

RICHMONT

GRADUATE UNIVERSITY™

2019-2021



GRADUATE CATALOG

Atlanta | Chattanooga | Online

888-924-6774 | richmont.edu

ABOUT THE CATALOG

With regard to academic programs, this Graduate Catalog is valid for students who first enroll in Richmond fall 2019 through summer 2021 and for students who choose to change to programs within this catalog from an earlier catalog. Policies herein apply to all Richmond students.

The Richmond Graduate Catalog is produced by the Records Office in conjunction with the Dean of the School of Ministry, Dean of the School of Counseling, Dean of Students, Dean of Clinical Affairs, Institutional Advancement, and the Academic Affairs Committee. It contains general academic and administrative information and specific descriptions of degree programs offered.

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

This Graduate Catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent one will be controlling, regardless of any policies stated in a previous catalog received by the student upon admission.

This catalog and subsequent ones are supplemented by the rules and regulations stated in institutional publications and on the website. When conflicts exist between any of these sources, the most recent rule, regulation, or policy will be applied.

The student is responsible for meeting all graduation requirements for degrees and certifications in accordance with the Graduate Catalog. Students must meet requirements of the catalog in effect when they first attend Richmond except in the following circumstances: 1) students who elect to participate in a program or certification in a catalog published after they matriculate must meet all degree requirements listed in the updated catalog; and 2) students who leave Richmond for more than two semesters must meet the requirements of the most updated catalog upon returning to the University.

RICHMONT AUTHORIZATIONS AND PRACTICES

Authorization Statement

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

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

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830
615.741.3605

SACSCOC Accreditation

Richmont Graduate University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Master's degree. For inquiries regarding Richmont's accreditation, please contact:

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
404.679.4500

The Commission is to be contacted only should evidence appear to support significant non-compliance with a Commission requirement or standard. Normal inquiries about Richmont Graduate University, such as admissions requirements, financial aid, and academic programs, should be addressed directly to Richmont Graduate University, and not the Commission's office.

CACREP Accreditation

Richmont Graduate University's Master of Arts in Clinical Mental Health Counseling (MACMHC) degree is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the highest form of accreditation for counseling programs, denoting excellence in academic and clinical performance. For more information regarding Richmont's CACREP accreditation, visit www.cacrep.org.

Endorsement Policy

Department faculty members are pleased to assist trained and qualified students in obtaining employment in the fields of human services and ministry. This assistance typically occurs through writing reference letters and providing recommendations. Students are encouraged to solicit the support of appropriate faculty. However, departmental faculty 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.

Agent's Code of Ethics

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

Financial Accountability

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

Business Practices

Advertising and promotional vehicles for the University include internet, billboards, and publications. Richmont produces and distributes a semi-annual newsletter, "Connecting," and other mailings to donors and friends. These mailings also include counseling professors, ministries, and career services staffs at various colleges and universities. Representatives from the Office of Admissions visit colleges and universities, churches, and attend conferences to acquaint faculty/staff and prospective students with Richmont's mission and academic programs. Additionally, Richmont uses social media to promote Richmont's mission.

PRESIDENT'S WELCOME

Dear Student,

Greetings from Richmond Graduate University! Whether you are a new or returning student, we are so pleased that you chose to be part of our community. I share your excitement about what this year will bring as we grow together academically as well as servants of God.

Richmont Graduate University offers students the highest caliber education in its rigorous Master's degree programs and research opportunities. This pursuit of knowledge is enriched by a culture of caring consistent with our Christ-centered mission. For years we have prepared professionals committed to helping people and improving the communities in which they live. Both our students and alumni embody our purpose of advancing God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

Joyful in this knowledge, here are the key cornerstones of the student experience at Richmont:

Your faculty will be exceptional teachers and mentors. They bring a breadth of "real world" experience to the classroom from their work in clinics, counseling centers, churches, parachurch organizations, addiction rehabilitation centers, hospice centers, homeless shelters, and prison systems. Scholars proficient in the latest research and professional practice, our faculty are prepared, published, and dedicated.

Your classmates will represent a rich diversity of backgrounds and life experiences. These differences will provide priceless chances for you to learn, be challenged, supported, and affirmed by people both similar and dissimilar to you. There is a richness to seeing the world through the eyes of others, and it can be transformative.

Your walk with Christ and your personal and spiritual growth matter deeply to us. The faculty, staff, and administration know your success depends on the space and encouragement to experience, then explore, a fuller awareness of God in yourself and the world around you.

You will leave Richmont with a highly-regarded degree everyone will respect. Not only do we hold to the most rigorous academic standards, we have earned the highest level of professional peer recognition by being fully accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Overall, while we are proud of our academic excellence and passion for serving others, it is the powerful, pervasive sense of community that uniquely defines the Richmont student experience. Ours is a community of caring in which every single member is supported, guided, and cherished.

As you look through these pages, picture yourself in the Richmont family. Dream a little, meditate on the possibilities, and when you feel the calling, take that first step. It will make all the difference in your life as well as all those that you are sure to impact.

Best wishes and blessings,



Timothy William Quinnan, Ph.D.

President

TABLE OF CONTENTS

About the Catalog — 3

- 1) Richmond Authorizations and Practices — 3
 - a) Authorization Statement — 3
 - b) SACSCOC Accreditation — 4
 - c) CACREP Accreditation — 4
 - d) Endorsement Policy — 4
 - e) Agent's Code of Ethics — 4
 - f) Financial Accountability — 4
 - g) Business Practices — 4
- 2) President's Welcome — 5
- 3) Table of Contents — 6
- 4) Apostles' Creed — 10
- 5) Statement of Faith — 11
- 6) Statement of Purpose — 11
- 7) Heritage — 12
- 8) Our Name — 13
- 9) Facilities —
 - a) Libraries — 14
 - b) Counseling Centers — 14
- 10) Student Life and Housing — 15
 - a) Atlanta — 15
 - b) Chattanooga — 15
 - c) Student Community — 15
 - d) Student Government Association — 16
 - e) Alumni Association — 16
 - f) Career Services for the School of Counseling: Career Mapping — 16
 - g) Electronic Communications — 16
 - h) Change in Name or Address — 16
- 11) Enrichment Programs — 17
 - a) Programmatic Research — 17
 - b) Continuing Education — 17
- 12) Admission Procedures for Degree-Seeking Students — 17
 - a) Application Deadlines — 18
 - b) TOEFL Policy — 18
 - c) Full Admission — 18
 - d) Deferred Admission — 20
 - e) Conditional Admission — 20
 - f) Provisional Admission — 20
 - g) Contingent Admission — 20
 - h) Advance Standing — 21
 - i) Introduction to Graduate Writing Skills — 21
 - j) Readmission Policy — 21
 - k) Readmission — 21
 - l) Non-Discrimination Policy — 21
 - m) Internal School Transfer Policy — 21
 - n) Orientation — 22
- 13) Non-Degree Admission — 22
 - a) School of Counseling Non-Degree Admission Procedures and Requirements — 23
 - b) School of Ministry Non-Degree Admission Procedures and Requirements — 23
- 14) Academic Policies — 24
 - a) Student Rights and Responsibilities — 24
 - b) Academic Performance — 24
 - c) Academic Integrity — 24
 - d) Writing and Research Standards — 26

- e) Copyrighted Material — 26
- f) Course Delivery Systems: School of Counseling — 26
- g) Course Delivery Systems: School of Ministry — 26
- h) Class Attendance and Grading — 26
- i) Auditing Courses — 27
- j) Academic Advisement — 27
 - i) Program of Study — 27
 - ii) Advisement Processes for the School of Counseling — 27
 - iii) Advisement Processes for Conditionally Accepted Students: School of Counseling — 27
 - iv) Advisement Processes for Provisionally Accepted Students: School of Counseling — 27
- k) Flexible Course Schedule — 28
- l) Degree Time Limits — 28
- m) Academic Calendar — 29
- n) Credit Hour Policy — 29
- 15) Technology Requirements: School of Counseling — 30
- 16) Technology Requirements: School of Ministry — 30
- 17) Registration Policies and Procedures — 31
 - a) Pre-Registration for New Students — 31
 - b) Pre-Registration for Continuing Students — 31
 - c) Waitlist Procedures — 31
 - d) Becoming Officially Registered — 31
 - e) Add/Drop/Withdrawal Procedures — 32
 - i) Weekly or Online Class A/D/W Policy
 - ii) Intensive Class A/D/W Policy — 32
 - iii) Institutional Withdrawal Policy — 32
 - (1) Institutional Withdrawal for Non-Attendance — 32
 - iv) Leave of Absence — 33
 - f) Course Changes or Cancellations — 33
 - g) Transfer of Credit Policies and Procedures — 34
 - i) School of Counseling — 34
 - ii) School of Ministry — 34
 - h) Academic Exception — 35
 - i) Independent Studies — 35
- 18) Grades and Academic Research — 36
 - a) Computation of Grade Point Average — 36
 - b) Grade Requirements — 36
 - c) Grade Changes — 38
 - d) Grade Reporting Policies — 38
 - e) In-Progress Grades — 38
 - f) Incomplete Grades — 38
- 19) Academic Records — 39
 - a) Family Educational Rights and Privacy Act (FERPA) — 39
 - b) Annual Notification — 39
 - c) Procedure to Inspect Educational Records — 39
 - d) Limitations of Rights of Access — 39
 - e) Refusal to Provide Copies of Records and Transcripts — 39
 - f) Disclosure of Education Records — 39
 - g) Directory Information — 40
 - h) Correction of Education Records — 40
 - i) Transcript Records — 40
- 20) Exit Requirements: School of Counseling — 41
 - a) Counselor Preparation Comprehensive Examination (CPCE) — 41
 - b) National Counselor Exam (NCE) — 41
 - c) Student Qualifying Evaluation (SQE) — 41
- 21) Student Evaluation: School of Counseling — 41
 - a) Standards of Performance — 42
 - b) Student Evaluation — 42

- c) Policy on Retention and Dismissal — 43
- d) Problems of Professional Competence — 43
- e) SQE Process — 42
 - i) Student Remediation Plans — 46
- f) CQE Process — 47
- 22) Student Evaluation: School of Ministry — 48
 - a) Standards of Performance — 49
 - b) Retention and Dismissal — 49
 - c) Student Qualifying Evaluation (SQE) — 49
- 23) Probation Policy — 49
 - a) Notice of Probation and Dismissal Decisions — 50
 - b) Conditions During Probation — 50
 - c) Duration of Probation — 51
 - d) Appeal of Probation — 51
 - i) Appeal Procedures — 51
- 24) Academic Appeals Policy — 51
- 25) Student Grievance Procedures — 52
- 26) Self-Care and Shared Professional Responsibility — 53
- 27) Policy on Alcoholic Beverages and Illegal Drugs — 54
- 28) Policy on Sexual Offenses — 54
 - a) Advising the Campus Community about Sex Offenders — 54
- 29) Community Standards — 54
 - a) Statement on Respect for People and Property — 55
- 30) ADA Accommodations for Students — 55
- 31) Policy Regarding Guests and Children — 56
- 32) Graduation Requirements — 56
 - a) Commencement Participation — 57
- 33) Satisfactory Academic Progress (SAP) — 57
 - a) Evaluation Criteria — 57
 - b) Requirements for SAP — 57
 - c) SAP Warning Semester and Appeals — 58
 - d) Re-Establishing Eligibility for Title IV Financial Aid — 58
- 34) Financial Information — 59
 - a) Tuition and Fees — 59
 - b) Additional Fees: Registration Changes — 60
 - c) Refund Policy and Assessed Fees — 60
 - d) Financial Exceptions — 61
 - e) Graduation Fees — 61
- 35) Financial Aid and Employment — 61
 - a) Loans — 61
 - b) Veterans' Benefits and Vocational Rehabilitation — 62
 - c) Scholarships — 62
- 36) The Schools of Richmond Graduate University — 63
- 37) School of Counseling — 64
 - a) Mission Statement — 64
 - b) Master of Arts in Clinical Mental Health Counseling — 64
 - i) Program Objectives — 65
 - ii) LPC Content Area Courses — 65
 - iii) Program Sequencing — 66
 - iv) Degree Requirements — 66
 - v) Basic Two-Year Program Sequence — 68
 - vi) Basic Three-Year Program Sequence — 69
 - vii) Atlanta Evening Program Three-Year Sequence — 71
 - c) Master of Science in Pastoral Care and Integration — 72
 - i) Program Objectives — 73
 - ii) Degree Requirements — 74
 - iii) Basic One-Year Program Sequence — 74

- d) School of Counseling Certificate Programs — 75
 - i) Addictions Counseling — 75
 - ii) Child and Adolescent Counseling — 76
 - iii) Christian Sex Therapy — 76
 - iv) Integration — 76
 - v) Marriage and Family Therapy — 77
 - vi) Trauma Counseling — 77
 - vii) Pastoral Care — 77
 - viii) Spiritual Formation in Counseling — 78
- e) Certificate Programs with the MS Degree — 78
- f) Thesis Option — 78
- 38) School of Ministry — 79
 - a) Mission Statement — 79
 - b) Online Learning Objectives — 79
 - c) Master of Arts in Ministry — 79
 - i) Degree Requirements — 79
 - ii) Basic Two-Year Program Sequence — 80
 - iii) Online Two-Year Program Sequence — 81
 - d) Master of Arts in Ministry: Anglican Studies Concentration — 82
 - i) Degree Requirements — 82
 - e) Master of Arts in Spiritual Formation and Direction — 82
 - i) Degree Requirements — 82
 - f) Certificate in Spiritual Direction — 83
- 39) Course Numbering System — 83
- 40) Course Descriptions: School of Counseling — 84
 - a) Core Counseling Curriculum — 84
 - b) Spiritual Formation in Counseling Curriculum — 87
 - c) Counseling and Theology Integration Curriculum — 89
 - d) Child and Adolescent Counseling Curriculum — 89
 - e) Christian Sex Therapy Curriculum — 90
 - f) Family Studies and Marriage and Family Counseling/Therapy Curriculum — 91
 - g) Research and Writing Curriculum — 92
 - h) Advanced Clinical Counseling Intervention Curriculum — 93
 - i) Psychopathology and Treatments Curriculum — 96
 - j) Applied Clinical Training Curriculum — 96
- 41) Course Descriptions: School of Ministry — 98
 - a) Bible History and Theology Curriculum — 98
 - b) Ministry Skills and Leadership Curriculum — 99
 - c) Spiritual Formation Curriculum — 99
 - d) Personal Growth — 100
 - e) Spiritual Direction Curriculum — 100
 - f) Anglican Studies Curriculum — 101
- 42) School of Counseling Prerequisite Guide for the 2019-2021 Graduate Catalog — 103
- 43) School of Ministry Prerequisite Guide for the 2019-2021 Graduate Catalog — 106
- 44) Board of Trustees — 108
- 45) Administrative Council — 108
- 46) Administration and Staff — 109
- 47) School of Counseling Faculty — 112
- 48) School of Ministry Faculty — 117
- 49) Library Faculty — 119
- 50) Academic Calendar 2019-2021 — 120
- 51) Index — 126

The Apostles' Creed

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

Who was conceived by the Holy Ghost,
born of the virgin Mary,
suffered under Pontius Pilate,
was crucified, dead, and buried;
He descended into hell.

The third day He arose again from the dead;
He ascended into heaven,
and sitteth on the right hand of God the
Father Almighty; from thence He shall
come to judge the quick and the dead.

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

Amen.

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.

STATEMENT OF PURPOSE

The Mission of Richmont Graduate University is to provide Christ-centered education that advances God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

1. Graduate Education
 - i. 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.
 - i. This training occurs within the context of a structured curriculum and supervisory relationships, and is designed to equip graduates to facilitate spiritual growth, mental health, and relational healing.
 - ii. This training culminates in either a Master of Arts in Clinical Mental Health Counseling or a Master of Science in Pastoral Care and Integration.
 - iii. Certificate programs within the School of Counseling include: Addictions Counseling, Spirituality in Counseling Practice, Spiritual Formation, Christian Sex Therapy, Trauma Counseling, Child and Adolescent Therapy, Marriage and Family Therapy, and Pastoral Care.
 - ii. Richmont Graduate University School of Ministry provides training in how to advance the Gospel of Christ by increasing the capacities of those called into ministry, to understand God's word, to become whole and holy people, and to lead and serve in culturally sensitive ways.
 - i. This training culminates in either a Master of Arts in Ministry, a Master of Arts in Ministry: Anglican Studies, or a Master of Arts in Spiritual Formation and Direction.
 - ii. Certificate programs within the School of Ministry include: Anglican Studies, Spiritual Direction, and Integration.
2. Christian Counseling Centers
 - i. As a part of the clinical training provided to our students in the School of Counseling, Richmont maintains counseling centers throughout the Atlanta and Chattanooga areas.
 - ii. These centers allow our students to work with clients in church-based and community settings under the supervision of Christian mental health professionals.
 - iii. These centers assist the church and enable people who are struggling with psychological concerns to receive low-cost Christian counseling.
3. Programmatic Research
 - i. Institutional program evaluation and comprehensive assessment enables Richmont to better evaluate its progress and improve institutional effectiveness.

- ii. In addition, Richmond provides instruction on how to consume and conduct empirical research in order to facilitate clinical applications of counseling, theology, and spiritual formation activities.
 - iii. Finally, Richmond encourages systematic investigation of the interface between mental health and spiritual issues.
4. Service to the Church
- i. Richmond offers a “Curriculum of Christlikeness” for the Christian church that is designed to provide a comprehensive series of learning modules on spiritual transformation.
 - ii. Other activities designed to enhance pastoral care and spiritual transformation include the provision of Christian resources to the community, including libraries, seminars, and lay training programs for the local church.
 - iii. Richmond faculty make significant contributions to academic and professional journals designed to benefit the Church.

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

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

HERITAGE

Richmont Graduate University was founded by hardworking visionaries who desired to impact the world for Christ. The legacy began in 1933 when the Chattanooga Bible Institute (CBI) was founded by Dr. James L. Fowle, Reverend H.E. Wright, Mrs. Ellen Poindexter, Mrs. George Elder, Mrs. Mark Senter, Mrs. Hilda Spence, and Mrs. Howard McCall. These founders envisioned a “Moody Bible Institute of the South” that would support local churches and their various ministries. From this incredible vision, CBI faithfully served the Chattanooga, TN community by providing training, counseling, library resources, and support for clergy and laity of all denominations.

In 1973, a group of Christian mental health professionals who had begun exploring the integration of Christian faith and professional counseling founded the Atlanta Clinical College. After opening a counseling center, they partnered with a major state university to offer advanced professional training and research within a Christian context. The organization was named the Religious Consultation and Research Society before being incorporated as the Psychological Studies Institute (PSI). The individuals who were initially committed to the founding of PSI included: Dr. William J. Donaldson, Jr. – faculty member at Georgia State University; Dr. Donald G. Miles – CEO of Georgia Mental Health Institute; Dr. John R. Richardson – pastor of Westminster Presbyterian Church and chaplain of the University System of Georgia Board of Regents; and Dr. Paul Walker – pastor of Mount Paran Church of God.

Initially, PSI operated out of the Georgia Mental Health Institute and then at North Avenue Presbyterian Church, the Metanoia Building, Capitol View Baptist Church, and Mt. Paran Church of God’s Family Life Center. The McCarty Foundation generously moved PSI into their own facility on the campus of Mount Paran Church of God in 1995. For more than 25 years, PSI offered a diploma in Christian counseling through its partnership with Georgia State University. In the fall of 1998, PSI began offering its own Master of Arts in Professional Counseling degree after receiving authorization from the Georgia Nonpublic Postsecondary Education Commission (GNPEC) and the Tennessee Higher Education Commission (THEC).

In August of 2000, the Chattanooga Bible Institute merged with the Psychological Studies Institute formalizing a working relationship that had begun in 1997. Only three years after the merger, PSI received accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Psychological Studies Institute changed its name to Richmont Graduate University in November of 2008.

Today, Richmont continues to provide high-quality graduate education that produces compassionate

ministers and professional mental health counselors who work throughout the metro Atlanta and Southeast region of the United States. Our counselors work in behavioral health centers, homeless shelters, addiction rehabilitation facilities, churches, and other community-based programs that serve uninsured/underinsured populations. Our graduates work with clients of all ages who are experiencing trauma, grief, child abuse, neglect, depression/anxiety, marital strife, and other adverse life experiences.

The University is committed to preparing students and to serving local residents by providing access to reduced-fee counseling services. Specifically, by providing counseling interns to nonprofit organizations throughout Atlanta and Chattanooga, students can receive credit toward their degree requirements and recipient organizations can better serve their constituents without the enormous costs of building in-house mental health clinics.

The history of Richmond is truly a rich one. Today, led by President Timothy Quinnan, the University is committed to staying true to Christian principles and practices.

OUR NAME

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

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

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

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

FACILITIES

Richmont blended two teaching campuses in 2001 under one corporate name: a campus in Atlanta, Georgia and a campus in Chattanooga, Tennessee. Students may reside in either city to complete most coursework and the practicum and internship requirements. However, students from both campuses must attend intensive-format courses offered at the sister campus in order to complete degree requirements. The two campuses function as one with a balance of administrative staff and full-time faculty having offices in Atlanta and Chattanooga. Faculty members maintain a consistent presence at each location to serve student needs for consultation, advising, and mentoring. The unity of Richmond is thus preserved while offering the convenience of two locations.

Atlanta Campus

1900 The Exchange SE Building 100

Atlanta, GA 30339

Phone: 404-233-3949 Toll-free: 888-924-6774

Fax: 404-239-9460

Chattanooga Campus

1815 McCallie Avenue

Chattanooga, TN 37404

Phone: 423-266-4574 Toll-free: 888-267-4073

Fax: 423-265-7375

Libraries

Both the Richmond Library in Atlanta and the Poindexter Library in Chattanooga are essential partners with the faculty, staff, and students in the instructional and research endeavors of Richmond Graduate University.

The libraries' 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 Richmond community with programs and collections that advance scholarship, develop critical competencies, promote lifelong learning, and otherwise serve the needs of the curricular, research, and service mission of Richmond.

Richmont librarians, in collaboration with Richmond faculty, staff, and students, and periodic surveys of comparable institutions, select resources for the Library collections.

The Richmond Libraries contain collections of over 56,000 cataloged items: books, journals, electronic resources, and media (audio recordings and DVD), providing a rich resource for all programs at Richmond. Computer stations and a wireless network provide students with access to online resources such as PsycINFO, PsycARTICLES, Psychology & Behavioral Sciences Collection, Religion & Philosophy Collection, ProQuest Religion, and many other databases via GALILEO (Georgia Library Learning Online) and TEL (Tennessee Electronic Libraries). These online resources are also available off campus, via password access. In addition to print journal holdings of titles relevant to Richmond's programs, the Libraries provide access to over 3,000 full-text online journals. Interlibrary loan services are provided through both Libraries for materials in libraries throughout the US, providing access to materials not available in the Richmond Libraries.

The Richmond Libraries maintain contractual agreements that provide 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 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 also a member of the Georgia Private Academic Libraries Association, which provides access to many of these institution's libraries. Chattanooga students have borrowing privileges at nearby GPAL member Covenant College and are able to use public terminals 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. Richmond faculty, doctoral- and master's-level clinicians, and students under the supervision of licensed mental health professionals provide assessment and counseling to individuals, families, and groups through these centers.

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

STUDENT LIFE AND HOUSING

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

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

Atlanta

Atlanta, known as the “Gateway to the South,” is a respected center of learning as well as a Southeastern center of business and commerce, finance, transportation, medicine and health care, sports and recreation, and the arts.

Information about the arts, banking, public transportation, churches, employment, medical services, motor vehicle registration, points of interest, recreation, shopping, sports, taxes, utilities, and voting can be obtained by contacting:

Metro Atlanta Chamber
191 Peachtree Street NE, Suite 3400
Atlanta, GA 30303
(404) 880-9000
Metroatlantachamber.com

Information about private housing in the Atlanta area is available in The Atlanta Journal-Constitution (<https://homes.ajchomefinder.com>) or by contacting the Free Home Finder, an apartment location service. Incoming students can also contact admissions@richmont.edu to find opportunities for housing available through Richmont students and alumni.

Chattanooga

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

Chattanooga Area Chamber of Commerce
811 Broad Street #100
Chattanooga, TN 37402
423.756.2121
Chattanoogaachamber.com

Information about housing in the Chattanooga area may be obtained from the Chattanooga Times Free Press (www.timesfreepress.com). Incoming students can also contact admissions@richmont.edu to find opportunities for housing available through Richmont students and alumni.

Student Community

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

Student Government Association

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

Alumni Association

Once students complete their degrees at Richmond, they are encouraged to join the Richmond Alumni Association to remain connected to fellow Richmond graduates and foster a network for professional and spiritual development.

Alumni reunions are held annually in the fall in conjunction with continuing education (CE) workshops throughout the year. Other alumni events are sponsored throughout the year, including both social and CE-related functions. Alumni are informed about Richmond events through the website at www.richmont.edu/events, the semiannual "Connecting" newsletter, and the monthly "What's Happening at Richmond" alumni e-newsletter.

Richmont's website features a password-protected Alumni Association Membership Directory in which members' contact information is listed, along with their practice specializations, to assist in networking and referrals. A founding membership to the Alumni Association is \$50 for the most recent graduating class. A basic membership also is available for \$30. Annual renewal fees do apply. Alumni can establish new memberships, renew their memberships, and locate additional information online.

Career Services for the School of Counseling: Richmond Career Mapping

Richmont students enrolled 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 map. These include:

- Professional practice forms and procedures
- Licensure requirements
- Professional networking
- Professional resume
- Interview preparation

Students are also exposed to guest speakers, including Richmond alumni, who share their varied work experiences as well as information about further graduate study.

Richmont also maintains a listserv and Facebook groups for students and alumni that are focused on current job opportunities and licensure issues.

Electronic Communications

Because Richmond is a two-campus community, e-mail is a vital tool in disseminating information to students. All Richmond degree-seeking students are issued a Richmond email address upon enrollment. Students are responsible to activate this email address and are expected to check the account on a daily basis.

Change in Name or Address

Changes of name should be submitted in writing to the Records Office along with a copy of the marriage certificate or other appropriate documentation of legal name change. Address changes may be submitted online at www.richmont.edu.

ENRICHMENT PROGRAMS

Programmatic Research

The goal of programmatic research at Richmond is to further the understanding of the counseling process and its relation to religion and spirituality. Richmond encourages faculty, supervisor, and student research in areas relevant to this goal. Richmond maintains programs of research that facilitate student and faculty research productivity. Members of the Richmond faculty are expected to contribute to programmatic research, present research findings at professional conferences, and publish. Faculty promotion is based in part on scholarly productivity.

Continuing Education

Richmont conducts and sponsors workshops on counseling, designed to bring together mental health professionals and others in the helping fields to participate in clinical training and spiritual renewal. These workshops offer a period of instruction, support, building professional relationships, and renewal for people in the helping ministry. The workshops will seek to offer continuing education (CE) credits applicable to the various professions represented. Richmond does not guarantee any course as meeting requirements for CE. Students seeking approval for Richmond courses must obtain it from the organization or governing body for which CE 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 to the surrounding community.

ADMISSION PROCEDURES FOR DEGREE-SEEKING STUDENTS

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

1. Admission application with a \$50 application fee. Application fees are only refundable within 3 days of the original transaction.
2. An acknowledgement that the applicant has reviewed the Statement of Faith as part of the application.
3. One official transcript from all post-secondary institutions attended. Transcripts must be sent directly from the institution. In order to review your file, we must have an official transcript for every institution attended, even if any credits were transferred to another school. One official transcript must reflect a conferred, qualifying bachelor's degree. Any applicant with international transcripts must have their transcript evaluated through WES (World Education Services) for equivalency.
4. One official copy of the score report from the GRE Revised General Test or Miller Analogies Test (MAT). Test scores are not required for admission to the School of Ministry. Scores are to be sent directly to Richmond. Richmond's school code for the GRE is 5599; school code for the MAT is 2671.

The GRE or MAT may be waived for students who have successfully completed at least 12 hours of master's level work in a regionally accredited program, as listed above, with a GPA of 3.0 or above prior to application to Richmond.

5. The School of Counseling requires three reference forms and/ or letters of reference. These should include one academic/ professional reference, one character reference, and one pastoral reference. The School of Ministry requires one ministry reference form and does not require a character or academic reference.

a. References cannot be completed by family members.

6. A resume highlighting professional and/or volunteer experience.

7. A professional essay incorporating all of the following topics:

- a. Why do you want to be a counselor?
- b. Why is Richmond the graduate program for you?
- c. What does your spiritual life look like?

Professional essays should be a minimum of 500 words and approximately 2-5 pages. This essay will be examined to determine the applicant's writing ability and will be rated according to the following criteria: clarity of thought, grammar, and readability. It will also be used to learn more about the applicant personally.

8. At the discretion of the Admissions Committee, Richmond may require an applicant to appear for a personal interview in order to make an admissions decision.

9. For non-native speakers of English, applicants are required to demonstrate proficiency in the English language by submitting a TOEFL score.

All materials for admission should be sent to:

Richmont Graduate University

Office of Admissions

1900 The Exchange S.E. Building 100

Atlanta, GA 30339

Phone: 888.924.6774

Fax: 404.239.9460

Upon acceptance to Richmond, students should notify the Admissions office of their decision to enroll. Notification of plans should be accompanied by a \$300 non-refundable deposit, which will be credited to the first semester of tuition.

Application Deadlines

Start Term	Priority Deadline	Scholarship Deadline	Final Deadline
Fall	February 28	May 1*	July 1
Spring	October 1	N/A	November
Summer	N/A	N/A	April 1

*Deadline for priority scholarship consideration.

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

TOEFL Policy

For non-native speakers of English, applicants are required to demonstrate a proficiency in the English language by submitting a TOEFL score (Minimum score: 550 Paper test or 80 web-based test). This test can be waived in the following circumstances:

Non-native speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand); OR

Non-native speakers who have successfully completed an undergraduate degree in which English was the language of instruction with a cumulative 3.0 GPA or higher. The student may be required to complete an interview with a Richmond faculty member as a part of the Admissions process.

Full Admission

All applications to Richmond are reviewed by the Admissions Committee on a rolling basis. The Committee reviews all applications from a holistic approach, taking all aspects of the application into consideration.

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

Each applicant shall have:

1. A baccalaureate degree from a regionally accredited college or university recognized by the Council for Higher Education Accreditation (CHEA).

a. Regional accrediting bodies recognized by CHEA are the following:

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

b. Students graduating from unaccredited institutions or those accredited by an organization not listed above may be accepted upon demonstration of knowledge and experience comparable to students graduating from an accredited institution. Students may be required to provide such evidence as needed to support the quality of their undergraduate program during the admissions process. Richmond will limit the number of such students to no more than ten percent (10%) of the overall student population. Students admitted under this circumstance will be placed on conditional status and subject to the normal procedures for such.

c. Twenty percent (20%) of the student body enrolled in the School of Ministry may qualify for admission without a bachelor's degree. These students must provide documentation of work experience that would be equivalent to Richmond's admission standards as evaluated by the Admissions Committee.

2. An undergraduate cumulative GPA of 3.0 or higher on a 4.0 scale. Applicants with a GPA below 3.0 can be considered for conditional admission to Richmond.

3. GRE aptitude scores (Verbal + Quantitative) greater than 300 with at least a 3.5 on the writing section; or a Miller Analogies Test (MAT) score greater than 400.

a. Applicants that score below the minimum requirement may be considered for conditional admission to Richmond.

b. The GRE/MAT requirement is for the School of Counseling only. Students enrolling in the School of Ministry are not required to submit a GRE or MAT score. The GRE or MAT may be waived for students who have successfully completed at least 12 hours of master's level work in a regionally accredited program as listed above, with a GPA of 3.0 or above prior to application to Richmond.

c. Applicants with disabilities that may compromise the validity of GRE or MAT scores may petition the Admissions Committee for waiver of the GRE or MAT as an entrance requirement. The student must provide (a) a statement of the nature of the disability with current documentation of the disability and (b) a statement explaining why this disability would compromise the validity of the GRE or MAT with accompanying evidence.

4. All Counseling students are recommended to have completed basic undergraduate psychology courses and an introductory course in psychological statistics. Students who have not completed at least 12 semester hours in psychology or a closely related field must take CED5102: Introduction to Counseling during their first semester.

It is advisable for applicants to have completed the following courses:

- General Psychology
- Abnormal Psychology
- Personality Theory
- Developmental Psychology
- Experimental Psychology or Psychological Statistics
- Basic courses in Biblical studies and theology

Deferred Admission

Applicants who have been granted admission to Richmond may elect to defer their matriculation date for up to one year from the date of original acceptance. After one year, students must resubmit an update to the application, as well as an updated professional essay.

Conditional Admission

In making its selection, the Admissions Committee will give consideration to the applicant's professional essay, recommendations, grade point average, and test scores. Students with lower grades or test scores may be granted conditional admission when compensating strengths in other areas are clearly demonstrated. Conditionally admitted students may be limited in the number of semester hours they may take during the first semester of attendance.

The conditional status is an academic status that will remain until the student has attempted eight semester hours of graduate work that are graded with a traditional letter grade. Courses graded Pass/Fail will not be counted toward the required eight hours. These eight hours must be completed within the student's first two semesters at Richmond.

Students who are conditionally admitted are required to meet with their advisor prior to matriculation and every fall and spring semester while enrolled at Richmond to ensure that the student has appropriate support as they progress through the program.

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

In order to meet full admission status, the Dean of the School of Counseling, the Dean of the School of Ministry, or the Director of Admissions must clear a student who is admitted conditionally.

Provisional Admission

A student may be admitted on a provisional basis if a student appears during the application process to need extra support to enhance their interpersonal, psychological, or behavioral resources/ skills/capacity due to life circumstances and experiences while fulfilling the rigorous requirements of Richmond's counseling programs. Students who are conditionally admitted are required to meet with their advisor prior to matriculation and every fall and spring semester while they are enrolled at Richmond to ensure that the student has appropriate support as they progress through the program.

Contingent Admission

A student may be admitted on a contingent basis if all admissions documents required have not been received. Files must be completed by the date determined by the Admissions Committee or at the time

of registration for the next semester, whichever occurs first. Once files are completed, the student's status changes to either conditional admission or full admission. If files are not completed by the time of registration for the semester immediately following the first semester of attendance, the student will not be allowed to enroll in subsequent semesters until the application file is complete.

Advance Standing

The Richmond School of Ministry will consider awarding advance standing to students who complete the Renovaré Institute for Christian Spiritual Formation or the National Institute of Christian Leadership. Students must complete the Institute and provide the required documentation for consideration. Complete information and requirements are available from the office of the Dean of the School of Ministry.

Introduction to Graduate Writing Skills

As the Admissions Committee considers the applications of prospective students, multiple criteria are evaluated. Although GRE/MAT scores and GPA are important, the Committee considers the application in its entirety.

Applicants who score a 3.5 or below on the written portion of the GRE may be required to take CED5062: Introduction to Graduate Writing Skills, in order to gain a solid foundation for graduate work. Additionally, GRE scores, GPA, and a professional essay are used to determine whether it is in the best interest of the applicant to enroll in the course. For students required to enroll in the course, their performance is used as an evaluation to determine their readiness for additional graduate coursework. Students are required to complete the course with a B- or better to move on in a degree-seeking program.

Readmission Policy

Students who withdraw from Richmond may submit a letter requesting reinstatement within one calendar year of the last date attended, provided they left in good academic standing, resolved all financial commitments to the school, and complied with the University's withdrawal procedures. The Admissions Committee will review the letters and make a determination of readmission. Readmission will be assumed unless there are significant concerns regarding the student and/or conditions of the withdrawal or readmission.

Students who withdraw and wish to be reinstated after more than one year of absence must submit a Richmond admission application (but not supporting materials) and application fee along with a letter relating the circumstances of withdrawal and reasons for seeking readmission. The Admissions Committee will review these materials and decide upon readmission based on the former performance in the program and the nature of the reasons for withdrawal and readmission.

Non-Discrimination Policy

Richmont 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 that 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.

Internal School Transfer Policy

Transfer between Schools at Richmond Graduate University is not automatic as the admissions requirements differ between the two schools. If students decide to earn their degrees in another School other than the one in which they are matriculated, they must apply to be accepted into that prospective

School. To be eligible to transfer to another Richmond School, a student should be in good academic standing.

A student applying to transfer from the School of Counseling to the School of Ministry will need to submit the following:

1. School of Ministry Application.
2. Academic reference completed by the Dean of the School of Counseling documenting the student is in good standing with the University.
3. Ministry Professional Essay.
4. Resume.

A student applying to transfer from the School of Ministry to the School of Counseling will need to submit the following:

1. School of Counseling application.
2. Academic reference completed by the Dean of the School of Ministry documenting the student is in good standing with the University.
3. Counseling Professional Essay.
4. Resume.
5. Test scores (GRE or MAT) – This is waived if the student has previously accumulated 12 hours of graduate credit either in the School of Ministry or previously earned at a regionally accredited institution.

Once a student is accepted into their desired School, it should be noted that not all graduate work completed in the previous School is transferable. Students who are changing Schools should be in touch with the Richmond Records office to start the process of assessing the transferability of credit completed in another Richmond School.

Orientation

All new students are required to complete an orientation process to learn about Richmond 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.

Non-Degree Admission: School of Counseling

A non-degree student is one who is not enrolled in a Richmond School of Counseling degree program. The non-degree status is for those wishing to enhance their knowledge of the integration of psychology and theology, enroll in courses for personal enrichment, or obtain continuing education (CE) credit.

Richmont does not guarantee any course as meeting requirements for CE. Students seeking CE approval for Richmont courses must obtain it from the organization or governing body for which CE is required (i.e., state board or professional organization). Credit for courses completed by non-degree students is recorded on the student's transcript.

Non-degree students may enroll in courses for credit or audit. Because Richmont trains professional counselors, not all courses are suitable or available for the non-degree or audit student. Some courses have prerequisites (see course descriptions) or assume advanced skills that limit them to the full-time student. Courses that focus on Bible, theology, and Christian faith, however, are open to qualified people who are not seeking a graduate degree.

Courses that are offered as a part of the Institute for Sexual Wholeness (ISW) are available only as non-degree for those seeking certification through ISW.

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

Any student approved as a non-degree or audit student with the School of Counseling that wishes to take

courses from the School of Ministry must meet the admissions requirements for a non-degree seeking student for that school before receiving permission to register for those courses.

Admission Procedures and Requirements for Non-Degree Students: School of Counseling

1. A completed non-degree admissions application accompanied by the application fee of \$50.

2. A completed four-year college degree. The student must request an official transcript from each college attended be forwarded to the Richmond Admissions Office. The transcript from the college or university from which the applicant graduated must reflect a conferred completed four-year degree. Any applicant with international transcripts must have their transcript evaluated through WES (World Education Services) for equivalency. Non-degree students may register for intensive courses as late as one week prior to the first class meeting.

a. A non-degree/Institute for Sexual Wholeness (ISW) student who has not taken classes at Richmond for one year or more will be considered inactive and must submit the Non-Degree ISW Registration Update form to update the academic record. No additional application fee is needed. The student must also request that an official transcript(s) be mailed to the Admissions Office if any undergraduate or graduate coursework was taken for credit between the student's last semester at Richmond and the time of readmission.

- NOTE: Students requesting non-degree status as a part of ISW must have completed a graduate degree in counseling or be concurrently enrolled in a graduate degree program in counseling to enroll through ISW. Students enrolled with Richmond as a part of the ISW are encouraged to confer with ISW regarding prerequisites (<https://sexualwholeness.com/>).

- ISW students are expected to adhere to the same standards of scholarship as degree-seeking students and are required to pre-register for courses on the same schedule as regular Richmond students.

3. Students accepted as non-degree students in the School of Counseling must understand that acceptance in this category does not constitute acceptance to a degree granting program, must accept personal responsibility for the applicability of credits earned while registered in this category, and must understand that students in this non-degree category cannot be considered for scholarships, federal, or state financial aid.

Non-Degree Admission: School of Ministry

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

Non-degree students may enroll in courses for credit or audit. Not all courses are suitable or available for the non-degree or audit student. Some courses have prerequisites (see course descriptions) or assume advanced skills that limit them to the degree-seeking student. Any student approved as a non-degree or audit student with the School of Ministry that wishes to take courses from the School of Counseling must meet the admissions requirements for a non-degree seeking student for that school before receiving permission to register for those courses.

Admission Procedures and Requirements for Non-Degree Students: School of Ministry

1. A completed non-degree admissions application accompanied by the application fee of \$50.

2. A completed four-year college degree. The student must request an official transcript from each college attended be forwarded to the Richmond Admissions Office. The transcript from the college or university from which the applicant graduated must reflect a conferred completed four-year degree. Any applicant with international transcripts must have their transcript evaluated through WES (World

Education Services) for equivalency. Non-degree students may register for intensive courses as late as one week prior to the first class meeting.

3. Students accepted as non-degree students in the School of Ministry must understand that acceptance in this category does not constitute acceptance to a degree granting program, must accept personal responsibility for the applicability of credits earned while registered in this category, and must understand that students in this non-degree category cannot be considered for scholarships, federal, or state financial aid.

ACADEMIC POLICIES

Policies outlined in the academic section of the catalog apply to all students attending Richmond Graduate University, except where slight variations occur amongst the two schools. Where variances occur, it is noted to whom the differences apply.

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. A separate list of Student Rights and Responsibilities is provided for students in the School of Counseling and School of Ministry. More information about Student Rights and Responsibilities can be found in the Student Handbook.

Academic Performance

Richmont students are expected to maintain the highest standards of scholarship with a term GPA of 3.0 (B). Any student whose term GPA falls below 3.0 during a given semester will receive a letter of academic warning from the Records Office and placed on financial aid SAP warning. Students who receive a term GPA of less than 3.0 in two consecutive semesters will be subject to dismissal. A student dismissed for failure to maintain a 3.0 GPA may reapply after one year and must meet full admission criteria for the master's program at the time of re-application, in addition to any requirements stipulated at the time of dismissal.

Academic Integrity

In keeping with Biblical principles and the desire to exemplify excellence in scholarship, Richmont students are held to the highest standards of 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, spiritual, and moral growth. Upholding the standard of academic integrity with its reliance on honesty is the 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 the personal and collective responsibility of all students and faculty.

Academic dishonesty includes, but is not limited to, the following:

Providing or Receiving Unauthorized Assistance:

Collaboration is valued and encouraged in the Richmont student community. Students are expected to be mindful of when this is appropriate, and to check with professors when unsure about collaborating with others in academic endeavors. No student at Richmont is to provide or receive any form of unauthorized assistance on any assignment, paper, examination, project, etc. This includes, but is not limited to, copying from the assignment or examination of another, allowing one's own assignment or examination to be copied, viewing an examination prior to the date it is to be administered, giving or

receiving unpermitted aid on any take-home or on-line examination, or the use of any unpermitted sources (texts, notes, online sources), etc. Also, students who wish to create examples of assignments to aid other students must receive permission from the professor prior to doing so.

Plagiarism:

Plagiarism is the presentation of the words or ideas of others as one's own. Plagiarism involves failure to acknowledge material which is copied from others, or the failure to acknowledge one's indebtedness to the work of another for important thoughts presented, whether they are written or spoken. Plagiarism includes submitting material obtained online or from another source, without properly citing the source. Ideas that are paraphrased from the work of another must be cited. Although anything cited in three sources is considered public domain, Richmond requires that all sources be cited. Citing sources appropriately is required of all assignments at Richmond, including online discussion posts and classroom presentations.

Self-Plagiarism:

Self-plagiarism is the presentation of one's own prior work as if it is new, without appropriate acknowledgement of prior use. No assignment, in whole or in part, that has been completed for another class at Richmond or at any other institution is to be submitted in a course without prior approval of the professor. Students who have a particular research interest are strongly encouraged to build upon that interest in subsequent courses, but are to ask professors to what degree previous work may be used in a class. When use of prior work is approved, it must be appropriately cited.

Misrepresentation and other Forms of Dishonesty:

Students are expected to be truthful in all facets of their communication. Misrepresentation and dishonesty may include, but are not limited to, such acts as signing an attendance roster for another student or asking another student to sign, or dishonesty with regard to any aspects of coursework, such as reading reports, etc. Students are expected to communicate truthfully at all times, which includes not omitting important, relevant information. During internship, students must accurately represent their status and qualifications at internship sites and to clients, supervisors, etc. Further, any falsification of clinical documents or internship documentation is a serious infraction of the academic integrity policy. Any misrepresentation or form of dishonesty related to clinical training is reported to the Dean of Clinical Training as well as the Dean of the School of Counseling. (See Clinical Training Manual for more information)

Digital Impropriety:

The use of electronics in education necessitates specific considerations regarding digital integrity. Students, faculty, and staff use computers daily. To ensure electronic security, Richmond prohibits the sharing of passwords for any accounts governed and maintained by the University. Additionally, all students and faculty must take precautions against others obtaining access to their university computer accounts. Digital impropriety also includes, but is not limited to, the unauthorized copying, uploading, posting, or otherwise sharing of materials related to a course in any online platform or through any digital means. Additionally, students who take courses online must accurately represent themselves in the online classroom. Students in live sessions may not have another person sign in for them during a session, and must remain present the entire time they are signed in to the session.

Any infraction of these standards, intentional or unintentional, is taken very seriously. Consequences may include completing an additional assignment, receiving a zero grade for the assignment(s), and in some cases, failing the class. Infractions may also impact a student's ability to participate in commencement. Infractions of the academic integrity policy may be grounds for dismissal at any point in a student's enrollment, up to the time of graduation. All infractions of the academic integrity policy, intentional or unintentional, are reported to the Dean of the School in which the student is enrolled and presented at the Student Qualifying Evaluations for the School of Counseling.

Disposition of cases involving alleged academic dishonesty is the initial responsibility of the faculty member involved.

During Student Qualifying Evaluations, instances of academic dishonesty will be discussed by the faculty. Students may appeal the decision of the faculty member to the Academic Affairs Committee. If this resolution is unsatisfactory to one of the parties involved, further appeal may be made to the President.

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

Writing and Research Standards

All papers written for the School of Counseling are to conform to the most recent edition of the Publication Manual of the American Psychological Association unless otherwise specified by the instructor. All papers written for the School of Ministry will 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 proof-reading) is required to seek prior approval from the professor.

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. Further explanations of this restriction are in the Richmond Student Handbook. Students may also contact their campus librarian for further information and for assistance in legally obtaining research materials.

Course Delivery Systems: School of Counseling

Courses within the School of Counseling are offered through traditional classroom instruction in online, weekly, and intensive formats. The School of Counseling also offers blended courses which can be a combination of all three modalities. While a majority of the class work in the blended courses is experienced through online learning, all blended courses also require an in-person component of the course. Instruction for intensives, blended, online, and weekly courses begin at the first of each semester.

Course Delivery Systems: School of Ministry

Courses are offered in both residential and online formats. Students in the residential format participate in classes that are offered in several formats, including weekly, bi-weekly, intensive, and technologically mediated delivery systems. Some courses in the residential program may include online assignments and discussion formats. Course syllabi and instruction for intensive courses begin the first of each semester.

Students in the online program will complete all courses in a digital medium with a residency requirement.

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 student who accumulates more than 3 unexcused absences in a course during the fall and spring semesters will have earned a failing grade because of the excess absences. Likewise, because of the truncated summer semester, a student who accumulates more than 2 unexcused absences during summer semester will also automatically fail the course.

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, hybrid, and weekly classes. For example, in a two credit-hour intensive, a student may miss two hours of class without a grade reduction penalty. Should the student miss two additional hours, the student's final grade will be reduced by one level (A to A-, etc.). Students who miss classes because they register late or change sections are subject to the same policy.

Faculty may count tardiness toward absences at their discretion.

The attendance requirements for a School of Ministry Online class are subject to the stated policy in the course syllabus.

Auditing Courses

The audit status is for persons wishing to enhance their knowledge of the integration of psychology and theology, understand the role of ministry, 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 Richmond trains Professional Counselors, not all courses are suitable for the audit student. Some courses have prerequisites (see course descriptions) or assume advanced skills that limit them to the degree-seeking student.

In the School of Counseling, Human Sexuality and all other classes in the Christian Sex Therapy certificate curriculum are not available for audit, nor are Applied Practicum and Treatment Planning Lab, Counseling Practicum, or Counseling Internship I and II. Exams, papers, and other assignments are not required, and auditing students receive no academic credit for their participation. Additionally, instructors have the discretion as to whether or not to allow audits for the courses they teach.

Audited courses are recorded on a student's transcript and assigned a grade of either AU or U. AU grades are assigned for attendance of a course, and U grades are assigned for non-attendance of audit courses. Students are not allowed to change the credit/audit status of any weekly classes for which they are enrolled. Students may change the credit/audit status of an intensive-format course before the close of business on the day before the course begins by turning in a change of course credit form. Students who have audited classes earlier may repeat the classes later for credit. Students are allowed to audit classes as space is available. Priority for class seating is given to degree-seeking students.

Exceptions to this policy will be granted by the Dean of the School of Counseling or Ministry and only in extreme circumstances.

Academic Advisement

Upon acceptance to Richmond, each student is assigned a faculty advisor. The advisor assists the student in becoming acclimated to the Richmond community, in choosing elective courses, in career planning, in self-care, and in a variety of other aspects of involvement in the University's program. There is a designated advising week each fall and spring semesters to allow advisees and their advisor to connect regarding academic and personal matters.

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

Because of the sequential nature of the program and the fact that many courses are offered only once per year, deviation from the planned curriculum may result in a delay in meeting requirements for graduation and inadequate preparation for coursework. Students who wish to depart from the standard sequence should consult with the Records Office 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 the courses as students who have followed the prescribed sequence.

Program of Study

Students complete a Program of Study before they matriculate into their prospective programs. Template sequences for each degree program and certificates are provided for students who complete their program in two, three, or four years. Using this template 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.

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 are also given a copy. 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 certificate(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 Processes for the School of Counseling

Students in the School of Counseling are required to meet with their advisor every fall and spring during their time as a student at Richmond Graduate University. These meetings will occur during one week in September and one week in February. Students will be unable to register for the upcoming semester until this meeting occurs. The advisor meeting required in February will help students meet registration requirements for both summer and fall semesters.

New students will be informed by the Records Office that they will be required to meet with their faculty advisors during their time at Richmond and what that may look like for the student. Communication about the required meetings will also be provided during Orientation by the Dean of Student's Office. Students will also be reminded about required faculty advisor meetings via emails from the Records Office.

Advisement Processes for Conditionally Accepted Students for the School of Counseling

Students who are accepted on conditional status into the School of Counseling will be required to meet with their advisor before they matriculate into the program. Students are accepted conditionally when they have come close, but have not met the academic requirements for acceptance into the School of Counseling. The student meetings will look similar to the meeting structure outlined above, but conditionally accepted students will be required to meet with their advisor prior to their matriculation date.

Advisement Processes for Provisionally Accepted Students for the School of Counseling

Students who are accepted on a provisional status into the School of Counseling will be required to meet with their advisor before they matriculate into the program. Students are accepted provisionally when they may need extra support to enhance their interpersonal, psychological, or behavioral resources/skills/capacity due to life circumstances and experiences while fulfilling the rigorous requirements of Richmond's counseling programs.

Provisionally accepted students will follow the same advising structure of conditionally accepted students outlined above.

Flexible Course Schedule

In an effort to accommodate students furthering their education while maintaining employment and to offer students the opportunity to be exposed to outstanding faculty from across the country, some Richmond classes are offered in nontraditional, intensive formats. For example, a two-hour course may be offered in three weekend days of 10 hours of instruction each; and three-hour courses may be taught on four Saturdays of 11 hours each, at a frequency of approximately one Saturday per month during the semester. Syllabi are available to students at the beginning of the semester during which intensives are offered. Readings are assigned to prepare students for the first day of class when all the coursework is collapsed into one weekend. All assignments may not be due that weekend, but all will be due prior to the last day of regular classes for the semester as determined by the instructor. Thus, although the class time is condensed, students still have essentially the entire semester to interact with the subject matter of the class. Although this flexible schedule is designed to benefit students needing a nontraditional schedule, Richmond does not make any guarantees about the possibility of any individual student's ability 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. Students have three years to complete the Master of Science

in Pastoral Care and Integration, Master of Arts in Ministry (including the Anglican Studies Concentration), and the Master of Arts in Spiritual Formation and Direction.

Academic Calendar

Richmont operates on a semester schedule. Fall and spring semesters are approximately 16 weeks; the summer semester is 11 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.

Credit Hour Policy

This credit hour policy applies to all degree programs, regardless of the delivery method including lecture, online, internship, independent study/directed research (thesis) study, and blended classes. The Dean of the School of Counseling and the Dean of the School of Ministry are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy. Richmont operates on a semester schedule. Fall and spring semesters are approximately 16 weeks, and the summer semester is 11 weeks, with weekly classes extended to meet contact hour requirements. Richmont awards semester credit hours as the measure of academic coursework.

For traditional lecture and seminar classes, a credit hour is awarded in semester hour units based on semesters of 15-16 weeks and contact hours of 50 minutes. For the shortened summer semester, courses are expected to have the same number of contact hours as courses taught in a normal semester.

Courses that have less structured classroom schedules, such as internships, online courses, independent study or directed research (thesis) courses, and blended courses, should state clearly, at a minimum, learning objectives and expected outcomes and workload expectations that meet the standards set forth above.

No credits are given for audited courses.

The clinical internship course sequence within the School of Counseling provides opportunities for the participation in the counseling process as counselor/co-counselor under the supervision of licensed Christian mental health professionals across 12 months for a total of 6 credit hours. Over this time period, students accumulate a minimum of 700 clock hours of clinical experience of which a minimum of 300 hours is in direct service (face to face counseling). It also includes weekly individual supervision (at least two hours) and group supervision (at least one and one half hours). Overall, the clinical experience typically involves approximately 20 hours per week.

For independent study or directed research (thesis) courses, credit hours are awarded based on the amount and complexity of the academic work to be done, consistent with an equivalent workload for the credit hour standard applied to courses. Time commitment must account for equivalent seat time in a traditional class (e.g. 45 hours for a 3 semester hour course; 30 hours for a 2 semester hour course), plus additional time spent in study and preparation. The additional time must be double the seat time for the class; in other words, a 3 credit hour class taken as an independent study consists of a minimum of 135 hours of work (45 for seat time; 90 additional). Time involved in work is distributed across: (a) independent reading of both course materials and lecture slides, (b) the conduct of empirical and/ or theoretical research on chosen topic, (c) meetings with instructor and/or Thesis Advisor (minimum of three), (d) written assignments, and (e) other activities (e.g., submission of IRB proposals) as appropriate for the specific subject topic.

For blended (direct instructor contact combined with online elements) delivery formats, course instructional time includes direct faculty/student course contact within the physical classroom environment as well as via the virtual teaching space. Virtual teaching contact activities include, but are not limited to: communication via threaded discussion board and email; experiential exercises facilitated by online material; and completion of course modules. Time commitment must account for equivalent seat time in a traditional class (e.g., 45 hours for a 3 semester hour course; 30 hours for a 2 semester hour course), plus additional time spent in study and preparation. Additional academic coursework requirements expected to be completed outside of course instructional time include written papers, quizzes, tests, and case studies. Workload expectations are the same as for traditional weekly classes.

Technology Requirements: School of Counseling

All students are required to have laptop computers as a part of Richmond's clinical training sequence. The minimum requirements for the laptop are:

- Microsoft Windows 7 Home Premium or higher, Professional Edition is highly suggested, Mac OS X (10.6) or higher
- Intel Core i3 processor, 2.5 GHz or better
- Four gigabytes of system memory (8GB Recommended)
- Dedicated or integrated video card, with 256 megabytes minimum of RAM
- A display with no less than 1024x768 resolution and 24- or 32- bit color
- 500GB or larger hard drive for storing video session files (In general, assume that each hour of compressed session video will require four gigabytes of disk space.)
- High speed USB 2.0/3.0 connectors
- Built-in camera or purchase a separate webcam
- (Optional) DVD Burner and software if some external storage is preferred

As technology advances, recommended computer hardware may change. Richmond provides limited technical support for students.

Technology Requirements: School of Ministry

Students enrolled in the residential program of the School of Ministry are not required to have a laptop computer, but are required to have access to a computer with reliable internet access to complete out-of-class online assignments, access library resources, and participate in discussion forums.

Students enrolled in the online program in the School of Ministry will need to meet the minimum technology requirements listed below for Windows, Mac OS, or Mobile devices. The 7-day on-campus orientation will be heavily interactive as students are introduced to online learning systems. Students are also required to have reliable internet access to complete their online coursework.

Windows

- 1.4GHz or faster Intel® or AMD processor
- Windows 7 (64-bit) or higher
- 4GB of RAM or higher (8 Recommended)
- Microsoft Internet Explorer 11 or higher; Mozilla Firefox; Google Chrome

Mac OS

- 1.83GHz Intel Core™ Duo or faster processor
- 4GB of RAM or higher (8 Recommended)
- Mac OS X 10.7.4, or higher
- Mozilla Firefox; Apple Safari; Google Chrome

Mobile

- Apple supported devices: iPhone 6S and higher, iPad 2 and higher, iPad mini, and iPod touch (5th and higher generations)
- Apple supported OS versions summary: iOS 11 and higher
- Android supported devices: Motorola DROID, Samsung Galaxy, Nexus 7 or higher tablet, etc.
- Android supported OS versions summary: 2.3.4 and higher

REGISTRATION POLICIES AND PROCEDURES

The following information is an overview of registration procedures. 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 in the Academic Calendar.

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

Preregistration for New Students

All new School of Counseling degree-seeking students meet with the Records Office staff to create a Program of Study and register online via Richmond's student information system (CAMS). Students in the School of Ministry are required to meet with their advisor to gain access to the registration system, but are not required to meet with the Records Office.

School of Counseling students are also required to meet with their advisors each fall and spring semester to review their Program of Study. If a student does not meet with the advisor, the student will be prevented from registering for future semesters. The final Program of Study is approved by the student's advisor. For all subsequent registrations, students will be able to register themselves via CAMS, once the student has met with his or her advisor and cleared all appropriate holds from his/her account. All ISW students and non-degree students will preregister via CAMS. Their usernames and passwords will be assigned by the Records Office. Records Office staff will discuss with students any holds that are on their account. Students who are not officially registered on the first day of the semester due to account hold obligations will be charged a late registration fee of \$50. If students need to drop preregistered classes, they must contact the Records Office in writing once online registration has closed.

Preregistration for Continuing Students

Continuing students (students who have been at Richmond for at least one semester) are able to register themselves via CAMS once registration opens every semester, unless they have not met with their advisor or have other holds. Continuing students must clear financial and all other holds every semester in order to register for future semesters.

Waitlist Procedures

If a course for which students are attempting to preregister is full, students can add themselves to the waitlist. If space becomes available in the course, students will automatically be placed into it by the Records Office. Should the student decide that a course is no longer wanted, they should drop it from their class schedule. In this way the course can be offered to someone else. By waitlisting for a course, students obligate themselves financially and academically to the course if a space opens.

Becoming Officially Registered

To become officially registered or to register for future semesters, students must have cleared all relevant holds. Possible Holds Are:

PREPAY Hold: The student has not paid for the semester.

ADMISS Hold: The student is missing a piece of their academic application that would complete their academic file. Examples of missing items would be test scores or transcripts.

RECORDS Hold: The student is missing a Program of Study or other related Records documentation.

ADVISEMENT Hold: The Student has not met with their advisor as required.

DELINQUENT Hold: The Student is no longer attending but still owes the institution fees and tuition.

Add/Drop/Withdrawal Procedures

The add/drop/withdrawal fee is \$10 per transaction. The student has the responsibility of submitting the form to the Records Office for processing and is responsible for fees and penalties incurred for late submission. Students who drop all of their coursework will be refunded student fees for that semester. Please see the Financial Information section later in this Catalog for more information on fees related to registration changes.

Weekly or Online Class Add/Drop/Withdrawal Policy

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

During the abbreviated summer semester, courses from which the student withdraws during the first quarter of the semester will receive a W on the transcript. During the second and third quarter of the semester, a grade of WP or WF is assigned as determined by the instructor. During the last quarter of the semester, an F grade will be received in all classes from which the student withdraws. Specific dates are published in the Academic Calendar.

Intensive Class Add/Drop/Withdrawal Policy

Registration for intensive courses follows the same process and timeline as regular courses for degree-seeking students. Non-degree students may register up to close of business of the week prior to the beginning of the course for a \$10 fee per transaction. Intensive courses may be dropped prior to the close of business on the day before the first day of the course. Courses from which the student withdraws on or after the first day of the course receive a WP or WF as determined by the instructor.

Institutional Withdrawal Policy

Any currently enrolled student who does not register for classes by the end of the third week of the semester and does not request a Leave of Absence (excluding summer term) will be considered to have withdrawn from Richmond for non-attendance. Students who preregister but do not return or inform the Records Office in writing of their intent not to continue will be charged a \$50 non-continuance fee on the last day to add/drop. Students who wish to withdraw from Richmond during an academic term must meet with their academic advisor and complete an Institutional Withdrawal Form, which is then submitted to the Records Office. Students who wish to withdraw between terms are asked to contact the Records Office in writing. All students who wish to withdraw are asked to complete a withdrawal survey with the the Dean of Students. Failure to submit an Institutional Withdrawal Form to the Records Office will result in the student being withdrawn from the institution for non-attendance.

Withdrawals prior to the first day of classes or during the first week will not appear on the transcript. During the second, third, and fourth weeks of the semester, a W grade will be recorded on the transcript. Beyond this time, a grade of WP or WF will be recorded as determined by the instructor.

Students withdrawing from Richmond, both for the semester or indefinitely, are responsible for their outstanding financial obligations. Student refunds are based on the same refund schedule as individual course withdrawals.

Withdrawal from Richmond normally results in the automatic forfeiture of any scholarships that Richmond may have granted. Requests for exceptions may be addressed with the Academic Affairs Committee of the corresponding School.

Institutional Withdrawal for Non-Attendance

Students will be administratively withdrawn for non-attendance from the institution if the student fails to attend class during the first three weeks of the semester and does not contact his or her professors and/or administration regarding the absence. Students will also be administratively withdrawn for non-attendance if the student fails to register for courses by the end of the add/drop period and/or fails to submit a Leave of Absence or Institutional Withdrawal Form to the Records Office.

Leave of Absence

Students wanting to take a leave of absence from Richmond for a Fall or Spring semester must complete the Leave of Absence Form available from the Records Office. A Leave of Absence Form must be submitted to the Records Office each semester the student is absent from the institution. Failure to submit a Leave of Absence form to the Records Office will result in the student being withdrawn from the institution for non-attendance.

Students may take a leave of absence for two consecutive semesters, up to one year, without needing to reapply to the institution. A Leave of Absence can only be taken if the student is not enrolled prior to the start date of the semester or drops his/her courses by the last day of the add/drop deadline. Students wishing to withdraw from their courses after the add/drop period must complete an Institutional Withdrawal Form. A Leave of Absence Form is not required for students choosing to not attend during a summer semester.

Course Changes or Cancellations

If the institution changes or cancels a course in such a way that a student who has started the course is unable to continue, arrangements will be made in a timely manner to accommodate the needs of each student enrolled in the course. If alternative arrangements, determined by Georgia Nonpublic Postsecondary Education Commission (GNPEC) and the Tennessee Higher Education Commission (THEC) to be equitable to both the institution and the student are not possible, a refund will be given for all money paid by the student for the course.

Transfer of Credit Policies

Students should be aware that transfer of credit is always the responsibility 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.

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

Current Richmond students who wish to take coursework at another institution for transfer into their degree program at Richmond are strongly encouraged to have the course(s) pre-approved by the Dean of the School for which the credit is being considered. Richmond does not guarantee the transfer of any courses which are not pre-approved and/or do not meet the standards which follow.

Procedures for Transfer of Credit

1. Students should first consult with their advisor before requesting transfer of graduate credits earned and before taking additional graduate courses which they may want to transfer to Richmond.
2. Students must submit to the Records Office a transfer of credit application packet, including an official transcript showing the course(s) to be transferred, a syllabus of the course(s) in question, and a completed Request for Transfer of Credit form. This form is available from the Records Office and online.
3. The Records Office will conduct an initial evaluation of the request and forward the packet to

the Dean of that student's respective School for final determination.

4. The Dean will evaluate the request and submit the findings to the Records Office.

The evaluation of credits considered for transfer is conducted by the Records Office with final determination by the Dean of the School of Counseling or Ministry. The following policies will be applied to evaluate all requests for transfer of credit. The student will be notified in writing by the Records Office regarding the decision, and the transfer of credit will be documented in the student's file once the student has matriculated.

Transfer of Credit Policies: School of Counseling

Transferred credit must be from another graduate institution accredited by an agency recognized by the Council for Higher Education Accreditation (CHEA) and must carry a grade of B or higher.

If the graduate program is comparable in mission, content, and focus, a maximum of one-third of the total hours required for the respective Richmond graduate degree is allowed as transfer credit.

If the previous program does not prepare graduates for licensure as a professional counselor (or equivalent), a maximum of two psychology and/or counseling courses may be transferred.

Students must complete the clinical course sequence (Practicum and Internship) in residence at Richmond, along with any other course work required.

A maximum of two courses in theology and/or Biblical studies may be transferred if the student demonstrates the course work is comparable to Richmond requirements. Because Richmond's theology courses are taught from a counseling perspective, most seminary or other graduate school courses do not have comparable content and thus are not transferable.

Credits will be transferred only for students currently enrolled at Richmond. Prospective students may request a preliminary review and an informal response for transfer of credit by the Records Office, but credits are formally transferred upon actual enrollment at Richmond.

Credits to be transferred may not have been earned more than seven years prior to the date of the request.

Transfer credits may only be used toward one Richmond degree.

All transfers of credit must be completed prior to the student's preregistration for his or her final semester of attendance at Richmond.

Coursework earned on the quarter system is normally calculated as two-thirds of the credit hours for courses offered on Richmond's semester system.

Transfer credit is not included in the computation of the GPA for the degree being sought at Richmond.

Transfer credits are counted when measuring the maximum timeframe for Financial Satisfactory Academic Progress (FSAP) to complete the degree program but do not impact GPA.

Any exceptions to these guidelines will be solely at the discretion of the Dean of the School of Counseling.

Courses taken via distance-learning or an online format will be considered, but are subject to a greater level of scrutiny depending on the pedagogical standard of the distance-learning course.

Richmont reserves the right to assess competency and knowledge for any coursework for which students request transfer of credit.

Transfer of Credit Policies: School of Ministry

Transfer credit must carry a grade of B or higher.

If the graduate program is comparable in mission, content, and focus, a maximum of one-third of the total hours required for the respective Richmond graduate degree is allowed as transfer credit.

Credits will be transferred only for students currently enrolled at Richmond. Prospective students may request a preliminary review and an informal response for transfer of credit by the Records Office. Credits are formally transferred upon actual enrollment at Richmond.

Credits to be transferred may not have been earned more than seven years prior to the date of the request.

Transfer credits may only be used toward one Richmond degree.

All transfers of credit must be completed prior to the student's preregistration for his or her final semester of attendance at Richmond.

Coursework earned on the quarter system is normally calculated as two-thirds of the credit hours for courses offered on Richmond's semester system.

Transfer credit is not included in the computation of the GPA for the degree being sought at Richmond.

Transfer credits are counted when measuring the maximum timeframe for Financial Satisfactory Academic Progress (FSAP) to complete the degree but do not impact GPA.

Any exceptions to these guidelines will be solely at the discretion of the Dean of the School of Ministry.

Courses taken via distance-learning or an online format will be considered, but are subject to a greater level of scrutiny depending on the pedagogical standard of the distance-learning course.

Richmont reserves the right to assess competency and knowledge for any coursework for which students request transfer of credit.

Academic Exception

Students may petition the Dean of their respective School 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 Academic Affairs Committee. The appropriate form for academic exception is located on the Richmond website or may be requested from the Records Office.

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.

School of Counseling students should be aware that some state licensure boards do not accept courses earned by independent study for licensure requirements. Students who take independent studies for licensure courses do so at their own risk. Please make every effort to take the required courses in the traditional format.

Students may take no more than two independent directed studies per academic year (Fall, Spring, Summer), no more than one per semester, and no more than four total within the degree program. Students who apply for independent studies must be self-motivated and capable of achieving high academic standards while working independently.

Students are not guaranteed the approval of independent study proposals.

Students may not take an independent study in the following courses:

CED6113: Helping Relationships

CED6913: Applied Practicum and Treatment Planning Lab

CED6922/6962: Counseling Practicum

CED7932/7962: Counseling Internship I

CED7942/7972: Counseling Internship II

Independent directed studies include reading, writing, and research projects done under the direction of a Richmond faculty member, unless special permission is granted from the Dean of the student's corresponding School to work with an adjunct faculty member. Students desiring independent directed study should first contact the Records Office to obtain independent study proposal instructions or download the packet from the Richmond website. Using the instructions provided, the student must submit a written proposal for the planned course directly to the professor who will direct the study for approval.

Students must first contact the professor who normally teaches the class to request an independent study unless that person is an adjunct professor. In that situation, the student should first contact the Dean to ask who may lead the independent study. Along with the proposal, the student must submit an Add/Drop form.

Once the professor approves the proposal, he or she will send it to the Dean for final approval. The entire process, including approval by the professor, the Dean, and submission of the approval form to the Records Office, must be completed by the end of registration the semester before the proposed independent study will occur. A copy of the proposal will become part of the student's permanent file. A minimum of three individual contact hours with the professor during the independent study is required. Students are responsible to provide the professor with updates of assignments and to initiate contact with the professor. Independent study assignments are due at the end of the semester as determined by the professor. Students must verify and substantiate that the work for the independent study will be a minimum of 135 combined hours for a three credit class and 90 combined hours for a two credit class.

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

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

The course identification or prefix for an independent directed study is as follows:

School of Counseling – CEDI

School of Ministry – MINI

The prefix is followed by the same course number used for the regular course. The course number for original independent studies will be assigned by the Records Office.

GRADES AND ACADEMIC RECORDS

Computation of Grade Point Average

The cumulative GPA 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.

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

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

Grades and grade status are further defined:

P Pass (0 grade points assigned)

F Fail (0 grade points assigned)

I Incomplete

IP In Progress (incomplete assignments and incomplete clinical hours)

X In Progress (complete assignments and incomplete clinical hours)

W Withdrawal

WP Withdrawal Passing

WF Withdrawal Failing

AU Audit

U Unsatisfactory (used only for audited class)

NR Not Reported

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

Grade Requirements

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

- A student must earn a cumulative 3.0 GPA for all Richmont courses appearing on the transcript. (Richmont does not round up a GPA.)
- Transferred courses, if accepted, appear on the transcript with the title of the course from the transferring institution and the credit hours of the course from the transferring institution or Richmont, whichever is less. No grade is recorded, and no grade points are applied.
- A maximum of two C grades (C+, C, C-) may be applied toward meeting course requirements
- A student who earns a third C grade may repeat the course one time for credit.
- A student who earns a fourth C grade is subject to academic dismissal.
- A student who receives a term GPA below 3.0 during a given semester will receive a letter of academic warning from the Records Office and is placed on Financial Satisfactory Academic Progress (FSAP) warning.
- A student who receives a term GPA of less than 3.0 in two consecutive semesters will be subject to dismissal.
- Conditionally admitted students whose term GPA falls below a 3.0 for coursework taken within the first eight hours of courses evaluated with a traditional letter grade are subject to academic dismissal. Any student who receives an F is subject to dismissal from the University.
- Students enrolled in the School of Counseling must earn a minimum grade of B- in the following courses before continuing in the clinical sequence:
 - CED5062: Introduction to Graduate Writing (if required)
 - CED6113: Helping Relationships
 - CED6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage &

Family Counseling

- CED6143: Psychopathology: Diagnosis and Treatment of Mental Disorders
- CED6913: Applied Practicum and Treatment Planning Lab in Counseling

Grade Changes

A grade submitted by the instructor can be changed only in extreme circumstances with the approval of the Dean of the corresponding School.

Grade Reporting Policies

All grades are due for graduating students and students under review for Student Qualifying Evaluations (SQE) by 5:00pm on the Monday following final exam week. Grades for all other students are due by noon on the Wednesday after final exams (two days later). Grades that are not received by the due date will be recorded as NR (not reported). As grades are posted by instructors, they are authorized by the Records Office and can be viewed by students via their CAMS student portal. Grades will be unavailable to view by students who have past-due financial accounts.

In-Progress Grades

An instructor may assign a temporary IP (in progress) grade when an unavoidable problem in a selected course prevents the issuance of a grade, such as a student who is unable to complete enough direct contact hours in a practicum and has not completed practicum or internship-related coursework despite his or her best efforts. This option is utilized sparingly at the instructor's discretion, not in response to a student's request.

Please note that the IP option is used only for Practicum, Counseling Internship, Mentored Internship, and Thesis courses. This grade does not grant the student academic credit.

For the School of Counseling only, an instructor may assign a temporary X grade when a student has completed all assignments but lacks the appropriate clinical hours necessary for the course. This grade gives the student academic credit for the course. This option is utilized sparingly at the instructor's discretion, not in response to a student's request.

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

Incomplete Grades

If a student is unable to complete the semester's work for a course, he or she may request an Incomplete (I) grade. The Request for Incomplete form may be obtained from the Records Office, on the Richmond website, or through the CAMS student portal. The form is to be completed by the student, who must give a legitimate reason for the request and outline the assignments that need to be completed.

This form will then be sent to the professor of the course for approval to verify that the student is passing and the Incomplete is not being sought to raise the student's grade in the course.

The completed form will be submitted to the Records Office for final approval by the last day of final exams week. The due date for Incompletes corresponds with the last day of finals for the semester of the course. Please see below for specific instructions regarding Incompletes.

Please note: If an instructor submits an I for a student who has not submitted a Request for Incomplete form, an F will be assigned to the student until the Records Office receives the form. Students may be limited regarding the number of Incompletes they may carry at one time. Those who have an Incomplete should limit their course load in the subsequent semester until the Incomplete is resolved.

The student must complete the work within 7 weeks into the subsequent term (including summer), or the grade will be changed to an F. Specific dates are indicated in the Academic Calendar. Prerequisites for all

courses must be completed prior to the first day of the course. No incompletes in prerequisite courses may be carried into courses for which they are required.

ACADEMIC RECORDS

Family Educational Rights and Privacy Act

The following is an abbreviated version of the Family Educational Rights and Privacy Act of 1974 (FERPA) policy. The policy in its entirety is available from the Records Office and on the Richmond website.

Annual Notification

Students will be notified of their FERPA rights annually by publication of this information on the Richmond website and each semester via the Richmond E-Newsletter. Copies are also available from the Records Office.

Procedure to Inspect Educational Records

Students may inspect and review their educational records upon request to the Richmond Records Office.

Students should submit to the Records Office a written request that identifies as precisely as possible the record(s) they wish to inspect. The Records Office staff will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request.

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

Limitations of Rights of Access

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

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

Refusal to Provide Copies of Records and Transcripts

Richmont reserves the right to deny transcripts in the following situations:

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

Disclosure of Education Records

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

1. To University officials who have a legitimate education interest in the records.
 - a. A University official is any person employed by Richmond in an administrative, research, or support staff position.
 - b. A person employed or under contract to Richmond to perform a special task, such as an attorney or auditor.

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

Directory Information

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

Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Procedures for correction are available from the Records Office. Students should address questions about this policy to the Records Office.

Transcript Requests

Official transcripts will be released by Richmont only upon receipt of a request from the student through the Parchment transcript service via the Richmont website (<https://www.richmont.edu/alumni-partners/alumni-resources/official-transcripts/>). Parchment requires that the student create an account and provide consent for the release of the student's academic information. Requesting an official transcript via the Parchment website is the only method of request.

Richmont will mail official transcripts or send electronic transcripts via a secure portal to the recipient indicated through the website. If mailed, the transcript will be in a sealed envelope with the Registrar's signature across the back. If the seal is broken, the transcript is no longer official. Transcripts will not be given to a student's representative unless specifically indicated on the request with a signature of the student.

Regular processing time for transcripts is three to five business days. The cost for transcripts is \$6.00 for each transcript sent (paper or electronic). These requests will not be processed until payment is received. Should expedited service be required, an additional \$10 fee will be assessed, and transcripts will be prepared within 24 hours and sent via USPS. If overnight delivery is required, an additional fee of at least \$40 will be assessed (amount based on current FedEx rates). Payment of transcript fee(s) are made by credit card.

Official transcripts may not be issued for the following reasons:

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

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 may not be suitable to obtain employment, transfer to another education institution, or verify degree.

Should a student's transcript or academic record be requested from Richmond by a judicial order or lawfully issued subpoena, Richmond is required to issue the transcript after making a reasonable effort to contact the student. However, if the subpoena specifically orders Richmond not to notify the student or if it is a federal grand jury subpoena, the transcript or academic record will be issued without notification to the student.

Important note: Richmond cannot accept responsibility for failed delivery if the address provided is either incomplete or incorrect, nor can Richmond accept responsibility for timely delivery by USPS, FedEx, or any other mail carrier.

EXIT REQUIREMENTS: SCHOOL OF COUNSELING

During their last semester, students in the M.A. in Clinical Mental Health Counseling are required to complete the Counselor Preparation Comprehensive Examination (CPCE) and be approved by the Richmond faculty through the Student Qualifying Evaluation (SQE) process. These steps represent an important aspect of the competency evaluation system for all graduates of Richmond's counseling programs.

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE is administered during the course CED7891: Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling. It is based on eight core curriculum areas approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Office of the Dean of the School of Counseling notifies students about this exam. This exam is taken off campus at an approved site by the CPCE administrators.

The CPCE provides valuable information regarding the student's strengths and weaknesses relative to the National Counselor Examination (NCE), which is required for licensure as a professional counselor in most states. Richmond uses the CPCE results to improve the quality of the educational experience at the University. Students are encouraged to utilize their results to prepare further for the NCE and their counseling ministry. Currently, Richmond requires all School of Counseling students to pass this examination. It is also used to direct students in strengthening areas of identified weakness and celebrating areas of strength.

National Counselor Examination (NCE)

Although the NCE is not required for graduation from Richmond, Richmond students are strongly encouraged to complete it during their last Spring semester enrolled. The NCE is taken off campus at a National Board for Certified Counselors (NBCC) approved testing site in April, prior to graduation.

Student Qualifying Evaluation

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

STUDENT EVALUATION: SCHOOL OF COUNSELING

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 (GPA) below 3.0 during a given semester will receive a letter of academic warning from the Records Office. Should the student receive a GPA of less than 3.0 in two consecutive 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 as a counselor. In the absence of adequate progress, students who experience difficulty in these areas will be subject to dismissal from the Richmont program after a warning from the student's advisor. Supervisors of clinical work provide evaluations to the Dean or Assistant Dean of Clinical Affairs and these are incorporated into the student's overall performance evaluation.

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

Standards of Performance

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

- Exhibiting conduct consistent with his or her profession of faith as a follower of Christ.
- Maintaining a minimum term GPA of 3.0 (B).
- Abiding by the formal Statement of Community.
- Participating in Richmont functions.
- Exhibiting adequate social and interpersonal skills.
- Exhibiting emotional balance and maturity, free from any impairment that might place self or another at risk.
- Conducting herself or himself with confidentiality, honesty, and academic integrity.
- Relating respectfully and professionally to faculty, staff, fellow students, and others.
- Responding to supervision, class instruction, and other sources of constructive feedback.
- Recognizing his or her limits of competency.
- Translating academic preparation to clinical performance.
- Providing competent service to counselees without academic or personal limitations, when compared to others at the same level of training.
- Committing to the standards set in the code of conduct established by the appropriate licensure boards and professional societies.

Student Evaluation

Within the School of Counseling, faculty have the responsibility to monitor both students' academic progress and their professional competence. While an individual may have the academic ability to successfully complete a graduate program at Richmont, 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 and 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. 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 application processes, appear to have the academic, professional, and personal characteristics that may lead to success in counseling. However, such judgments inevitably are based on limited data. Moreover, life circumstances, personal crises, and difficulties may arise 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 Student Qualifying Evaluation (SQE) process.

Problems of Professional Competence

Four categories of deficiencies present concerns and will lead to a plan of remediation and possible dismissal from a specific degree program. These include impairment, failure to demonstrate competence, ethical misconduct, and problematic behaviors.

Impairment:

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; and/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:

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:

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:

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. Therefore, these behaviors 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 Richmond or the 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, behavior in 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 May, 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 and II).

Faculty and staff may observe a student concern at any time throughout the semester and complete a Student Concern Report. Faculty and staff are encouraged to address the concern with the student before submitting the Student Concern Report. Student Concern Reports should be submitted to the Dean/Assistant Dean of the School of Counseling (academic concerns), the Dean of Students (interpersonal concerns), and/or the Dean/Assistant Dean of Clinical Affairs (clinical concerns). Evaluation of students serves to identify both strengths and deficiencies and to develop a remediation or action plan, when necessary.

Clinical performance, academic performance, and general personal deportment are all factors considered in the SQE. Master of Science students are evaluated in interpersonal and academic levels only. Faculty rate students on Academic, Clinical, and 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.

Each semester, faculty and staff rate the students on the following categories and levels:

- Exceeds Expectations (Special Commendations)
- Meets Expectations
- Meets Expectations with Concern
- Level 1 – Meeting Expectations with Slight Concerns
- Level 2 – Meeting Expectations with Moderate Concerns
- Does Not Meet Expectations with Significant Concern
- Level 3 – Not Meeting Expectations with Significant Concerns

If a faculty reports a slight or moderate concern (rating of 1 or 2), they are asked to provide specific behavioral instances or patterns of student behavior that warrant their concern. If faculty reports a significant concern about a student (rating of 3), they complete a Student Concern Report to provide more detailed information.

Each semester, the faculty's ratings and comments for each student are reviewed by the SQE Committee and a determination is made as to those students whose status warrants further review by the faculty (Academic Affairs Committee: AAC). The SQE 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 by the student's advisor, and feedback from faculty and site supervisors where applicable, and whether or not the problematic behavior is an observed pattern. Clinical performance, academic performance, and general personal deportment are all factors considered in the Student Qualifying Evaluation.

Students in the clinical training courses (Helping Relationships, Applied Practicum and Treatment Planning Lab, Practicum, Internship I or Internship II) are given special attention during the feedback review. If the AAC feedback raises moderate or significant concerns of a clinical nature, the committee may recommend that the student be delayed from advancing in the clinical sequence regardless of their grade in their current clinical course. In situations of grave concern, such as but not limited to, major ethical violations, the committee may recommend that the student be dismissed from the program.

Each semester, the Academic Affairs Committee (AAC) reviews and discusses the SQE Committee recommendations and decides on any necessary action plan for each student. The AAC has four options regarding a decision to approve the student for continuation in the program:

1. Approval for Continuance: If the AAC approves the student for continuance, the student receives this notice on their Student Performance Review Feedback Form. The form indicates they are either meeting or exceeding expectations in all areas. Student Performance Review Feedback Forms are uploaded into the students online academic file and students are emailed notice when they are online for review.

Should a student have questions, they are encouraged to contact their advisor.

2. Dismissal: If the AAC determines that there is a problem that warrants dismissal, the AAC will issue a letter of dismissal to the student. The student's advisor will schedule a meeting to discuss this dismissal with the student following the AAC meeting. This meeting will be conducted by the student's advisor, and will include the Dean/Assistant Dean of the School of Counseling and the student.

3. Advisor Follow Up: If the AAC determines there is a mild or moderate concern with a student, the committee will recommend that the student's advisor meet with the student to discuss the observed concern. A concern is categorized as "mild" or "moderate" based on the current semester ratings and cumulative ratings for the student. The advisor and student will set up an informal plan to address the concern and check back as needed. The emerging concern will be noted on the Student Performance Review Feedback Form.

4. Remediation: If the AAC determines that there is a significant concern which is not sufficient to warrant dismissal at that time, a Student Remediation Plan will be developed. A concern is categorized as "significant" based on the current semester and cumulative ratings for the student. In instances of significant clinical concern, the letter and remediation plan will be written by the Dean/Assistant Dean of Clinical Affairs. In instances of significant interpersonal concerns, the Dean of Students will write the remediation plan. In instances of significant academic concerns, the Dean/Assistant Dean of the School of Counseling will write the plan. For students with a significant concern, a dean and the student's advisor will meet with the student to communicate the concern and proposed Student Remediation Plan. The concern will be noted on the Student Performance Review Feedback Form and be included in their online academic file, along with a copy of the Student Remediation Plan. (If the significant concern is a clinical one, copies of all forms will also be kept in the student's clinical file.)

Student Remediation Plans

Student Remediation Plans highlight the observed academic, clinical, or interpersonal concerns the faculty or AAC have about a student. Student Remediation Plans can be developed at other times throughout the semester (alongside the formal SQE process). A student who is observed to have deficiencies will be invited to discuss the identified deficiencies with his/her faculty advisor and a dean, and a Student Remediation Plan will be developed.

Student Remediation Plans highlight the specific observable concerns (see earlier Problems of Professional Competence) and specific recommended actions of remediation. 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.

The remediation process will follow the developed and signed Student Remediation Plan, which must include scheduled review dates and target dates for each issue identified. Students are encouraged to submit to their advisors their own ideas for remediation, which may be considered in revising and finalizing the remediation plan. The remediation plan with student comments and signature, along with the advisor's and dean's signatures must be placed in the student's academic file. If concerns are of a clinical nature, an additional copy should be placed in the student's clinical file.

The student's advisor will have regular follow-up meetings to evaluate the student's progress within the remediation process and recommend potential sources of guidance and assistance when necessary. 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 review, a copy of the current remediation plan, with student comments and faculty signatures, must be placed in the student's file.

In the absence of adequate progress on the goals of the Student Remediation Plan, the student who experiences difficulty in these areas will be subject to dismissal from the Richmond program. An advisor who observes a lack of sufficient progress will report to the AAC. 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 University's faculty and administration, in jeopardy as a result of the student's behavior.

A student always has the right to make a written rebuttal, and/or to appeal AAC decisions for remediation or dismissal. If a student chooses to provide a rebuttal, the AAC will meet again to consider any new evidence presented by the student. The AAC will provide written documentation of their decision within

two weeks of the time that the written rebuttal was received. If the student wishes to make an appeal of the faculty's decision for remediation or dismissal, the Academic Appeal procedures outlined in the Graduate Catalog may be followed.

Students may register for their next semester (including their next clinical course) during early registration prior to the SQE review. However, final approval for enrollment in the subsequent semester (including subsequent clinical course) is contingent upon the recommendation of the Academic Affairs Committee as stated in the Student Qualifying Evaluation process.

Students who are not allowed to advance to the next clinical component will be notified within one week of the SQE feedback meeting by the Dean or Assistant Dean of Clinical Affairs. 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. Should the student be in the final course of the clinical sequence, the decision regarding the completion of their degree will be based on the outcome of the Academic Affairs Committee's review and decision.

The semester and cumulative SQE data for each student is maintained by the School of Counseling to track students' performance throughout the program. As noted, students (and their advisors) receive feedback about performance concerns each fall and spring semester on their Student Performance Review Feedback Forms. These forms are maintained in the student's online academic file.

A copy of the Student Performance Review Feedback Form for students who have a documented clinical concern will be kept in the student's clinical file with the Dean or Assistant Dean of Clinical Affairs.

The Student Qualifying Evaluation process described above is designed to minimize graduating students who are not suited for the professional practice of counseling. Richmond Graduate University 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.

Clinical Qualifying Evaluation Process

Required Formal Evaluations prior to Counseling Practicum and Internship Courses

A formal evaluation is conducted at the conclusion of Helping Relationships, Applied Practicum and Treatment Planning Lab in Counseling, 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 Practicum and Treatment Planning Lab in Counseling, Counseling Practicum, or Counseling Internship I or II), does not necessarily allow the student to proceed with the clinical sequence. At the conclusion of Applied Practicum and Treatment Planning Lab in Counseling, Counseling Practicum, Counseling Internship I, and Counseling Internship II, each student will be evaluated by a Student Qualifying Evaluations/Clinical Qualifying Evaluations committee consisting of the Dean of Clinical Affairs, Assistant Dean of Clinical Affairs, and the Dean of Students.

This committee will review SQE forms from the faculty for the student's clinical course, the student's advisors, and feedback from supervisor evaluations on the student at the clinical practice. After considering this data and any other pertinent information, these faculty members will submit a recommendation for continuance or remediation to the Academic Affairs Committee. Each member of the AAC 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 AAC approves the student for continuance into the next clinical component without remediation, the student's advisor and the Dean of Clinical Affairs/Assistant Dean of Clinical Affairs sign the Clinical Qualifying Evaluation Form. The Dean of Clinical Affairs/Assistant Dean of Clinical Affairs places the form in the student's clinical file. The student's signature is not required.
2. Dismissal: If the AAC determines that there is a problem that warrants dismissal, the Dean of the School of Counseling and the student's advisor will schedule a meeting to discuss this dismissal with the student following the AAC meeting. This meeting will be conducted by the Dean of the School of Counseling and will include the student's advisor or one other faculty member, and the student. The

student has the opportunity to appeal this decision as per the policies described below. If there is no appeal, the Office of the Dean of the School of Counseling and the Records Office will issue a letter to the student confirming their dismissal and reiterating any potential conditions for later reapplication to Richmond.

3. Remediation: If the AAC determines that there is a problem not sufficient to warrant dismissal at that time, the remediation plan suggested by the SQE/CQE Committee is reviewed and either accepted or altered. Based on the AAC recommendations, 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 AAC meeting. This meeting will be conducted by the student's advisor, and will include 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 student's advisor will contact the student if they receive 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 toward 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 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 professional counselor.

STUDENT EVALUATION: SCHOOL OF MINISTRY

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 (B) during a given semester will receive a letter of academic warning from the Records Office

and placed on FSAP warning. Should the student receive a GPA of less than 3.0 in two consecutive 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 School of Ministry 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. Supervisors of clinical work provide evaluations to the Dean of the School of Ministry that are incorporated into the student's overall performance evaluation.

Standards of Performance

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

- Exhibiting conduct consistent with his or her profession of faith as a follower of Christ.
- Maintaining a minimum 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 honesty and academic integrity.
- Relating respectfully and professionally to faculty, staff, fellow students, and others.
- Responding constructively 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 of Students

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, moral, doctrinal, professional, and academic standards.

Student Qualifying Evaluation

Formal evaluations may be initiated by faculty, the Director of Mentorship, the Assistant to the Dean of the School of Ministry, the Records Office, or the Dean of the School of Ministry. The results of such evaluations will generally point to one of three options: 1) affirmation of the student to continue in the course of study; 2) probationary status accompanied by appropriate remedial actions; or 3) dismissal from the degree program. Status reports for option 2 will be part of the remedial process. The status of probation for students must be removed by the end of the fifth semester in order for the student to graduate from the program.

PROBATION POLICY

A student may be placed on probation if any of the following conditions are met:

- The cumulative program GPA falls below 3.0.

- The student fails to complete degree requirements in a timely manner or receives 2 Incompletes (I/IP), W, WP, or WF grades.
- The student has earned a grade of WF or F.
- The student violates professional or ethical Codes of Conduct and/or Community Standards as set forth by the University.
- The student fails to demonstrate mastery of essential professional skills/behavior/fitness.
- The student has received an unsatisfactory evaluation by a clinical supervisor or has lost their internship placement due to unsatisfactory evaluations.
- The student has unexcused absences exceeding those allowed by University policy.

Notice of Probation and Dismissal Decisions

By no later than two weeks after the first day of the semester, the Dean of the student's respective School or Dean's designee will send the student a notice of probation or dismissal by email to the student's University email address and via USPS mail to the student's mailing address on record. The date of the notice is the date of the postmark on the envelope or the date stamp on the email.

A notice of probation should contain the following information:

- A statement of the decision to place the student on probation.
- Reason(s) for placing the student on probation.
- Requirements (e.g., conditions, academic plan, timeline) the student must meet to be removed from probation.
- The consequences of not meeting the probation requirements.

Conditions during Probation

A student who is placed on probation will have a hold placed on his or her registration. A student placed on probation may be required to do any one or more of the following:

1. Obtain permission from their advisor before taking incompletes or withdrawals.
2. Limit the number of credits taken while on probation. This will be outlined in the initial probation letter if required.
3. Complete supplemental work to increase their chance of successfully completing probation. These can include but are not limited to:
 - Recommended or required counseling.
 - Additional writing classes.
 - ESL classes.
 - Workshops or Continuing Education requirements.
 - Complete one or more specified courses.
4. Meet other stipulated requirements at the discretion of the Dean of the student's respective School or Dean's designee.
5. Meet with their advisor to discuss conditions of the probation and develop a written plan, subject to the approval of the Dean of the student's respective School or Dean's designee, that will enable the student to fulfill the conditions of the probation.
6. Meet one or more times with the student's academic advisor during the probation.
7. While on probation, earn no course grade lower than a 3.0 required by the degree.

Duration of Probation

A graduate student is customarily placed on probation either (a) until the student has successfully completed at least three (3) program-required (not elective) courses or whatever other number of courses is required in the notice of probation, or (b) until the Dean of the student's respective School or Dean's designee determines that the student has met all specific conditions of the probation. The Records Office will notify the student each semester that the student remains on probation.

Withdrawals and Incompletes are not allowed for the probation-required courses during the probation period; or when the Dean of the student's respective School or Dean's designee determines that a graduate student has not satisfactorily met the conditions of the student's probation according to the time frame stated in the probation notification.

Probation is not required prior to dismissal. Reinstatement or readmission of applicants who have been dismissed from the University is at the discretion of the Dean of the student's respective School or Dean's designee of the School to which the student is applying.

Students who are dismissed will be dropped or withdrawn (whichever is appropriate) from all classes for which they are registered at the time of dismissal.

Appeal of Probation

A student placed on probation may not appeal the decision unless the student is able to produce specific documentation demonstrating an error in the data underlying the probation decision. A student may appeal a decision dismissing the student for academic deficiencies. A student cannot appeal a decision to withdraw the student from an internship, practicum, clinical site, or service-learning placement.

Appeal Procedures for Probation Status

1. If a student placed on probation has specific documentation demonstrating an error in the data underlying the probation decision, the student must submit that documentation to the Dean of the student's respective School or Dean's designee within five (5) business days of receipt of the notice of probation.
2. A dismissed student must present his or her written appeal to the Dean of his/her School by the date specified in the notice of dismissal. The specified date will be no later than 30 days from notice of the probation status.
3. The appeal procedure for probation is designed to deal with exceptional cases of a complex nature. It is not available to circumvent standard requirements (e.g., grade grievance procedures, grades, grade point average, or examination standards)

ACADEMIC APPEALS POLICY: SCHOOLS OF COUNSELING AND MINISTRY

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 Academic Affairs Committee of their respective School. In a case where a student desires to appeal a decision, the following appeal procedure should be utilized. The notice of appeal must contain the following:

1. A copy of the decision being appealed;
2. A 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 Dean of their respective 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 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 Academic Affairs Committee (AAC). The AAC receives complaints only by referral from the Dean of his/her respective School. The AAC 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 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

<https://gnpec.georgia.gov/>

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

<https://www.tn.gov/thec.html>

Reapplying to Richmond 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 institution 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.

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, within 30 days of the incident/event to which the complaint refers, 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 Dean of Students will respond in writing to the student and the other parties involved, if any, within 30 days of receipt of the written student complaint.

A detailed policy and procedure on Student Grievances is outlined in the Student Handbook.

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

<https://gnpec.georgia.gov/>

A student at the Chattanooga campus may contact:

Tennessee Higher Education Commission

404 James Robertson Parkway, Suite 1900

Nashville, TN 32743-0830

615.741.3605

<https://www.tn.gov/thec.html>

SELF-CARE AND SHARED 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 Graduate University reminds students that development of professional competencies is dependent upon effective self-care behavior (i.e., getting enough sleep, adequate nutrition and exercise, obtaining medical and mental health care when needed, utilizing 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 at Richmond. 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.

Richmont'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 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.

Because of Richmont's high value on wellness, the institution has established THRIVE, an initiative to support students in the process of developing, practicing, evaluating, and adjusting personal practices of self-care. Students receive guidance and encouragement from their advisors each semester in developing personalized wellness plans. Richmont seeks to provide a culture of wellness for students, faculty, and administration alike.

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 and other affected faculty 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 that requires a Leave of Absence or Institutional Withdrawal. Students should also be sure to address financial considerations (loans, assistantships, impact on tuition fellowship, etc.) when considering a hiatus from the program.

POLICY ON ALCOHOLIC BEVERAGES AND ILLEGAL DRUGS

Richmont Graduate University is committed to maintaining a drug-free learning environment. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on Richmont grounds or at Richmont activities by all students and employees. It is also a violation of Richmont policy for anyone to consume or possess alcohol in any public or private area of campus without prior University approval. The use of wine for communion is excluded from the need for prior approval. In addition, it is a violation of Richmont policy for employees to work while under the influence of alcohol or illegal drugs.

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

Additional detail on sanctions and penalties regarding drugs and alcohol is available in the Faculty Handbook and Student Handbook.

POLICY ON SEXUAL OFFENSES

Richmont educates the student community about the effects of sexual assault through an online sexual assault and harassment training for all new and returning students. Education also occurs in classroom discussions.

If a student is a victim of sexual assault, the first priority is to get to a place of safety and to get help. An assault can be immediately or later reported to the authorities. School personnel (e.g., the Dean of Students or Title IX Officer) can assist the student in notifying authorities if requested. In addition, referrals to off-campus mental health resources are available through the Dean of Students Office. If the alleged perpetrator is also a student, disciplinary action can be initiated.

Disciplinary proceedings are detailed in the Student Handbook. 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.

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 state websites. This website information will be disseminated to the students and employees of Richmont in the applicable handbooks.

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. Richmont students are expected to exhibit these moral characteristics.

The ethical standards of Richmont are guided by an understanding of Scripture and a commitment to its authority regarding all matters of Christian faith and living. The Richmont 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. Richmond, therefore, encourages individuals to follow, where feasible, the steps of verbal confrontation and dialogue described in Matthew 18:15-22.

The use of Richmond disciplinary procedures should always be viewed as a last resort. In no way do they exempt Richmond 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 failures.

Statement on Respect for People and Property

As a community of Christians with special commitment to acting out of love toward one another, Richmond 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. Richmond is committed to fostering respectful interpersonal relationships regardless of gender, race, age, handicap, or national origin.

Basic standards for respectful conduct at Richmond 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.

ADA ACCOMMODATIONS FOR STUDENTS

The Dean of Students at Richmond assists the University in fulfilling its commitment to educate and serve students with disabilities who qualify for admission. This office coordinates and provides a variety of academic and support services to students. Our mission is to promote equal educational opportunities and a welcoming spiritual, academic, physical, and social environment for students with disabilities at Richmond 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 accommodation 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 Richmond Student Accommodations application and to submit it along with other required documentation.

POLICY REGARDING GUESTS AND CHILDREN

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 a Richmond 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 Richmond’s facilities.

Children may not attend class, use University equipment, or be left unattended on University property. Childcare issues frequently arise when holiday schedules of Richmond 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.

GRADUATION REQUIREMENTS

All students must apply for graduation in the spring term prior to their expected participation in commencement (usually three terms in advance). Submission of the graduation application is required for the student’s degree to be conferred. 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. Application also alerts the Records Office to include the student in all communications regarding graduation and to order diplomas and regalia for each student.

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

To participate in commencement, students will need to be approved to graduate and will be completing course requirements and/or clinical requirements by the end of the last day of the summer semester. Students who will not be completing requirements by the last day of the summer semester will have the opportunity to participate in the following year’s commencement, assuming course requirements, clinical requirements, standards of performance, and any other graduation requirements have been satisfactorily met. Students can participate in the commencement that is offered during the academic year of their degree conferral. Students are not able to self-select which commencement they participate in nor can they participate in multiple commencements unless a new degree has been earned.

All students need to have a clear understanding of the distinction between graduation and commencement. Approved students who have any outstanding requirements, including internship hours, Incompletes, and thesis work, may participate in the commencement ceremony that is offered during the academic year they attended. However, they will not receive a diploma at the commencement ceremony and will not officially become a graduate of Richmond until the end of the term (typically summer) in which those requirements are met. Students who have received a failing grade in a course before commencement occurs will not be allowed to participate in commencement.

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 if the courses will be complete by the final day of the subsequent summer semester. 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 student's degree program. Students who have earned a failing grade in any course and have not had the opportunity to retake the course before the commencement date will not be permitted to participate in commencement.

SATISFACTORY ACADEMIC PROGRESS (SAP)

This policy is required for Title IV (Financial Aid) compliance and is set in accordance with the mandates of the U.S. Department of Education. This policy supports guidelines the University has already established regarding GPA and degree length. This policy sets the standard for minimum financial satisfactory academic progress (SAP). Students receiving Title IV loans must maintain the requirements of SAP 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 Richmond offers.

Evaluation Criteria for SAP:

1. Program Length: Master of Arts in Clinical Mental Health Counseling (MACMHC) programs must be completed within 5 years. The following programs must be completed in 3 years: Master of Science in Pastoral Care and Integration; Master of Arts in Ministry; Master of Arts in Spiritual Formation and Direction; and the Master of Arts in Ministry: Anglican Concentration. Students who do not complete degree requirements within the time specified will NOT be considered in good academic standing and will not be eligible for financial aid. Students have the option to appeal, but there is no guarantee it will be granted. Students must be enrolled for at least 6 hours every fall and spring and successfully complete these courses without making the following grades for those 6 attempted hours: F, W, WP, WF, I, IP, and AU.
2. Grades and Term GPA: A Term GPA below a B (3.0) will result in being placed on SAP Warning. Failure to make Satisfactory Academic Progress may be a result of unsatisfactory performance in classes, not attending class, unsatisfactory performance on qualifying exams, unsatisfactory research progress, or failure to meet other program requirements. Note: SAP is based on Term (not Cumulative) GPA.
3. Successful Completion of 6 hours: Students must successfully complete 6 hours of credit for each fall and spring semester.

Requirements for Satisfactory Academic Progress:

Grades of F, W, WP, WF, I, IP, and AU are not grades that award credit and therefore do not count toward the 6 hours needed for SAP.

In clinical courses in the School of Counseling (Counseling Practicum, Internship I, and Internship II), students must complete all requirements for each clinical class in order to earn a grade of Pass.

- Requirements include all rubrics for the course, including but not limited to completing counseling videos, community presentations, satisfactory attendance, and any other requirements

specified in the syllabus for the course. Hours completed for internship to date will be turned in to assess progress and will be required to receive a Pass for Counseling Practicum and Internship I.

- If a student does not turn in all rubrics by the deadline (assigned by professor) in Counseling Practicum or Internship I, the grade assigned will be IP, which will not count toward the 6 hours needed for satisfactory academic progress.
- A grade of X implies that the student has completed all assignments for the clinical courses and only internship client hours remain. An X grade does count toward completed hours. An X grade will be turned into a Pass grade once client hours are completed.
- A grade of Pass for Internship II will not be given until all requirements and hours have been successfully completed. A student must earn a grade of Pass (P) in all clinical courses for their degree to be conferred. Transfer credits are counted when measuring the maximum time frame for SAP to complete the degree or but do not impact GPA.
- The Records Office will notify the student of any grade change (especially regarding a previous grade of Incomplete) to a traditional letter grade.

SAP Warning Semester and Appeals:

Students who fail to meet any of the requirements for Satisfactory Academic Progress (SAP) will be notified and allowed one automatic Warning Semester associated with their next semester of enrollment to restore their satisfactory academic progress standing.

During the Warning Semester, students will be allowed to receive Title IV financial aid, given they meet the requirements for that aid (taking 6 hours in fall or spring semester and/or other requirements placed on that student). A student is not allowed to receive consecutive Warning Semesters of Title IV aid without an appeal (described below).

If a student cannot re-establish satisfactory academic standing during the Warning period, the student will become ineligible to receive financial aid.

A student does have the option to appeal the loss of financial aid using the following process:

1. The student submits the Satisfactory Academic Progress for Financial Aid Appeal Form to the Records Office.

2. The appeal will then go before the SAP Appeal Committee.

3. The Committee will either deny the request or allow the student to continue on a one-term Probationary status for the student to become compliant with the SAP standards.

- If the appeal is denied: the student may re-establish eligibility to be considered for Title IV aid for a subsequent semester by taking action that brings him or her into compliance with the degree length, credit hours, and GPA requirements of Richmond's SAP standard. During this time, the student will not be eligible to receive financial aid.
- The Committee reserves the right to advise students as to their course loads, minimum grade requirements, and the possible need for counseling and/or academic advisement.

Note: Being declared ineligible for financial aid does not mean the student has been academically dismissed from Richmond.

Appeals cannot be approved for students taking fewer than 6 hours for fall and spring semesters. Appeals also cannot be approved for a future semester when a student has attempted at least 6 hours but has not been able to complete those hours successfully.

Re-Establishing Eligibility for Title IV Financial Aid

Once the Warning or Probationary Semester has concluded, the student may re-establish eligibility to be considered for Title IV aid for a subsequent semester by either:

1. Taking action that brings him or her into compliance with the qualitative and quantitative components

of Richmond's SAP standard; OR

2. Meeting the specific academic plan and standards for the Warning Semester as established by the SAP Appeal Committee.

Note: Students who choose to enroll while they are not making satisfactory academic progress, waiting for the outcome of an appeal, or have an appeal denied, are responsible for all charges on their account. Students will be held accountable for those charges if the courses are not dropped before the established deadlines published in the Graduate Catalog. Students who submit an appeal after the fall semester will not be retroactively approved for the completed term. The appeal, if approved, would be granted only for the following spring semester.

FINANCIAL INFORMATION

Tuition and Fees

Tuition for School of Counseling	\$699.00 per credit hour
Tuition for School of Ministry	\$515.00 per credit hour
Tuition for Certificate in Spiritual Direction	\$345.00 per credit hour
Audit Tuition for the School of Counseling	\$349.50 per credit hour
Audit Tuition for the School of Ministry	\$257.50 per credit hour
Schedule Change Fee (add/drop)	\$10.00 per transaction
Independent Study Fee	\$100.00 per credit hour
Late Registration Fee	\$50.00
Late Payment Fee	\$50.00
Application Fee	\$50.00
Orientation Fee	\$50.00
Student Fee	\$75.00 per semester
Library Fee	\$50.00 per semester
Technology Fee	\$215.00 per semester
Graduation Fee	\$150.00
Late Graduation Fee	\$75.00
Replacement Diploma Fee	\$50.00
Certificate Fee	\$50.00 per certificate
Transcript Evaluation Fee	\$10.00 per transcript
Transcript Fee	\$12.00 per transcript
Expedited Transcript Fee	\$10.00 per transcript
Overnight Transcript Delivery	\$40.00 minimum per delivery
Non-Continuance Fee	\$50.00
CPCE Examination Fee	set by the National Board for Certified Counselors
NCC Application Fee	set by the National Board for Certified Counselors

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

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 Richmond program. Financial arrangements for payment of tuition and fees must be made by the payment deadline specified in the Academic Calendar. Students can find the Academic Calendar at the back of the Graduate Catalog and on the Richmond website. In addition, this information will be posted by the Finance Office before a semester begins.

Students who do not make financial arrangements by the payment deadline will be charged a \$50 late payment penalty fee. Students who have not made definitive and satisfactory arrangements to pay any outstanding balance from an earlier semester will not be able to register for the next semester. Once satisfactory financial arrangements are accepted, the student will be able to register.

All tuition and fees must be paid prior to the issuance of transcripts, grade reports, diplomas, and degrees. It is the student's responsibility to see that payment arrives on time. Richmond cannot be responsible for lost, late, or misdirected mail or checks. Please allow adequate time for mail delivery and processing when payment is sent.

Additional Fees: Registration Changes

All students should be preregistered by orientation/registration day and have all account holds cleared. (Please see the Registration Policies and Procedures section of this Catalog for additional registration information.)

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

Late Payment Fee: Students who have not paid or made financial arrangements by the date posted in the Academic Calendar will be charged a \$50 late payment fee.

Add/Drop/Withdrawal Fees: Through the first Friday of the semester, classes may be dropped or added upon receipt of a completed add/drop/ withdrawal form by the Records Office. A \$10 schedule change fee per transaction will be assessed.

After the first Friday of the semester, the student must withdraw from the class in question using the add/drop/ withdrawal form. A \$10 schedule change fee per transaction will be assessed. A student who withdraws from a weekly class will receive a refund according to the schedule published by the Business Office and included in the Academic Calendar. Online courses will be treated like weekly classes where refunds are concerned.

Intensive-format courses can be dropped until 4pm on the day before the class begins, using the same procedure outlined above for dropping and adding weekly classes. Students who drop an intensive class prior to the close of business on the day before the course begins will receive a full refund minus a \$10 schedule change fee per transaction. After that time, no refunds will be given.

Leave of Absence: Students wanting to take a leave of absence are responsible for their outstanding financial obligations. Student refunds are based on the same refund schedule as individual course withdrawals.

Institutional Withdrawal: Students wishing to withdraw are responsible for all financial obligations to the institution and will receive refunds based on the same schedule for individual course withdrawals.

Institutional Withdrawal for Non-Attendance: Students who are administratively withdrawn for non-attendance are responsible for all financial obligations to the institution and will receive refunds based on the same schedule for individual course withdrawals.

Refund Policy and Assessed Fees

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

tuition fees are non-refundable. Tuition refunds for add/drop and institutional withdrawal:

Before add/drop deadline: 100% refund

After add/drop deadline to 10% point in term: 90% refund

Beyond 10% to 25% point in term: 75% refund

Beyond 25% to 50% point in term: 50% refund

After 50% point in term: no refund

Add/Drop fee: \$10.00 per transaction

Late registration fee: \$50.00

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

The date used for calculation of a refund for withdrawal or add/drop is the date on which the Records Office receives the completed form signed by all required personnel. All students must follow the procedures for withdrawal and add/drop to receive a refund. The student has the final responsibility for submitting the form to the Records Office for processing and is responsible for fees and penalties incurred for late submission.

Financial Exceptions

A student seeking an exception of any kind on his or her financial record may complete a Petition for Financial Exception to be reviewed by the Financial Affairs Committee. This form is available from the Business Office and on the Richmond website.

In the event of a student's injury, prolonged illness, death of a family member, or similar circumstances that interrupt or preclude the completion of a course or courses, the student may choose to withdraw from one or more classes for the semester, or if necessary withdraw from the University.

In either event, the student will receive a tuition refund based on the refund schedule. The student will follow the procedures for course withdrawal or institutional withdrawal, depending on the situation. In the event of the death of a student, the family will receive a full tuition refund for the semester.

Graduation Fees

Every graduating student is assessed a graduation fee of \$150 to cover all expenses. Students who are only pursuing a certificate are assessed a \$50 fee to graduate with the certificate.

Graduation fees are assessed for all students regardless of participation in the commencement ceremony and are used to cover the cost of regalia, diploma and diploma cover, graduation reception, and graduation processing. Certificate seekers (those not pursuing a degree concurrently with a certificate) do not participate in commencement. Students who apply for graduation after the application deadline and students who change their degree, certificate program, etc., after stated deadlines will be charged a \$75 late fee to help defray the costs of reordering diplomas, regalia, and other related materials for commencement. Students who change their graduation date after the application deadline as a result of incomplete internship hours or additional coursework that the University might require will not be charged the \$75 late fee.

FINANCIAL AID AND EMPLOYMENT

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

Loans

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

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

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

To apply for these loans online, visit www.studentloans.gov. Select the state of Tennessee and enter Richmont's federal school code 33554.

Veterans' Benefits and Vocational Rehabilitation

Richmont is approved for training of veterans and for vocational rehabilitation students as an accredited training institution. Those qualified for educational benefits under these programs should contact their nearest Department of Veterans Affairs or Vocational Rehabilitation Office for more information. Veterans and other eligible persons are required to attend classes in order to be eligible for educational benefits under these programs. Richmont is required to report promptly to the VA or Vocational Rehabilitation offices any changes in enrollment, non-class attendance, or withdrawal from the institution. A recipient may not receive benefits for any course that does not fulfill requirements for his/her stated degree and major. Audited courses, non-credit courses, and correspondence work cannot be certified.

Scholarships

Applications for the following scholarships are available online at www.richmont.edu or from the Admissions Office. The application deadline for all scholarships is May 1.

Presidential Scholarship

The Presidential Honors Scholarship is awarded to students who excelled academically in their undergraduate degree. To qualify, applicants must have achieved a cumulative undergraduate GPA of 3.85 or above. Applicants must be accepted into Richmont's Master of Arts in Clinical Mental Health Counseling program and be starting classes in the fall term. Recipients of this scholarship will receive \$3000 toward their first year at Richmont.

Gateway Scholarship

The Gateway Scholarship will be awarded to students who demonstrate financial need. To qualify, students must submit proof of financial need along with their scholarship application. Applicants must have a 3.0 or higher GPA in their undergraduate program to qualify. Applicants must be accepted into Richmont's Master of Arts in Clinical Mental Health Counseling program and be starting classes in the fall term. Recipients of this scholarship will receive \$1500 toward their first year at Richmont.

June Braund Scholarship

This scholarship is awarded to a student with interests in gerontological counseling. Recipients will be awarded up to \$5,000 annually with a maximum award of \$15,000 over a period of no more than three years. The recipient will be mentored by Dr. Ron Braund, Richmont alumnus who

established this scholarship in honor of his mother.

The recipient is required to take two approved graduate level courses in gerontology and provide service to families dealing with Alzheimer's. Detailed information is available from the Dean of Students Office.

Caldwell Scholarship

Former Richmond Board member Tina Currin has chosen to honor her mother, Harriet Caldwell, with the Caldwell Scholarship. One student will be granted up to a full scholarship (tuition only) for a maximum of three years, provided the recipient maintains satisfactory performance in the program. The recipient will demonstrate strong Christian character and financial need. In addition, applicants will write a brief essay applying for the scholarship.

Harrison Griffith DeKay Scholarship

As a reflection of the donor, this scholarship program is designed to benefit first-year students who show academic merit, financial need, a love of Scripture, and a strong desire to serve God through the ministry of helping.

Harrison Griffith DeKay scholarships reduce tuition by 25% per semester, with a maximum of \$750 per semester. The maximum amount awarded to a recipient during enrollment at Richmond is \$4,000.

Baird McClure Memorial Scholarship

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

Malone Family Scholarship

This scholarship was endowed by a generous donor. It will assist students at the Chattanooga campus pursuing a Master's degree in Clinical Mental Health Counseling at Richmond. This scholarship is designed for students who demonstrate financial need and academic promise. Recipients will be awarded up to \$1,500 tuition assistance per academic year for two to three years.

Paul L. Walker Merit Scholarship

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

Willingham Rollinson Scholarship Fund

The Mary and Windy Willingham and Ann Rollinson Scholarship Fund will assist students pursuing a Master's degree in Clinical Mental Health Counseling at Richmond. The scholarship is designed for students in the Chattanooga area who demonstrate financial need and who desire to work in an inner-city ministry upon the completion of their graduate studies.

THE SCHOOLS OF RICHMONT GRADUATE UNIVERSITY

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

No eye has seen, no ear has heard,

no mind has conceived what God has prepared for those who love him.

In 1933, when Richmond's history began, no one could have conceived of an internationally known graduate program in clinical mental health counseling. As this graduate program in mental health counseling became a reality, God began to broaden the vision of what Richmond could become in the future. The result of this expanded vision became the foundation for the schools of Richmond Graduate University. Richmond Graduate University is comprised of the School of Counseling and the School of Ministry. Trustees, faculty, staff, and students of Richmond Graduate University are committed to pursuing excellence in integrating faith and practice. Having seen the providence of God in Richmond's history, we also are committed to remaining open to where he may lead us in the future.

SCHOOL OF COUNSELING

Mission Statement for Richmond Graduate University School of Counseling:

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

Theme Verse: Isaiah 61:1-3a

The Spirit of the Sovereign Lord is upon me, for the Lord has anointed me to bring good news to the poor. He has sent me to comfort the brokenhearted and to proclaim that captives will be released and prisoners will be freed. He has sent me to tell those who mourn that the time of the Lord's favor has come and with it, the day of God's anger against their enemies. To all who mourn in Israel he will give a crown of beauty for ashes, a joyous blessing instead of mourning, festive praise instead of despair. (NIV)

The School of Counseling offers one licensure-eligible graduate degree:

- Master of Arts in Clinical Mental Health Counseling (MACMHC) CACREP Accredited Program

The School of Counseling also offers the Master of Science in Pastoral Care and Integration (MS).

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

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

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

Master of Arts in Clinical Mental Health Counseling

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

The basic MA in Clinical Mental Health Counseling program consists of 67 semester credit hours, inclusive of a counseling practicum and clinical internship.

Clinical Mental Health Counselors serve in a wide variety of capacities from traditional local church and denominational ministries, to hospitals, community mental health centers, human service agencies, private counseling practices, and beyond. They utilize counseling and psychotherapy to evaluate and treat emotional, relational, and mental problems and conditions.

Furthermore, Clinical Mental Health Counselors focus on prevention, consultation, education, and advocacy, as well as the management of programs and networks that promote mental health in a multicultural society.

Richmont students are mentored to engage actively with the counseling profession. The distinguished Richmont faculty teach students to integrate a sound Christian theology, clinical counseling, and their personal spirituality to address the whole person; and faculty members are committed to the highest standards of graduate counselor education. The MACMHC program is delivered through a traditional day program over two or three years, or through a more versatile schedule over four years. The MACMHC degree is also offered in an evening program on the Atlanta campus over a three-year sequence. In addition to the MACMHC, students can pursue a certificate to strengthen their ability to work with specific client populations. Certificates, which are above and beyond the basic degree program, are documented on the graduate's transcript. Students who apply to graduate from a certificate program receive a paper certificate displaying the earned credential. Available certificates are listed at the end of this section.

MACMHC Program Objectives

Objective 1: Theoretical and Clinical Knowledge

Students will gain knowledge of theoretical and empirical foundations of the field of clinical mental health counseling and its practice in a multicultural and pluralistic society covering the eight main CACREP content areas (<https://www.cacrep.org/section-4-evaluation-in-the-program/>).

Objective 2: Counseling Clinical Skills

Students will acquire skills of interpersonal therapeutic processes, clinical assessment, and treatment interventions through direct counseling practice in the clinical training sequence courses, including supervised counseling practicum and internships.

Objective 3: Professional Identity and Ethical Character

Students will develop a practical understanding of counseling ethics, law, and professional standards; act in accordance with the ethical codes; develop a strong professional counselor identity; develop an ongoing commitment to personal and professional wellness; and demonstrate good personal deportment for the counseling profession and an ethical and moral character.

Objective 4: Theological Understanding and Spiritual Formation

Students will participate in curricular activities promoting personal spiritual formation and demonstrate competency to effectively engage clients of diverse faiths, values, and spiritualities in counseling from a Christian foundation.

LPC Content Area Courses

1. Human Growth and Development

- CED7113: Human Growth and Development

2. Social and Cultural Foundations

- CED7153: Social and Cultural Issues in Counseling

3. The Helping Relationship

- CED6113: Helping Relationships

4. Group Dynamics, Processing, and Counseling

- CED7123: Group Counseling Theory and Practice

5. Lifestyle and Career Development

- CED7143: Lifestyle and Career Development

6. Psychopathology

- CED6143: Psychopathology: Diagnosis and Treatment of Mental Disorders
- CED6913: Applied Practicum and Treatment Planning Lab in Counseling

7. Appraisal of Individuals

- CED6163: Clinical Appraisal and Assessment

8. Research and Evaluation

- CED7713: Methods of Research

9. Professional Identity

- CED6123: Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Counseling
- CED5112: Professional Identity of the Counselor
- CED6212: Personal and Spiritual Life of the Counselor

Program Sequencing

The master's program in clinical mental health counseling is sequenced on a two-or three-year cycle.

Students may choose to attend full-time and complete the degree in two years or proceed at a more comfortable pace and complete the degree in three years. Students completing the thesis option are encouraged to consider the three-year sequence because of the demands of the program. Richmond also offers the MA degree on a schedule that may be completed in four years. Other timelines also are possible.

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

Degree Requirements

The MA in Clinical Mental Health Counseling curriculum consists of a minimum of 67 semester hours.

Core Counseling Curriculum (41 hours)

Credit Hours

CED5102** Introduction to Counseling

CED6112 Personal and Spiritual Life of the Counselor

2

CED5112	Professional Identity of the Counselor	2
CED6113	Helping Relationships	3
CED6123	Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Therapy	3
CED6133	Counseling Systems and Interventions	3
CED6143	Psychopathology: Diagnosis and Treatment of Mental Disorders	3
CED6163	Clinical Appraisal and Assessment	3
CED6612	Family Systems Theory	2
CED6833	Addictions: Theory and Clinical Assessment	3
CED7113	Human Growth and Development	3
CED7123	Group Counseling Theory and Practice	3
CED7132	Theodicy and Trauma Counseling	2
CED7143	Lifestyle and Career Development	3
CED7153	Social and Cultural Issues in Counseling	3
CED7713***	Methods of Research	3

Clinical Intervention Curriculum (6 hours)

CED6813	Cognitive-Behavioral Therapy	3
CED7891	Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling	1
CED7822	Psychodynamic Theories and Counseling	2

Integration Curriculum (11 hours)

CED6233	Relating Faith and Spirituality in Counseling	3
CED6342	Faith Traditions with Implications for Counseling	2
CED7312	Biblical Interpretation and Application for Counselors	2
CED7362	Integrative Theology for Counselors	2
CEDx2x2	Counseling and Spirituality Integration Elective	2

Clinical Training Curriculum (9 hours)

CED6913	Applied Practicum and Treatment Planning Lab in Counseling	3
CED6922	Counseling Practicum	2
CED7932	Counseling Internship I	2

****Introduction to Counseling** is required only for students with less than 12 credit hours in psychology or a closely related field.

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

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

MACMHC Basic Two-Year Program Sequence

Below is the suggested sequence of courses for a student pursuing the basic MA in Clinical Mental Health Counseling. With the help of an advisor, it can be adapted for students also interested in obtaining a certification. Three-year program sequence options are available on following pages; four-year program sequence options available from the Records Office.

Fall Semester I: 14-16 hours

	<i>Credit Hours</i>
CED5102** Introduction to Counseling	2
CED7362 Integrative Theology	2
CED6113 Helping Relationships	3
CED6123 Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Therapy	3
CED6133 Counseling Systems and Interventions	3
CED7713*** Methods of Research	3

Spring Semester I: 16 hours

CED5112 Professional Identity of the Counselor	2
CED6143 Psychopathology: Diagnosis and Treatment of Mental Disorders	3
CED6612 Family Systems Theory	2
CED6813 Cognitive-Behavioral Therapy	3
CED6913 Applied Practicum and Treatment Planning Lab in Counseling	3
CED7153 Social and Cultural Issues in Counseling	3

Summer Semester 1: 10 hours

CED6342 Faith Traditions with Implications for Counseling	2
CED6833 Addictions: Theory and Clinical Assessment	3
CED6922 Counseling Practicum	2
CED7123 Group Counseling Theory and Practice	3

Fall Semester II: 15 hours

CED6163	Clinical Appraisal and Assessment	3
CED7113	Human Growth and Development	3
CED7822	Psychodynamic Theories and Counseling	2
CED7312	Biblical Interpretation and Application for Counselors	2
CED7932	Counseling Internship I	2
CED6233	Relating Faith and Spirituality in Counseling	3

Spring Semester II: 12 hours

CED7143	Lifestyle and Career Development	3
CED7132	Theodicy and Trauma Counseling	2
CED6112	Personal and Spiritual Life of the Counselor	2
CED7891	Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling	1
CED7942	Counseling Internship II	2
CEDX2X2	Counseling and Spirituality Integration Elective	2

**Introduction to Counseling is required only for students with less than 12 credit hours in psychology or closely related field.

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

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

MACMHC Basic Three-Year Sequence

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

Below is the suggested sequence of courses for a student pursuing the basic MA in Clinical Mental Health Counseling. With the help of an advisor, it can be adapted for students also interested in obtaining a certification.

Fall Semester I: 11-13 hours

	<i>Credit Hours</i>
CED5102** Introduction to Counseling	2
CED7362 Integrative Theology	2
CED6123 Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Therapy	3
CED6133 Counseling Systems and Interventions	3

CED7713*** Methods of Research 3

Spring Semester I: 10 hours

CED5112 Professional Identity of the Counselor 2

CED6143 Psychopathology: Diagnosis and Treatment of Mental Disorders 3

CED6612 Family Systems Theory 2

CED7153 Social and Cultural Issues in Counseling 3

Summer Semester 1: 5 hours

CED6342 Faith Traditions with Implications for Counseling 2

CED6833 Addictions: Theory and Clinical Assessment 3

Fall Semester II: 11 hours

CED6113 Helping Relationships 3

CED6163 Clinical Appraisal and Assessment 3

CED7113 Human Growth and Development 3

CED7312 Biblical Interpretation and Application for Counselors 2

Spring Semester II: 10 hours

CED6813 Cognitive-Behavioral Therapy 3

CED6913 Applied Practicum and Treatment Planning Lab in Counseling 3

CED7132 Theodicy and Trauma Counseling 2

CEDX2X2 Counseling and Spirituality Integration Elective 2

Summer Semester II: 5 hours

CED7123 Group Counseling Theory and Practice 3

CED6922 Counseling Practicum 2

Fall Semester III: 7 hours

CED7822 Psychodynamic Theories and Counseling 2

CED6233 Relating Faith and Spirituality i Counseling 3

CED7932 Counseling Internship I 2

Spring Semester III: 8 hours

CED7143 Lifestyle and Career Developmen 3

CED6112	Personal and Spiritual Life of the Counselor	2
CED7891	Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling	1
CED7942	Counseling Internship II	2

**Introduction to Counseling is required only for students with less than 12 credit hours in psychology or closely related field.

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

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

MACMHC Atlanta Evening Program Three-Year Sequence

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

Below is the suggested sequence of courses for a student pursuing the basic MA in Clinical Mental Health Counseling. With the help of an advisor, it can be adapted for students also interested in obtaining a certification.

Fall Semester I: 11-13 hours ***Credit Hours***

CED5102**	Introduction to Counseling	2
CED7362	Integrative Theology	2
CED6123	Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Therapy	3
CED6133	Counseling Systems and Interventions	3
CED7713***	Methods of Research	3

Spring Semester I: 10 hours

CED5112	Professional Identity of the Counselor	2
CED6143	Psychopathology: Diagnosis and Treatment of Mental Disorders	3
CED6612	Family Systems Theory	2
CED7153	Social and Cultural Issues in Counseling	3

Summer Semester 1: 5 hours

CED6342	Faith Traditions with Implications for Counseling	2
CED6833	Addictions: Theory and Clinical Assessment	3

Fall Semester II: 11 hours

CED6113	Helping Relationships	3
CED6163	Clinical Appraisal and Assessment	3
CED7113	Human Growth and Development	3
CED7312	Biblical Interpretation and Application for Counselors	2

Spring Semester II: 7 hours

CED6913	Applied Practicum and Treatment Planning Lab in Counseling	3
CED7132	Theodicy and Trauma Counseling	2
CEDX2X2	Counseling and Spirituality Integration Elective	2

Summer Semester II: 8 hours

CED7123	Group Counseling Theory and Practice	3
CED6813	Cognitive Behavioral Therapy	3
CED6922	Counseling Practicum	2

Fall Semester III: 7 hours

CED7822	Psychodynamic Theories and Counseling	2
CED6233	Relating Faith and Spirituality in Counseling	3
CED7932	Counseling Internship I	2

Spring Semester III: 8 hours

CED7143	Lifestyle and Career Development	3
CED6112	Personal and Spiritual Life of the Counselor	2
CED7891	Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling	1
CED7942	Counseling Internship II	2

**Introduction to Counseling is required only for students with less than 12 credit hours in psychology or closely related field.

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

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

Master of Science in Pastoral Care and Integration

The Master of Science in Pastoral Care and Integration (MS) degree was created to serve individuals who already possess a clinical degree and desire to integrate their faith in their practice as clinicians, or for

pastors who want more training in applied counseling but without the clinical sequence of the CMHC program.

All Richmond students complete coursework in biblical studies, practical theology, and the integration of applied psychology and practical theology. Although this degree is not designed to lead to licensure as a counselor, MS graduates may pursue further study in counseling elsewhere or use this training to supplement training received at another institution.

The MS in Pastoral Care and Integration is designed to meet the needs of the following students:

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

Although the MS degree is NOT designed to lead to licensure or to any independent practice of counseling, it essentially pulls the integrative track out of the MA in Clinical Mental Health Counseling with minor alterations and additions. It requires 32 hours of coursework as outlined in the program sequence. The MS degree can be completed in a minimum of three semesters but cannot extend past three academic years from the time of matriculation.

All MS students, including those who have not earned a licensure-eligible graduate degree in counseling, may take classes that are a part of a certification curriculum. However, unless an MS student has a licensure-eligible degree and has been approved by the Dean of the School of Counseling to pursue a certificate, transcripts and diplomas will not reflect a certificate. Students who choose a certificate program may not be able to complete the degree in one year. Available certificates are listed at the end of this section.

MS Program Objectives

Objective 1: Graduates understand the methods and models of integrating counseling and Christian theology.

Courses such as CED6233: Relating Faith and Spirituality in Counseling, CED7362: Integrative Theology for Counseling, and the various clinical theology courses are designed to assist the student in the integration of counseling and Christian theology. Christian faith is viewed as the primary source to identify and enlighten a healthy psychology. The skills of integration are seen as fundamental to the other areas of the program. A growing awareness and intent toward a healthy personal spiritual formation is expected of each graduate.

Objective 2: Graduates understand integrating their faith and profession in their personal lives in an experiential sense.

Integration is not taught as a merely intellectual enterprise but is addressed as a part of personal integrity. CED6112: Personal and Spiritual Life of the Counselor and clinical theology courses teach students to examine how psychological and theological truths impact their personal lives and can be integrated into their identity. Course requirements include experiential elements to facilitate this aim.

Objective 3: Graduates bring relevant information from the traditional theological areas of biblical studies, theology, and church history to their counseling.

Biblical studies are addressed in CED7312: Biblical Interpretation and Application for Counselors and CED7362: Integrative Theology for Counseling. Elements of systematic theology are covered in CED7362:

Integrative Theology for Counseling and in some electives. Church history is surveyed in CED6342: Faith Traditions with Implications for Counseling. This set of courses is designed to draw explicit implications from these pivotal sources for Christian faith and practice and to relate them to psychology and counseling.

Objective 4: Graduates are equipped to interpret issues of mental health and disorder from a consistently Christian worldview.

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

Objective 5: Graduates who practice counseling are sensitive to faith and spirituality issues in their counseling.

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

Degree Requirements

The MS in Pastoral Care and Integration curriculum consists of a minimum of 32 semester hours.

<i>Integration Curriculum (15 hours)</i>		<i>Credit Hours</i>
CED6233	Relating Faith and Spirituality in Counseling	3
CED6342	Faith Traditions with Implications for Counseling	2
CED7312	Biblical Interpretation and Application for Counselors	2
CED7362	Integrative Theology for Counselors	2
CEDx2x2	Counseling and Spirituality Integration Elective	2
CED6112	Personal and Spiritual Life of the Counselor	2
CED7132	Theodicy and Trauma Counseling	2

Pastoral Care Curriculum (17 hours)

CED5102	Introduction to Counseling	2
CED6143	Psychopathology: Diagnosis and Treatment of Mental Disorders	3
CED6153	Helping Relationships for Pastoral Care	3
CED6162	Crisis Response and Intervention	2
CED7113	Human Growth and Development	3
CED6512	Human Sexuality	2
CED6612	Family Systems Theory	2

MS Basic Degree Program Sequence: One Year

Fall Semester I: 17 hours		Credit Hours
CED7362	Integrative Theology for Counselors	2

CED6233	Relating Faith and Spirituality in Counseling	3
CED6512	Human Sexuality	2
CED7113	Human Growth and Development	3
CED5102	Introduction to Counseling	2
CED6153	Helping Relationships for Pastoral Care	3
CED7312	Biblical Interpretation and Application for Counselors	2

Spring Semester I: 10 hours

CED6143	Psychopathology: Diagnosis and Treatment of Mental Disorders	3
CED6112	Personal and Spiritual Life of the Counselor	2
CED7132	Theodicy and Trauma Counseling	2
CEDx2x2	Counseling and Spirituality Integration Elective	2
CED6162	Crisis Response and Intervention	2
CED6612	Family Systems Theory	2

Summer Semester 1: 5 hours

CED6342	Faith Traditions with Implications for Counseling	2
---------	---	---

School of Counseling Certificate Programs

The following certificate programs are available through the School of Counseling. Students may choose to engage in additional coursework in the following areas:

- Addictions Counseling
- Child and Adolescent Counseling
- Christian Sex Therapy
- Integration
- Marriage and Family Therapy
- Trauma Counseling
- Pastoral Care
- Spiritual Formation in Counseling Practice

Students pursuing certificates must take a minimum of three courses depending on the certificate program, and prerequisite courses may be required. Certain restrictions are noted for certificate programs with the MS degree. Once a student has added a certificate, the student's program of study will be updated with the required coursework to complete the certificate.

In order to pursue and earn a certificate, students must be currently enrolled in a licensure-eligible Master's degree program or have already earned a licensure-eligible Master's degree from an accredited institution. Students may take certificate coursework, but the certificate will not be awarded without having a licensure-eligible Master's degree conferred.

Addictions Counseling
Dr. Vanessa Snyder, Coordinator

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.

It is also recommended for students in this certificate program to complete at least one rotation (i.e. 3 months) of Counseling Practicum, Internship I, or Internship II at a site that primarily focuses on addictive disease treatment. For this certificate, four courses are required.

- CED6833: Addictions: Theory and Clinical Assessment (3hrs)
- CED7832: Addictions: Treatment and Intervention (2hrs)
- CED7162: Psychopharmacology for Counselors (2hrs)
- CED7842: Neurobiology of Addiction (2hrs)

Child and Adolescent Counseling
Dr. Charles Allen, Coordinator

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. For this certificate, the following courses are required:

- CED6412: Child and Adolescent Psychopathology (prerequisite) (2hrs)
- CED6422: Counseling Children (2hrs)
- CED7432: Counseling Adolescents (2hrs)
- CED7442: Advanced Child and Adolescent Counseling (2hrs)

Christian Sex Therapy
Dr. DeVon Mills, Coordinator

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. For this certificate, the four following courses are required:

- CED6512: Human Sexuality: A Therapeutic Integration (2hrs)
- CED6522: Basic Issues in Sex Therapy (2hrs)
- CED7532: Sexual Dysfunctions, Addictive, Compulsive, and Paraphilic Sexuality (2hrs)
- CED7542: Sexuality: Medical Issues, Trauma, and Abuse (2hrs)

Integration Certificate
Dr. Tyler Rogers, Coordinator

The Integration Certificate is designed to provide specialized training for those in the health and mental health fields, as well as ministry, who desire to know how to effectively integrate Christian faith and spirituality into their daily work. These students will be trained to consider the relationship between spirituality, both their own and their clients', and the role of faith in experiencing personal healing and transformation. This certificate cannot be earned while pursuing a master's degree from the Richmond School of Counseling. For this certificate, the following courses are required:

- CED6233: Relating Faith and Spirituality in Counseling (3hrs)
- CED6342: Faith Traditions with Implications for Counseling (2hrs)
- CED7312: Biblical Interpretation and Application for Counselors (2hrs)
- CED7362: Integrative Theology for Counselors (2hrs)
- CEDx2x2: Counseling and Spirituality Integration Elective (2hrs)
- CED6112: Personal and Spiritual Life of the Counselor (2hrs)
- CED7132: Theodicy and Trauma Counseling (2hrs)

Marriage and Family Therapy
Dr. Cara Cochran, Coordinator

The Marriage and Family Therapy Certificate is designed to provide specialized training for students who desire to work specifically with couples and families, as well as individuals within the family context. Using both a systems theory perspective and a Christian theology integrationist perspective, students develop the knowledge and skills to practice marriage and family therapy in a variety of settings. Through a family systems perspective, students are trained to address the whole person and to move the hurting family system toward healthy functioning. This certificate fulfills the academic requirements in most states for licensure in marriage and family therapy (LMFT) and for clinical membership in the American Association for Marriage and Family Therapy (AAMFT). This certificate includes 5 courses (12 hours). This certificate requires the conferral of the Master of Arts in Clinical Mental Health Counseling or equivalent degree.

- CED5612: Person of the Marriage and Family Therapist (2hrs)
- CED6512: Human Sexuality (2hrs)
- CED6632: Family Wellness in Society (2hrs)
- CED7623: Structural and Behavioral Marriage and Family Therapy (3hrs)
- CED7633: Contextual, Narrative, and Interpersonal Models of Counseling (3hrs) OR
- CED7613: Brief, Solution-Focused, and Communication Approaches to Marriage and Family Counseling (3hrs)

Trauma Counseling
Dr. Jama White, Coordinator

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. For this certificate, the following courses are required:

- CED6802: Trauma in the Developmental Context (2hrs)
- CED6812: Trauma and Biology (2hrs)
- CED7812: Adult Trauma Intervention (2hrs)
- CED7802: Child Trauma Intervention (2hrs)

Pastoral Care
Dr. Tyler Rogers, Coordinator

The Pastoral Care Certificate is designed for church, community, para-church, lay ministers, non-profit leaders, and others in healthcare who desire more practical training in caring for and understanding the needs of the people in their ministry field. These students will be trained on a variety of topics to aid in understanding human growth and development and psychopathology, and the role of faith in these arenas. Students will also receive specialized training in practical skills to improve relational ministry

while working with those in their community. This certificate cannot be earned while pursuing a master's degree from the Richmond School of Counseling. For this certificate, the following courses are required:

- CED5102: Introduction to Counseling (2hrs)
- CED6143: Psychopathology: Diagnosis and Treatment of Mental Disorders (3hrs)
- CED6153: Helping Relationships for Pastoral Care (3hrs)
- CED6162: Crisis Response and Intervention (2hrs)
- CED7113: Human Growth and Development (3hrs)
- CED6512: Human Sexuality (2hrs)
- CED6612: Family Systems Theory (2hrs)

Spiritual Formation in Counseling *Dr. Marty Goehring, Coordinator*

Building on the integrative competencies of the MACMHC curriculum, the purpose of the Spiritual Formation in Counseling Certificate is to promote the student's spiritual formation while developing extensive knowledge in spiritually-focused counseling interventions and historic approaches to spiritual formation, particularly as applied to church-based contexts. Courses are designed to train beyond the competencies outlined by ASERVIC toward the ability to facilitate spiritual formation, which is seen as the goal of Christian counseling. For this certificate, at least four of the following courses are required:

- CED7212: Religion, Spirituality, and Mental Health (required) (2hrs)
- CED6282: Spiritual Development Across the Lifespan (2hrs)
- CED6232: Assessing Spirituality and Religion (2hrs)
- CED7222: Evidence-Based Interventions for Spiritual Formation (2hrs)
- CED7262: Integrating Spiritual Direction into Counseling (2hrs)
- CED7282: Church-Based Counseling (2hrs)
- CED7292: The Spiritual Formation of the Counselor (2hrs)
- CEDI720x: Original Independent Study in Spiritual Formation in Counseling (hours vary)

Certificate Programs with the Master of Science (MS) Degree

Students enrolled in the MS program may pursue any of the certificate programs offered at Richmond if they hold a license-eligible degree in counseling or related discipline that is substantially equivalent in content to the MACMHC degree that Richmond offers. The student's transcript must be evaluated through the Office of the Dean of the School of Counseling. Students may be required to take prerequisites before pursuing a certificate. The certificate will be documented on the student's transcript.

All MS students, including those who have not earned a licensure-eligible graduate degree in counseling, are welcome to take classes that are a part of a certificate curriculum. However, unless an MS student has a licensure-eligible degree and has been approved by the Dean of the School of Counseling to pursue a certificate, transcripts will not reflect that a certificate has been earned.

Thesis Option

Richmont offers students the option of pursuing a thesis while in their programs. Theses can be empirical or theoretical, either conducting an original research study or developing a thesis statement that is theoretically-based on an exhaustive review of the relevant literature. The thesis option is a sequence of 4 courses, each 1 hour of credit, beginning in Spring semester, typically after CED7713: Methods of Research is taken in the Fall. Approval of the instructor for the Methods of Research class is required for admission to the thesis option. Once a student has been admitted to the thesis option, the student's program of study will be updated to reflect the required coursework to complete the thesis.

Students have the option of pursuing a topic of personal interest or to participate in ongoing programmatic research at Richmond or the research of individual professors. The range of possible topics is broad, but limited to those that impinge on the program of study (counseling-related issues and topics of faith in practice). Details of the thesis are available in the Thesis Manual which is on the Richmond website and available from the Records Office or the Director of Research. This explains the steps and deadlines of the process in detail, culminating with a presentation of the thesis during a Community Time and also submission to a professional conference for poster or presentation. Questions about the thesis option that are not addressed in the manual may be sent to the Director of Research. Interested students should consult with their advisors or contact the Director of Research.

SCHOOL OF MINISTRY

Mission Statement for Richmond Graduate University School of Ministry:

To 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.

The vision of the School of Ministry is:

To prepare more women and men to fulfill God's call to transforming ministry.

Online Learning Objectives:

Online degree programs will relentlessly pursue the following objectives:

- Maintain high quality faculty who will provide the same level of Christ-centered education and research that characterize the classroom coursework offered in the School of Ministry.
- Ensure that the programs create a robust community of learning that welcomes diversity, deepens mutual understanding, enhances authenticity, and encourages mutual growth.
- Embed the programs with principles of adult education that students acquire life-long learning skills, self-manage at increasingly mature levels, increase their capacities to serve and lead effectively, and live out their callings with joyful obedience to Christ.

Master of Arts in Ministry

Degree Requirements

The basic MA in Ministry consists of 40 semester hours.

The MIN prefix is designated for campus-based courses.

The MINO prefix is designated for online-based courses.

Bible History and Theology (12 hours)

		<i>Credit Hours</i>
MIN/MINO5113	Hermeneutics and Exegesis	3
MIN/MINO5133	Church History	3
MIN/MINO6113	Biblical Themes	3
MIN/MINO6123	The Trinity	3

DOING: Ministry Skills (12 hours)

MIN/MINO5313	Authentic Leadership	3
MIN/MINO5323	Pastoral Care	3
MIN/MINO5333	Practical Aspects of Ministry	3

MIN/MINO6323	Communication in Ministry	3
--------------	---------------------------	---

BEING: Spiritual Formation (12 hours)

MIN/MINO5213	Essentials of Spiritual Formation	3
MIN/MINO5223	Practices of Spiritual Formation	3
MIN/MINO6213	Traditions of Spiritual Formation	3
MIN/MINO6223	Applications of Spiritual Formation	3

Personal Development (4 hours)*

MIN5231	Spiritual Formation Retreat	1
MINO5411	Mentored Growth and Development I	1
MINO5421	Mentored Growth and Development II	1
MINO6231	Final Integrative Project	1

*Some courses are only available online or on-campus.

MA in Ministry Basic Two-Year Program Sequence

Three-and four-year program sequence options available from the Office of the Dean of the School of Ministry.

Fall Semester I: 9 hours

Credit Hours

MIN5113	Hermeneutics and Exegesis	3
MIN5213	Essentials of Spiritual Formation	3
MIN5313	Authentic Leadership	3

Spring Semester I: 10 hours

MIN5133	Church History	3
MIN5223	Practices of Spiritual Formation	3
MIN5323	Pastoral Care	3
MINO5411	Mentored Growth and Development I	1

Summer Semester 1: 2 hours

MIN5231	Spiritual Formation Retreat	1
MINO5421	Mentored Growth and Development II	1

Fall Semester II: 9 hours

MIN6133	Biblical Themes	3
MIN6213	Traditions of Spiritual Formation	3

MIN5333	Practical Aspects of Ministry	3
---------	-------------------------------	---

Spring Semester II: 10 hours

MIN6123	The Trinity	3
MIN6223	Applications of Spiritual Formation	3
MIN6323	Communication in Ministry	3
MINO6231	Final Integrative Project	1

MA in Ministry Online Two-Year Program Sequence

Three- and four-year program sequence options available from the Office of the Dean of the School of Ministry.

Fall Semester I: 6 hours

Credit Hours

MINO6123	The Trinity	3
MINO5223	Practices of Spiritual Formation	3

Spring Semester I: 7 hours

MINO5113	Hermeneutics and Exegesis	3
MINO5213	Essentials of Spiritual Formation	3
MINO5411	Mentored Growth and Development I	1

Summer Semester 1: 7 hours

MINO5133	Church History	3
MINO5323	Pastoral Care	3
MINO5231	Spiritual Formation Retreat	1

Fall Semester II: 7 hours

MINO5421	Mentored Growth and Development II	1
MINO6133	Biblical Themes	3
MIN6223	Applications of Spiritual Formation	3

Spring Semester II: 6 hours

MINO5313	Authentic Leadership	3
MIN6323	Communication in Ministry	3

Summer Semester II: 7 hours

MINO6231	Final Integrative Project	1
MINO6213	Traditions of Spiritual Formation	3

Master of Arts in Ministry: Anglican Studies***Degree Requirements***

The MA in Ministry: Anglican Studies consists of 36 semester hours.

The MIN prefix is designated for campus-based courses. The MINO prefix is designated for online-based courses. Some courses may be taken online or on-campus, based on availability and student preference. A special section (60) is reserved for Anglican Studies students in many courses. Program sequences may be determined between the student and advisor.

Bible History and Theology (12 hours)***Credit Hours***

MIN/MINO5113	Hermeneutics and Exegesis	3
MIN/MINO5133	Church History	3
MIN/MINO6113	Biblical Themes	3
MIN/MINO6123	The Trinity	3

Spiritual Formation (9 hours)

MINO5213	Essentials of Spiritual Formation	3
MINO6223	Applications of Spiritual Formation	3
MINO5423	Formations in Discipline and Rule of Life	3

Anglican Studies (9 hours)

MINO5413	Anglican History and Identity	3
MINO6413	Ministries of the Church: Liturgy, Sacraments, and Worship	3

Personal Development (6 hours)

MINO5411	Mentored Growth and Development I	1
MINO5421	Mentored Growth and Development II	1
MIN/MINO5323	Pastoral Care	3
MINO6231	Final Integrative Project	1

Master of Arts in Spiritual Formation and Direction***Degree Requirements***

The MA Spiritual Formation and Direction consists of 40 semester hours.

The MIN prefix is designated for campus-based courses. The MINO prefix is designated for online-based courses. The SPD prefix refers to specialized Spiritual Direction courses. Some courses may be taken online or on-campus, based on availability and student preference. Program sequences may be determined between the student and advisor.

<i>Bible History and Theology (12 hours)</i>	<i>Credit Hours</i>
---	----------------------------

MIN/MINO5113	Hermeneutics and Exegesis	3
MIN/MINO5133	Church History	3
MIN/MINO5323	Pastoral Care	3
MIN/MINO6123	The Trinity	3

Spiritual Formation (12 hours)

MIN/MINO5213	Essentials of Spiritual Formation	3
MIN/MINO5223	Practices of Spiritual Formation	3
MIN/MINO6213	Traditions of Spiritual Formation	3
MIN/MINO6223	Applications of Spiritual Formation	3

Spiritual Direction (15 hours)

SPD7253	Perceiving a Holy Invitation	3
SPD7263	Preparing an Available Self	3
SPD7273	Developing a Listening Ear	3
SPD7283	Discerning and Knowing God	3
	Capstone (1 hour)	
MINO6231	Final Integrative Project	1

Certificate in Spiritual Direction

Christian spiritual direction is a ministry of holy listening in which one person helps another notice the Triune God's active presence and perceives the Holy Spirit's movement in their ordinary life. Spiritual directors journey with directees, assisting as they deepen their lived intimacy with Christ, the One True Director. The Certificate in Spiritual Direction consists of five 3-credit hour courses for a total of 15 credit hours. Each course is designed where two-thirds is focused on content and one-third is focused on practical application. The practical component will include supervision while offering or giving spiritual direction individually or in small groups. Coursework will be taught both online and through residential modules.

For this certificate, the following courses are required:

- SPD7253: Perceiving a Holy Invitation (3hrs)
- SPD7263: Preparing an Available Self (3hrs)
- SPD7273: Developing a Listening Ear (3hrs)
- SPD7283: Discerning and Knowing God (3hrs)
- SPD7293: Arranging a Sacred Space (3hrs)

COURSE NUMBERING SYSTEM

Courses are designated by the following prefixes:

- CED: Counselor Education
- CEDI: Counselor Education Independent Study
- MIN: Ministry
- MINO: Ministry Online
- MINI: Ministry Independent Study
- SPD: Spiritual Direction

Course numbers consist of four digits:

- First digit: 5-7 = Master's degree program with advanced courses represented by higher course numbers
- Second digit:
 1. Core Counseling Curriculum
 2. Counseling and Spirituality Integration Curriculum
 3. Counseling and Theology Integration Curriculum
 4. Child and Adolescent Counseling Curriculum
 5. Christian Sex Therapy Curriculum
 6. Family Studies and Marriage & Family Counseling Curriculum
 7. Research Curriculum
 8. Advanced Counseling Intervention Curriculum
 9. Applied Clinical Counseling Training Curriculum
- Third digit: 0-9 = Sequential order of the course in the specific curriculum
- Fourth digit: 1-4 = Number of semester credit hours

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

COURSE DESCRIPTIONS: SCHOOL OF COUNSELING

Core Counseling Curriculum

CED5102: Introduction to Counseling

2 hours. A survey course designed to introduce students to the counseling profession. Students learn the history, systems, and foundations; personalities, terminology, and theories; and basic research methods of the field of counseling. Specialties within the field of counseling and other mental health disciplines also are reviewed. Required for all students who have not completed a minimum of 12 hours in counseling, psychology, or a closely related field prior to admission. Fall, Spring

CED5112: Professional Identity of the Counselor

2 hours. This course is structured as an introductory course for the MA in Clinical Mental Health Counseling to acquaint graduate students with a broad view of the field of Clinical Mental Health Counseling. The course provides a foundational knowledge about the counseling profession, its history, philosophy, and identity. Students will also be exposed to current professional issues within the field of

counseling to include roles and responsibilities of the professional counselor in working competently with diverse populations and to function effectively in specialized settings of agency, community, and emergency environments. Spring

CED610x: Special Topics in Counseling

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

CED6112: Personal and Spiritual Life of the Counselor

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

CED6113: Helping Relationships

3 hours. Prerequisite for CED7123 and 6913. An introduction to basic counseling methods with emphasis on the helping skills of attending, responding, and personalizing as presented in the Carkhuff model. Develops empathy and self-awareness skills essential to the helping relationship. Opportunity provided for students to experience themselves in therapeutic relationships with practice clients of different ages, gender, and/or backgrounds. Students must earn B- or higher to continue in clinical sequence. Students must receive approval on the Student Qualifying Evaluation to continue in the clinical sequence. Fall

CED6123: Ethical, Legal, and Professional Standards in Professional Counseling and Marriage and Family Counseling

3 hours. Prerequisite for CED6913. Students survey and develop an understanding of the ethical, legal, and professional issues facing the professional counselor and the marriage and family therapist, including a history and philosophy of the counseling profession, noting significant factors and events. Importance of membership in ACA, IAMFC, ASERVIC, AMHCA, and other ACA Divisions is stressed. Presents additional information on other professional societies such as APA, AAMFT, and CAPS. Students learn and apply the ACA, AAMFT, and CAPS codes of ethics. Topics include the process of ethical decision-making, application of ethics within clinical practice, professional identity, client advocacy and relationships with other human service providers, scope of practice, licensure and certification, business aspects of the counseling practice, and foundation of the clinical mental health counselor's and the professional marriage and family therapist's role as consultant and advocate in public and private policy processes and legal issues. Students must earn B- or higher to continue in clinical sequence. This course is part of the Richmond Career Mapping sequence. Fall, Spring

CED6133: Counseling Systems and Interventions

3 hours. Prerequisite for CED6813, CED7852, CED7891, and CED7822. Survey of the major systems/models of counseling and marriage and family therapy in modern Western civilization with content related conceptually to clinical concerns. Addresses history and philosophy of the counseling profession and current trends in community counseling, along with emphasis on theory and application. Culminates with overview of Christian approaches. Fall

CED6143: Psychopathology: Diagnosis and Treatment of Mental Disorders

3 hours. Prerequisite for CED6922, CED6962, and CED6833. A comprehensive survey of the major psychological and behavioral disorders as described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5/ICD-10). Diagnosis, etiology, and treatment are major areas of study. Students acquire knowledge of the DSM-5/ICD-10 classification system, diagnostic categories, and primary treatment options for major mental disorders. Includes an examination of psychobiology and psychopharmacology. Emphasizes spirituality of the client as a factor in beliefs, values, and diagnosis. Fall, Spring

CED6153: Helping Relationships for Pastoral Care

3 hours. This course is an introduction to basic counseling methods with an emphasis on the helping skills of attending, responding, and personalizing as presented in the Carkhuff model. Empathy and self-awareness skills essential to the helping relationship are developed. Additionally, this course provides an introduction to pastoral counseling for addictions, marital distress, depression, anxiety, and divisive personalities—counseling issues that are most commonly encountered in ministry—with an emphasis on spiritual transformation through the student's effective servant leadership and pastoral care. This course is exclusively offered to students pursuing the Master of Science in Pastoral Care and Integration. Fall

CED 6162: Crisis Response and Intervention

2 hours. This elective course will cover standards pertaining to crisis response and intervention for counselors. Additionally, this course will cover outline responses to crises in various settings including work, environments, schools, and churches or other organizations. The course will equip both lay and professional helpers to respond appropriately and adequately to various forms of crisis. Spring

CED6163: Clinical Appraisal and Assessment

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

CED6233: Relating Faith and Spirituality in Counseling

3 hours. This course trains students in the practical integration of spirituality into counseling. It examines the life impact of religion and spirituality and explores the crucial concepts of spiritual formation, soul care, and the Biblical basis for Christian counseling. It tackles the issues arising from several models of integrative counseling and surveys a variety of tools used. The crucial importance of the spiritual life of the counseling and understanding the spirituality of the counselee are highlighted. Graded Pass/ Fail. Fall, Spring, Summer

CED7113: Human Growth and Development

3 hours. A survey of theories of human, cognitive, social, learning, and personality development with comparative review and emphasis on roles of family, school, and community. Includes significant content on individual development within the context of family development across the lifespan. Fall, Summer

CED7123: Group Counseling Theory and Practice

3 hours. Prerequisite or co-requisite of CED6922 and CED6962. Students study both theoretical and experiential understandings of group purpose, development, dynamics, group counseling theories, group

counseling methods and skills, group leadership, and various group approaches. Students examine critical aspects of successful group counseling including such components as selection criteria, group membership characteristics, phases of group process, methods of group leadership, and methods of evaluation of group counseling effectiveness. Students participate in a group process for a minimum of 10 clock hours over the semester. Summer

CED7132: Theodicy and Trauma Counseling

2 hours. Examination of theodicy as it relates to life of the counselor and its application to counseling, with special attention given to trauma and recovery. Impersonal aspects of theodicy and the application of a theology of hope are emphasized. To live as a human being is to be confronted with the vexing problem of evil and human suffering. Evil constitutes a major philosophical and theological problem for theists. Philosophically and biblically explores the nature of the problem of evil and examines ways of coping with evil and suffering in human experience and in Christian life. Treats the theological and philosophic effects of crises, disasters, and other trauma-causing events on persons of all ages, as embodied in the theological/philosophical problem of theodicy. Spring

CED7143: Lifestyle and Career Development

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

CED7153: Social and Cultural Issues in Counseling

3 hours. Prerequisite for CED6922 and CED6962. Provides an overview of cultural context of relationships, issues, and trends in a multicultural society and relates these to the professional field of counseling. Presents theories of multicultural counseling, identity development, and social justice. Includes experiential learning activities and significant content material on multicultural competencies, including diversity, diversity and pluralistic issues, social barriers that impede equity and success for clients, detrimental culturally supported behaviors, gender and power issues, bias and prejudice, and religious and spiritual issues in counseling, and relates these concepts to the counselor's roles in developing cultural awareness. Spring

CED710x: Original Independent Study in Counseling

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

Spiritual Formation in Counseling Curriculum

CED620x: Special Topics in Counseling and Spirituality

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

CED6232: Assessing Spirituality and Religion

2 hours. Focuses on assessing spirituality and religion both generally and as applied specifically to the intake process. Exposes students to both quantitative and qualitative methods of assessment. Includes the development of the skill of helping clients become more self-aware. Emphasizes the importance of the Christian tradition of the close relationship between the knowledge of God and the knowledge of self. Strongly connects the process of assessment to treatment planning toward the goal of spiritual formation. Spring

CED6282: Spiritual Development Across the Lifespan

2 hours. Considers the family context of spiritual and religious beliefs and values and how this context impacts individuals, with emphasis on the special impact of early experiences. Traces spiritual development across various phases of the lifespan, with particular attention focused on developmental challenges and opportunities contained in each. Examines spiritual interventions that can be helpful in resolving developmental issues and that promote spiritual formation. Every other Summer

CED7212: Religion, Spirituality, and Mental Health

2 hours. Covers many areas of ACA competencies including: culture and worldview by looking at nature of religion/ spirituality across cultures and groups; human and spiritual development by considering spirituality across the lifespan and its role in families and communities; and addresses spiritual experience and compares it to pathology, recognizing spirituality as potentially positive or negative. Fall

CED7222: Evidence-Based Interventions for Spiritual Formation

2 hours. Detailed training in using spiritual resources and disciplines in counseling that have been shown to have an evidence base for spiritual formation. Includes prayer, meditation, meaning, community, volunteering, forgiveness, learning from spiritual models, and appreciating sacredness of life. Every other Fall

CED7262: Integrating Spiritual Direction into Counseling

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

CED7282: Church-Based Counseling

2 hours. This course provides training in a powerfully effective method of clinical service delivery. It is designed to bridge the gap between student preparation to be a spiritually integrative counselor, practically using that preparation to deliver services in church-based settings. Students will be trained in the need for increased access to spiritually integrative counseling services; the calling upon that church to meet that need; and the practical, clinical, ethical, and advantageous aspects of providing church-based counseling services. Every other Summer

CED7292: The Spiritual Formation of the Counselor

2 hours. Provides a retreat experience of historic and contemporary spiritual formation principles in Christianity, as applied to the life of the counselor. Explores the spiritual disciplines as the basis for spiritual formation, taking into account individual differences that influence the practice of the spiritual

disciplines. Examines the relationship between lifestyle and the practice of the spiritual disciplines, including the influence of psychological issues upon lifestyle choices. Course content ultimately designed to apply the skills for facilitating spiritual formation in counseling.

CEDI720x: Original Independent Study in Counseling and Spirituality

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

Counseling and Theology Integration Curriculum

CED630x: Special Topics in Counseling and Theology Integration

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

CED6342: Faith Traditions with Implications for Counseling

2 hours. Overview of various spiritual and religious traditions to equip counselors to relate more effectively to clients with diverse spiritual and religious identities. Special focus will be given to various Christian traditions emerging through Church history to increase the counselor's appreciation for ecumenical differences as they present in the counseling office. This course is a part of the Richmont Career Mapping sequence. Summer

CED7312: Biblical Interpretation and Application for Counselors

2 hours. An introduction to the principles of biblical exegesis, interpretation, and application. In addition to the critical development of the skill of observation, an emphasis will be placed upon the historical and cultural context, the literary structure and style, and the theological, spiritual, and psychological significance of the biblical text. Consideration will also be given to the clinical application of the Bible. Fall

CED7362: Integrative Theology for Counselors

2 hours. Consideration of worldview analysis along with an introduction to historical, systematic, biblical, and philosophical theology as relevant to issues of the nature of God and man. Provides an overview of the core beliefs of historically orthodox Christianity as represented by the Apostles' and Nicene Creeds. Additional focus is offered in the relationship between religion and science. Students examine the implications of theology upon the counseling context and receive additional training in explicit integration. Spring

CEDI730x: Original Independent Study in Counseling and Theology Integration

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

Child and Adolescent Counseling Curriculum

CED640x: Special Topics in Child and Adolescent Counseling

Hours may vary. Provides an opportunity for students to participate in additional studies in this content

area which are not a part of the standard curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. May be repeated for credit.

CED6412: Child and Adolescent Psychopathology

2 hours. Prerequisite for CED6422, CED7432, and CED7442. Provides an overview of the etiology, diagnoses, and treatment of mental disorders in the childhood and adolescent years. Disorders specific to childhood and adolescence in the DSM-5 are reviewed along with other disorders manifested in youth. Particular attention is given to developmental psychopathology. Fall

CED6422: Counseling Children

2 hours. Prerequisite: CED6412. Surveys the major treatment approaches to childhood disorders and a critique from a Christian framework with special attention paid to empirically-derived factors in therapeutic change. Ethical concerns particular to work with children and the role of work with parents in child therapy are discussed. Spring

CED7432: Counseling Adolescents

2 hours. Prerequisite: CED6412. Examines the general needs of adolescents in counseling, with particular attention given to developmental changes in adolescence and the influence of sociocultural factors on youth symptomatic behavior. Additionally, focuses on specific counseling issues common in adolescent clients (e.g. mood and anxiety disorders, trauma, eating disorders, substance abuse, self-harm) and discusses various treatment modalities, with an emphasis on using evidence-based practice models. Fall

CED7442: Advanced Child and Adolescent Counseling

2 hours. Prerequisites: CED6412, CED6422, and CED7432. Designed to allow students to develop a deeper understanding of specific counseling approaches with specific groups of children and adolescents, concurrently teaching the skills of how to read and apply more detailed literature about counseling methods. Case formulation and presentation skills are also developed within the course. Spring

CED7452: Introduction to Play Therapy

2 hours. Prerequisites: CED6123, CED6412, and CED7113. This course will provide a history of play therapy, an overview of the essential theories and principles of play therapy, and a comparison of the major theoretical models of play therapy and their implications for treatment. Students will learn the role of the play therapist in different settings, the stages of the play therapy relationship, the basic play therapy skills and guidelines for becoming a Registered Play Therapist. An experiential component will focus on exposure to basic play therapy skills through observation of professionals, instructors, or videotaped experts performing play therapy. The course develops play therapy practice skills and an understanding of theoretical approaches of play therapy at the level required for eventual registration as a play therapist, and as required by the Association of Play Therapy.

CED740x: Original Independent Study in Child and Adolescent Counseling

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

Christian Sex Therapy Curriculum

CED6512: Human Sexuality: A Therapeutic Integration

2 hours. Prerequisite for CED6522, CED7532, and CED7542. Provides a basic introduction to counseling for sexual issues. Students are introduced to a theology of sexuality, a foundational model of addressing sexual issues in counseling, basics of sexual biology and psychology, sexual development, sexual dysfunction, and intervention techniques for sexual problems. Students also are challenged in their own growth and development in this area. Fall/ Spring

CED6522: Basic Issues in Sex Therapy

2 hours. Prerequisite: CED6512. Designed to provide an introduction to the field of sex therapy. Focuses on the profession of sex therapy, exploring historical, ethical, social/cultural, and current research issues in human sexuality. Students also examine sex therapy with specific populations. Spring/even years

CED7532: Sexual Dysfunctions, Addictive, Compulsive, and Paraphilic Sexuality

2 hours. Prerequisite: CED6512. Teaches students classical and current theories and techniques in treating sexual dysfunction, sexual addiction and compulsivity, and paraphilias. Summer

CED7542: Sexuality: Medical Issues, Trauma, and Abuse

2 hours. Prerequisite: CED6512. Covers the two main subject areas of advanced physiological issues (primarily hormones and medications) and counseling for sexual trauma and abuse. Students explore current theories and research in these subject areas as well as continue to develop their theory of sexuality in these subject areas. Special attention is given to exploring the problem of pain and self-care of the therapist when working with trauma. Spring/odd years

CED1750x: Original Independent Study in Christian Sex Therapy

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

Family Studies and Marriage & Family Counseling/Therapy Curriculum

CED5612: Person of the Marriage and Family Therapist

2 Hours. This course is structured as an introductory course for the Marriage and Family Therapy curriculum, to acquaint graduate students with a broad view of the field of Marriage and Family Therapy, and to assist them in the development of their personal professional identity, including the Person of the Therapist model. The course provides a foundational knowledge about the history and philosophy of the marriage and family therapist. Students will also be exposed to current ethical, professional, and legal issues within the field of marriage and family therapy to include the roles and responsibilities of the therapist in working competently with diverse populations and to function effectively in specialized settings of agency, community, and emergency environments. Licensure, professional organizations, and opportunities for practice will be introduced. Spring

CED660x: Special Topics in Family Studies

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

CED6612: Family Systems Theory

2 hours. Prerequisite for CED7623, CED7613, and CED7633. Examination of the philosophy, theoretical, and practical foundations of the family systems approach to marital and family counseling/therapy. The major theorists, theories, various models, and practices are examined. The primary focus is upon the theories, principles, and language that support the numerous marriage and family therapy models. Among other theoretical models, Bowen Family Systems Theory is delineated. Spring

CED6632: Family Wellness in Society

2 hours. Designed as an introductory class for the Marriage and Family Therapy curriculum, this course pertains to the clinical treatment of individuals, couples, and families from a preventative, psychoeducational point of view covering family health and wellness across the lifespan, systemic assessment of familial health, functioning and wellness, and characteristics of healthy and resilient families. This course also covers the sociology and history of the family unit, the family structure in current society, and addressing issues pertaining to the family in current society. Additionally, students will examine the impact of stress on the family, including sexuality, trauma, crisis, addiction, interpersonal violence, unemployment, and career on family life, as well as ways of fostering family wellness with consideration for cultural issues. This course will assist MFT students in developing necessary skills to be psychoeducators and the foundational understanding of the sociology of family, marriage, and coupling. Fall

CED7613: Brief, Solution Focused, and Communication Approaches to Marriage and Family Counseling

3 hours. Prerequisites: CED6612 and CED5612. Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of three major schools of marriage and family therapy: Brief, Solution-Focused, and the Communication Approach to marriage and family counseling. Taught from a systems theory perspective and in the context of a Christian worldview. Fall

CED7623: Structural and Behavioral Marriage and Family Therapy

3 hours. Prerequisites: CED6612 and CED5612. Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of two major schools of marriage and family therapy: Structural MFT and Behavioral MFT. The role of the marriage and family counselor in a variety of practice settings and in relation to other helping professions is discussed. Taught from a systems theory perspective and in the context of a Christian worldview. Summer

CED7633: Contextual, Narrative, and Interpersonal Models of Counseling

3 hours. Prerequisites: CED6612 and CED5612. Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of three major schools of counseling: Contextual Marriage and Family Therapy, Narrative Therapy, and Interpersonal Therapy. Taught from a systems theory perspective and in the context of a Christian worldview. Summer

CED760x: Original Independent Study in Family Studies or Marital and Family Counseling

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

Research and Writing Curriculum

CED5062: Introduction to Graduate Writing Skills

2 hours. This course aims to provide a comprehensive overview of writing skills for graduate studies. Significant focus is placed on producing, evaluating, and revising written work that reflects the highest standards of grammar, composition, and APA style. For those students required to take this course, it will be used for evaluation to determine their readiness for additional graduate coursework. A grade of B- or higher is required to successfully complete this course. Fall, Spring

CED670x: Special Topics in Research and Writing

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

CED7713: Methods of Research

3 hours. Students learn basic strategies for research in the areas relevant to counseling. Students gain knowledge in the various research designs, research procedures, basic statistical concepts, and how to access, read, and evaluate research in the literature. The use of research to inform evidence-based practices and the use of technology in conducting research and statistical analysis are presented. Includes information regarding community and program evaluation as methods to improve counseling. Fall

CED7761: Research Group I

1 hour. Prerequisite: CED7713 and permission of instructor. Students in Thesis Track begin developing their research idea or determine how they will connect to ongoing research projects. By the end of the course, the proposal is approved by the Director of Research and, if needed, IRB. A faculty mentor for the project is identified. Spring

CED7771: Research Group II

1 hour. Prerequisite: CED7761 and permission of instructor. A continuation of Research Group I as the student begins data collection and continues writing of thesis. By the end of course, most data is in and minimally the introduction to the thesis is written. Summer

CED8711: Thesis I

1 hour. Prerequisite: CED7771. Thesis data is in and data analysis is run. First full draft of the thesis is due to the mentor by the end of the course.

CED8721: Thesis II

1 hour. Prerequisite: CED8711. Thesis is reviewed by mentors, finalized by the Director of Research, and printed. The thesis is presented in a Richmond Community Time, and most often in a presentation and/or poster at a counseling-related conference. Spring

Advanced Clinical Counseling Intervention Curriculum

CED680x: Special Topics in Advanced Counseling Intervention

Hours may vary. Provides an opportunity for students to participate in additional studies in this

content area that are not part of the standard curriculum schedule. Unless specifically noted in course announcements, special topics courses will not count toward degree requirements. Depending on the nature of the course offering, prerequisites may apply. May be repeated for credit.

CED6802: Trauma in Developmental Context

2 hours. Prerequisite for CED7802 and CED7812. Focuses on the impact of trauma exposures on the developing child and ways these impacts may continue to manifest through the lifespan. Includes a review of normative development and impact of trauma on developmental tasks; an overview of the attachment system and variations in attachment formation; and discussion of the functional nature of behaviors. Implications for treatment will be briefly discussed. Fall

CED6812: Trauma and Biology

2 hours. Reviews physiological impacts of traumatic experiences, including psychobiology of the acute trauma response; impact of chronic traumatic stress on a functional and anatomical neurological level; and physiological markers of the chronic stress response and their behavioral manifestations. Reviews current research regarding the intersect between trauma and the body. Implications for treatment will be briefly discussed. Spring

CED6813: Cognitive-Behavioral Therapy

3 hours. Prerequisite: CED6133. Develops students' knowledge and skill in the cognitive-behavioral approach to counseling with applications to mental health counseling and marital and family counseling. Students examine theoretical foundations, research findings, basic principles, assessment techniques, and intervention strategies of CBT with particular emphasis on a family systems perspective. Practical applications of this therapy are examined, and executive skills required of the cognitive-behavioral therapist are instilled. Students will demonstrate skills in this approach of counseling in class. These examinations are applied to a wide variety of problems in living and are framed within a Christian theological context. Spring, Summer

CED6833: Addictions: Theory and Clinical Assessment

3 hours. Prerequisite: CED6143. This course takes a comprehensive look at impulse control disorders, covering the most recent issues in the areas of epidemiology, etiology, and substance abuse policy. This course looks at substance abuse from a systems perspective, introducing students to the environmental context of the client in order to promote cultural competence and an awareness of the familial, sociopolitical, and economic aspects of addictions. The course includes clinical knowledge that is necessary to facilitate an initial intake and diagnostic orientation for the clients in the counseling process. Students will learn the diagnostic skills necessary to administer a comprehensive and thorough evaluation for the purpose of determining effective treatment plans for clients who are suffering from diverse addictive and compulsive disorders. An emphasis will be placed on integrating and analyzing current research in the field of addictions and its direct applications to mental health and marriage and family therapy from a Christian worldview. Summer

CED7802: Child Trauma Intervention

2 hours. Prerequisite: CED6802. Provides an overview of clinical assessment and treatment of children who have experienced traumatic stress. The process of clinical evaluation of this population will be discussed, with review of most commonly used evaluation tools. Treatment will be conceptualized in a core components manner, with identification of key goals of intervention with children who have experienced trauma. Reviews evidence-based and promising practices for treatment of child trauma, as well as the range of alternative interventions (i.e., expressive, body-based, sensory) which show promise for this population. Spring

CED7812: Adult Trauma Intervention

2 hours. Prerequisite: CED6802. Provides an overview of clinical assessment and treatment of adults who have experienced traumatic stress. The process of clinical evaluation of this population will be discussed, with review of most commonly used evaluation tools. Reviews the construct of phase-oriented models of treatment and provides an overview of key goals and the range of practices which may be used to address these goals. Fall

CED7822: Psychodynamic Theories and Counseling

2 hours. Prerequisite: CED6133. Provides an opportunity to explore the contribution of psychoanalytic theory for the understanding of persons and the practice of counseling. Psychoanalytic traditions examined include classical drive theory, ego psychology, interpersonal theory, object relations theory, and self-psychology. Special attention also given to the contributions of psychoanalytic theory to the understanding of character pathology and clinical diagnosis. Fall

CED7832: Addictions: Treatment and Intervention

2 hours. Prerequisite: CED6833. This course is designed to help the student become more knowledgeable about counseling philosophy, techniques, interventions, and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive or compulsive disorder. Current research about the most effective and practical theoretical counseling models that foster personal growth, recovery, healing, and change are studied and critiqued. There will be a concentration on documentation/record-keeping, crisis intervention, treatment planning, and the important aspects of clinical supervision. Students will also have an opportunity to learn and critically examine how their intrapersonal awareness can enhance the counseling process.

CED7842: Neurobiology of Addiction

2 hours. Prerequisite: CED6833. This course provides students with an overview of the available and emerging approaches used to investigate the interpersonal neurobiology of addiction as well as the biological processes that happen in the brain during the course of addiction, and the theoretical background and results of neuroimaging studies as it relates to the neurobiology of addiction. It also explores the relationship between early adverse experiences of childhood stress and addiction.

CED7852: Eating Disorders: Etiology, Assessment, and Counseling Interventions

2 hours. Prerequisite: CED6133. Examination of the etiological and associated factors of eating disorders, diagnosis and assessment issues, and the treatments and general management strategies of the client with an eating disorder. Special emphasis placed on individual, family, and hospital-based intervention methods. Every other Summer

CED7863: Advanced Social and Cultural Issues in Counseling

2 hours. Prerequisite: CED7153. Pre- or co-requisite: CED 6922 or 6962. This intensive course provides a deep dive into the cultural contexts of a selection of diverse populations including, but not limited to: Immigrant populations, LGBT, Muslim, Native American, Hispanic, and Black (African American, Caribbean, Haitian, African, other). Students will self-select to "population cohorts" where they will focus specifically on delving into the cultural context of mental health, family relational, and impacting socio-political issues and trends within the self-assigned population, with the goal of developing detailed understanding of culturally relevant clinical intervention. Students will actively apply theories of multicultural and social justice counseling, identity development, and family systems. The course includes clinical application of multicultural counseling and social justice competencies with the assigned population with the goal of experientially understanding the impact of varying forms of marginalization (e.g. gender and power issues; bias and prejudice; and religious and spiritual issues), and learning how to provide culturally sensitive and effective intervention within these contexts. This course requires

participation in the counseling process as counselor/co-counselor under the weekly group supervision of the instructor, in collaboration with population-specific community consultants. These hours will count toward required internship hours.

CED7891: Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling

1 hour. Prerequisite: CED7932 or CED7962. Designed to assist students in the integration of their graduate experiences, to prepare them for clinical practice, and to assess their current level of competency across 14 content areas. To assess the students, the instructors will administer the Counselor Preparation Comprehensive Examination. Strengths and weaknesses will be identified. Remedial work may be assigned and required before graduation. Students are provided with information regarding professional identity with ACA and other professional societies. Spring

CEDI780x: Original Independent Study in Advanced Counseling Interventions

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

Psychopathology and Treatments Curriculum

CED6152: Personality Disorders: Diagnosis and Treatment

2 hours. Prerequisite: CED6143. Focuses on diagnosis, etiology, and treatment of personality disorders as delineated in DSM-5/ ICD-10. A continuation of CED6143: Psychopathology. Fall

CED6412: Child and Adolescent Psychopathology

2 hours. Provides an overview of the etiology, diagnoses, and treatment of mental disorders in the childhood and adolescent years. Disorders specific to childhood and adolescence in the DSM-5 are reviewed along with other disorders manifested in youth. Particular attention given to developmental psychopathology. Fall

CED7162: Psychopharmacology for Counselors

2 hours. Prerequisite: CED6143. The purpose of this course is to provide knowledge to the field of psychopharmacology. This course will review the basic classes of medications and their basic indications in treatment. Biological mechanisms of action, side effects, and potential interactions with other medications will be covered. Students will learn how to make an effective referral and work with the medical professional prescribing the medication. Medical conditions that potentially present as psychiatric problems will be covered and differential diagnosis offered. New medications seeking FDA approval will be covered. Alternative or holistic means of treating psychiatric conditions will be outlined. This class is designed to expand on the basic concepts taught in the first part of the course. Summer

Applied Clinical Training Curriculum

Counseling students must accumulate a minimum of 700 hours of on-site experience at their appointed clinical site. A minimum of 300 of these 700 hours must be direct, face-to-face counseling hours. Students must also gain a minimum of one hour per week of individual supervision and one and one-half hours per week of group supervision by an approved faculty-member of the counseling practicum and the two internships.

CED6913: Applied Practicum and Treatment Planning Lab in Counseling

3 hours. Prepares students to conduct intake interviews, maintain appropriate documentation, conduct effective treatment planning, and maximize the supervision process. Special attention given to use of the DSM-5 for diagnosis, treatment planning, and practice. Emphasis placed on increased awareness of self/personality and the core conditions of a therapeutic relationship; practice of basic counseling skills in role-play; ethical issues; management of crises; making appropriate referrals; and other topics relevant to the counseling process including information on licensure and credentialing and professional involvement in the counseling profession through ACA and its associations such as IAMFC, ASERVIC, and AMHCA. Information given on societies such as APA, AAMFT, and CAPS. Minimum grade for successful completion of this course is B-. Students must receive approval for continuance on the Clinical Qualifying Evaluation. Advisor may recommend or require additional courses or other remedial work. Spring

Prerequisites:

- CED6113: Helping Relationships (minimum grade B-)
- CED6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling (minimum grade B-)

CED6922/6962: Counseling Practicum

2 hours. Under the guidance of a licensed Christian mental health professional, students become a part of a team that provides individual, couple, and family counseling. Includes weekly individual and group supervision. Students must accumulate 100 on-site hours, of which a minimum of 40 hours must be in face-to-face counseling. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. Importance of membership in ACA, IAMFC, ASERVIC, AMHCA, and related ACA chapters is stressed. Additional information on other professional societies such as APA, AAMFT, and CAPS is presented. Graded Pass/Fail. Summer

Prerequisites:

- CED6113: Helping Relationships (minimum grade B-)
- CED6123: Ethical, Legal, and Professional Standards in Professional Counseling and Marriage and Family Counseling (minimum grade B-)
- CED5112: Professional Identity of the Counselor or CED5612: Person of the Marriage and Family Therapist
- CED6913: Applied Practicum and Treatment Planning Lab in Counseling (minimum grade B-)
- Approval for continuance on the Clinical Qualifying Evaluation
- CED6143: Psychopathology (minimum grade B-)
- CED7153: Social and Cultural Issues in Counseling
- At least one CED 800-level course
- Advisor may recommend or require additional courses or other remedial work

CED7932/CED7962: Counseling Internship I

2 hours. Provides participation in the counseling process as counselor/co-counselor under supervision of licensed Christian mental health professionals. Includes weekly individual and group supervision. Additional experience will be obtained in an external setting. Students must accumulate 300 on-site hours, of which a minimum of 130 hours must be in direct service. A portion of the face-to-face counseling hours in either Internship I or Internship II must be in a group setting. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. Graded Pass/Fail. Fall

Prerequisites:

- CED6922/CED6962: Counseling Practicum
- Approval for continuance on the Clinical Qualifying Evaluation
- Advisor may recommend or require additional courses or other remedial work

CED7942/CED7972: Counseling Internship II

2 hours. Continuation of CED7932/ CED7962: Counseling Internship I; with growing autonomy as appropriate to the student's developing skill level. The student participates in the counseling process as counselor/co-counselor under supervision of licensed Christian mental health professionals. Weekly individual and group supervision. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. A portion of the face-to-face counseling hours in either Internship I or Internship II must be in a group setting. The student must accumulate a minimum of 300 hours on-site, of which a minimum of 130 hours must be in direct service to clients. Graded Pass/Fail. Spring

Prerequisites:

- CED7932/CED7962: Counseling Internship I
- Approval for continuance on the Student Qualifying Evaluation
- Any three 800-level courses (third 800-level course may be concurrent with CED7942/CED7972)
- Advisor may recommend or require additional courses or other remedial work

CED7952: Counseling Internship III

2 hours. Continuation of CED7942: Counseling Internship II; intended only for students who need additional hours in an internship for licensure or who choose to extend their internship past one year. Students may enroll for this internship only with prior approval of the Dean or Assistant Dean of Clinical Affairs and request for academic exception. The student will continue to participate in the counseling process as therapist/co-therapist under supervision of licensed Christian mental health professionals. Weekly individual and group supervision are required. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. Graded Pass/Fail. May be repeated for credit.

COURSE DESCRIPTIONS: SCHOOL OF MINISTRY

Bible History and Theology Curriculum

MIN/MINO5113: Hermeneutics and Exegesis

3 hours. This course provides an introduction to biblical interpretation. The course explores the roles and relationship of author, text, and reader in the interpretive process. Special attention is given to the Bible's numerous literary genres. and various research and reading strategies that can illuminate interpretation.

MIN/MINO5133: Church History

3 hours. This course is a survey of church history from the New Testament period to today. The focus will be both on the historical and doctrinal developments of the Church. Special attention will be given to the many ways that Christian thought contributed to the development of societies, including the distinctives of American Christianity. The Church's monumental leaders and thinkers will be examined through both secondary and primary sources, from the early Church Fathers to twentieth century voices.

MIN/MINO6113: Biblical Themes

2 hours. This class investigates some of the major theological themes of the Bible. In addition to exploring

several key themes as a class, students have the opportunity to explore in greater depth themes which are of particular interest to them. In line with the School of Ministry goal of becoming whole and holy people, students apply what they learn about these various themes to their personal spiritual formation, including their personal theology and their ministry setting.

MIN/MINO6123: The Trinity

3 hours. Historic Christianity proclaims the nature of the God revealed in history and Scripture as Holy Trinity. This course examines this doctrine, from its formation amid the controversies over the relationship of Jesus to the Father to its application in lives for worship and witness as the distinctively Christian understanding of God. Detailed attention will be given to selected Trinitarian reflections in the patristic, medieval, and modern periods of the Church.

Ministry Skills and Leadership Curriculum

MIN/MINO5313: Authentic Leadership

3 hours. This course will underscore foundational aspects of authentic Christian leadership including: embracing the person and model of Jesus as the ultimate model of leadership; identifying and utilizing one's strengths; understanding both personality of a leader and the importance of finding one's voice; and planning and taking intentional steps to increase one's capacity and explore one's potential.

MIN/MINO5323: Pastoral Care

3 hours. This course is an introduction to basic counseling methods with an emphasis on the helping skills of attending, responding, and personalizing. Empathy and self-awareness skills essential to the helping relationship are developed. Additionally, this course provides an introduction to understanding the life span and the issues that may arise—with an emphasis on spiritual transformation through the student's effective servant leadership and pastoral care.

MIN/MINO5333: Practical Aspects of Ministry

3 hours. Ministry is a unique calling and a high privilege. It can be thrilling, invigorating, and rewarding as one senses God at work in and through individuals. Much of ministry, as in life, is a walk of faith, requiring growth in leadership and continual self-management. This course will focus on several practical aspects of the life of a minister that are critical to his or her effectiveness in life and ministry. Selected leadership ideas/models, both those that are explicitly Christian as well as others, will be examined, and each student will be asked to apply these ideas/models to their own ministry setting.

MIN/MINO6323: Communication in Ministry

3 hours. The course aims to understand the importance of communication in Christian leadership. The good news of Jesus must be communicated. "Faith comes by hearing the message of Christ" (Romans 10:17). Students will learn how to prepare public presentations for preaching, teaching, and training; explore the dynamics of effective communication; and study creative methods of communication through technology and media resources.

Spiritual Formation Curriculum

MIN/MINO5213: Essentials of Spiritual Formation

3 hours. This course emphasizes the following themes: 1) Spiritual formation into Christlikeness is God's intention for us—and it is possible and suited to human nature; 2) Living in the Kingdom of the Heavens here and now; and 3) Application of these understandings from Christ to the realities of the human self and of actual existence in our circumstances.

MIN/MINO5223: Practices of Spiritual Formation

3 hours. This course emphasizes the following themes: 1) Learning how to hear God; 2) Christian spiritual disciplines—concept and history; and 3) Salvation is a Life— with special emphasis given to the “Fruit of the Spirit” as foundation and framework of eternal living.

MIN/MINO6213: Traditions of Spiritual Formation

3 hours. This course emphasizes the following themes: 1) Gaining an experiential understanding of the Six Great Traditions of Christian faith; 2) Coming to a deeper appreciation of the importance of classical devotional literature; 3) Learning to better experience God and His character in Scripture; and 4) Developing a deeper appreciation of the Bible’s presentation of 15 ways of “being with” God.

MIN/MINO6223: Applications of Spiritual Formation

3 hours. This course emphasizes the following themes: 1) Being with God in Prayer; 2) Living as an Apprentice to Jesus; and 3) Spiritual Formation in all the Roles of our Life.

MIN7263: Spiritual Direction: Practice and Application

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

Personal Growth

MIN/MINO5231: Spiritual Formation Retreat

1 hour. The weekend retreat is built around the following four themes: 1) lectio divina as transforming prayer; 2) life as prayer; 3) the integration of prayer, leadership, and Christian community; and 4) the integration of theology and biography in the student’s life. Special emphasis will be given, across all four themes, to prayer as “our response to a divine invitation to encounter” (David Benner) and to learning by experiencing. These themes will be explored in a retreat setting and format with opportunities for Christian community woven throughout.

MIN/MINO5411: Mentored Growth and Development I

1 hour. Working under the supervision of a mentor, the student will have intentional opportunities for the integration of biblical and theological principles with spiritual, personal, and vocational practice. Assessments, reflection, and evaluation activities are designed to provide affirmation, support, and feedback to the student.

MIN/MINO5421: Mentored Growth and Development II

1 hour. This course is a continuation of MIN/MINO5411. Working under the supervision of a mentor, the student will have intentional opportunities for the integration of biblical and theological principles with spiritual, personal, and vocational practice. Assessments, reflection, and evaluation activities are designed to provide affirmation, support, and feedback to the student.

MIN/MINO6231: Final Integrative Project

1 hour. Through review and reflection, students will synthesize and use their understanding of the three core areas of study in the School of Ministry: Knowing, Being, and Doing. Using this information the

student will write an integrative paper that will both summarize their learning experience and formulate a plan to use this learning. The students will also make an oral presentation describing their results.

Spiritual Direction Curriculum

SPD7253: Perceiving a Holy Invitation

3 hours. The purpose of this course is to introduce students to the foundations of the practice of spiritual direction. Special emphasis will be given in this course to the clarification of terms, spiritual direction's relationships with both theology and scripture, and discerning one's call to spiritual direction. This class will also focus on historical roots of spiritual direction and the role of spiritual direction within the Kingdom of God. This course has both residency and on-line components.

SPD7263: Preparing an Available Self

3 hours. The purpose of this course is to develop students' understanding of the nature of spiritual formation and invite them to pursue significant self-reflection. Particular emphasis on the Ignatian Exercises continues the program's focus on historical roots and the role of spiritual direction within the presently available Kingdom of God. Attention will be given in this course to spiritual formation, the role of personality, and psychometric assessment tools. This course is taught in an on-line format.

SPD7273: Developing a Listening Ear

3 hours. The purpose of this course is to help students develop the practical listening skills of spiritual direction. Special emphasis will be given in this course to practicing spiritual direction as a director, and participation in individual and peer supervision. This class will continue the program's focus on historical roots of spiritual direction and the role of spiritual direction within the Kingdom of God. This course has both residency and on-line components.

SPD7283: Discerning and Knowing God

3 hours. The purpose of this course is to help students know God more intimately and develop their ability to discern God's communication. Special emphasis will be given in this course to the process of knowing God, methods of prayer, awareness and surrender in the discernment process, and the Ignatian rules of discernment. This class will continue the program's focus on historical roots of spiritual direction and the role of spiritual direction within the Kingdom of God. This course has both residency and on-line components.

SPD7293: Arranging a Sacred Space

3 hours. The purpose of this course is to prepare students to offer the ministry of spiritual direction with integrity. Special emphasis will be given in this course to identifying the needs of various constituencies, ministering within different contexts, and addressing special issues that arise in spiritual direction. This class will continue the program's focus on historical roots of spiritual direction and the role of spiritual direction within the Kingdom of God. This course is taught in an on-line format.

Anglican Studies Curriculum

MIN5413: Anglican History and Identity

3 hours. This course details the historical roots of the Anglican tradition, examines the various developments and controversies that have attended that history, and describes the Anglican Communion as it exists as a global reality today. In investigating these topics, students are exposed to the underlying ethos of Anglican thought as well as the distinctive nature of Anglicanism among Christian traditions.

MIN 5423: Formation in Spiritual Disciplines and Rule of Life

3 hours. This course introduces students to an applied outlook on spiritual formation within the distinctive parameters of the Anglican tradition. Special attention is given to the practice of spiritual disciplines, utilizing the Book of Common Prayer in personal formation, and reflecting on a Rule of Life for ongoing and regular spiritual practice.

MIN 6413: Ministries of the Church: Liturgy, Sacraments, and Worship

3 hours. This course exposes students to an in-depth understanding of distinctive ecclesial ministries within the Anglican tradition. Through a three-part intersectional focus on liturgy, sacraments, and worship, the course allows students to understand the interwoven nature of liturgical theology, sacramentology, and communal worshiping experiences. The cumulative impact of the course brings students to a deeper understanding of the dynamics of Anglican ministry and its communal manifestations.

MIN6423: Missional Theology

3 hours. This course brings students into conversation with a key component of contemporary Anglican thought: missional theology. Particular focuses include: contextual hermeneutics in biblical interpretation; cultural analysis in the service of relevant ministry; critical theologizing in the midst of emergent social issues; and applied ecclesial ethics. This course contains a summative project where students must synthesize distinctive elements of the Anglican tradition with a missional approach to the church's place in the modern world.

SCHOOL OF COUNSELING PREREQUISITE GUIDE FOR THE 2019-2021 GRADUATE CATALOG

Students are responsible to ensure that all requirements for degrees and certifications are met in accordance with their degree catalog. Please pay particular attention to prerequisites and courses required to begin the clinical sequence. For more information or questions regarding prerequisites for your degree program, please contact your academic advisor or the Records Office for more information.

Core Counseling Curriculum	
Course Number and Title	Prerequisite(s)
CED5102: Introduction to Counseling (Fall, Spring)	No prerequisite
CED5112: Professional Identity of the Counselor (Spring)	No prerequisite
CED6112: Personal and Spiritual Life of the Counselor (Fall, Spring)	CED7362 and CED7312
CED6113: Helping Relationships (Fall)	No prerequisite
CED6123: Ethical, Legal, and Professional Standards in Professional Counseling and Marriage and Family Counseling (Fall)	No prerequisite
CED6133: Counseling Systems and Interventions (Fall)	No prerequisite
CED6143: Psychopathology: Diagnosis and Treatment of Mental Disorders (Spring)	No prerequisite
CED6153: Helping Relationships for Pastoral Care (Fall)	No prerequisite
CED6162: Crisis Response and Intervention (Spring)	No prerequisite
CED6163: Clinical Appraisal and Assessment (Fall)	No prerequisite
CED7113: Human Growth and Development (Fall)	No prerequisite
CED7123: Group Counseling Theory and Practice (Summer)	CED6113
CED7132: Theodicy and Trauma Counseling (Spring)	CED7362 and CED7312
CED7143: Lifestyle and Career Development	No prerequisite
CED6233: Relating Faith and Spirituality in Counseling	No prerequisite
CED7153: Social and Cultural Issues in Counseling	No prerequisite

Spiritual Formation in Counseling Curriculum	
Course Number and Title	Prerequisite(s)
CED6232: Assessing Spirituality and Religion	No prerequisite
CED7262: Integrating Spiritual Direction into Counseling	No prerequisite
CED7282: Church-Based Counseling	No prerequisite
CED6282: Spiritual Development Across the Lifespan	No prerequisite
CED7212: Religion, Spirituality, and Mental Health	No prerequisite
CED7222: Evidence-Based Interventions for Spiritual Formation	No prerequisite
CED7292: The Spiritual Formation of the Counselor	No prerequisite

Counseling and Theology Integration Curriculum	
Course Number and Title	Prerequisite(s)
CED6342: Faith Traditions with Implications for Counseling (Summer)	No prerequisite
CED7312: Biblical Interpretation and Application for Counselors (Fall)	No prerequisite
CED7362: Integrative Theology for Counselors (Fall)	No prerequisite

Advanced Clinical Counseling Intervention Curriculum	
Course Number and Title	Prerequisite(s)
CED6813: Cognitive Behavioral Therapy (Spring)	CED6133
CED6802: Trauma in Developmental Context (Fall)	No Prerequisite
CED6812: Trauma and Biology (Spring)	No Prerequisite
CED7802: Child Trauma Intervention (Spring)	CED6802 and CED6812
CED7812: Adult Trauma Intervention (Fall)	CED6802 and CED6812
CED7911: Trauma Consultation Group (Fall and Spring)	CED6802 or CED6812 and CED6922/62
CED7822: Psychodynamic Theories and Counseling (Fall)	CED6133
CED6833: Addictions: Theory and Clinical Assessment (Summer)	CED6143
CED7863: Advanced Social and Cultural Issues in Counseling	CED7153 and Pre- or corequisite: CED 6922 or 6962
CED7832: Addictions: Treatment and Intervention	CED6833
CED7842: Neurobiology of Addiction	CED6833
CED7852: Eating Disorders: Etiology, Assessment, and Counseling and Internships (Every other summer)	CED6133
CED7891: Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling This class is taken the last semester of the degree program for MACM HC.	CED7932 or CED7962

Applied Clinical Training Curriculum	
Course Number and Title	Prerequisite(s)
CED6913: Applied Practicum and Treatment Planning Lab in Counseling (Spring)	CED6113 (minimum grade B-) and CED6123 (minimum grade B-)
CED6922/6962: Counseling Practicum (Summer)	CED6113 (minimum grade B-) and CED6913 (minimum grade B-) and CED6123 (minimum grade B-) and CED5112 or CED5612 and CED6143 (minimum grade B-) and CED7153 and at least one CED 800-level course
CED7932/CED7962: Counseling Internship I (Fall)	CED6922/CED6962
CED7942/CED7972: Counseling Internship II (Spring)	CED7932/CED7962 and three 800-level courses (third 800-level course may be concurrent with CED7942/CED7972)

Psychopathology and Treatments Curriculum	
Course Number and Title	Prerequisite(s)
CED6152: Personality Disorders: Diagnosis and Treatment (Fall)	CED6143
CED7362: Psychopharmacology for Counselors (Summer)	CED6143

Family Studies and Marriage and Family Counseling Curriculum	
Course Number and Title	Prerequisite(s)
CED5612: Person of the Marriage and Family Therapist (Spring)	No prerequisite
CED6612: Family Systems Theory (Spring)	No prerequisite
CED6632: Family Wellness in Society (Fall)	No prerequisite
CED7623: Structural and Behavioral Marriage and Family Therapy (Summer)	CED5612 and CED6612
CED7613: Brief, Solution-Focused, and Communication Approaches to Marriage and Family Counseling (Fall)	CED5612 and CED6612
CED7633: Contextual, Narrative, and Interpersonal Models of Counseling (Summer)	CED5612 and CED6612

Research and Writing Curriculum	
Course Number and Title	Prerequisite(s)
CED5062: Introduction to Graduate Writing Skills (Fall)	No prerequisite
CED7713: Methods of Research (Fall)	No prerequisite
CED7761: Research Group I (Spring)	CED7713
CED7771: Research Group II (Summer)	CED7761
CED8711: Thesis I (Fall)	CED7771
CED8721: Thesis II (Spring)	CED8711

Christian Sex Therapy Curriculum	
Course Number and Title	Prerequisite(s)
CED 6512: Human Sexuality (Fall and Spring)	No Prerequisite
CED6522: Basic Issues in Sex Therapy (every other Spring)	CED6512
CED7532: Sexual Dysfunctions, Addictive, Compulsive and Paraphilic Sexuality (Summer)	CED6512
CED7542: Sexuality: Medical Issues, Trauma, and Abuse (Every other Spring)	CED6512

Child and Adolescent Counseling Curriculum	
Course Number and Title	Prerequisite(s)
CED6412: Child and Adolescent Psychopathology (Fall)	No Prerequisite
CED6422: Counseling Children (Spring)	CED6412
CED7432: Counseling Adolescents (Fall)	CED6412
CED7442: Advanced Child and Adolescent Counseling (Spring)	CED6412 and CED6422 and CED7432
CED7452: Introduction to Play Therapy	CED6123 and CED6412 and CED7113

SCHOOL OF MINISTRY PREREQUISITE GUIDE FOR THE 2019-2021 GRADUATE CATALOG

Students are responsible to insure that all requirements for degrees are met in accordance with their degree catalog. For more information or questions regarding prerequisites for your degree program, please contact your academic advisor.

Spiritual Formation Curriculum	
Course Number and Title	Prerequisite(s)
MIN/MINO5213: Essentials of Spiritual Formation	No Prerequisite
MIN/MINO5223: Practices of Spiritual Formation	No Prerequisite
MIN/MINO6213: Traditions of Spiritual Formation	No Prerequisite
MIN/MINO6223: Applications of Spiritual Formation	No Prerequisite
MIN7263: Spiritual Direction: Practice and Application	No Prerequisite

Personal Growth	
Course Number and Title	Prerequisite(s)
MIN5231: Spiritual Formation Retreat	MIN5213 OR MIN5223 OR MIN6213 OR MIN6223
MIN5411: Mentored Growth and Development I	No Prerequisite
MIN5421: Mentored Growth and Development II	MIN5411
MIN6231: Final Integrative Project	This course may be taken in final semester of coursework or after all coursework is completed.

Bible History and Theology Curriculum	
Course Number and Title	Prerequisite(s)
MIN/MINO5113: Hermeneutics and Exegesis	No Prerequisite
MIN/MINO5133: Church History	No Prerequisite
MIN6113: Biblical Themes	MIN5113
MIN/MINO6123: The Trinity	No Prerequisite

Ministry Skills and Leadership Curriculum	
Course Number and Title	Prerequisite(s)
MIN/MINO5313: Authentic Leadership	No Prerequisite
MIN/MINO5323: Pastoral Care	No Prerequisite
MIN/MINO5333: Practical Aspects of Ministry	No Prerequisite
MIN/MINO6323: Communication in Ministry	No Prerequisite

Spiritual Direction Curriculum	
Course Number and Title	Prerequisite(s)
SPD7253: Perceiving a Holy Invitation	No prerequisite
SPD7273: Developing a Listening Ear	SPD7253
SPD7263: Preparing an Available Self	SPD7273 and SPD7253
SPD7283: Discerning and Knowing God	SPD7263 and SPD7273 and SPD7253
SPD7293: Arranging a Sacred Space	SPD7283 and SPD7263 and SPD7273 and SPD7253

Anglican Studies Curriculum	
Course Number and Title	Prerequisite(s)
MIN5413: Anglican History and Identity	No Prerequisite
MIN5423: Formation in Spiritual Disciplines and Rule of Life	No Prerequisite
MIN6413: Ministries of the Church: Liturgy, Sacraments, and Worship	No Prerequisite
MIN6423: Missional Theology	No Prerequisite

BOARD OF TRUSTEES

Mary Ann Sokolowski, *Chair*

Clark Miller, *Co-Chair*

Talley Clower*

J. Thomas Decosimo

Ann Keller (Alumni Advisory Council Chair)

Tim Knettlar

Karen Loritts

Janie McNabb

Rhonda Milner

Don Nelms

Jane Steward

Ellen Young*

*Board service ends December 31, 2019

Trustees Emeritus:

ARVEL E. BURELL - Atlanta, Georgia

HUGH D. HUFFAKER, JR. - Chattanooga, Tennessee

NANCY M. MILLS - Chattanooga, Tennessee

JUDITH F. STONE - Chattanooga, Tennessee

ADMINISTRATIVE COUNCIL

TIMOTHY QUINNAN, PH.D.

President

AMANDA BLACKBURN, PSY.D.

Dean of Students

DARWIN BLANDON

Vice President of Information Technologies

STEVE BRADSHAW, PH.D.

Dean, School of Counseling

CARA COCHRAN, PH.D.

Associate Dean, School of Counseling

TIM MCPHERSON

Vice President of Finance

KEITH MYERS, PH.D.

Dean of Clinical Affairs, School of Counseling

JOSH RICE, PH.D.

Dean, School of Ministry

DAN SARTOR, PH.D.

Vice President of Integration, School of Counseling

H. ROXANNE SHELLABARGER

Vice President of Administration

VANESSA SNYDER, PH.D.

Vice President of the Institute of Trauma and Recovery

SONJA SUTHERLAND, PH.D.

Dean of Assessment, Planning, & Compliance

JAMA L. WHITE, PSY.D.

Assistant Dean of Clinical Affairs, Chattanooga

ADMINISTRATION AND STAFF

EMILY AIKINS

Student Affairs Officer, Chattanooga

NEIL ANDERSON

Facilities and Information Technologies Manager

LAURA BASS, PH.D.

Associate Registrar

DAGAN BOND, M.L.I.S.

Librarian, Atlanta

PETER BRINDLEY

Institutional Effectiveness Coordinator

RONALD BUNGER, M.L.I.S.

Director of Libraries

PHILIP BURNS

Chief of Staff to the President

MARTHA BUSBY

Director of Alumni and Career Services

KELSEY CARRASQUILLO

Administrative Assistant, Office of the President

ANGIE CONROY

Director of CBI

GLADYS EDWARDS

Library Manager

AMY ESTES

Director of Development and Donor Relations

TYSON FANT

Director of Admissions

SARA FERGUSON

HR/Payroll Specialist

AMY HAYES

Executive Coordinator, Institute of Trauma and Recovery

LAURA LILLARD

Accounting Assistant

MORRIS "MOOSE" LUTES

Director of Financial Aid

CASSIE MARTIN

Admissions Counselor

WILLIAM E. McGEE, ED.D.

Co-Director, Henegar Counseling Center and Richmond Trauma Center

PAULINE McLEMORE, ED.S.

Co-Director, Henegar Counseling Center and Richmond Trauma Center

ALISON B. MEAD, M.L.I.S

Associate Director of Libraries

C. DEVON MILLS, PH.D

Assistant Dean, School of Counseling

MARY PLISCO, PSY.D.

Director of Research

WANDA PROCTOR

Accounting Assistant

PHILIP RUSH

IT Support Specialist

MICHELLE W. SHELLEY

Clinical Training Coordinator

MICHELLE WEST

Admissions Counselor

DONNA WILLIAMS

Office Manager, Henegar Counseling Center

TRAVIS YOUNG

Coordinator for Online Learning, Assistant to the Dean of the School of Ministry

SCHOOL OF COUNSELING FACULTY

EMERITUS FACULTY

DAVID G. BENNER, PH.D., C.PSYCH.

Distinguished Professor of Counseling and Spirituality. Post-graduate studies, Chicago Institute of Psychoanalysis; Ph.D., M.A., York University; C.Psych., College of Psychologists of Ontario; B.A., McMaster University.

GARY R. COLLINS, PH.D.

Distinguished Professor, Ph. D., Purdue University; M.A., University of Toronto; B.A., McMaster University; Post-graduate training, University of London, Western Seminary; Licensed Clinical Psychologist, Professional Certified Coach (PCC), Member: APA, CAPS, ICF

LARRY CRABB, PH.D.

Distinguished Professor of Counseling and Spirituality. Ph.D., University of Illinois; M.A., University of Illinois; B.S., Ursinus College. Spiritual Director for the American Association of Christian Counselors. Psychologist, conference and seminar speaker, Bible teacher, author of over 20 books, teacher of Spiritual Direction, leader in Spiritual Formation and founder/ director of New Way Ministries. Distinguished Scholar in Residence, Colorado Christian University, 1996-present. Member: AACC.

DISTINGUISHED FACULTY

GARY MOON, PH.D.

Licensed Psychologist. Ph.D., Fuller Graduate School of Psychology; M.Div., Fuller Theological Seminary; M.A., B.A., University of Georgia; A.A., Emmanuel College. Specializations: spiritual formation and psychotherapy.

CORE INSTRUCTIONAL FACULTY

CHARLES D. ALLEN, PSY.D.

Adjunct Professor, School of Counseling, Licensed Psychologist, Psy.D., Argosy University; M.A., Argosy University; M.A., Georgia State University; MS Psychological Studies Institute; B.A. Emory University; A.A. Oxford College. Post-doctoral fellow. Specialization: child and adolescent therapy and psychological assessment. Member: APA.

CHRISTINE BAKER, PH.D.

Adjunct Professor, School of Counseling. Licensed Professional Counselor, Certified Professional Counselor Supervisor. Counselor Education and Supervision, Regent University; M.A., Professional Counseling, Liberty University; B.A., Psychology, Samford University. Specializations: Certified Sexual Addictions Therapist (CSAT), Eye Movement Desensitization and Reprocessing (EMDR), Traumatic Stress

Studies (TSS) certificate, and Trust Based Relational Intervention (TBRI). Member: ACA, CAPS, SASH.

AMANDA M. BLACKBURN, PSY.D., LPC

Associate Professor of Counseling and Dean of Students. Licensed Psychologist; Licensed Professional Counselor. Approved Clinical Supervisor. Psy.D., M.A., Wheaton College; B.A., Asbury University. Specializations: Women's development, marital counseling, grief and loss, spiritual issues, infertility and adoption, depression and anxiety. Professional Memberships: ACA, ACES, APA, CAPS.

STEPHEN P. BRADSHAW, PH.D.

Professor of Counseling and Dean, School of Counseling. Licensed Psychologist in GA and TN, Counselor Education and Supervision, University of Tennessee; M.Ed., Georgia State University; B.A., William Jennings Bryan College. Specializations: individual marriage and family counseling, legal and ethical issues, and integration of psychology and theology. Member: ACA, AACC, CAPS.

SARAH E. CAMPBELL, PH.D.

Adjunct Professor of Counseling. Ph.D. in Counselor Education and Supervision, Capella University; MS, Capella University; B.S., Thomas Edison State University; A.A.S., Ocean County College. Licensed Professional Counselor, Nationally Board Certified Counselor, Board Certified-Telemental Health.

JAMES K. CHILDERSTON, PH.D.

Licensed Psychologist, Ph.D., Fuller Graduate School of Psychology; M.A., Fuller Theological Seminary; B.A., Wheaton College. Director of Childerston and Associates. Board Certifications in Medical Psychology, Psychopharmacology, and Sex Therapy. Specializations: individual and marriage counseling and marital sex therapy, anxiety and mood disorders. Member: AACC, CAPS, ABCST, AMP, NAPPP. MPA.

CARA COCHRAN, PH.D.

Associate Dean, School of Counseling; Professor of Counseling. PHD, TH.M. M.DIV New Orleans Baptist Theological Seminary. Licensed Professional Counselor (TN) with Mental Health Service Provider and Approved Supervisor Endorsements. Licensed Marital and Family Therapist (TN). AAMFT Clinical Fellow and Approved Supervisor, National Certified Counselor, Approved Clinical Supervisor recognized by the NBCC & Center for Credentialing Education. Member: CAPS.

MICHAEL LEE COOK, TH.D.

Adjunct Professor and Hope Center Supervisor. Licensed Marriage and Family Therapist and AAMFT Approved Supervisor. Th.D., Pastoral Counseling, Columbia Theological Seminary; M.Div., Duke University; B.S., DeVry University. Specializations: marriage and family therapy, integration of theology and psychology, cultural competence in counseling, practical theology, and emotional intelligence. Member: AAMFT

WENDY D'ANDREA, PH.D.

Adjunct professor, School of Counseling, Licensed Psychologist, PhD, University of Michigan; BA, Oberlin College. Assistant Professor of Psychology (Clinical), The New School For Social Research, New York, NY. Specializations: Complex trauma, psychophysiology, and psychotherapy process. Member: APA Div. 56, ISTSS, SPR.

WILLIAM DOVERSPIKE, PH.D.

Senior Adjunct Professor, School of Counseling, Ph.D., MS, Virginia Commonwealth University; B.S., Emory University. Licensed Psychologist; Board Certified in Clinical Psychology (American Board of Professional Psychology); Board Certified in Neuropsychology (American Board of Professional Neuropsychology). Certificate of Professional Qualification (Association of State and Provincial Psychology Boards), Interjurisdictional Practice Certificate (Association of State and Provincial Psychology Boards). Specializations: psychopathology, counseling, professional ethics, and addictions. Member: ACA, APA, GPA, CAPS.

JON S. EBERT, PSY.D.

Adjunct Professor, School of Counseling, Psy.D., Wheaton Graduate School; M.A., Trinity International University; B.A., Bethel University. Licensed Clinical Psychologist. Specializations: family therapy, trauma & resilience, trauma informed systems, clinical consultation, dissemination of evidenced based practices, group therapy, supervision & training of graduate students.

JEFFERY S. ECKERT, PSY.D.

Adjunct Professor of Counseling. Licensed Psychologist and Licensed Clinical Social Worker. Psy.D., Wheaton College Graduate School; MSW., West Virginia University; B.A., Wheaton College. Specializations: men's issues, adolescent counseling, sexual addictions, and sexual orientation.

KENY FELIX, PH.D.

Adjunct Professor of Counseling. Licensed Professional Counselor, Licensed Mental Health Counselor, Certified Professional Counselor Supervisor, National Certified Counselor, Florida Professional Educator's Certificate, Guidance and Counseling. Ph.D., Th.M., M.Div., New Orleans Baptist Theological Seminary; MEd., B.S., University of Miami. Member: ACA, ACES, AMCD, ASERVIC.

JERRY A. GLADSON, PH.D.

Senior Adjunct Professor, School of Counseling, Ph.D., M.A., Vanderbilt University; B.A., Southern Adventist University. Senior Minister, Emeritus, at First Christian Church (Disciples of Christ), Marietta, GA, and Adjunct Professor of Old Testament at Columbia Theological Seminary, Decatur, GA. Member of the Society of Biblical Literature, the Catholic Biblical Association, and the Academy of Parish Clergy. Specializations: Old Testament wisdom literature, theology, and exegesis; theodicy; philosophical theology.

MARTY GOEHRING, PH.D.

Adjunct Clinical Associate Professor of Counseling. Ph.D., Fuller Graduate School of Psychology; M.A., Fuller Theological Seminary; B.S., University of New Mexico. Licensed Psychologist. Director of Formation Counseling Services. Associate Pastor, Heights Cumberland Presbyterian Church. Specializations: anxiety disorders and spiritual formation in Christian counseling. Member: CAPS, APA.

TIFFANY A. HODGES, PSY.D., BCBA-D

Adjunct Professor of Counseling. Licensed Psychologist, Board Certified Behavior Analyst - Doctorate. Psy.D. and M.A., Argosy University; Certificate ABA, Chicago School of Professional Psychology; B.S., Georgia State University. Specialization: children and adolescent counseling, assessments, behavior therapy.

KRISTY L. HOLLOWAY, ED.D.

Adjunct Faculty, School of Counseling. Licensed Professional Counselor, National Certified Counselor, Distance Credentialed Counselor, Approved Clinical Supervisor. Ed.D., Counselor Education and Supervision, Argosy University-Atlanta; MS, Georgia State University; B.S., Louisiana State University-Shreveport. Specializations: Counselor cultural competence, perinatal mood and anxiety disorders (maternal mental health), infertility and birth trauma, African American mental health. Member: ACA, ACES, AMCD, ASERVIC.

C. DEVON MILLS, PH.D., Assistant Dean of the School of Counseling

Assistant Dean of the School of Counseling. Licensed Associate Professional Counselor, Licensed Associate Marriage and Family Therapist. Ph.D. Counselor Education & Supervision, Mercer University; M.A. Marriage & Family Therapy with certificates in Christian Sex Therapy and Trauma Counseling, Richmond Graduate University; B.A. Theology, Jackson College of Ministries. Specializations: Men's issues, sexual addictions, adult survivors of childhood sexual abuse, PTSD, anxiety disorders. Member: ACA, ACES, IAMFC, ASERVIC.

KEITH J. MYERS, PH.D., LPC, NCC, ACS, Dean of Clinical Affairs

Dean of Clinical Affairs. Associate Professor of Counseling. Licensed Professional Counselor, Approved Clinical Supervisor. Ph.D., Mercer University; M.A., Southeast Missouri State University; B.A., Mid-American Christian University. Specializations: Combat Posttraumatic Stress Disorder, complex trauma, Gottman-Trained Couples Therapist, motivational interviewing, veteran's issues.

AMY PERKINS, PH.D.

Adjunct Professor, School of Counseling, Licensed Psychologist. Ph.D., Counseling Psychology, University of Georgia; M.Ed., University of Georgia; B.S., Birmingham-Southern College. Specializations: Psychological and educational assessments, substance use disorders, working with adolescents and their families.

MARY KEELEY PLISCO, PH.D.

Director of Research. Associate Professor of Counseling. Licensed Clinical Psychologist. Internship and postdoctoral work: Emory University. Ph.D., MS, University of Florida; B.A., University of North Carolina at Chapel Hill. Specializations: anxiety, obsessive-compulsive disorder, mood disorders, disruptive behavior disorders; cognitive behavioral therapy, exposure with response prevention. Children, adolescents, and adults.

JANA PRESSLEY, PSY.D.

Adjunct Professor, School of Counseling, Psy.D, M.A., Wheaton College; B.A. Psychology, Lee University. Licensed Psychologist. Specializations: child and adolescent therapy, marriage and family therapy, women's issues, and trauma and abuse issues. Member: APA, CAPS.

JULIANA GROVES RADOMSKI, PH.D.

Adjunct Professor of Counseling. Licensed Marriage and Family Therapist. Counselor Education and Supervision Ph.D., Auburn University; MS, Auburn University; B.S., University of Georgia. Specializations: postpartum anxiety and depression, couple therapy. Member: AAMFT.

JACQUELINE ROBINSON, MAMFT, LPC

Adjunct Instructor, School of Counseling. Licensed Professional Counselor. Doctoral Candidate, Mercer University, Counselor Education and Supervision; B.A., Psychology, Spelman College. Specializations: individual, marriage and family counseling, counselor education and supervision, trauma and crises counseling, bipolar disorder treatment. Member: ACA, AACC, LPCAGA, SACES.

TYLER ROGERS, PH.D.

Assistant Professor, School of Counseling. Student and Pre-licensed Professional Representative, TNAMFT. Licensed Marital and Family Therapist, Licensed Professional Counselor, Nationally Certified Counselor. Ph.D., Counselor Education, CACREP Accredited, University of Mississippi; M.A., Marital and Family Therapy and Counseling, COAMFTE Accredited, Reformed Theological Seminary; B.A., Psychology, University of Mississippi. Specializations: marriage and family counseling, men's issues, emerging adult issues, life transitions, anxiety and depression, spiritual issues. Member: ACA, AAMFT.

DOUGLAS ROSENAU, ED.D.

Adjunct Professor, School of Counseling, Licensed Psychologist and Director of Alliance for Change. Ed.D., MSEd., Northern Illinois University; Th.M., Dallas Theological Seminary. National Certified Counselor; Certified Sex Therapist. Approved supervisor AAMFT. Specialization: sex therapy. Member: ACA, IAMFC.

DAN SARTOR, PH.D.

Vice President of Integration, Professor, School of Counseling. Licensed Psychologist. Licensed Professional Counselor. National Certified Counselor. Ph.D., M.A., Rosemead School of Psychology, Biola University; M.A., Reformed Theological Seminary in Florida; B.A., Moody Bible Institute. Member: APA, NBCC, CAPS, ACA, ASERVIC.

LORRIE SLATER, PH.D., LMFT, LPC, NCC

Associate Professor of Counseling. Ph.D., Regent University; MAMFT, Richmond University; B.A. Behavioral Sciences, Cedarville University. Licensed Marriage and Family Therapist, Licensed Professional Counselor, Nationally Certified Counselor. Henegar Counseling Center. Specializations: child and adolescent therapy, marriage and family therapy, family and life transitions and women's issues. Member: ACA, ASERVIC, AACC, CAPS, Chi Sigma Iota.

RACHEL SMITH, MA, PSY.D.

Adjunct Professor, School of Counseling. Licensed Clinical Psychologist at Agave Studio for Psychotherapy in Chicago, IL. Psy.D., Wheaton College; MA, Richmond Graduate University; BS, University of Tennessee - Knoxville. Specializations: trauma therapy, EMDR, child, adolescent, and adult therapy, LGBTQ counseling, court-involved populations, forensic and personality testing. Member: APA.

VANESSA SNYDER, PH.D.

Assistant Professor, School of Counseling, VP of Richmond Institute for Trauma & Recovery. Ph.D., Regent University; M.A., Richmond Graduate University; B.S. Mass Communications, Oral Roberts University. Licensed Professional Counselor, Licensed Marriage and Family Therapist, AAMFT Approved Supervisor, Approved Clinical Supervisor, Certified Sex Therapist, Certified Traumatologist, Certified Anger Management Specialist. Specializations: Christian sex therapy, trauma, complex trauma, and dissociative disorders. Research areas: Program evaluation and treatment human trafficking and commercial sexual exploitation; dissociative disorders, God image, and spirituality; childhood trauma effects in treatment; compassion fatigue & burnout, organizational trauma. Memberships: ACA, ACES, LPCAGA, AAMFT, GAMFT, ISSTD, GCAT, CAPS.

SONJA SUTHERLAND, PH.D., LPC, BC-TMHC, ACS

Associate Professor of Counseling and Dean of Assessment, Planning, and Accreditation. Licensed Professional Counselor, Board Certified Telemental Health Provider, Approved Counselor Supervisor. Ph.D., Regent University; MS, Georgia State University; B.S., New York University. Specializations: adolescent & young adult counseling, culturally-informed counseling, culturally-informed clinical supervision, marriage and family counseling. Member: ACA, ACES, AMCD, CAPS, LPCAGA, SACES.

MICHAEL R. SYTSMA, PH.D.

Adjunct Professor, School of Counseling, Ph.D., University of Georgia; MS, Georgia State University; Diploma in Christian Counseling, Psychological Studies Institute; B.A., Indiana Wesleyan University. National Certified Counselor, Licensed Professional Counselor, Certified Sex Therapist. Ordained Minister, The Wesleyan Church. Director of Building Intimate Marriages, Inc., and Co-founder of Sexual Wholeness, Inc. Specializations: marriage and family counseling and marital sex therapy. Member: ACA, IAMFC, LPCA, ISSM, AACC, ABCST, SSTAR, CPCS.

CHRISTOPHER WHEELUS, SR., PH.D.

Adjunct Professor, School of Counseling, Ph.D., Counseling and Student Personnel Services, University of Georgia; M.A., Richmond Graduate University; M.Div., Southwestern Baptist Theological Seminary; B.S., Southern Polytechnic State University. Licensed Professional Counselor, Licensed Marriage and Family Therapist, Approved Supervisor, Certified School Counselor. Specializations: expatriate life/work issues, marriage counseling, vocational counseling, college counseling, college student affairs, counselor supervision and continuing education, integration of counseling and theology, process improvement in education and industry, many years in missions. Member: AAMFT, GAMFT, GCCA, LPCA.

JAMA L. WHITE, PSY.D.

Associate Professor of Counseling and Assistant Dean of Clinical Affairs. Licensed Psychologist, Health Service Provider. National Certified Counselor and Licensed Professional Counselor, Mental Health Service Provider. Approved Clinical Supervisor recognized by the National Board for Certified Counselors. Psy.D., M.A., Rosemead Graduate School of Psychology, Biola University; B.S.N., East Tennessee State University. Specializations: women's issues, grief, health-related issues, and spiritual concerns. Member: ACA, APA, ACES, CAPS, National Register of Health Service Providers in Psychology.

SCHOOL OF MINISTRY FACULTY

CHARLES AYARS, D.MIN.

Spiritual Formation and Direction. D.Min., Columbia Theological Seminary; M.Div., Fuller Theological Seminary. Certificate of Completion, Renovaré Institute for Spiritual Formation 2009-2011. Specialization: spiritual formation and spiritual direction.

LACY FINN BORG, D.MIN.

Spiritual Formation. D.Min. (candidate), George Fox Seminary; M.S in Education and Advanced Teaching, State University of New York; B.A. in English, University of Texas. Certificate, Renovaré Institute for Spiritual Formation. Certificate in Spiritual Direction, George Fox Seminary.

CHRISTOPHER BOYD, PH.D.

Authentic Leadership. Ph.D., Regent University; M.B.A., Shorter College. Associate Pastor, Word of Faith Family Worship Cathedral, Austell, GA. General Manager, Riverside EpiCenter, a for-profit subsidiary of Word of Faith. Specialization: Organization Leadership.

CRAWFORD, CARE, D. MIN.

Spiritual Formation and Direction. D.Min., Fuller Theological Seminary; M.Div., Th.M., Princeton Theological Seminary. Pastor of Soul Care, Bel Air Presbyterian, Bel Air, CA. Director, Christian Formation & Direction Ministries, Los Angeles, CA.

CATHERINE GUNSALUS GONZALEZ, PH.D.

Church History. Ph.D., Boston University. S.T.B., Boston University School of Theology; B.A., Beaver College. Author of numerous books and publications. Professor Emeritus, Columbia Theological Seminary.

RONALD W. HARVARD, D.MIN.

Pastoral Care. D.Min., Erskine Theological Seminary; M.A.C.M., Pentecostal Theological Seminary; M.A., Ball State University; B.A., Lee University. Many years of pastoral experience.

JEFF HORNER, ED.D.

Hermeneutics and Exegesis. Ed.D., M.A.T.S., Southern Baptist Theological Seminary; M.Litt. Religious History, Trinity College Bristol, University of Bristol. 5 Years of teaching history, Biblical studies, and education. Accreditation Team Chair for SAIS. Assessment and Curriculum Coordinator, Whitefield Academy. Standardized Test Prep - Principal Partner. Sunday school Teacher, Johnson Ferry Baptist Church.

KRIS MCDANIEL, D.MIN.

Spiritual Formation, Practical Ministry. D.Min., Asbury Theological Seminary; M.A. Ministry, Richmond Graduate University. 17 years as a church planter/church leader in Atlanta, GA. Pastoral emphasis in the arena of spiritual formation. Senior Pastor, Trinity Anglican Mission, Atlanta, GA.

GARY MOON, PH.D.

Spiritual Formation. Licensed Psychologist. Ph.D., Fuller Graduate School of Psychology; M.Div., Fuller Theological Seminary; M.A., B.A., University of Georgia; A.A., Emmanuel College. Specializations: spiritual formation and psychotherapy.

JODY L. OWENS, D.MIN.

Spiritual Formation. D.Min., Emmanuel School of Religion; M.Div. with concentration in Church History, Emmanuel School of Religion; M.A. in New Testament and Preaching, Johnson University. Founder/Director of the Spiritual Formation Leadership Summit.

JOSHUA RICE, PH.D.

Biblical and Theological Studies. Ph.D., Th.M., Lutheran School of Theology; M.A. Biblical Studies, Columbia Theological Seminary. Contracted curriculum writer for Pathway Press. Natural Church Development Certified Coach. Generosity Strategist – Ministry Renewal. Teaching Pastor, Eastside Baptist Church.

JAMES D. SMITH III, Th.D.

The Trinity. Th.D., Th.M., Harvard; M.Div., Bethel Seminary; A.B., San Diego State. Ordained 1978 (BGC/Converge). Pastoral ministries in MN, MA and CA (currently). Church history faculty at Bethel since 1988. Assoc. Pastor, La Jolla Christian Fellowship. Specializations: biography, doctrine, spiritual life/ ministry, missions, women in Christian tradition, Nouwen. Member: AAR, ASCH, SABR.

MICHAEL STEWART, D. MIN.

Communication in Ministry. Former Dean of the School of Ministry. D.Min., Assemblies of God Theological Seminary; M.A. in Counseling, Liberty University; B.A., A.A., Emmanuel College. Certificate in Advanced Church Leadership, Beeson Institute of Asbury Theological Seminary. Former pastor and college president.

WALKER, JUSTIN, PH.D.

Biblical and Theological Studies. Ph.D, Th.M., M. Div., Emory University. Teaching Pastor, Mount Paran North, Marietta, GA

SAMUEL J. YOUNGS, PH.D.

Church History; Theology; Anglican Studies. Ph.D. Theology & Religious Studies, King's College London; M.A. Religion, Gordon-Conwell Theological Seminary; B.A. Literature & Religious Studies, University of South Florida. 8 years teaching Christian theology/philosophy, church history, hermeneutics, and interreligious studies. Dean of The Mission School of Ministry -- The Mission Chattanooga. Lay Minister - Anglican Church in North America.

LIBRARY FACULTY

DAGAN BOND, M.L.I.S.

Librarian. Instructor. M.L.I.S., University of Alabama; B.A., Auburn University.

RONALD BUNGER, M.L.I.S.

Associate Director of Libraries. Assistant Professor. M.L.I.S., University of Iowa; M.Div., Louisville Presbyterian Theological Seminary; B.A., Northwestern College.

MEAD, ALISON BREEZE, M.L.I.S.

Associate Director of Libraries. Assistant Professor. M.L.I.S., Valdosta State University; MS, Richmond Graduate University; M.Ed., Southern Illinois University at Carbondale; B.S., Murray State University.

Fall 2019 Academic Calendar

Annual Faculty and Staff Gathering	July 26, 2019
Fall Orientation School of Counseling - Atlanta Campus	August 1, 2019
Fall Orientation School of Counseling - Chattanooga Campus	August 2, 2019
Tuition & Fees due; Last Day to Make Financial Arrangements	August 15, 2019, 5:00 pm
School of Counseling Faculty Retreat	August 16, 2019
Independent Studies: Final Approval Deadline for Fall Semester	August 16, 2019
Classes Begin	August 19, 2019
End of Add/Drop Period	August 23, 2019
Last day for 90% Refund on Withdrawal	August 28, 2019
Labor Day Holiday (Offices closed, No Class Meetings)	September 2, 2019
Last day to Withdraw from Weekly Classes with W on Transcript	September 13, 2019
Last day for 75% Refund on Withdrawal	September 16, 2019
Advisement Week	September 23-27, 2019
Deadline to Complete Summer 2019 Incompletes (Grades Due)	October 4, 2019
Spring Semester Preregistration for Returning Students	Oct. 9, 2019 – Jan. 8, 2020
Last day for 50% Refund on Withdrawal	October 14, 2019
Spring Semester Preregistration for New Students	Oct. 16, 2019 – Jan. 8, 2020
Alumni Reunion	November 1, 2019
Last Day to Withdraw from Classes with WP/WF on Transcripts	November 8, 2019
Thanksgiving Break (Offices closed Wednesday-Friday)	November 25-29, 2019
Last Day of Classes	December 6, 2019
SACSCOC Annual Meeting	December 7-10, 2019
Exam Week	December 9-13, 2019
Grades Due from Faculty (December 2019 Graduating Students)	December 16, 2019
Grades Due from Faculty (Continuing Students)	December 18, 2019
Student Qualifying Evaluations	December 11, 2019
Christmas Break for Students	Dec. 16, 2019 - Jan. 3, 2020
Offices Closed (This does not include counseling centers)	Dec. 23, 2019 - Jan. 3, 2020

Spring 2020 Academic Calendar

Offices Open	January 6, 2020
Tuition & Fees due; Last Day to Make Financial Arrangements	January 9, 2020 5:00 pm
Spring Orientation School of Counseling – Atlanta Campus	January 9, 2020
Spring Orientation School of Counseling – Chattanooga Campus	January 10, 2020
Professional Seminar	January 10, 2020
Independent Studies: Final Approval Deadline for Spring Semester	January 10, 2020
Weekly Classes Begin	January 13, 2020
End of Add/Drop Period	January 17, 2020
MLK Day (No Classes Will Meet)	January 20, 2020
Last day for 90% Refund on Withdrawal	January 23, 2020
Last day to Withdraw from Weekly Classes with W on Transcript	January 31, 2020
Last day for 75% Refund on Withdrawal	February 10, 2020
Advisement Week	February 17-21, 2020
School of Counseling Faculty Retreat	February 28, 2020
Spring Break	March 2-6, 2020
Deadline to Complete Fall 2019 Incompletes (Grades Due)	March 6, 2020
Summer Semester Preregistration for Returning Students	March 11 – May 20, 2020
Last day for 50% Refund on Withdrawal	March 16, 2020
Summer Semester Preregistration for New Students	March 18 - May 20, 2020
Last Day to Withdraw from Classes with WP/WF on Transcripts	April 3, 2020
Good Friday (Offices closed, Select Classes May Meet)	April 10, 2020
Graduation Applications Due (Dec. 2020, May 2021, or Aug. 2021 graduates)	April 20, 2020
Last Day of Classes	May 1, 2020
Exam Week	May 4 - 8, 2020
Student Qualifying Evaluations	May 6, 2020
Grades Due from Faculty (May 2020 Graduating Students)	May 11, 2020
Grades Due from Faculty (Continuing Students)	May 13, 2020
Graduation	May 16, 2020

Summer 2020 Academic Calendar

Fall Semester Preregistration for Returning Students	May 13, 2020 – Aug. 12, 2020
Fall Semester Preregistration for New Students	May 20, 2020 - Aug. 12, 2020
Tuition & Fees due; Last Day to Make Financial Arrangements	May 21, 2020 5:00pm
Independent Studies: Final Approval Deadline for Summer Semester	May 22, 2020
Memorial Day (Offices Closed)	May 25, 2020
Classes Begin	May 26, 2020
End of Add / Drop Period	May 29, 2020
Last Day for 90% Refund on Withdrawal	June 2, 2020
Last Day for 75% Refund on Withdrawal	June 12, 2020
Last Day to Withdraw from Weekly Classes with W on Transcript	June 12, 2020
Last Day for 50% Refund on Withdrawal	July 1, 2020
Independence Day Holiday Observed (Offices closed, No Class Meetings)	July 6, 2020
Last Day to Withdraw from Classes with WP/WF on Transcripts	July 17, 2020
Deadline to Complete Spring 2020 Incompletes (Grades Due)	July 17, 2020
Last Day of Classes	July 31, 2020
Exam Week	August 3-7, 2020
Student Qualifying Evaluations	August 5, 2020
Grades Due from Faculty (August 2020 Graduating Students)	August 10, 2020
Grades Due from Faculty (Continuing Students)	August 12, 2020

Fall 2020 Academic Calendar

Annual Faculty and Staff Gathering	July 31, 2020
Fall Orientation School of Counseling - Atlanta Campus	August 6, 2020
Fall Orientation School of Counseling - Chattanooga Campus	August 7, 2020
Tuition & Fees due; Last Day to Make Financial Arrangements	August 13, 2020 5:00 pm
Independent Studies: Final Approval Deadline for Fall Semester	August 14, 2020
School of Counseling Faculty Retreat	August 14, 2020
Classes Begin	August 17, 2020
End of Add/Drop Period	August 21, 2020
Last day for 90% Refund on Withdrawal	August 26, 2020
Labor Day Holiday (Offices closed, No Class Meetings)	September 7, 2020
Last day to Withdraw from Weekly Classes with W on Transcript	September 11, 2020
Last day for 75% Refund on Withdrawal	September 14, 2020
Advisement Week	September 21-25, 2020
Deadline to Complete Summer 2020 Incompletes (Grades Due)	October 9, 2020
Last day for 50% Refund on Withdrawal	October 12, 2020
Spring Semester Preregistration for Returning Students	Oct. 14, 2020 - Jan. 6, 2021
Spring Semester Preregistration for New Students	Oct. 21, 2020 - Jan. 6, 2021
Alumni Reunion	November 6, 2020
Last Day to Withdraw from Classes with WP/WF on Transcripts	November 6, 2020
Thanksgiving Break (Offices closed Wednesday-Friday)	November 23-27, 2020
Last Day of Classes	December 4, 2020
SACSCOC Annual Meeting	December 5-8, 2020
Exam Week	December 7-11, 2020
Student Qualifying Evaluations	December 9, 2020
Grades Due from Faculty (December 2020 Graduating Students)	December 14, 2020
Grades Due from Faculty (Continuing Students)	December 16, 2020
Christmas Break for Students	Dec. 14, 2020 - Jan. 8, 2021
Offices Closed (This does not include counseling centers)	Dec. 21, 2020 - Jan. 1, 2021

Spring 2021 Academic Calendar

Offices Open	January 4, 2021
Tuition & fees due; Last Day to Make Financial Arrangements	January 7, 2021 5:00 pm
Spring Orientation School of Counseling – Atlanta Campus	January 7, 2021
Spring Orientation School of Counseling – Chattanooga Campus	January 8, 2021
Professional Seminar	January 8, 2021
Independent Studies: Final Approval Deadline for Spring Semester	January 8, 2021
Weekly Classes Begin	January 11, 2021
End of Add/Drop Period	January 15, 2021
MLK Day (No Classes)	January 18, 2021
Last day for 90% Refund on Withdrawal	January 21, 2021
Last day to Withdraw from Weekly Classes with W on Transcript	January 29, 2021
Last day for 75% Refund on Withdrawal	February 8, 2021
Advisement Week	February 15-19, 2021
School of Counseling Faculty Retreat	February 26, 2021
Deadline to Complete Fall 2020 Incompletes (Grades Due)	March 5, 2021
Spring Break	March 8-12, 2021
Last day for 50% Refund on Withdrawal	March 13, 2021
Summer Semester Preregistration for Returning Students	March 17 – May 19, 2021
Summer Semester Preregistration for New Students	March 24 - May 19, 2021
Last Day to Withdraw from Classes with WP/WF on Transcripts	April 2, 2021
Good Friday (Offices Closed, Select Classes May Meet)	April 2, 2021
Graduation Applications Due (Dec. 2021, May 2022, or Aug. 2022 graduates)	April 19, 2021
Last Day of Classes	April 30, 2021
Exam Week	May 3-7, 2021
Student Qualifying Evaluations	May 5, 2021
Grades Due from Faculty (May 2021 Graduating Students)	May 10, 2021
Grades Due from Faculty (Continuing Students)	May 12, 2021
Graduation	May 15, 2021

Summer 2021 Academic Calendar

Fall Semester Preregistration for Returning Students	May 19 - August 11, 2021
Tuition & Fees due; Last Day to Make Financial Arrangements	May 20, 2021 5:00pm
Independent Studies: Final Approval Deadline for Summer Semester	May 21, 2021
Classes Begin	May 24, 2021
Fall Semester Preregistration for New Students	May 26 - August 11, 2021
End of Add / Drop Period	May 28, 2021
Memorial Day (Offices Closed)	May 31, 2021
Last Day for 90% Refund on Withdrawal	June 1, 2021
Last Day to Withdraw from Weekly Classes with W on Transcript	June 11, 2021
Last Day for 75% Refund on Withdrawal	June 12, 2021
Last Day for 50% Refund on Withdrawal	June 29, 2021
Independence Day Holiday Observed (Offices closed, No Class Meetings)	July 5, 2021
Last Day to Withdraw from Classes with WP/WF on Transcripts	July 16, 2021
Deadline to Complete Spring 2021 Incompletes (Grades Due)	July 16, 2021
Last Day of Classes	July 30, 2021
Exam Week	August 2-6, 2021
Student Qualifying Evaluations	August 4, 2021
Grades Due from Faculty (August 2021 Graduating Students)	August 9, 2021
Grades Due from Faculty (Continuing Students)	August 11, 2021

INDEX

Academic advisement	27, 58
Academic appeals	51, 52
Academic calendar	3, 56, 60, 120-125
Academic exception.....	35, 98
Academic integrity	24-26, 42, 49
Academic performance	24, 42, 43, 45, 49
Academic policies.....	24, 27
Academic records	36, 39, 40
American association for marriage and family therapy (AAMFT)	77, 85, 96, 97
Acceptance to Richmond	15, 20, 23, 24, 27, 28, 43
Add/drop/withdrawal	32, 33, 36, 59, 60, 61, 120-124
Addictions counseling certificate	11, 75
Address change.....	16
Adjunct faculty.....	35, 36
Administration.....	5, 32, 42, 46, 49, 53, 109
Administrative council.....	108
Admission requirements	
Master of Arts in Ministry (MAMin)	11, 28, 57, 79
Master of Arts in Ministry: Anglican Studies (MAMin: Anglican).....	11, 28, 57, 82
Master of Arts in Spiritual Formation and Direction (MASFD)	11, 29, 57, 82
Master of Arts in Clinical Mental Health Counseling (MACMHC).....	4, 11, 28, 57, 62, 64, 66, 77
Master of Science in Pastoral Care and Integration (MSPCI)	11, 28, 45, 57, 64, 72, 74, 78, 86
Admission to graduate studies	3, 4, 17-24, 42, 43, 48, 51, 52, 55
Conditional	18, 19, 20, 21, 28, 37
Degree-seeking	16, 17, 21, 22, 23, 27, 31
Full	18, 19, 20, 24, 48
Non-degree	18, 22, 23, 24, 31, 32
Provisional.....	18, 20, 28
Scores.....	17, 19, 20, 21, 22, 31
TOEFL requirement	18
Advanced clinical counseling intervention curriculum.....	93
Advertising and recruiting	4
Agent's code of ethics.....	4
Alumni association.....	16
APA style	85, 92, 96, 97

Application deadlines	61, 62
Scholarships	62
Application fee	17, 21, 23, 59
Applied clinical training curriculum	96
Atlanta campus	13, 52, 53, 65
Auditing courses	22, 23, 27, 29, 37, 59, 62
Authorization statement	3
Board of Trustees	12, 108
Braund scholarship	62
Business practices	3, 4
Caldwell scholarship	63
CAMS	31, 38, 41, 52
Career services for the school of counseling	16
Career mapping	16, 85, 87, 89
Chattanooga Bible Institute (CBI)	12
Chattanooga campus	13, 52
Child and adolescent counseling certificate	11, 75, 76
Child and adolescent counseling curriculum	84, 89
Christian sex therapy certificate	11, 27, 75, 76
Christian sex therapy curriculum	27, 84, 90
Council for Higher Education Accreditation (CHEA)	19, 34
Class attendance and grading	26, 62
Clinical sequence	37, 44, 45, 47, 72, 85, 103
Commencement	16, 25, 41, 56, 61
Commission on colleges	4, 5, 12, 19
Conditional admission	18, 19, 20, 21
Continuing education	16, 17, 22, 23, 27, 50
Copyrighted material	26
Core counseling curriculum	66, 84
Correction of education records	40
Counseling and theology integration curriculum	73, 84, 89
Counseling centers	5, 11, 14
Counseling internship	27, 35, 38, 47, 67, 69, 70, 72, 97, 98,
Counseling practicum	27, 35, 44, 47, 57, 64, 67, 68, 70, 72, 76, 96, 97
Course delivery systems	26
Course descriptions	22, 23, 27, 43, 84

Course numbering system	83
Counselor Preparation Comprehensive Examination (CPCE)	41, 59
Credit hour policy	29
Deferred admission	20
Degree time limits.....	28
DeKay scholarship	63
Director of research.....	79, 93, 111
Directory information.....	40
Disclosure of education records	39, 40
Dismissal	20, 24, 25, 37, 42-52
Distinguished faculty	65, 112
Education records.....	39, 40
Correction of education records.....	40
Directory information	40
Disclosure	39, 40
Transcript hold.....	40
Transcript requests	40
Unofficial transcripts.....	41
Electronic communications	16
Eligibility for graduation.....	37
Emeritus faculty	112
Endorsement policy.....	4
Enrichment programs	17, 22, 23, 27
Evaluation, retention, and dismissal policies	
School of counseling	41, 42, 43, 47
School of ministry.....	48, 49
Evangelical Council for Financial Accountability (ECFA)	4
Exit requirements	41
Facilities.....	13, 17, 56
Family educational rights and privacy act (FERPA)	39
Limitations of rights of access.....	39
Procedure to inspect.....	39
Record custodian.....	39
Refusal to provide copies	39
Family studies and marriage and family counseling curriculum	84, 91, 92,
Federal direct Stafford loan.....	54, 57, 62

Fees.....	3, 16, 17, 22, 31, 32, 59, 60, 61 63, 120-125
Financial accountability.....	4
Financial aid and employment.....	4, 23, 24, 40, 57, 58, 61
Financial exceptions	61
Financial information	32, 59
Financial satisfactory academic progress	34, 35, 37, 57-59, 62
Appeals	58-59
Evaluation criteria.....	57
Warning.....	24, 37, 49, 57, 58
Flexible course schedule.....	28
Gateway Scholarship	62
Georgia Nonpublic Postsecondary Education Commission (GNPEC).....	3, 12, 33, 52, 53
Grade changes	38, 58
Grade point average (GPA)	17-21, 24, 32, 34-37, 42, 48-49, 51, 57-58, 62
Grade reporting	38, 60
Grade requirements.....	37, 58
Grades and academic records	36
Graduate catalog	3, 27, 47, 48, 59, 60, 103, 106
Graduate education.....	11, 12, 64
Graduate Record Examination (GRE).....	17, 19, 21, 22
Graduation.....	3, 25, 27, 37, 41, 53, 56, 57, 61, 96, 121, 124
Fees	59, 61
Requirements.....	3, 27, 37, 41, 56, 57
Helping relationships	35, 37, 44-45, 47, 66-67, 68, 70, 72, 74-75, 78, 85-86, 97
Heritage.....	12
Incomplete grades	37-39, 41, 50, 51, 57, 58, 61, 120-125
Independent/directed study.....	29, 35, 36, 59, 78, 84, 87-96
Independent study fee	36, 59
In-progress grades.....	38
Inspect education records	39
Institute for Sexual Wholeness (ISW).....	22-23, 31
Institutional withdrawal	32-33, 60-61
Integration Certificate	76-77
Intensive courses	13, 23, 26-28, 32, 60
Introduction to Counseling.....	20, 66, 68-69, 71-72, 74-75, 78, 84
Introduction to graduate writing and research skills	21, 37, 92

Late payment fee	59, 60
Late registration.....	31, 36, 59, 60, 61
Libraries	12, 14, 55
Library faculty.....	119
Library fee.....	59
Licensure in Marriage and Family Therapy (LMFT).....	77
Licensed Professional Counselor (LPC).....	64, 65, 66
LPC content area courses.....	65-66
Loans	54, 57, 62
Malone Family Scholarship.....	63
Marriage and Family Therapy Certificate.....	11, 75, 77
Master of Arts in Clinical Mental Health Counseling (MACMHC) degree	11, 57, 65, 74-75
Basic degree program sequence	65, 74-75
Certificates	
Addictions counseling certificate.....	11, 75, 76
Child and adolescent counseling certificate.....	11, 75, 76
Christian sex therapy certificate	11, 27, 75, 76
Integration certificate.....	11, 75, 76-77
Marriage and family therapy certificate	11, 75, 77
Pastoral care certificate	11, 75, 77, 78
Spiritual formation in counseling certificate	11, 75, 78, 87
Trauma counseling certificate.....	11, 75, 77
Program objectives.....	65
Master of Arts in Ministry (MAMin) degree.....	11, 29, 57, 79
Basic degree program sequence	79, 82
Spiritual Direction certificate.....	83
Master of Arts in Ministry: Anglican Studies.....	11, 29, 57, 82
Master of Arts in Spiritual Formation and Direction	11, 29, 57, 82
Master of Science in Pastoral Care and Integration... ..	11, 29, 57
McClure Memorial scholarship	63
Methods of research	66-71, 78, 93
Miller Analogies Test (MAT)	17, 19, 21, 22
Ministry skills and leadership.....	23, 79, 99
Name change	16
National Board for Certified Counselors (NBCC)	41
National Certified Counselor	59, 65

National Counselor Examination (NCE).....	41
Non-continuance fee	32
Non-discrimination policy.....	21
Official registration	31
Orientation fee	59
Overnight transcript delivery fee	59
Pastoral Care Certificate	11, 75, 77, 78
Policy on alcoholic beverages and illegal drugs.....	54
Preregistration	31, 34, 35, 36, 120-125
Prerequisite guide for 2019-21	
School of Counseling.....	103-105
School of Ministry	106-107
Presidential Scholarship.....	62
President's welcome	5
Professional seminar.....	41, 67, 69, 71, 72, 95, 121, 124
Program of study	27-28, 31, 35, 75, 78-79
Programmatic research	11, 17, 79
Psychological Studies Institute (PSI)	12
Psychopathology and treatments curriculum.....	96
Readmission policy	20, 21, 23, 51-52
Records and transcripts	22-23, 27, 31-33, 37, 39-41, 56-57, 59, 60, 65, 73, 78
Refund policy and assessed fees	40, 60-61
Registration policies and procedures.....	31
Replacement diploma fee	59
Request for Incomplete.....	38
Research	66-71, 78, 92, 93
Research and writing curriculum	92
Research curriculum.....	84
Retention and dismissal policies.....	43, 49
Rollinson Scholarship Fund	63
Schedule change fee	59, 60
Scholarships	23, 24, 32, 62-63
School of Counseling.....	3, 11, 16, 17, 19-29, 31, 34-38, 41-47, 57, 59, 64-79, 84-98, 103-105
Mission Statement for Richmond Graduate University School of Counseling	64
School of Ministry	3, 11, 17, 19, 34-39, 64, 79-84, 98-102, 106-107
Mission Statement for Richmond Graduate University School of Ministry.....	79

Service to the church	12
Southern Association of College and Schools Commission on Colleges (SACSOC) accreditation	4, 5, 12, 19
Spiritual Direction Certificate	11, 59, 83
Spiritual Formation in Counseling Certificate	11, 75, 78
Staff.....	109
Stafford loan.....	54, 57, 62
Standards of performance	42, 43, 49, 56
Statement of faith.....	11, 17
Statement of purpose	11, 12
Student community	15, 24, 54
Student fee	32, 36, 59
Student Government Association (SGA)	16
Student grievance procedures	26, 51, 52, 53,
Student life and housing.....	15
Student Qualifying Evaluation (SQE).....	38, 41, 43-48
Technology requirements.....	30, 59
Tennessee Higher Education Commission (THEC).....	3, 12, 33, 52, 53
Thesis manual	79
Thesis option	66, 68-69, 71-72, 78-79
Transcript evaluation fee	59
Transcript holds	40
Transcript requests.....	40
Transfer of credit	33-35
Trauma counseling certificate	11, 75, 77
Walker Merit Scholarship.....	63

