecting that individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or participation in instructional, employment-related, or other Richmond activity.

Both men and women may be victims of sexual harassment. One person may be sexually harassing another person and not be aware of it. In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record as a whole and to the totality of the circumstances, including the context in which the alleged conduct occurred.

Sexual Harassment Policy

Richmont expects that the dignity of all people, female and male, will be revered and celebrated in behavior, attitude, and the use of language by each member of the Richmond community. This expectation is grounded in the belief that Scripture affirms mutuality and care for the other, explicitly forbids behavior, which arises from the abuse of power, and teaches that men and women together are created in God's image and for God's glory. Richmont is therefore committed to creating and maintaining a community in which students, faculty, administrative, and academic staff can work together in an atmosphere free of all forms of harassment, exploitation or intimidation, including sexual harassment.

Every member of the Richmond community should be aware that Richmont is strongly opposed to sexual harassment and that such behavior is prohibited both by policy and by law [cf. Title VII of the Civil Rights Act, 1964, 42 U.S.C. Sections 2000e et seq. (1992); Title IX of the Educational Amendments, (1972), 20 U.S.C. Sections 1681 et seq. (1990)]. Sexual harassment is a barrier to learning in the classroom and to productivity in the workplace. It is the intention of Richmont to take whatever action may be needed to prevent, correct, and if necessary, discipline behavior which violates this policy. Faculty, administrators, and supervisors have the responsibility for participation in the creation of a campus environment free from sexual harassment, an environment that bears joyful witness to the God-given worth of all persons.

Designated Individuals

Members of the Richmond community with a concern or complaint, which may involve sexual harassment, are encouraged to discuss the concern with a *designated individual* who is trained in conflict resolution. A designated individual can provide information about applicable school policies and procedures, outline available options for addressing the concern or complaint, and, if requested, attempt to resolve the matter through informal mediation. Designated individuals include: the Dean of Students or the Dean of the School of Counseling or School of Ministry.

Consultation with designated individuals does not constitute formal notice to Richmond of an incident of sexual harassment. Designated individuals do not maintain any written record that would identify individuals involved or alleged to be involved in a complaint. However, information about the number and location of complaints received may be logged, as appropriate, for statistical purposes and, if collected, maintained by the Dean of Students.

Supervisors

An individual in a supervisory capacity having direct knowledge of sexual harassment by a member of the Richmond community has an affirmative duty to bring the matter to the attention of a designated individual. The designated individual may serve as the complainant in such a matter and may pursue the matter through the informal and/or formal complaint resolution process.

Emergencies

In an emergency in which the health or well-being of a member of the Richmond community is threatened, the person so threatened, a designated individual, supervisor, or other person should promptly inform the President. The President is authorized to take such action as is necessary and appropriate to ensure the well-being of the Richmond community.

Sexual Harassment Complaint Resolution Procedures

Both informal and formal complaint resolution processes are available to students, faculty, administrators, and staff whenever there is an allegation of sexual harassment against another member of the Richmond community. Time off with pay during the scheduled working hours of the complainant, the complainant's representative, anyone alleged to be involved, and any witnesses or other concerned parties will be granted, if requested, for the interview period(s) with the designated individual, designated administrator, or the Fact-Finding Committee. Filing a formal complaint constitutes notice to Richmond of a sexual harassment incident. Formal complaints must be filed in writing to a designated administrator within 90 calendar days from the time a complainant knew or should have known of an act or acts of sexual harassment or action taken as a result of alleged sexual harassment, or within 30 calendar days after the conclusion of the mediation process, whichever is later.

Complaint Resolution Procedures Regarding Sexual Harassment

Informal Complaint Resolution:

1. Informal complaint resolution begins when a complainant asks a designated individual for assistance beyond mere consultation. When so requested, a designated individual may act as a mediator to clarify and overcome any misunderstanding, to arrive at a mutually agreed upon resolution of the situation, and to set conditions which discourage similar incidents or misunderstandings in the future. By way of example but not limitation, a designated individual acting in this mediating capacity may utilize any of the following procedures:
 - a) Advise the complainant of actions and resources to alleviate any discomfort or harm.

- b) Discuss the matter separately with the complainant and the person complained against (respondent).
 - c) With the prior consent of both the complainant and respondent, discuss the matter with both parties.
 - d) Where desired by both parties, serve as a mediator to set satisfactory conditions for further interaction by the parties.
 - e) Recommend that the formal complaint resolution procedures be utilized. If the complainant is not satisfied with the results of the informal complaint resolution process, the complainant may file a formal complaint. *The complainant is not obligated to use or exhaust the informal complaint resolution process before filing a formal complaint.* If the informal complaint resolution process is used and the complainant chooses to file a formal complaint, the complainant must file a formal grievance in writing no later than 30 calendar days after the mediation process concludes.
2. If the complainant withdraws the complaint or is satisfied with the results of the informal complaint process, Richmond nevertheless reserves the right to continue and pursue the matter through either the informal or formal complaint process as circumstances may warrant or the law may require.

Formal Complaint Resolution:

1. **Filing a Formal Complaint:** The complainant shall file a written complaint with a designated administrator. The Dean of Students is the designated administrator if the complainant and/or respondent is a student. The President is the designated administrator if the complainant and respondent are faculty or staff employees. The complainant may ask a designated individual or other person selected from among the members of the Richmond community for assistance in preparing the complaint. The complainant shall record with specificity the circumstances and nature of the alleged sexual harassment.
2. **Fact-Finding Committee:** The designated administrator will convene a Fact-Finding Committee consisting of three members, including the administrator as chair and one member from each category of the Richmond community to which the complainant and the respondent belong. If the complainant and respondent are from the same category, the chair may appoint two members from the same category or one member from the shared category and a member from a different category. Appointees must serve in an official capacity at Richmond (a member of student government, of the administration or faculty, or a staff representative). The designated administrator will serve as chair of the Fact-Finding Committee. If a conflict of interest or other valid reason prevents a committee member from serving, the chair shall select an alternate. The chair shall make every effort to ensure that a fair, impartial and representative committee hears the matter. If the appropriate designated administrator is not available at the time a complaint is filed, or if a conflict of interest is present, the president will appoint an administrative alternate to convene and chair the Fact-Finding Committee.

3. **Notification:** The chair shall give the respondent written notification that a complaint has been filed as well as a copy of the complaint. The respondent may file a written response with the chair. The respondent may ask a designated individual or other person selected from among the members of the Richmond community for assistance in preparing this response. The chair shall provide a copy of the response to the complainant.
4. **Investigation:** The following standards for investigation will be observed:
 - a) In conducting the investigation, the committee shall receive and review the complaint, the response, and other pertinent statements or documents. The complainant and respondent may have a personal advisor selected from among the members of the Richmond community to assist them in the course of the committee's investigation. The committee chair should be notified in advance of the advisor who will accompany the complainant or respondent to any interview or meeting with the committee.
 - b) The complainant and respondent shall be given the opportunity to respond to one another's statements, to present witnesses and evidence on their own behalf, and to respond to evidence presented.
 - c) The committee will interview witnesses and concerned parties individually and in conformity with privacy requirements, as it deems necessary.
 - d) In determining whether or not a complaint of sexual harassment has been sustained, the committee shall consider the totality of the circumstances, including the nature of the action and the context in which the alleged harassment occurred.
5. **Fact-Finding Report:** When, in the judgment of the committee, the positions of the complainant and respondent have been equitably heard, the committee shall submit a written Fact-Finding Report to the president. The Fact-Finding Report shall contain the following:
 - a) A statement of the issues under review.
 - b) The positions of the parties.
 - c) A finding of the results of the investigation.
 - d) Conclusion as to whether there is probable cause to believe that the conduct found to have occurred falls within the definition of sexual harassment as defined by this policy.
 - e) Recommendation for action to be taken.

The total time period for the investigation, from filing of a written complaint to submission of the Fact-Finding Report to the president, shall not exceed 90 calendar days. The designated administrator will maintain all records of the Fact-Finding Committee, including its conclusions and recommendations. These records shall be transferred to the Office of the President at the time of disposition of the complaint. The records shall be maintained in conformity with state and federal privacy and disclosure requirements and Richmond's policies and procedures.

1. **Disposition of the complaint and disciplinary action:**
 - a) The President will make the decision about action to be taken. The factual conclusions contained in the Fact-Finding Report shall be binding upon the President for the purposes of this determination.
 - b) The President will discuss the decision with the designated administrator prior to taking action if the action to be taken is different than that recommended.
 - c) The President will immediately notify the complainant and the respondent in writing of the disposition of the complaint after the decision has been made. In the event that discipline of an employee is to be undertaken or the decision involves other elements personal to the complainant or respondent, information provided to the complainant or respondent will be in accordance with applicable federal and state law governing the disclosure of such information.
 - d) The President may initiate disciplinary action against the respondent or may refer discipline to an appropriate administrator or administrative body. Sanctions undertaken shall be in accordance with those laid down in this *Student Handbook* or the *Faculty Handbook* as applicable and may, depending on the severity of the conduct, range from placing a statement in the respondent's personnel or student file to changing the respondent's job position or class placement, to temporarily suspending the respondent from work without pay or from school, to termination of the respondent from employment or expulsion from school
 - e) The decision of the President will be made within ten working days of the receipt of the Fact-Finding Report.

2. **Appeal:** If discipline is taken, the person disciplined has the right to file a formal appeal challenging the disciplinary action or alleging applicable policies or contractual provisions were violated. The complainant also has the right to file a formal appeal challenging the President's decision or alleging that applicable policies or contractual provisions were violated. Appeal must be made in writing to the Richmond Board of Directors no later than 15 working days from the date of the President's notification of the decision. The Richmond Board of Directors will notify the party making the appeal of the President's decision in the matter within 15 working days of the date of the appeal. The Richmond Board of Directors' decision shall be final.

3. **Time limits:** It is the intent of Richmond to resolve alleged sexual harassment incidents in as timely a manner as possible. However, the time limits set forth herein may be extended for good cause.

Procedures for Processing Grievances Against Students Related to Alcohol, Illegal Drugs, and Sexual Misconduct

If a member of the community believes that a student has violated Richmond policy on substance abuse or sexual offenses, that student or staff or faculty member is responsible and encouraged to bring this matter to the attention of the Dean of Students Office (or to the Office of the President).

Advising the Campus Community About Sex Offenders

Convicted sex offenders are required by law to register their names and addresses with the State of Georgia Department of Corrections; likewise in the state of Tennessee. Interested persons may obtain state information on individuals registered as sex offenders by visiting the Georgia Bureau of Investigation Sex Offender Registry web site at <http://www.ganet.org/gbi/disclaim.html> or by visiting the Tennessee Bureau of Investigation Sex Offender Registry web site at http://www.ticic.state.tn.us/SEX_ofndr/search_short.asp

Confidentiality

Richmont values responsible speech and seeks to create and maintain a redemptive environment; therefore, in the mediation and complaint resolution procedures regarding Community Standards, every reasonable effort is made to protect the privacy of all parties. All records pertaining to investigations conducted by the designated administrator and the Fact-Finding Committee and to the disposition of the complaint shall be maintained by the designated administrator and, upon disposition of the complaint, by the Office of the President in conformity with state and federal privacy and disclosure requirements and Richmond policies and procedures. Such records will be made available to individuals involved or alleged to be involved in a complaint, to Richmond officials who have a need to know, and others only in accordance with applicable state and federal law, and only to the extent required by law.

Retaliation Prohibited

Richmont strictly prohibits retaliation against a member of the Richmond community who opposes the practice prohibited by this policy, who files a complaint, against whom a complaint is filed, or who otherwise is a participant in the informal or formal complaint resolution procedure. Such retaliatory conduct includes, but is not limited to, decreasing an employee's pay, reducing a student's grade, or downgrading a person's performance evaluation.

Statements of Community Policy

Statement of Academic Freedom

In the pursuit of truth before God, faculty members are free to express their individual positions, in their writing, speaking, teaching, and activities. While free to develop, change, and accept any academic position, the unique task of the institution requires that the ultimate

positions of faculty members not be at variance with the basic theological stance of the community as set forth in the Statement of Faith and other official statements derived from it and approved by vote of the faculty and board.

Richmont recognizes that as its faculty members pursue their respective disciplines, scholarship will create a healthy and dynamic tension, which Richmont must encourage. Therefore:

Students are free to learn and to take reasoned exception to the data or views offered in the Richmont community. In their public expressions, students and student organizations should make clear that they speak only for themselves, and not for the university.

Faculty members are responsible for safeguarding the academic freedom of their students to learn by encouraging free inquiry into controversial issues, presenting alternative viewpoints, refraining from undue influence of the process of learning, taking dissenting student opinion seriously, and offering a forum for discussion.

Statement of Nondiscriminatory Language

The faculty of Richmont has adopted the following statement recommending the use of nondiscriminatory language by all members of the Richmont community. Richmont has adopted the statement to be consistent with Richmont's clear commitment to the full equality of women and men and to the training of women as equal partners with men for all areas of Christian ministry.

As members of the Joint Faculty of Richmont, we are committed to the use of nondiscriminatory language in all areas of the community's life. We recognize that many women and men no longer find 'man,' 'men,' and 'mankind' acceptable as generic terms. We understand that such exclusive language, though once normative in our speaking and writing, now tends increasingly to alienate a substantial group of people. We wish to challenge patterns of language that may be doing harm even when harm is inflicted unconsciously and without intention. As Christians desiring to support human equality, we intend to avoid exclusive language, which might express or encourage discrimination within the church or society. We pledge ourselves as faculty and encourage students, staff members, and administrators to use language which includes women and men in all our teaching, writing, witness, and worship.

Intellectual Property and Royalties

Richmont students, faculty, or staff members who produce creative works that are outside the standard expectations for their employment may profit from their sale or from the royalties paid, provided that the institute has been appropriately reimbursed for costs of materials and equipment used in the production of such works.

Section Six: School of Counseling

School of Counseling Mission Statement

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 practitioners.

Programs of Study

Richmont Graduate University's School of Counseling offers the following degree programs:

- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Marriage and Family Therapy
- Master of Science in Psychological Studies

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. Students are involved in laboratory experiences, practicum and internship training from the beginning of their graduate education experience. In addition to the core curriculum of counseling courses, all Richmont students complete coursework in Biblical studies, practical theology, and the integration of professional counseling, applied psychology and practical theology. The goal of these experiences is to provide Biblical and scientific data from which the student can build a model of counseling.

Master of Science in Christian Psychological Studies

The integration component may be taken alone in pursuit of the M.S. in Christian Psychological Studies. This degree is **not designed to lead to licensure as a counselor or marriage and family therapist**, although M.S. graduates may pursue further study in counseling elsewhere or use this training to supplement training received at another institution.

The M.S. is designed for students seeking theoretical training in the integration of counseling and theology, professionals who wish to learn how to integrate their faith and 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, and pastors who counsel as a part of their ministry and wish to gain additional skills. The M.S. degree requires 32-33 hours of coursework and is designed to be completed in one year.

Master of Arts in Clinical Mental Health Counseling

The MACMHC curriculum is designed to offer course work deemed crucial for the **academic requirements of licensure** as a professional counselor (LPC). The curriculum (clinical mental health counseling focus) is fashioned to develop a broad range of understanding of human behavior and personality, therapeutic change strategies, and standards of professional counseling practice. Richmont seeks to attract academically minded students who have a heartfelt desire to integrate professional counseling, applied psychology and Christian faith. The Master of Arts degree in Clinical Mental Health Counseling (MACMHC) is conferred by the

Richmont Graduate University for satisfactory completion of the requirements (67 semester hours) as specified in the Richmont catalog. Required course list, course descriptions, and recommended course sequence is provided in the Graduate Catalog.

Master of Arts in Marriage and Family Therapy

The MAMFT curriculum is designed to offer course work deemed crucial for the **academic requirements of licensure** as a marriage and family therapist (LMFT). The Master of Arts in Marriage and Family Therapy (MAMFT) is designed to provide specialized graduate training for students who desire to provide therapy and education to 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). The basic MAMFT degree consists of 77 semester credit hours inclusive of a practicum and clinical internship. Required course list, course descriptions, and recommended course sequence is provided in the Graduate Catalog.

Clinical Training

Students in the Masters of Arts in Clinical Mental Health Counseling and/or Marriage and Family Therapy programs complete clinical sequence courses and a clinical practicum and internship. Clinical courses include Helping Relationships, Applied Practicum & Treatment Planning Lab, Practicum, Internship I, and Internship II. Students receive assistance in locating an outplacement internship site. Students on the Atlanta campus also complete an internship at a Hope Counseling Center site.

All details regarding Clinical Training courses and internship can be found in the Clinical Training Manual. Students have the responsibility to be familiar with and to follow the policies and guidelines outlined in the manual. Please refer to it as often as necessary throughout your clinical training sequence.

Certificates

The following certificates are available as part of all degree programs in the School of Counseling:

- Addictions Counseling
- Child and Adolescent Counseling
- Christian Sex Therapy
- Spirituality in Counseling Practice
- Trauma Counseling

Students pursuing certificates must take a minimum of four courses to complete one certificate, and prerequisite courses may be required. Students should consult the Graduate Catalog for a list of specific courses and course descriptions for each certificate.

Students may obtain multiple certificates, but should consult the Graduate Catalog for rules and guidelines regarding multiple certificates. Moreover, certain restrictions are noted in the Graduate Catalog for certificates with the M.S. degree.

Addictions Counseling

The addictions counseling certificate is designed to provide specialized training for 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.

Child and Adolescent Counseling

The child and adolescent counseling certificate 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.

Christian Sex Therapy

The Christian sex therapy certificate is designed to provide specialized training for 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.

Spirituality in Counseling Practice

The spirituality and counseling certificate 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.

Trauma Counseling

The trauma counseling certificate is designed to provide specialized training for those students who wish to work with individuals who have experienced trauma. These students will be trained to work with a wide range of issues but will receive specialized training in the biology and development of trauma and interventions for both children and adults.

Thesis Option

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 it work closely with their thesis mentor to develop an empirical or scholarly theoretical project, which is evaluated and approved by the student's mentor. A final thesis is written by the student and approved by the mentor and Director of Research. The thesis is then submitted to the Dean of the School of Counseling 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 presented at a conference. Admission to the thesis option is subject to restrictions as determined by the Director of Research and the Dean of the School of Counseling. A detailed description of the thesis program is available through the Richmond website, the Director of Research, and the Records Office. The Thesis Manual, which contains the specific requirements and procedures for completing this option, is available from the Director of Research and in the CAMS Student Portal. Additional information is provided in the Graduate Catalog.

Academic Policies

The following are a summary of the academic policies that apply to the following degree programs: Master of Arts in Clinical Mental Health Counseling, Master of Arts in Marriage and Family Therapy, and Master of Science in Christian Psychological Studies. A complete description of all Richmond Graduate University's academic policies are provided in the Graduate Catalog.

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. 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's being able to complete the entire degree program by attending classes only on a flexible schedule.

Degree Time Limits

Students have five years from the date of matriculation to complete degree requirements for the Master of Arts in Clinical Mental Health Counseling and the Master of Arts in Marriage and Family Therapy. Students have three years to complete the Master of Science in Christian Psychological Studies.

Technology Requirements

All students are required to have laptop computers as a part of Richmond's clinical training sequence. As technology advances, recommended computer hardware may change. Please consult the current Clinical Training Manual for the latest technology requirements. Richmond provides limited technical support for students.

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.** Please consult the Graduate Catalog for the full policies on independent studies at Richmond.

Program Sequencing

The Master of Arts degree programs in Clinical Mental Health 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. Additional information on program sequencing is provided in the Graduate Catalog.

Student Rights and Responsibilities

Richmont Graduate University is committed to honoring our mission and our students by setting standards of excellence in the areas of academics, clinical work, interpersonal skills, and personal growth. The University is also committed to students' engagement in the evaluation process, which includes providing students with full information about the process, their roles and the role of the faculty.

Richmont encourages expression of ideas by students. Any official publication should be coordinated through the Dean of Students Office for approval. Richmont students have the right of freedom of expression and the right of the presumption of innocence and procedural fairness in the administration of discipline.

As students should know their rights and responsibilities, Richmont asks that all students review all program materials including, but not limited to, those posted on the University website, the Graduate Catalog, this Student Handbook, and Clinical Training Manual.

School of Counseling Statement of Student Rights & Responsibilities

All Richmont Graduate University School of Counseling students sign a Statement of Student Rights and Responsibilities form prior to matriculation, which includes acknowledgement of the following:

RGU Statement of Student Rights & Responsibilities

1. *I understand the Graduate Catalog and Student Handbook under which I was admitted may be revised to reflect program, accreditation, and/or licensing revisions. I understand that policies and procedures of the University may change during my enrollment, and it is my responsibility to be aware of such changes.*
2. *I understand that work products developed in this program may be viewed by external agencies (e.g., SACS) to assess program quality.*
3. *I understand that integrity is a fundamental governing tenet at Richmont Graduate University and that it is my responsibility to complete all work to the highest standards of academic integrity, to complete self-report of work with accuracy, and to adhere to attendance requirements for classes.*
4. *I understand that "R-mail" (jdoe@mail.richmont.edu) is the official Richmont Graduate University communication method for students. All departments of the University use R-mail to provide students with information about University issues and announcements*

and to maintain student contact. It is my responsibility to review R-mail regularly and respond to University requests.

5. *I understand that, if I should need to request an Incomplete in a class, I must submit the "Request for Incomplete" form directly to the professor for that class by the last day of Exams for that semester.*
6. *I understand that credit hours for certificate courses are not included in the six credit hours required per semester to qualify for financial aid.*
7. *I understand that graded assignments, tests, and papers may be returned by professors via on-campus student mailboxes, and it is a violation of school policy to intentionally view and/or take other students' graded assignments from their mailboxes.*
8. *I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning but will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others, I understand the faculty will use this as part of the review of my overall academic and clinical growth.*

School of Counseling:

1. *I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for prospective counselors. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the Graduate Catalog) or dismissal from the program.*
2. *As a prospective counselor or marriage and family therapist, I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling and marriage and family therapy professions (ACA and AAMFT, respectively) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers, clients, staff and faculty.*
3. *I understand that each student's name is presented to the faculty and staff three times per year during the Student Qualifying Evaluations. Students are evaluated for academic, clinical and interpersonal readiness to continue into the next semester. This is one component of the evaluation process that will be ongoing during my matriculation in the program.*
4. *I understand that there are specific requirements for graduation (specific standardized tests) that require an application fee and registration form (e.g., Counselor Preparation Comprehensive Examination [CPCE]). Students also have an opportunity to take the National Counselor Examination (NCE) while enrolled. The NCE is voluntary.*
5. *I understand that practicum and internship require the application of knowledge, skills, and attitudes that are developed in academic courses. It will be my responsibility to prepare for clinical practicum and internship and to follow all ethical and procedural guidelines for clinical work, including, but not limited to, guidelines regarding the use of recording devices during sessions. Should I find that any potential breach of ethics regarding records of clients has occurred (including, but not limited to, loss of a file, flash*

drive, recorder or laptop), it is my responsibility to notify the Dean of Clinical Affairs, the Dean of Clinical Training, or another Richmond supervisor as soon as possible after a potential breach has occurred.

6. *I understand that the clinical sequence of coursework, including practicum and internship, must be completed in person and that clinical coursework, practicum, and internship hours cannot be transferred from another institution for completion of my degree.*
7. *I understand that I will not be licensed as a counselor or marriage and family therapist upon completion of this program, and that my obtaining licensure will be through the appropriate state licensing boards. It will be my responsibility to become fully informed of the licensure requirements of the state in which I intend to practice. I understand that Richmond does not guarantee licensure of graduates.*
8. *I understand that it is my responsibility to be aware of and follow academic policies regarding pre-requisites, course sequence, course scheduling, clinical sequence, and all other policies affecting my education at Richmond. I understand that I will be required to attend weekly classes during at least one summer at Richmond, and that I will be required to attend classes on both campuses.*
9. *I understand that I must meet with my advisor at least three times during my program. First, prior to beginning my first semester. Second, prior to registering for my second semester, and third, prior to registering for Practicum.*
10. *I understand that attendance at the School of Counseling Orientation is required for every student. An exception to attendance at the School of Counseling Orientation date must be approved by the Dean of the Schools of Counseling and Psychology.*
11. *I understand that I am required to watch the following videos prior to attending the School of Counseling Orientation:*

Richmont Graduate University

- *Richmont Welcome & Introduction*
- *Richmont History & Distinctives*
- *Richmont Records Office*
- *Richmont Career Services*
- *Richmont Information Technology (IT)*
- *Richmont Financial Aid Richmond Libraries*

Richmont School of Counseling

- *School of Counseling Academics*
- *School of Counseling Clinical Training & Internship*
- *School of Counseling Student Life*
- *School of Counseling: Clinical Mental Health Counseling*
- *School of Counseling: Marriage & Family Therapy*

Writing & Research Standards

All papers are to conform to the most recent edition of the *Publication Manual of the American Psychological Association* 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 proof-reading) is required to seek prior approval from the professor.

Student Life

Student Government Association (SGA)

Richmont students in the School of Counseling have an elected student government. Students from each campus will elect a campus student body President, Chaplain, Secretary, two Social Officers, and two Orientation Officers. This election will take place through initial student nominations and then a formal vote. The Dean of Students (and Assistant Dean of Students) will calculate the results and communicate the results to the elected officers and the entire student body. These representatives meet with the Dean of Students (and Assistant Dean of Students) to discuss a wide range of student concerns and ideas and to coordinate activities for students. The Student Body President may request to come to general staff or faculty meetings to present the students' concerns/ideas. The SGA officers are responsible for activities and serve as a student voice in the life of the institution.

Personal Development & Nature of Counselor Training

Participation in graduate level counseling courses can be a meaningful opportunity for personal and professional growth, self-awareness, increased insight and knowledge, and practice in making a difference in the lives of others. However, students should be aware that material covered may result in increased awareness of past and/or present emotionally-charged material from their own lives. At times this awareness may result in strong, overwhelming, or even negative responses. If and when an instructor observes these responses in a student, he or she will bring it to the student's attention for immediate discussion and consultation. Students are strongly encouraged to make faculty aware of these strong or overwhelming personal reactions related to course experiences, materials, and assignments. Students are also strongly encouraged to pursue their own individual therapy while in the program.

Counseling Referral Lists for Students

Both campuses have referral lists for local professional counselors for students who provide reduced-fee counseling for Richmont students. In accordance with ethical guidelines on dual relationships, faculty members do not counsel students. Lists of the referenced counselors are available to students on the CAMS Student Portal. Additional assistance can be provided by the Dean of Students or Assistant Dean of Students.

Hospitality List

The Hospitality List includes a list of students and faculty who are willing to host another Richmond student during an intensive class in their city. Students can access the Hospitality List in their Student Portal in CAMS. Please contact the Dean of Students if you have questions or if you would like to be added to the Hospitality List.

Enrichment Programs

Career Mapping

Richmont students in the School of Counseling 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 Mapping Portfolio. Students receive information regarding the Career Mapping Portfolio at Orientation and are encouraged to consult with Director of Career Services throughout their program with any questions.

Programmatic Research

The goal of programmatic research at Richmont is to further the understanding of the integration of counseling and theology as it relates to the areas of mental health and spiritual growth. Students have an option of writing a thesis as part of their training. These thesis track students will be assigned a mentor to assist them through the process and participate in a variety of research opportunities.

Richmont encourages faculty, supervisor and student research in the integration of professional counseling, 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.

Community Times

Students are also exposed to guest speakers, including Richmont alumni, who share their varied work experiences as well as information about further graduate study. This resource provides an opportunity for students to receive more information about a specific type of client or client concern as well as providing an opportunity for networking with professionals in the area who are practicing.

Continuing Education

Richmont conducts and sponsors conferences on counseling and ministry with a Christian emphasis designed to bring together counselors, psychologists, other mental health professionals, ministers, and others in the helping fields to participate in training and spiritual

renewal. These conferences offer periods of instruction, support, building of professional relationships and renewal for people in the helping ministry.

These conferences often offer continuing education (CE) credits applicable to professionals in the mental health field. Richmond does not guarantee any course as meeting requirements for continuing education. Students seeking CE approval for Richmond courses must obtain such from the organization or governing body for which continuing education is required (i.e., state board or professional organization). Richmond also sponsors and offers its facilities to a broad range of adult education programs in Bible, Christian living, and Christian mental health.

Professional Organizations

Richmont strongly encourages students to join and become involved in professional organizations to enhance their experience. There are regular opportunities to participate in activities that are designed to promote students' professional development. Some of the organizations supported by Richmont School of Counseling faculty, staff and students are national, state, and local chapters of ACA (American Counseling Association), AAMFT (American Association of Marriage and Family Therapy), AACC (American Association of Christian Counselors), and CAPS (Christian Association for Psychological Studies). Student chapters may be a part of students' experiences. Opportunities to present research findings at professional conferences are also provided for interested students.

Client & Student Confidentiality Expectation

Counselors recognize that trust is at the core of the counseling relationship. The American Counseling Association (ACA), American Association of Marriage and Family Therapy (AAMFT), American Association of Christian Counselors (AACC), and American Psychological Association (APA) Code of Ethics specify that counselors must respect clients' right to privacy and avoid illegal or unwarranted disclosures of confidential information. Counselors make every effort to ensure that supervisees, students, professional assistants, and volunteers also maintain clients' privacy. Moreover, privacy and confidentiality are also applicable to counseling students' efforts to avoid sharing identifying client information during class discussions, case presentations, or group supervision. This is especially relevant in courses included in the Clinical Training sequence: Helping Relationships, Applied Practicum and Treatment Planning, Group Counseling, Practicum, Internship I, and Internship II.

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 career planning, and in a variety of other aspects of involvement in the university's program. 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. Advisors will also provide to their advisees feedback from faculty about the student each semester.

Students in the School of Counseling have a minimum required number of advisement meetings during their time in their program. Please consult the Graduate Catalog for the advisement process and schedule of meetings.

Endorsement Policy

Department faculty members are pleased to assist trained and qualified students in obtaining employment in the field of human services. This assistance typically occurs through writing reference letters and providing recommendations. Students are encouraged to solicit the support of appropriate faculty. However, departmental faculties reserve the right to decline the request. A recommendation may be withheld if it is determined that the specific student is not qualified or adequately prepared for the position being sought. Students desiring to obtain a reference or a recommendation from a faculty member are encouraged to discuss this request in person.

Student Evaluation

Within the School of Counseling, faculty have the responsibility to both monitor students' academic progress and their professional competence. While an individual may have the academic ability to successfully complete a graduate program at Richmond, some students remain unsuited for the necessary responsibilities of a professional counselor or marriage and family therapist. The faculty take this gate-keeping responsibility seriously.

Students are evaluated based on their performance professionally and personally during their training at Richmond. Clinical performance, academic performance, and general personal deportment are all factors considered each semester by the faculty and staff as part of the Student Qualifying Evaluation (SQE). A dean or the student's advisor provides feedback based on the SQE evaluation. At times, a remediation plan is required.

Students are encouraged to initiate a meeting with their advisors at any time to receive feedback about their progress in the program. Moreover, feedback sessions with advisors can be scheduled after the faculty has completed a review and the student has received their Student Performance Review Feedback Form.

Policy on Retention & Dismissal of Students Related to Academics and Clinical Training

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, and dismisses from the program students who fail to comply with Richmond policies and procedures or who are believed to be unable to provide competent services due to academic or personal limitations.

Students are expected to meet the Standards of Performance and must demonstrate professional behavior and service expected of a graduate student in clinical mental health counseling or marriage and family therapy. This policy is referenced during the admissions process, during the new student orientation, and on the relevant course descriptions.

Because specific skills and personal qualities are essential to adequate performance as a counselor, 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 applications 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 which interfere with a student's continued success in the program. Faculty and advisors are encouraged to communicate their concerns to students throughout the semester, and not only during the SQE process.

Problems of Professional Competence

Four categories of deficiencies present concerns and will lead to a plan of remediation and possibly dismissal from a specific degree program or Richmond. These include ***impairment, failure to demonstrate competence, ethical misconduct and 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;
- Inability to control personal stress, mental dysfunction, or emotional reactions that may affect professional or social functioning; or
- 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. For a student to provide counseling services beyond his or her current level of competence would also be considered a failure to demonstrate competence.

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. It has as its 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, unmediated 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. 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, up to and including dismissal.

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 easier to remediate:

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 the Richmond, or training site.
9. Interpersonal relationship problems suggest a personality disorder.

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. Richmond 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.

Student Qualifying Evaluation (SQE) Process

The Academic Affairs Committee (AAC) for the School of Counseling meets in April, August and December for the Student Qualifying Evaluation Process. All Richmond students are evaluated during this process, although additional attention is given to students who are currently in the clinical sequence (Helping Relationships, Applied Practicum and Treatment Planning Lab in Counseling, Practicum, and Internship I & II).

Evaluation of students serves to identify both strengths and deficiencies and to develop a remediation or action plan, when necessary. For students in the clinical sequence, receiving a passing grade in a clinical course does not necessarily allow the student to proceed within the clinical sequence.

Clinical performance, academic performance, and general personal deportment are all factors considered in the SQE. M.S. students are evaluated in interpersonal and academic levels only. Faculty rate students on Academic, Clinical, & Interpersonal areas; Staff evaluate Interpersonal skills only. Students' performance is assessed in the classroom and in other settings, both formal and informal, including observations from faculty and staff, the student's advisor, and clinical supervisors where applicable. Prior to the SQE meeting, faculty and staff rate the students on the following categories and levels:

- **Exceeds Expectations (Special Commendations)**
- **Meets Expectations**
- **Meets Expectations with Emerging Concerns** (3 levels within this category)
 - Level 1 – Meeting Expectations with Slight Concern
 - Level 2 – Meeting Expectations with Mild Concern
 - Level 3 – Meeting Expectations with Moderate Concern
- **Does Not Meet Expectations with Significant Concern** (2 levels within this category)
 - Level 4 – Not Meeting Expectations with Serious Concerns
 - Level 5 - Not Meeting Expectations with Extreme Concerns

If a faculty reports an emerging concern, (concern rating of 1, 2, or 3), they are asked to provide specific behavioral instances or patterns of student behavior that warrants their concern. If faculty reports a serious or extreme concern about a student (concern rating of 4 or 5), they complete a Student Concern Report to provide more detailed information.

The master database and students' SQE statuses are reviewed by the SQE committee and a determination is made as to those students whose status warrants further review by AAC. The Clinical Affairs Committee includes representatives from Clinical Affairs, Student Affairs and Academic Affairs. The choice to further evaluate a student of concern is based upon, but not limited to, evaluations from the Clinical Affairs Committee 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. Following the meeting of AAC, the Dean of Students and Assistant Dean of Students tally information gathered at the SQE meeting and record it on the Student Performance Review Feedback Forms. This form specifies that the student exceeds expectations, meets expectations, meets expectations with emerging concerns, or does not meet expectations with significant concern in each area: Academic, Clinical, and Interpersonal.

Based on completed SQE forms and SQE meeting, the Dean of Students creates a master database with the status of all students. Each student receives a SQE status, as follows:

- **SPC: Exceeds Expectations (Special Commendations)**
- **M: Meets Expectations**
- **M-E: Meets Expectations with Emerging Concerns**
- **N/E: Does Not Meet Expectations with Significant Concern**

Emerging concerns are indicated when a student acquiring SQE feedback that totals 3 in one semester (two faculty concerns totaling 3 or 1 "3-level" concern) or across cumulative semesters that will total 6 (2 Level-3 concerns, 3 Level-2 concerns, 6 Level-1 concerns, or any combination of Level-1, 2, or 3 that will total 6). Significant concerns are indicated in any instance that a student has one or more concern ratings of 4 or 5.

Students receive this faculty feedback on the Student Performance Review Feedback Form following the end of the semester. The Student Performance Review Feedback Forms are compiled by the Dean of Students and Assistant to Dean of Students and sent to the Records Office to be placed in the student's academic file. The Records Office distributes a copy of the Student Performance Review Feedback Form to the student's advisor.

Students receive their Student Performance Review Feedback Form as follows:

- Students who meet expectations or exceed expectations are sent a scanned copy of the form along with a template letter to their Richmond email address from the Dean of Students.
- For students with ***emerging concerns***, the Student Performance Review Feedback Form with the concerns briefly outlined is scanned, along with a template letter, and sent to the

student via email on behalf of their advisor. Students with additional questions regarding the concerns expressed may request a meeting with their advisor for further details and/or support.

- For students with a **significant concern**, a letter is sent from the Dean of the School of Counseling noting the concerns along with a copy of the proposed remediation plan (Student Performance Remediation Plan Form). The student is instructed to schedule a meeting with the advisor to review and sign the plan. A copy of the Student Performance Review Feedback Form is included with the letter.

Student Remediation Plans

In general, a student who is observed to have deficiencies will be invited to discuss the identified deficiencies with his/her faculty advisor and a Student Remediation Plan will be developed. In the absence of adequate progress, the student who experiences 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 Dean of Clinical Affairs/Director of Clinical Training, and these are also incorporated into the overall student evaluation of performance. A student may be dismissed from a course and/or the Richmond 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 Institute's faculty and administration, in jeopardy as a result of the student's behavior.

Specifically, once a student with a significant concern receives their Student Performance Review Feedback Form, a student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If he or she chooses to provide a rebuttal, the AAC will meet again to consider any new evidence presented by the student and provide written documentation of their decision. If the student wishes to appeal the faculty's decision, appeal procedures outlined in this Catalog may be followed. 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 to their advisors their own ideas for remediation, which will be considered in developing the remediation plan.

The student's advisor will document the plan using the Student Performance Remediation Plan Form. The student may pre-register for the next clinical course at the normally scheduled dates while awaiting the evaluation; however, final approval for enrollment in the course is contingent upon the recommendation of the AAC. The advisor will inform the student if there is a reason he or she may not proceed with the next clinical component. If the student is not allowed to proceed with it, 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; decrease in course load; 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 (fall and spring) at least two weeks before registration. Additional reviews may be scheduled as necessary. After each one, a copy of the current remediation plan, with student comments and faculty signatures, must be placed in the student's file. If progress toward remediation plan goals is viewed by the advisor and AAC as insufficient, either a change in the remediation plan or dismissal of the student will follow. The student will have an opportunity for rebuttal or appeal, as described above.

Clinical Qualifying Evaluation (CQE)

(Required Formal Evaluation prior to the Clinical Practicum and Internship Courses)

A formal evaluation is conducted at the conclusion of *Helping Relationships*, *Applied Practicum and Treatment Planning Lab*, *the Counseling Practicum*, and *Counseling Internship I and II* 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. *Helping Relationships*, *Applied Lab*, *Practicum* or *Counseling Internship I or II*), does not necessarily allow the student to proceed with the clinical sequence. At the conclusion of the *Applied Lab*, the *Practicum* and *Counseling Internship I*, and *Counseling Internship II* each student will be evaluated by the Dean of Clinical Affairs/Director of Clinical Training, the instructor of clinical course, and the student's advisor. These faculty members will collect and review all supervisor evaluations performed on the student at the clinical practice site and consider other sources of data as well. These faculty members will submit a recommendation to Academic Affairs Committee. Each member of the Academic Affairs Committee will consider the recommendation and offer his/her evaluation of the student's performance in the classroom and other settings, both formal and informal. The Academic Affairs Committee has three options regarding retention of the student:

1. **Approval for Continuance into next Clinical Component:** If the Academic Affairs Committee approves the student for continuance into the next clinical component without remediation, the student's advisor and the Dean of Clinical Affairs/Director of Clinical Training sign the Clinical Qualifying Evaluations Form. The Dean of Clinical Affairs/Director of Clinical Training places the form in the student's clinical file. The student's signature is not required. The Registrar will inform the student that he or she may proceed with the next clinical component.
2. **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 following the Academic Affairs Meeting. This meeting will be conducted by the student's advisor, one other faculty member and the student.
3. **Remediation:** If the Academic Affairs Committee determines that there is a problem not sufficient to warrant dismissal at that time, 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 following the Academic Affairs Meeting. This meeting will be conducted by the student's advisor, one other faculty member and the student. A remediation plan is a statement of grave concern about the student's ability to continue in the Richmond degree program; failure to comply with the plan fully may lead to dismissal.

After the faculty members have presented the clinical qualifying evaluation to the student and answered his or her questions, the student must sign the Student Performance Remediation Plan Form 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 or she may follow the appeal procedures outlined in the Graduate 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 revising and finalizing 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. The student may 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 as stated in the Student Performance Review. The Registrar's Office will notify students who receive approval for continuance into next clinical component.

The student's advisor will contact the student who receives a remediation. 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 academic file. If progress against targets 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 minimize graduating students who are not suited for the professional practice of counseling. Richmond acknowledges that there are limitations in identifying every student who may not have the potential to perform effectively in the role of a professional counselor.

Section Seven: School of Ministry

School of Ministry Mission Statement

Richmont Graduate University's School of Ministry provides graduate programs that advance the Gospel of Christ by increasing the capacities of students to understand God's Word, to become whole and holy people, and to lead and serve effectively.

School of Ministry Vision

School of Ministry prepares women and men to fulfill God's call to transforming ministry.

Programs of Study

Richmont Graduate University's School of Ministry offers the following programs. Please consult the Graduate Catalog for complete details and course descriptions.

- Master of Arts in Ministry
- Master of Arts in Spiritual Formation and Direction
- Graduate Certificate in Spiritual Direction

Master of Arts in Ministry (On-campus or Online)

The M.A. in Ministry degree is a 40-credit hour curriculum that focuses on theology, spiritual formation, and practical leadership and ministry skills. The M.A. in Ministry has been designed to address a student's whole being as it relates to their passion for authentic ministry leadership and service. Students experience amazing transformations in their knowledge and wisdom concerning scripture, their personal relationships with the Lord as they progress through the program and their ability to invoke Christ-centered leadership. Each student will carry these transformations with them after graduation to positively impact their churches, communities, and families.

Students divide their studies equally between the curriculum areas of:

- Bible History and Theology (Knowing)
- Spiritual Formation (Being)
- Practical Ministry and Leadership Skills (Doing)

Master of Arts in Spiritual Formation and Direction (Combination of On-campus and Online Delivery)

The M.A. in Spiritual Formation and Direction degree is a 40-credit hour curriculum that focuses on Bible, theology, personal spiritual formation, and supervised training in spiritual direction. Students will experience challenging personal spiritual growth and in depth foundation in

Biblical theology. Due to the nature of the intense training in spiritual direction, courses are offered only on a cohort model.

Graduate Certificate in Spiritual Direction (On-campus Cohort Model)

The 15-credit hour Graduate Certificate in Spiritual Direction focuses on the historical roots of Christian spiritual direction and the role of spiritual direction within the Kingdom of God. Topics are explored and experienced in a cohort community with growing prayerfulness and intentionality. The training focuses on the individual's lived experience with Christ and practice of course content. Students agree to receive on-going spiritual direction and supervision while simultaneously offering spiritual direction for the twenty-two months of training.

Academic Policies

The following are a summary of the academic policies that apply to the following degree programs: Master of Arts in Ministry, Master of Arts in Spiritual Formation and Direction, and the Graduate Certificate in Spiritual Direction. A complete description of all Richmond Graduate University's academic policies are provided in the Graduate Catalog.

Course Delivery Systems

Courses are offered in a variety of formats including weekly, bi-weekly, intensive and technologically mediated delivery systems. Some courses may include online assignments and discussion formats. *Course syllabi and instruction for intensive courses begin the first of each semester.*

Class Attendance and Grading

Students are permitted one unexcused hour of absence per hour of course credit. Necessary absences may be excused with permission of the instructor; 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 credit-hour course, a class block is two hours of the course, etc. This grade 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 credit-hour intensive course, 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. Please consult the Graduate Catalog for a complete description of the attendance policy.

ONLINE: Attendance requirements for online classes are subject to the course syllabus rather than the above statement. Instructors may grade accordingly.

Degree Time Limits

Students have five years to complete the program from the date of matriculation. Availability of financial aid is subject to maintaining a minimum course level of six hours per semester (for fall and spring semesters) and therefore may not be available to students extending the timeline for their degree completion.

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. Please consult the Graduate Catalog for the full policies on independent studies at Richmond.

Grade Changes

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

Student Rights and Responsibilities

Richmont Graduate University is committed to honoring our mission and our students by setting standards of excellence in the areas of academics, ministry, spiritual formation, and spiritual direction. The University is also committed to students' engagement in the evaluation process, which includes providing students with full information about the process, their roles and the role of the faculty.

Richmont encourages expression of ideas by students. Any official publication should be coordinated through the Dean of Students Office for approval. Richmond students have the right of freedom of expression and the right of the presumption of innocence and procedural fairness in the administration of discipline.

As students should know their rights and responsibilities, Richmond asks that all students review all program materials including, but not limited to, those posted on the University website, the Graduate Catalog, and this Student Handbook.

School of Ministry Statement of Student Rights & Responsibilities

All Richmond Graduate University School of Ministry students sign a Statement of Student Rights and Responsibilities form prior to matriculation, which includes acknowledgement of the following:

1. I understand the Graduate Catalog and Student Handbook under which I was admitted may be revised to reflect program, accreditation, and/or licensing revisions. I understand that policies and procedures of the University may change during my enrollment, and it is my responsibility to be aware of such changes. I understand that it is my responsibility to be aware of and follow academic policies regarding pre-requisites, course sequence, course scheduling, and all other policies, in the Graduate Catalog and Student Handbook, affecting my education at Richmond.

2. *I understand that work products developed in this program may be viewed by external agencies (e.g., SACS) to assess program quality.*
3. *I understand that integrity is a fundamental governing tenet at Richmond Graduate University and that it is my responsibility to complete all work to the highest standards of academic integrity, to complete self-report of work with accuracy, and to adhere to attendance requirements for classes.*
4. *I understand that "R-mail" (jdoe@mail.richmont.edu) is the official Richmond Graduate University communication method for students. All departments of the University use R-mail to provide students with information about University issues and announcements and to maintain student contact. It is my responsibility to review R-mail regularly and respond to University requests.*
5. *I understand that, if I should need to request an Incomplete in a class, I must submit the "Request for Incomplete" form directly to the professor for that class by the last day of Exams for that semester.*
6. *I understand that credit hours for certificate courses are not included in the six credit hours required per semester to qualify for financial aid.*
7. *I understand that graded assignments, tests, and papers may be returned by professors via on-campus student mailboxes, and it is a violation of school policy to intentionally view and/or take other students' graded assignments from their mailboxes.*
8. *I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning but will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others, I understand the faculty will use this as part of the review of my overall academic and clinical growth.*
9. *I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for ministers. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the Graduate Catalog) or dismissal from the program.*
10. *I understand that conversations in class, whether on-line, in discussion forums or live sessions, or in the on-campus format, are sometimes personal and private in nature, and therefore I will make effort not to discuss the personal matters of my classmates outside of Richmond sanctioned discussions.*

Writing and Research Standards

All papers written are to conform to the most recent edition of Kate L. Turabian's *A Manual for Writers* or as otherwise noted by the professor. 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.

ONLINE: Writing that is done in online classes, including, but not limited to, discussion posts, essays, research papers, etc. are expected to be at a Graduate level. Proper grammar and sentence structure must be used.

Writing Resources

Below is a table of writing resources, compiled by the Richmond library, for School of Ministry students.

The Turabian Quick Guide	http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html	
	<p>Presents common examples of materials cited in each of Turabian's style:</p> <p>1) notes-bibliography style (or simply bibliography style) and 2) author-date style (sometimes called reference list style).</p>	
Grammar Girl	http://www.quickanddirtytips.com/grammar-girl	
	Your friendly guide to the world of grammar, punctuation, usage, & fun developments in the English language.	
Institute for Writing and Rhetoric at Dartmouth University	<u>Coming up with your topic</u>	http://writing-speech.dartmouth.edu/learning/materials/materials-first-year-writers/coming-your-topic
	<u>Researching your topic</u>	http://writing-speech.dartmouth.edu/learning/materials-first-year-writers/researching-your-topic
	<u>Developing your thesis</u>	http://writing-speech.dartmouth.edu/learning/materials/materials-first-year-writers/developing-your-thesis
	<u>Considering structure and organization</u>	http://writing-speech.dartmouth.edu/learning/materials-first-year-writers/considering-structure-and-organization
	<u>Revision: Cultivating a critical eye</u>	http://writing-speech.dartmouth.edu/learning/materials/materials-first-year-writers/revision-cultivating-critical-eye
	<u>Logic and argument</u>	http://writing-speech.dartmouth.edu/learning/materials-first-year-writers/logic-and-argument
	<u>Attending to grammar</u>	http://writing-speech.dartmouth.edu/learning/materials-first-year-writers/attending-grammar
	<u>Attending to style</u>	http://writing-speech.dartmouth.edu/learning/materials/materials-first-year-writers/attending-style

Grammarly	Paper Editing Software	<p>Grammarly is provided for students at Richmond Graduate University. This service instantly checks your writing for grammar, punctuation, style, and much more. Be advised that while Grammarly cannot be guaranteed to catch every error, students have found it to be a great help. Follow the directions below to set up your individual account:</p> <p>Set up your account:</p> <ol style="list-style-type: none"> 1. Go to www.grammarly.com/edu/students 2. Select the Create Account button 3. Enter your name and your Richmond email account 4. Enter the password of your choice 5. Enter the access code: zEdLn36VmSjhFhsN [do not share this with anyone else] <p>To use Grammarly:</p> <ul style="list-style-type: none"> • Login • Copy your text and paste it into Grammarly • Select the analysis genre (“academic essay” is the default review genre) • Click the “Start Review” button to check your text • Once the text is analyzed, Grammarly will show your text with different types of alerts highlighted. • You can review the suggestions and apply the changes either by manually correcting (rephrasing the highlighted part according to the suggestion) or by clicking on the corresponding correction offered by Grammarly. • Once done with the corrections, you can either re-process the draft and review the updates, or paste the final version back into your word processor. • There is an option to save/print the corrected document and the report for your own reference. To do so, please click “Save/Print Report”. The button is located under the “score section”.
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Academic Advisement

Upon acceptance to Richmond, each student in the School of Ministry will receive academic advisement as needed. 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 the Records Office and their advisor regarding proposed changes and 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.

Privacy

Richmont considers the privacy of each student as an important matter. Whether the student is on-campus or online Richmond strives to ensure the right of privacy. In that regard, Richmond does the following:

- Provides secure servers for CAMS, email, etc.
- Provides each student with an individual email account. These accounts are password protected. University faculty will communicate to students using this system.
- Provides password protected access to learning platforms, namely, CAMS and Moodle.
- Follows the policies of the Family Educational Rights and Privacy Act (FERPA). See the University Catalog for a full explanation.

Authentication

In order to ensure the proper identification of each student, the School of Ministry does the following:

- During the first registration/orientation, the student must show a government-issued picture identification that verifies their name and address.
- Each student is issued a photo identification card.
- Unique secure passwords are issued to each student for University email and learning platforms.
- Live online classes and online instructions pages are monitored from time-to-time by a SOM employee to verify student identity.

Student Evaluation, Retention, & 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 term grade point average below 3.0 during a given semester will receive a letter of scholastic warning from the Records Office. Should the student receive a GPA of less than 3.0 in two successive semesters, he/she 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 are essential to adequate performance in ministry and are actively evaluated while a student is in the Ministry program by faculty and staff. 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.

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. Richmond students must demonstrate readiness to meet the level of professional behavior and service expected of graduate students in professional ministry, including but not limited to:

- Exhibiting conduct consistent with his or her profession of faith as a follower of Christ
- Maintaining a minimum term GPA of 3.0 (*B*)
- Abiding by the formal Statement of Community
- 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 ministry performance

Retention and Dismissal

Because the School of Ministry seeks to graduate women and men who qualify as Christian leaders, the faculty and administration will evaluate a student's qualifications in terms of spiritual, doctrinal, and professional standards, as well as academic standards.

Library Resources for School of Ministry

The Richmond Graduate University Library in Atlanta and the Poindexter Library in Chattanooga are essential partners with the faculty in Richmond's instructional and research endeavors. Our library collections and programs are designed to meet the information needs of students, fostering the development of creative reasoning and critical thinking that leads to intellectual, spiritual and social growth. We also seek to advance scholarship, develop critical competencies, promote lifelong learning, and otherwise serve the needs of Richmond's curriculum.

An organized list of Library resources for Ministry students can be found on the main Richmond web site at <http://richmont.edu/library/ministry>. This general collection includes a good number of commentaries and Bible study materials. In order to log in to these online resources, though, they must be accessed through Student Portal in CAMS.

1. In the CAMS Student Portal, click the link on the left side of the page that reads, "Syllabi, Forms, Schedules, and Links". In that page are the following categories: "Classes,

Resources, Handbooks, and Links.” Under the “Resources” category, click “Library Links.”

2. The “Library Links” page has tutorials on using the online resources as well as direct links to use the resources. At the bottom of the page is a file titled “PurchasedMar1Commentaries.xlsx.” This document offers a complete list of commentaries purchased for the School of Ministry.
3. To access these commentaries, click the link “EBSCOhost” from the “Library Links” page. Logging in with Cams Usernames and Passwords gives instant access to the EBSCOhost databases. It helps to look for specific books on the EBSCO page, by searching for the book title.

To get the most use out of EBSCO ebooks you will need to create a free account (top left of the page). Once you have created your account you can save searches, take notes, download a range of pages, and view pages of the commentary online. Contact the libraries if you have any questions or if you would like to request additional materials.

If you have any other library related concerns, or need more information, you can contact library staff in several ways.

- Ron Bunger (rbunger@richmont.edu)
- John Hughes is the Director of Libraries (jhughes@richmont.edu)
- Alison Mead is the Library Liason to the School of Ministry (amead@richmont.edu).
- **Ask a Librarian** feature at <http://richmont.edu/library/chat-with-a-library/>
- Call the Atlanta Library (404-835-6137)
- Visit the library when you are on campus

Online Technology Requirements

A student’s experience in the online degree program is highly dependent on the quality and functionality of your computer equipment. Below are the minimum specifications we recommend for your computer equipment and software versions, related to the tools that will be used in the program, once you are admitted.

Hardware

- Access to a computer with speakers, microphone, and a webcam
- Windows 7 or higher • Mac OS 10.8 or higher
- Internet Access with a minimum connection speed of 1.5 mbps
- *Use Speedtest to determine connection speed: Close all applications and other website tabs and conduct test by visiting: <http://speedtest.net>*

Software

- Adobe Acrobat Reader (to open PDFs) - <http://get.adobe.com/reader/>
- Microsoft Office -
- Mozilla Firefox – <http://firefox.com> (this is the ONLY recommended browser)

- ✓ *While other browsers such as Google Chrome will work, you may occasionally run into issues if not using Firefox.*
- Adobe Connect: Test your Computer with Diagnostic Tool:
 - ✓ http://aMaMin.adobeconnect.com/common/help/en/support/meeting_test.htm

Plugins

The following free plugins are required and must be updated and enabled.

- Adobe Connect add-in
- Windows: http://www.adobe.com/go/adobeconnect_9_addin_win
- Mac: http://www.adobe.com/go/adobeconnect_9_addin_mac
- Adobe Flash Player - <http://get.adobe.com/flashplayer/>
- Java - <https://java.com/en/download/>

Browser Settings

- In FireFox: Tools -> Add-ons -> Plug-ins -> “Check to see if your plugins are up to date” (click link at top of plugins list)
- OR use direct link:
- https://www.mozilla.org/en-US/plugincheck/?utm_source=firefox-browser&utm_medium=firefox-browser&utm_campaign=plugincheck-update
- Be aware of popup-enabled URLs such as:
 - ✓ LMS at <https://moodle.richmont.edu>
 - ✓ Research database at <http://www.libs.uga.edu/research/>
- Online classroom environment at richmont.adobeconnect.com