About the Catalog

With regard to academic programs, this Graduate Catalog is valid for students who first enroll in Richmont fall 2014 through summer 2015 and for students who choose to change to programs within this catalog from an earlier catalog. Policies herein apply to all Richmont students.

The Richmont Graduate Catalog is produced by the Records Office in conjunction with the Dean of the School of Ministry, Dean of the Schools of Counseling and Psychology, 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. Richmont 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 Web site. 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 requirement of the catalog in effect when they first attend Richmont 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 Richmont 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 (NPEC) 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 32743-0830
615.741.3605

SACSCOC Accreditation
Richmont Graduate University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Masters degrees. 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.

National Counselor Examination Administration
Richmont is a Graduate Student Administration National Counselor Examination Testing Site. As an approved GSA-NCE Site, Richmont administers this examination each April. Most Richmont graduates choose to complete this examination while a student at Richmont.

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

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

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

Business Practices
Advertising and promotional vehicles for the University include internet, billboards and publications. Richmont produces and distributes a semi-annual newsletter “Connecting” and other mailings to donors and friends. These mails also include counseling professors 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.
Welcome to Richmont Graduate University!

Whether you are a new student, an interested prospective student, or an avid reader of graduate school catalogs (I’m sure there must be a diagnosis for that), thank you for reading. We’re glad you’re with us!

At Richmont, we are committed to providing Christ-centered education and research that advances God’s work of healing, restoration, and transformation in the lives of individuals, churches, and communities. Our counseling graduates work within local behavioral health centers, homeless shelters, rehabilitation facilities, churches and many other organizations that serve uninsured and underinsured populations. Similarly, many of the individuals in our inaugural School of Ministry cohort currently work with churches, parachurch organizations and community-based ministries to serve individuals, families, and groups and draw them closer to relationship with Christ.

We are passionate about equipping each student with a high-quality education in Christian psychology, counseling or ministry so they can obediently follow the Lord’s calling on their life. Honestly, when you finish, you’ll know your stuff. You will also have spent a lot of time sorting through your own personal spiritual development: not only what you believe, but how you live. You will have learned how to integrate your faith into your clinical practice and ministry in ways that are both personally meaningful and ethically sensitive.

So, look through these pages. Dream a little bit. You will emerge from your training here with so much more than a degree – you will grow in every area. I am excited to see what will become of the callings and aspirations that each of you brings to Richmont.

Joyfully,

Robert G. “Bob” Rodgers
President
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The Apostles’ Creed

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

Who was conceived by the Holy Ghost,
born of the virgin Mary,
suffered under Pontius Pilot,
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.

The Purpose Statement of Richmont Graduate University is: Richmont Graduate University’s mission is to provide Christ centered education and research that advances God’s work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

1. Graduate Education
   a. 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 Professional Counseling or a Master of Arts in Marriage and Family Therapy
   b. Richmont Graduate University School of Psychology offers an integrative perspective on the relationship between psychology and faith through graduate education and clinical research.
      i. This training culminates in a Master of Science in Christian Psychological Studies.
   c. 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 a Master of Arts in Ministry.

2. Christian Counseling Centers
   a. 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.
   b. These centers allow our students to work with clients in church-based and community settings under the supervision of Christian mental health professionals.
   c. These centers assist the church and enable people who are struggling with psychological concerns to receive low-cost Christian counseling.

3. Programmatic Research
   a. Institutional programmatic research – complete productivity report - enables Richmont to better evaluate its progress and improve institutional effectiveness.
   b. In addition, Richmont makes the tools of counseling – clinical training manual available to measure clinical applications of Christian theology and spiritual formation activities.
   c. Finally, Richmont encourages systematic investigation – thesis manual- of the interface between mental health and spiritual issues.

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

Richmont Graduate University approaches graduate education through the integration of psychology, 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 Richmont Statement of Purpose with administrative staff, faculty and students providing input into the process. It is reviewed annually and modified only with Board authorization.
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 L. 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 before 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 and the Tennessee Higher Education Commission.

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 within 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 Richmont is truly a rich one. Today, led by President Robert G. “Bob” Rodgers, 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 has two campuses, the original campus in Atlanta, Georgia, and the campus in Chattanooga, Tennessee. Students may reside in either city to complete most coursework and the practicum and internship requirements. However, students from both campuses must attend intensive-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 Richmont is thus preserved while offering the convenience of two locations.

Atlanta Campus
McCarty Building
2055 Mount Paran Road N.W.
Atlanta, GA 30327
Phone: 404-233-3949
Toll-free: 888-267-4073
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 Richmont Library in Atlanta and the Poindexter Library in Chattanooga are essential partners with the faculty in the instructional and research endeavors of Richmont Graduate University.

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

Richmont librarians, in collaboration with Richmont faculty, staff, and students, and periodic surveys of comparable institutions, select resources for the Library collections. The Richmont Libraries contain collections of over 49,000 cataloged items: books, journals, electronic resources, and media (audio recordings, VHS and DVD), providing a rich resource for all programs at Richmont. 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 Richmont’s programs, the Libraries provide access to over 3,000 full-text online journals. Interlibrary loan services are provided through both Libraries for materials held in LYRASIS (formerly SOLINET) member libraries and other libraries worldwide, providing access to materials not available in the Richmont Libraries.

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

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

These counseling centers provide mental health services to the church community and the general public. Additionally, they serve as a laboratory for the development and implementation of spiritual intervention strategies designed to promote psychological health and spiritual transformation within the standards of professional 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 but provides information about local housing in addition to information regarding local churches, part-time employment possibilities, and other pertinent information for students upon acceptance into the program.

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

Metro Atlanta Chamber
235 Andrew Young International Blvd. N.W.
Atlanta, GA 30303
404-880-9000
Career Services for the School of Counseling

Richmont 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
* Community needs assessment
* Information on resume-writing and marketing
* Referral and networking systems for both church and community settings

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

Electronic Communications
Because Richmont is a two-campus community, e-mail is a vital tool in disseminating information to students. All Richmont students are issued a Richmont e-mail address upon enrollment. Students activate this e-mail address and are required to check the account on a regular 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.

ENRICHMENT PROGRAMS

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

Programmatic Research
The goal of programmatic research at Richmont is to further the understanding of the integration of psychology and theology as it relates to the areas of counseling and spiritual growth. Richmont encourages faculty, supervisor and student research in the integration of applied psychology and practical theology.
Members of the Richmont faculty are expected to write and publish, and several faculty members serve on the editorial boards of professional journals. Faculty promotion is based in part on written productivity.

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

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

ADMISSION PROCEDURES FOR DEGREE-SEEKING STUDENTS

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

1. Admission application with a $50 non-refundable application fee.

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.

4. One official copy of the score report from the GRE Revised General Test or Miller Analogies Test (MAT).

   This is not required for admission to the Master of Arts in Ministry program.

   Scores are to be sent directly to Richmont. Richmont’s school code for the GRE is 5599; school code for the MAT is 2671.

   This requirement is for the Schools of Counseling and Psychology 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 Richmont.

5. Three reference forms and/or letters of reference. These should include one academic/professional reference, one character reference, and one pastoral reference.

   References cannot be completed by family members.

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

7. A personal autobiography incorporating the following topics:
   - What are your personal and professional goals and how would a degree from Richmont help you obtain those goals?
   - What significant event(s) and/or influence(s) that have helped shape your present values and approach to life?
   - Describe your conversion experience and/or other important events in your Christian walk.

   Personal autobiographies should be a minimum of 500 words and approximately 2-5 pages. This statement will be examined to determine the applicants 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 you personally.

8. At the discretion of the Admissions Committee, Richmont 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  
McCarty Building  
2055 Mount Paran Road, N.W.  
Atlanta, GA 30327  
Phone: 888.924.6774  
Fax: 404.239.9460

Upon acceptance to Richmont, students should notify Admissions 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

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Priority Deadline</th>
<th>Scholarship Deadline</th>
<th>Final Deadline</th>
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<tr>
<td>Fall</td>
<td>February 28</td>
<td>May 1*</td>
<td>July 1</td>
</tr>
<tr>
<td>Spring</td>
<td>October 1</td>
<td>N/A</td>
<td>November 15</td>
</tr>
<tr>
<td>Summer</td>
<td>N/A</td>
<td>N/A</td>
<td>April 1</td>
</tr>
</tbody>
</table>

*Deadline for scholarship consideration

Richmont admits students for study in one of four statuses: full admission, conditional admission, provisional admission, and non-degree admission.
Full Admission
All applications to Richmont 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 and that the individual’s application package be submitted in its entirety by the deadline, and approved without reservation by the Admissions Committee.

Each applicant shall have:

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

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)

Students graduating from unaccredited institutions or those accredited by an organization not listed above may be accepted upon demonstration of knowledge and experience comparable to students graduating from an accredited institution. Students may be required to provide such evidence as may be needed to support the quality of their undergraduate program during the admissions process. Richmont will limit the number of such students to no more than 10% of the overall student population.

Students admitted under this circumstance will be placed on conditional status and subject to the normal procedures for such.

Ten percent of the student cohort in the M.A. in Ministry may be able to be admitted without a bachelor’s degree. These students will provide documentation of work experience that would be equivalent to Richmont’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 Richmont.

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

Applicants that have below these scores can be considered for conditional admission to Richmont.

The GRE/MAT requirement is for the Schools of Counseling and Psychology 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 Richmont.

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 and Psychology 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

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

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

Deferred Status
Applicants who have been granted admission to Richmont 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 personal autobiography.

Conditional Admission
In making its selection, the Admissions Committee will give consideration to the applicant’s personal autobiography, 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 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 Richmont.

Once the student satisfactorily completes the initial eight hours with a cumulative average 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.

On occasion an applicant may meet all academic requirements, but at the discretion of the Admissions Committee, be admitted under conditional status due to personal history.

In order to meet full admission status, the Dean of the School of Counseling and Psychology, the Dean of the School of Ministry or the Vice President of Enrollment must clear a student who is admitted conditionally.

**Provisional Admission**

A student may be admitted on a provisional basis if all admissions documents required have not been received. Files must be completed by the 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.

**Introduction to Graduate Writing and Research 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 CED5602: Introduction to Graduate Writing and Research Skills, in order to gain a solid foundation for graduate work. Additionally, GRE scores, GPA and a personal writing sample 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.

**Readmission Policy**

Students who withdraw from Richmont 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 Richmont enrollment 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.

Students who have withdrawn and seek readmission after five years since the date last enrolled will be required to submit a complete application including supporting material in order to be considered for 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 Richmont programs and activities, as well as employment at Richmont. Additionally, Richmont recognizes the rights of all people to live peacefully in society and freely express their beliefs.

Members of the Richmont 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 Richmont’s Statement on Sexual Harassment. Richmont will follow the “Complaint Resolution Procedures” outlined in Section IV of the Statement on Sexual Harassment for investigating and resolving discrimination complaints.

**Non-Degree Admission: Schools of Counseling and Psychology**

A non-degree student is one who is not enrolled in a Richmont 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.
Admission Procedures and Requirements for Non-Degree Students: Schools of Counseling and Psychology

1. A completed four-year college degree.
   • The student must request an official transcript from each college attended be forwarded to the Richmont Admissions Office. The transcript from the college or university from which the applicant graduated must reflect a conferred completed four-year degree. Non-degree students may register for intensive courses as late as one week prior to the first class meeting.
   • A non-degree/Institute for Sexual Wholeness (ISW) student who has not taken classes at Richmont 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 a/an official transcript(s) be mailed to the Admissions Office if any undergraduate or graduate coursework were taken for credit between the student’s last semester at Richmont and the time of readmission.

NOTE: Students requesting non-degree status as a part of the Institute for Sexual Wholeness (ISW) must have completed a graduate degree in counseling or be concurrently enrolled in a graduate degree program in counseling to enroll through ISW. Students enrolled with Richmont as a part of the ISW are encouraged to confer with ISW regarding prerequisites (www.sexualwholeness.com/isw/index.htm).

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

2. A completed admissions application accompanied by the application fee of $50.

Non-Degree Admission: School of Ministry

A non-degree student is one who is not enrolled in a Richmont 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. 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 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 Schools of Counseling and/or Psychology must meet the admissions requirements for a non-degree seeking student for those schools 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. Official Copy of transcripts from any college attended.

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; Accept personal responsibility for the applicability of credits earned while registered in this category; and understand that students in this non-degree category cannot be considered for scholarships, federal or state financial aid.

Academic Policies

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

Academic Performance

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

Academic Integrity

In keeping with Biblical principles and the desire to exemplify excellence in scholarship, Richmont students are held to the highest standards of academic integrity. Students are to be diligent regarding citations of the words and concepts of other authors. To ensure electronic security, Richmnot prohibits the sharing of passwords. Additionally, all students and faculty must take precautions against others obtaining access to their university computer accounts.

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

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

Conduct regarded as violating academic integrity includes:

**Dishonesty** in an examination by copying from the examination of another, allowing one’s own examination to be copied, reading without instructor’s consent a copy of the examination prior to the date it is given, giving or receiving unpermitted aid on a take-home examination, or the submission of the same work product in more than one course without the express permission of the instructor(s). To ensure electronic security, Richmond prohibits the sharing of passwords. Additionally, all students and faculty must take precautions against others obtaining access to their university computer accounts.

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

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

A high standard of personal integrity is expected of all students. Copying another person’s work, submitting downloaded material without proper references, submitting material without properly citing the source and submitting the same material for credit in more than one course is prohibited. Although anything cited in three sources is considered public domain, we require that all sources be cited. Such forms of dishonesty are strictly forbidden. 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 assignments, and in some cases, failing the class. Infractions of the academic integrity standard, intentional or unintentional, are presented at the Student Qualifying Evaluations.

Students enrolled in distance education courses are prohibited from sharing passwords and required to take precautions against others obtaining access to their university computer accounts.

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

**Writing and Research Standards**

All papers written for the Schools of Counseling and Psychology 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**

Richmond 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 Richmont Student Handbook. Students may also contact their campus librarian for further information and for assistance in legally obtaining research materials.

**Course Delivery Systems**

**Schools of Counseling and Psychology**

Courses within the Schools of Counseling and Psychology are offered through traditional classroom instruction in weekly and intensive formats. The Schools of Counseling and Psychology currently also offer hybrid courses. While a majority of the classwork in the hybrid courses is experienced through online learning, all online hybrid courses also require an in-person component of the course. Instruction for intensives, hybrid, and weekly courses begin at the first of each semester.

**Schools of Ministry**

Courses are offered in both residential and online formats. Students in the residential cohort 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 cohort will complete all courses in a digital medium with a 7-day on-campus residency required at the beginning of the program for orientation to the program and online learning.

**Class Attendance and Grading**

Students are permitted one unexcused hour of absence per hour of course credit. Necessary absences may be excused with permission of the instructor; this must be done in advance except in acute emergencies. Beyond the permitted unexcused absences, each additional unexcused class block absence will result in the decrease of the student’s course grade by one level (e.g., A drops to A-).

A class block is defined by the number of credit hours a course receives. For a two credit-hour course, a class block is two hours of
the course, etc. This grade reduction will be taken until the student reaches four class block absences beyond the allowed absence, at which point the student will receive a failing grade for the course. This policy applies to intensives, 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.

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 Richmont 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 certification 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; 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. Students may also change the credit/audit status of an intensive 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, Psychology, or Ministry only in extreme circumstances.

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

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

Because of the sequential nature of the program and the fact that many courses are offered only once per year, deviation from the planned curriculum may result in a delay in meeting requirements for graduation and inadequate preparation for coursework. Students who wish to depart from the standard sequence should consult with 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 and Records Office personnel complete a Program of Study within the first semester of their enrollment. Template sequences for each degree program and certificates are provided for students to complete their program in two, three and four years. Using this as a guide, the student develops a program of study, outlining the sequence in which he or she plans to take the courses for the selected program with the assistance of the Records Office. The Program of Study is signed and approved by the student and the Records Office staff. The signed document is kept on file in the Records Office and with the student’s advisor. Students who deviate from their Program of Study are required to resubmit a Program of Study for the following reasons: change of degree, change of certification(s), or change in length of time to complete the degree. A Program of Study is required to complete a student’s academic file.

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 Richmont 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 non-traditional schedule, Richmont does not make any guarantees about the possibility of any individual student’s being able to complete the entire degree program by attending classes only on a flexible schedule.

Degree Time Limits
Students have five years from the date of matriculation to complete degree requirements for the Master of Arts in Professional Counseling, Master of Arts in Marriage and Family Therapy, and the Master of Arts in Ministry. Students have three years to complete the Master of Science in Christian Psychological Studies.

Academic Calendar
Richmont operates on a semester schedule. Fall and spring semesters are approximately 16 weeks; and summer semester is 10 weeks, with weekly classes extended to meet contact-hour requirements. Although a rare occurrence, Richmont maintains the prerogative to change the Academic Calendar should the need arise.
Technology Requirements: School of Counseling
All students are required to have laptop computers as a part of Richmont’s clinical training sequence. The minimum requirements for the laptop are:
- Microsoft Windows 7 or 8 Home Premium, Professional is highly suggested, Mac OS X (10.6) or higher
- Intel Core 2 Duo processor, 2.5 GHz or better
- Four gigabytes of system memory
- Dedicated or integrated NVidia video card/chip or equivalent, with 256 megabytes minimum
- 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
- (Optional) DVD Burner and software if some external storage is preferred
- Built-in camera or purchase a separate webcam

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

Technology Requirements: School of Psychology
Students enrolled in the School of Psychology are not required to have a laptop computer, but are required to have reliable internet access to complete out-of-class online assignments, access library resources, and discussion forums.

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 reliable internet access to complete out-of-class online assignments, access library resources, and discussion forums.

Students enrolled in the online program in the School of Ministry will need to meet the technology requirements listed below for Windows, Mac OS, Linux 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 Intel® Pentium® 4 or faster processor (or equivalent) for Microsoft® Windows 7 or Windows 8
- Windows 8.1 (32-bit/64-bit), Windows 8 (32-bit/64-bit), Windows 7 (32-bit/64-bit)
- 1 GB of RAM or higher for Windows 7 or Windows 8
- Microsoft Internet Explorer 8, 9, 10, 11; Mozilla Firefox; Google Chrome
- Adobe® Flash® Player 11.2+

Mac OS
- 1.83GHz Intel Core™ Duo or faster processor
- 1 GB of RAM or higher
- Mac OS X 10.7.4, 10.8, 10.9
- Mozilla Firefox; Apple Safari; Google Chrome
- Adobe Flash Player 11.2+

Linux
- Ubuntu 12.04; Red Hat Enterprise Linux 6; OpenSuSE 12.2
- Mozilla Firefox
- Adobe Flash Player 11.2+

Mobile
- Apple supported devices: iPhone 5S, iPhone 5, iPhone 4S, iPad with Retina display, iPad 3, iPad 2, iPad mini, and iPod touch (4th & 5th generations)
- Apple supported OS versions summary: iOS 6 and higher
- Android supported devices: Motorola DROID RAZR MAXX, Motorola Atrix, Motorola Xoom, Samsung Galaxy Tab 2 10.1, Samsung Galaxy S3 & S4, Nexus 7 tablet
- Android supported OS versions summary: 2.3.4 and higher

Renovaré Institute for Christian Spiritual Formation
Students attending the Renovaré Institute have the option to take each of the four courses offered through Renovaré as graduate level credit through Richmont Graduate University. Students who are accepted into the School of Ministry at Richmont Graduate University and who have completed the four courses through Renovaré Institute will be exempt from taking the spiritual formation track of the Master of Arts in Ministry degree (M.A.Min.). Renovaré students will not have to take additional hours in the spiritual formation track but will need a total of 36 additional hours to complete the M.A.Min. degree. Renovaré students can transfer in a total of four courses that are each four credits for a total of 16 hours into the M.A. in Ministry degree.

Admission requirements for Renovaré students are the same as for nondegree students outlined in this Catalog, with the exception of requiring a copy of the Renovaré Institute application to be included in the student’s academic file.

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 on 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 Richmont students via their Richmont email address.

- Pre-registration for New Students
  All new degree-seeking students meet with Records Office staff to create a Program of Study and register online via Richmont’s Student Online registration system (CAMS). For all subsequent registrations, students will be able to register themselves unless otherwise noted. All ISW students and non-degree students will pre-register 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 assessed a late registration fee of $50. If students need to drop pre-registered classes, they must contact the Records Office in writing once online registration has closed.
• Pre-registration for Continuing Students
Continuing students (students who have been at Richmont for at least one semester) are able to register themselves once registration opens every semester unless it is noted that they must meet with their advisor. 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 pre-register is full, students can add themselves to the waitlist. If space becomes available in the course, students will automatically be placed into it. Should students decide that a course is no longer wanted, they should drop it from the 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, students must have cleared their PREPAY hold with the Business Office. Students may carry an ADMISS, INFO, and/or ID hold on their account for no more than one semester. All holds must be cleared by the final day to remove holds, as published on the Academic Calendar. Students are officially registered by the Records Office before courses begin. Students who fail to have their holds cleared by the deadline will be unable to register for future semesters until the holds are cleared.

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.

• Weekly or Online Class Add/Drop/Withdrawal Policy
Weekly, online, and independent studies may be added and dropped during the first week of classes. Dropped courses will be removed from the student’s transcript. Courses from which the student withdraws during the second, third and fourth week of school receive a W on the transcript. During the fifth through 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. Nondegree 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.

WF grades are calculated into the GPA as F grades. Students who add intensive courses must complete all assignments and requirements for the course by the due dates specified in the syllabus.

• Institutional Withdrawal Policy
Students who pre-register 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. Any currently enrolled student who does not register for classes for two semesters (excluding summer term) will be considered to have withdrawn from Richmont. Students who wish to withdraw from Richmont during an academic term must complete an institutional withdrawal form and submit it 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 Student Services Office. 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. Withdrawal from Richmont normally carries the automatic forfeiture of any scholarships that Richmont may have granted. Requests for exceptions may be addressed with the Academic Affairs Committee of the corresponding school.

Transfer of Credits
Students should be aware that transfer of credit is always the responsibility of the receiving institution. Any student interested in transferring credit hours from Richmont 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 Richmont 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 Richmont’s programs.

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

The evaluation of credits considered for transfer is conducted by the Records Office with final determination by the Dean of the School of Counseling, Psychology, or Ministry. The following policies will be applied to evaluate all requests for transfer of credit:

Transfer of Credit Policies: Schools of Counseling and Psychology
• Transferred credit hours must be from another graduate institution accredited by an agency recognized by CHEA and must carry a grade of B or higher.
• If the graduate program is comparable in mission, content and focus, a maximum of one-third of the total hours required for the respective Richmont 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.

• Except in a most unusual circumstance, students must complete the clinical course sequence (Practicum and Internship) in residence at Richmont, 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 Richmont requirements. Because Richmont’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 Richmont. 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 Richmont.

• 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 Richmont degree.

• All transfers of credit must be completed prior to the student’s pre-registration for his or her final semester of attendance at Richmont.

• Coursework earned on the quarter system is normally calculated as two-thirds of the credit for courses offered on Richmont’s semester system.

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

• Transfer credits are counted when measuring the maximum time frame 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 on-line format will be considered, 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.
4. The Dean will evaluate the request and submit the findings to the Records Office.

5. 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.

**Academic Exception**

Students may petition the Dean of their perspective 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 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 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.

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

Once the professor approves the proposal, he or she will send it to the Office of 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 complete by the date posted in the Academic Calendar for the semester in which the independent study will occur. A copy of the proposal will become 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 should submit the proposal for an independent directed study during the regular pre-registration period for the semester during which the independent study will occur. Students should NOT register for the weekly class if it is offered. The actual registration for the course is completed by the 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 Psychology – PSYI
- 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 grade point average is calculated by dividing the total number of grade points earned in courses by the total number of credit hours attempted. Passing grades received in pass/fail courses are not included in this computation. (Richmont does not round up a GPA.) The grade points for academic letter grades are for credit hours attempted.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td></td>
</tr>
</tbody>
</table>

Richmont has adopted the following grade scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93+</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

Grades and grade status are further defined:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass (0 grade points assigned)</td>
</tr>
<tr>
<td>F</td>
<td>Fail (0 grade points assigned)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress (incomplete assignments and incomplete clinical hours)</td>
</tr>
<tr>
<td>X</td>
<td>In Progress (complete assignments and incomplete clinical hours)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory (used only for audited class)</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported</td>
</tr>
</tbody>
</table>

Grades received in courses from other colleges or universities that are approved for transfer to Richmont will not be calculated in the Richmont 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 scholastic warning from the Records Office.
- A student who receives a term GPA of less than 3.0 in two successive 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:
  - CED6113: Helping Relationships
  - CED6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling
  - CED6143: Psychopathology: Diagnosis and Treatment of Mental Disorders
  - CED6912: 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 SQE by the Monday following final exam week at 5:00 p.m. Grades for all other students are due 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 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 does give 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 maybe 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 Richmont 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 signed by the professor of the course to verify that the student is passing and the incomplete is not being sought to raise the student’s grade in the course.

The completed form will be submitted to the Records Office for final approval by the last day of final exams week. Due dates for incompletes vary based on the school enrolled. 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.

Incomplete Grades: Schools of Counseling and Psychology
The student must complete the work by the date on which the next academic term’s (including Summer) grades are due, or the grade will be changed to an F.

Incomplete Grades: School of Ministry
Incomplete work is due four weeks from the last day of finals for students in the School of Ministry. If the incomplete work is not received by this point, the grade will be changed to an F.

ACADEMIC RECORDS

Family Educational Rights and Privacy Act
The following is an abbreviated version of the FERPA policy. The policy in its entirety is available from the Records Office and on the Richmont Website.

Annual Notification
Students will be notified of their FERPA rights annually by publication of this information on the Richmont Website. Copies also will be available from the Records Office.

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

Students should submit to the record custodian or an appropriate Richmont staff member a written request that identifies as precisely as possible the record(s) they wish to inspect.

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

When a record contains information about more than one student, the student may inspect and review only the records that relate to him 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 Richmont or a component of Richmont 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 or copies of records in the following situations:
1. The student has an unpaid financial obligation to Richmont.
2. The student’s federal loan payments are not current.

The fee for copies of transcripts will be published annually in the Graduate Catalog.

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 Richmont in an administrative, research or support staff position,
Transcripts will not be given to a student’s representative unless specifically indicated on the request with a signature.

Regular processing time for transcripts is one business week. The cost for transcripts is $6.00 for each transcript sent (paper or electronic). These requests will not be processed until payment is received, if applicable. Should expedited service be required, an additional $10 fee will be assessed; and transcripts will be prepared within 24 hours and sent via USPS. If overnight delivery is required, an additional fee of at least $30 will be assessed (amount based on current FedEx rates). Students requesting expedited service of any kind are asked to phone the Records Office to confirm receipt of the request. Payment of transcript fee(s) may be 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 is not suitable to obtain employment, transfer to another education institution, or verify degree.

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

**Important note:** Richmont cannot accept responsibility for non-delivery if the address provided is either incomplete or incorrect nor can Richmont accept responsibility for timely delivery by the United States Postal Service, FedEx, or any other mail carrier.

**Credit Hour Policy**

This policy applies to all three schools regardless of the delivery method including lecture, internship, independent study/directed research study, online, and hybrid classes. Each Dean is 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 15-16 weeks; and summer semester is 10 weeks with weekly courses in the summer 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.
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 Richmont classes are offered in 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 weekend days of 11 – 11.5 hours each. 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. Learning objectives and expected outcomes and workload expectations are the same as for traditional weekly courses.

Courses that have less structured classroom schedules, such as internships, independent study or directed research courses, online and hybrid courses, at a minimum, should state clearly 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 (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.

The internship course within the School of Ministry provides opportunities for students to apply learned leadership ideas and models in a ministry setting under the mentorship of an established ministry leader. The 2 credit course includes 5 hours of instruction by the Director of Mentored Growth and Development, class assignments and 250 hours of internshhip work. The course requires bimonthly meetings with their mentor.

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 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 hybrid (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 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.

EXIT REQUIREMENTS:
SCHOOL OF COUNSELING

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

Counselor Preparation Comprehensive Examination

The CPCE is administered during the course CED7891: Professional Seminar in Marriage & 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 notifies students about this exam, which costs $45 (subject to change).

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. Richmont 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, Richmont 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

The National Board for Certified Counselors (NBCC) has granted Richmont certification as an approved Graduate Student Administration National Counselor Examination Testing Site. As an approved GSA-NCE testing site, Richmont administers this test each April. Although the NCE is not required for graduation from Richmont, most Richmont students choose to complete it at their home campus during their last Spring semester enrolled.
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 also are evaluated in this process. In the last semester of students’ training, the faculty must unanimously affirm students’ clinical abilities before they are granted approval for graduation from Richmont.

EVALUATION, RETENTION AND DISMISSAL POLICIES: SCHOOLS OF COUNSELING AND PSYCHOLOGY

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

In addition to academic performance, social and interpersonal skills are essential to adequate performance 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 warning from the student’s advisor. Supervisors of clinical work provide evaluations to the Director of Clinical Training and these are incorporated into the student’s overall performance evaluation.

The evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum and internship classes. A student may be withdrawn from a course and/or the 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

Retention and Dismissal

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, Richmont expects students to secure remedial assistance when needed. Richmont dismisses from the program students who fail to comply with Richmont policies and procedures or who, upon evaluation, are determined to be unable to provide competent services due to academic or personal limitations. Students are expected to meet the standards of performance delineated above and must demonstrate professional behavior and service expected of a graduate student in professional counseling.

This policy is referenced during the admissions process and orientation and on relevant course descriptions. Because specific skills and personal qualities are essential to adequate performance as a counselor, students will be evaluated by the faculty periodically during their training. Not every student is suited to the profession of counseling, and acceptance into the program does not guarantee continuation in the program. The admission process is designed to accept students who, through testing, prior academic performance, interviews, and other application processes, appear to have the academic, professional and personal characteristics that may lead to success in counseling. However, such judgments inevitably are based on limited data. Moreover, life circumstances, personal crises, and other difficulties may arise that interfere with a student’s continued success in the program.

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

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

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

- Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior
- Inability to acquire professional skills and reach an accepted level of competency
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional or social functioning
- Relational and boundary-setting traits or enduring behaviors that interfere with the establishment and maintenance of healthy relationships within or beyond Richmont
Failure to demonstrate competence is defined as a lack of demonstrated skills or ability, including, without limitation, deficiencies in professional conduct, deficient interpersonal skills, academic deficiency, failure to fulfill academic requirements, neglect, repeated absenteeism, and/or similar behaviors. Failure to demonstrate competence includes but is not limited to students providing professional services beyond their current level of competence.

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

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

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

1. The student does not acknowledge, understand or address the problematic behavior when it is identified.
2. The problematic behavior is not a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person is insufficient and cannot be restored or remedied.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by training personnel is required.
7. Behavior does not change as a function of feedback.
8. Behavior negatively affects the public image of Richmont or the training site.
9. Interpersonal relationship problems suggest a personality disorder or an untreated mental illness.

Identification and verification of impairment, failure to demonstrate competence, ethical violations, or problematic behaviors can arise from many sources, including but not limited to the classroom, a faculty member, a clinical supervisor, the student’s advisor, a fellow student, or a member of the community. Both formal and informal interactions provide useful information in determining a student’s need for remedial work or suitability for the counseling profession. Richmont retains the right to intervene and move toward remediation or dismissal at any point in the student’s program in the event of impairment, failure to demonstrate competence, ethical violations, or problematic behaviors. In general, a student who is observed to have deficiencies will be invited to discuss the identified deficiencies with his faculty advisor, and a plan of remediation will be developed. In the absence of adequate progress, the student who experiences difficulty in these areas will be subject to dismissal after written warning from the student’s advisor. Supervisors of clinical work provide evaluations to the Director of Clinical Training, and these also are incorporated into the student’s overall performance evaluation. A student may be dismissed from a course and/or the Richmont program if the welfare of the student’s clientele, prospective clientele, or the functioning of the school or agency is, in the judgment of the University’s faculty and administration, in jeopardy as a result of the student’s behavior.

Student Qualifying Evaluation

The Academic Affairs Committee (AAC) conducts student qualifying exams for each school every April, August and December. Although the focus of the SQE is on students who are in clinical sequence (Helping Relationships, Applied Practicum and Lab, Counseling Practicum, and Internship I and II), all counseling students are evaluated during this process. Clinical performance, academic performance, and general personal deportment are all factors considered in the SQE. Evaluation of those in clinical sequence serves to help identify deficiencies and develop a remediation or action plan. Receiving a passing grade in any clinical course does not necessarily allow the student to proceed with the clinical sequence.

Each member of the AAC will offer evaluation of the student’s performance in the classroom and other settings, both formal and informal, based on observations from the Dean of Clinical Affairs (Atlanta campus), Director of Clinical Training (Chattanooga campus), student’s advisor, other faculty, and site supervisors where applicable. The AAC has four options regarding the student’s continuance:

1. If the Committee approves the student for continuance into the next clinical component without remediation, the student’s advisor and a representative of Clinical Affairs sign the student performance review form. The student’s signature is not required. The Dean of Clinical Affairs places the form in the student’s clinical file.
2. The Committee may determine that no formal action is needed but that the student’s advisor, or another faculty member as appropriate, will meet with the student to offer concerns of the AAC. Although the student and advisor may determine actions that need to be taken to remedy the concerns, no formal documentation or follow-up is required. Students who display a pattern of ongoing minor concerns over multiple semesters may require formal remediation.
3. If the Committee determines that there is a serious problem not sufficient to warrant dismissal at the time of evaluation, the AAC, along with the student’s advisor, will develop a written plan for remediation. The advisor will meet with the student
and, if necessary, one other faculty member, to discuss this plan. A remediation plan is a statement of grave concern about the student’s ability to continue in the Richmont program; failure to comply fully with it may lead to dismissal.

4. If the Committee determines that there is a problem that warrants dismissal, the AAC and the student’s advisor will issue a dismissal to the student. The advisor will schedule a meeting to discuss it with the student and another faculty member.

After the faculty members have presented the SQE recommendations to the student and answered any questions, the student must sign the performance remediation plan, indicating that the recommendations have been given and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If he or she chooses to provide a rebuttal, the AAC will meet again to consider any new evidence presented by the student and provide written documentation of their decision. If the student wishes to appeal the faculty’s decision, appeal procedures outlined in this Catalog may be followed. Regardless of the outcome of the feedback meeting, the student’s advisor will schedule a follow-up meeting to evaluate the student’s adjustment to the review process and recommend potential sources of guidance and assistance when necessary. Students are encouraged to submit to their advisors their own ideas for remediation, which will be considered in developing the remediation plan.

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

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

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**EVALUATION, RETENTION AND DISMISSAL POLICIES: 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 during a given semester will receive a letter of scholastic warning from the Records Office. Should the student receive a GPA of less than 3.0 in two successive semesters, he/she will be subject to dismissal. A student dismissed for failure to maintain a 3.0 GPA may reapply after one year and must meet full admission criteria for the master’s program at the time of re-application in addition to any requirements stipulated at the time of dismissal.

In addition to academic performance, social and interpersonal skills are essential to adequate performance in ministry and are actively evaluated while a student is in the Ministry program by faculty and staff. In the absence of adequate progress, students who experience difficulty in these areas will be subject to dismissal from the Richmont 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. 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
- 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 Mentored Growth and Development, the Assistant to the Dean of Ministry, the Director of Records, 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.

ACADEMIC APPEALS POLICY: SCHOOLS OF COUNSELING, PSYCHOLOGY AND MINISTRY

ACADEMIC APPEALS POLICY

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 perspective school. In those cases 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 Academic Dean of their perspective school and attempt to discuss and resolve the matter with the faculty member. If the complaint is not resolved to the satisfaction of the student and faculty member, the student has the right to appeal directly to the Academic Dean. If the complaint is not resolved by the Dean to the satisfaction of the parties involved, the student has the right to request the referral of the matter to the Academic Affairs Committee. The Committee receives complaints only by referral from the Academic Dean of their perspective school. The Academic Affairs Committee 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 a determination, the President 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

A student at the Chattanooga campus may contact:

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

Reapplying to Richmont 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 timeframe 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, Richmont maintains that all people should be treated with dignity. In those cases when the student thinks that this standard has been breached, the following procedure will apply.

A student in any Richmont program who has a grievance unrelated to academic concerns may present the complaint in writing to:

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

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

If a complaint is not settled at the institutional level, a student at the Atlanta campus may contact:

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

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

Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900, Parkway Towers
Nashville, TN 32743-0830
615-741-5293
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 Institute approval. The use of wine for communion is excluded from the need for prior approval.

The Procedures for Processing Grievances against Students will be followed in resolving the matter. These procedures are included in the Student Handbook. If a member of the community believes that a student has violated Richmont policy on substance abuse, that student or staff or faculty member is responsible and encouraged to bring this matter to the attention of the Dean of Students Office (or the President’s office, if more appropriate).

RICHMONT COMMUNITY STANDARDS

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

Basic standards for respectful conduct at Richmont are similar to those of other institutions of higher education in societies with the legal foundation of respect for people and property. Occasions may arise when specific standards relevant to this community are not fully recognized. Accordingly, the following examples of behaviors that is 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: Richmont 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 Richmont 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 Richmont is unacceptable. Defacing or rendering library material unusable shows little respect for people or property. Unauthorized possession or use of Richmont materials or equipment is stealing.

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

GRADUATION REQUIREMENTS

All students must apply for graduation in the summer term prior to their expected participation in commencement (usually three terms). The due date for graduation applications is published in the Academic Calendar. Applications for graduation notify the Records Office to review the student’s transcript to determine that all degree requirements have been met. 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 Richmont at the end of three different completion semesters: fall, spring and summer. The graduation date on the diploma and transcript will reflect the end of the term by which all requirements have been met. Students with requirements outstanding who are approved to participate in the May commencement ceremony will not receive a diploma until the end of summer session. Students who graduate at the end of fall semester may choose to participate in the annual commencement ceremony that follows the date of graduation.

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, may participate in the commencement ceremony but will not receive a diploma at the commencement and will not officially become a graduate of Richmont until the end of the term (typically summer) in which those requirements are met.

Commencement Participation

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

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

Evaluation Criteria for FSAP

1. Program Length: MAMFT, MAMin and MAPC programs must be completed within 5 years and MS programs completed within 3 years. Students who do not complete degree requirements within 5 years 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 hours: W, WP, WF, I, AU, IP, and F.

2. Grades and Term GPA: A Term GPA below a B (3.0) will result in being placed on probation. 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 fall and spring semesters.

Requirements for Satisfactory Academic Progress

Grades of W (withdrawn), I (incomplete), IP (in progress), WF (withdrawn with failure), WP (withdrawn with passing), AU (audit), and/or F (failure) 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 (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 Practicum and Internship I.

- If a student does not turn in all rubrics by the deadline (assigned by professor) in 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 Pass for Internship II will not be given until ALL requirements AND hours have been successfully completed.

- Transfer credits are counted when measuring the maximum time frame for FSAP 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.

FSAP Probation Semester and Appeals

Students who fail to meet any of the requirements for FSAP will be notified and allowed one automatic Probation Semester associated with their next semester of enrollment to restore their satisfactory academic progress standing.

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

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

Appeals

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

1. The student must submit the Satisfactory Academic Progress Form to the Records Office.
2. The appeal will then go before the FSAP Appeal Committee.
3. The Committee will either deny the request or allow one more Probation Semester for the student to come into compliance with the FSAP standards.

If the appeal is denied: the student may re-establish eligibility to be considered for Federal 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 Richmont’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 Richmont.

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 Federal Financial Aid

Once the Probation Semester has concluded, the student may re-establish eligibility to be considered for Federal aid for a subsequent semester by either:

1. Taking action that brings him or her into compliance with the qualitative and quantitative components of Richmont’s FSAP standard; OR
2. Meeting the specific academic plan and standards for the Probation Semester as established by the Appeals Committee.

Important note: Students who choose to enroll while they are not making 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 Academic 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 provide resources for faculty, administrative staff, theology and integration courses, clinical colloquia, supervised practice in a counseling setting, assessment consultation, community education experiences, technology tools and other special aspects of the Richmont program. 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. 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. Richmont cannot be responsible for lost, late or misdirected mail or checks. Please allow adequate time for mail delivery and processing when payment is sent.

Tuition and Fees for 2014-2015

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<tr>
<th>Tuition Type</th>
<th>Cost</th>
<th>per credit hour</th>
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<tr>
<td>Tuition for School of Counseling</td>
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<tr>
<td>Tuition for School of Psychology</td>
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<td>CPCE Examination Fee</td>
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<tr>
<td>NCC Application Fee</td>
<td>set by NBCC</td>
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Tuition and fees are subject to change without notice. Individual courses may require additional fees at the prerogative of the instructor.

Graduation Fees

Every graduating student is assessed a graduation fee of $150 to cover all expenses. It is assessed to all students regardless of participation in the commencement ceremony and is used to cover the cost of regalia, diploma and diploma cover, graduation reception, and graduation processing. 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 $75.00 late fee to help defray the costs of reordering diplomas, regalia, and other related materials for commencement. Students who change their graduate 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 $75.00 dollar late fee.

Financial Aid and Employment

A limited number of work-study positions are available at Richmont, and part-time jobs can be located in the Atlanta and Chattanooga areas. Due to the intensity of the Richmont program, full-time students should not plan to be employed for more than 20 hours per week. Employment opportunities are posted for students as they become available.
Loans
Some students finance their education through bank and state loans. Out-of-state students may find that these loans are more accessible through their home state.

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

- Be U.S. citizens, permanent residents or residents of the Trust Territories
- Be in compliance with Selective Service laws
- Be enrolled at least half time (six hours) as regular students in a degree program
- Maintain satisfactory academic progress (See FSAP 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 code G33554.

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.

June Braund Scholarship
This scholarship is awarded to a student with interests in gerontology counseling. Recipients will be awarded $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 Office of Student Services.

Caldwell Scholarship
Former Richmont Board member Tina Currin has chosen to honor her mother, Harriet Caldwell, with the Caldwell Scholarship. One student will be granted a full scholarship (tuition only) for a maximum of three years, provided the recipient maintains satisfactory performance in the program. The recipient will demonstrate strong Christian character and financial need. In addition, 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 Richmont 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 professional counseling or marriage and family therapy programs who have demonstrated financial need. Recipients will be awarded between $1,000 and $5,000 per academic year, as determined by the Scholarship Committee. The maximum amount awarded to a recipient during enrollment at Richmont is $10,000 over a period of no longer than 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 professional 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 professional counseling or marriage and family therapy at Richmont. 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.

Add/Drop/Withdrawal and Institutional Withdrawal Policies
All students should be pre-registered by orientation/registration day and have all account holds cleared. (Please see the Registration Procedures section of this Catalog for additional registration information.)

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.
**Late Registration**

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 Richmont who are registering for intensive classes on or after the first day of classes.

**Add/Drop/Withdrawal**

Through the first Friday of the semester, classes may be dropped or added upon receipt of a completed add/drop/withdrawal form by the 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 hybrid courses will be treated like weekly classes where refunds are concerned.

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

**Institutional Withdrawal**

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

**Refund Policy and Assessed Fees**

Following is a general description of how Richmont’s refund policy is structured. Please note that all non-tuition fees are non-refundable. Tuition refunds for drop/add and institutional withdrawal:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before add/drop deadline</td>
<td>100% refund</td>
</tr>
<tr>
<td>After add/drop deadline to 10% point in term</td>
<td>90% refund</td>
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<tr>
<td>Beyond 10% to 25% point in term</td>
<td>75% refund</td>
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<tr>
<td>Beyond 25% to 50% point in term</td>
<td>50% refund</td>
</tr>
<tr>
<td>After 50% point in term</td>
<td>no refund</td>
</tr>
<tr>
<td>Drop/add fee</td>
<td>$10.00 per transaction</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

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 on both campuses and on the Richmont 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.

**SPECIALIZATIONS/CERTIFICATES**

Please note that the University is currently transitioning from specializations to certificates. This transition will be completed by the end of the 2014-2015 academic year. Beginning with the class of 2015, students pursuing a specialization/certificate program will graduate with a separate diploma and certificate. Thereafter, all specialization/certificate programs, which are above and beyond the basic degree program, will be referred to solely as certificate programs. This catalog will refer to specializations as “certificates” given the forthcoming transition.

The following certificates are available through the School of Counseling and students may choose to engage in additional coursework in the following areas:

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

Students pursuing certificates must take a minimum of three courses depending on the certificate, and prerequisite courses may be required. Certain restrictions are noted below for certifications with the M.S. degree in the School of Psychology. Once a student has added a certification, the student’s program of study will be updated with the required coursework to complete the certificate.
Addictions Counseling
The addictions counseling certificate is designed to provide specialized training for students who wish to work with individuals in the broad area of addictions. These students will be trained to work with a wide range of issues but will receive specific training related to human addictions that is grounded in Christian theology. For this certificate, any four of the following courses are required. Up to two of the four courses may be original, independent studies.

CED6832 Addictions Counseling: An Integrative Approach to Assessment and Treatment (required)
CED7532 Sexual Dysfunctions, Addictive, Compulsive & Paraphilic Sexuality (prerequisites apply)
CED7582 Advanced Sexual Addictions Counseling (prerequisites apply)
CED7852 Eating Disorders: Etiology, Assessment, and Counseling Interventions
CEDI7802 Original Independent Study (may be repeated once)
PSY7162 Psychopharmacology for Therapists

Child and Adolescent Counseling
Dr. William McGee, 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:

CED/PSY6412 Child and Adolescent Psychopathology (prerequisite)
CED6422 Counseling Children
CED7432 Counseling Adolescents
CED7442 Advanced Child and Adolescent Counseling (required prereqs: CED6412, CED6422, CED7432)

Christian Sex Therapy
Dr. Michael Sytsma, Coordinators
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, at least four of the following courses are required:

CED6512 Human Sexuality: A Therapeutic Integration (required for all students)
CED6522 Basic Issues in Sex Therapy
CED7532 Sexual Dysfunctions, Addictive, Compulsive and Paraphilic Sexuality
CED7542 Sexuality: Medical Issues, Trauma and Abuse
CED7552 Advanced Sex Therapy (required prereq: 6512 and 7532)
CED7562 Seminar in Sex Therapy
CED7572 Advanced Sexual Trauma and Abuse
CED7582 Advanced Sexual Addiction Counseling
CED7592 Sexual Orientation and Sexual Identity
CEDI750X Original Independent Study in Sex Therapy

Spirituality and Counseling
The spirituality and counseling certificate is designed to provide specialized training for students who desire to explicitly integrate principles and practices from historic Christian spirituality into their professional practice. This certificate provides a systematic focus on how the practices of Christian formation and spiritual direction may be integrated into the counseling process. For this certificate, at least four of the following courses are required:

CED6112 Personal and Spiritual Life of the Counselor (required)
CED6222 Applications of Christian Disciplines and Mental Health for Counselors
CED7152 Counseling and Spirituality (required)
CED7232 Dynamics of Spiritual Direction
CED7242 Traditions of Christian Spiritual Formation
CED7262 Spiritual Direction: Practice and Application
CED7262 Church-Based Counseling
PSY7272 Psychology of Religion and Spirituality

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 Developmental Context
CED6812 Trauma and Biology
CED7802 Adult Trauma Intervention
CED7812 Child Trauma Intervention

Certifications with the M.S. Degree
Students enrolled in the M.S. program may pursue any of the certifications offered at Richmont if they hold a license-eligible degree in counseling or related discipline that is substantially equivalent in content to the MAPC or MAMFT degrees that Richmont offers. The student’s transcript must be evaluated through the Office of the Dean, School of Psychology. Students may be required to take prerequisites before pursuing a certificate. The certificate will be documented on the student’s transcript.

All M.S. students, including those who have not earned a licensure-eligible graduate degree in counseling, are welcome to take classes that are a part of a certificate curriculum. However, unless an M.S. 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 one.

Multiple Certifications
Students may pursue multiple certificates, but no two certificates may hold more than one course in common. For example, students who seek a certificate in addictions counseling and Christian sex therapy must take a total of seven courses in their certification although these two certificates hold two courses in common.
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 theoretical based on an exhaustive review of the relevant literature. The thesis track is a sequence of 4 courses, each 1 hour of credit, beginning in Spring semester, typically after 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 Track. Once a student has added a certification, the student’s program of study will be updated to reflect the required coursework to complete the certificate.

Students have the option of pursuing a topic of personal interest or to participate in ongoing programmatic research at Richmont 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 Richmont 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 in 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.

THE SCHOOLS OF RICHMONT GRADUATE UNIVERSITY

The history of Richmont Graduate University is one of God’s remarkable providence through faithful individuals who were, and are, committed to serving him. Richmont 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 Richmont’s history began, no one could have conceived of an internationally known graduate program in professional counseling. As this graduate program in professional counseling became a reality, God began to broaden the vision of what Richmont could become in the future. The result of this expanded vision became the foundation for the schools of Richmont Graduate University.

Richmont Graduate University is comprised of the School of Counseling, the School of Psychology, and the School of Ministry. Trustees, faculty, staff and students of Richmont Graduate University are committed to pursuing excellence in integrating faith and practice. Having seen the providence of God in Richmont’s history, we also are committed to remaining open to where he may lead us in the future.
SCHOOL OF COUNSELING

Mission Statement for Richmont 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.

The School of Counseling offers two licensure-eligible graduate degrees:
• Master of Arts in Professional Counseling
• Master of Arts in Marriage and Family Therapy

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

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

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

Program Sequencing
The master’s programs in professional counseling and marriage and family therapy are sequenced on a two- and three-year cycle. Students may choose to attend full-time and complete the degree in two years or proceed at a more comfortable pace and complete the degree in three years. Students in the marriage and family therapy program pursuing a certificate and those completing the thesis option are encouraged to consider the three-year sequence because of the demands of the program. Richmont also offers the M.A. degree on a schedule that may be completed in four years. Other timelines also are possible.

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

MASTER OF ARTS IN PROFESSIONAL COUNSELING

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

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

Professional counselors serve in a wide variety of capacities from traditional local church and denominational ministries to hospital, 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, professional 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 identify 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 MAPC program is delivered through a traditional day program over two or three years or through a more versatile schedule over four years.

In addition to the MAPC, students can pursue a certification to strengthen their ability to work with specific client populations. The following certificates are offered in addition to the MAPC program:
• Addictions Counseling
• Child and Adolescent Counseling
• Christian Sex Therapy
• Spirituality and Counseling
• Trauma Counseling

Specializations/Certifications, which are above and beyond the basic degree program, are documented on the graduate’s transcript. Please note that the University is currently transitioning from specializations to certificates. This transition will be completed by the end of the 2014-2015 academic year. Beginning with the class of 2015, students pursuing a certificate program will graduate with a separate diploma and certificate.
OBJECTIVE 1
Theoretical and Clinical Knowledge
Students will
• gain knowledge of theoretical and empirical foundations of the field of professional counseling and its practice in a multicultural and pluralistic society.
• gain theoretical and practical knowledge in the history of counseling, professional orientation and ethical practice, social and cultural diversity and advocacy, human growth and development, psychopathology and diagnosis of mental disorders, helping relationships, group dynamics and group counseling, clinical assessment and appraisal, research and program evaluation, counseling prevention and intervention, career planning and vocational counseling, crisis intervention and emergency response, and clinical and integrative theology.

OBJECTIVE 2
Counseling Clinical Skills
Students will
• acquire the skills of clinical assessment and intervention in counseling cases.
• learn how to design and apply treatment plans and how to apply the techniques of various models of counseling.
• learn the helping relationship skills required of an effective counselor.

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

OBJECTIVE 3
Professional Identity and Ethical Character
Students will
• develop a practical understanding of the ethical, legal and professional standards of counselors.
• subscribe to the codes of ethics as outlined by ACA and CAPS.
• understand licensure standards, professional society functions and standards, and other business and professional identity process related to professional counseling.

OBJECTIVE 4
Preparation for Licensure as a Professional Counselor
• Graduates with the M.A. in Professional Counseling will meet academic eligibility requirements for licensure as an LPC in Georgia, Tennessee, and most other states. Required content area courses for licensure as a professional counselor are listed in this Graduate Catalog.

OBJECTIVE 5
Theological Understanding
Students will
• gain knowledge in historical, systematic, Biblical and philosophical theology relevant to issues of the nature of God and man within the context of counseling.
• gain knowledge in Biblical literature, Church history, the relationship between counseling and Christian faith, and methods and models of integrating Christian theology with the clinical practice of professional counseling.

OBJECTIVE 6
Personal and Spiritual Formation
Students will
• gain insight into the unique personal and spiritual demands of the life and work of the professional counselor.
• understand the interpersonal aspects of theodicy, the dynamics of spiritual direction, and means by which to address spirituality in counseling.

LPC Content Area Courses

Human Growth and Development
• CED7113 Human Growth and Development

Social and Cultural Foundations
• CED7153 Social and Cultural Issues in Counseling

The Helping Relationship
• CED6113 Helping Relationships

Group Dynamics, Processing and Counseling
• CED7123 Group Counseling Theory and Practice

Lifestyle and Career Development
• CED7143 Vocational Counseling

Psychopathology
• CED6622 Clinical Assessment in Individual, Marital and Family Counseling
• CED6143 Psychopathology: Diagnosis and Treatment of Mental Disorders
• CED6912 Applied Practicum and Treatment Planning Lab in Counseling

Appraisal of Individuals
• CED6163 Clinical Appraisal and Diagnostic Evaluation in Counseling

Research and Evaluation
• CED7713 Methods of Research

Professional Identity
• CED6123 Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling
• CED6212 Personal and Spiritual Life of the Counselor
# Master of Arts in Professional Counseling

## Degree Requirements

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

### Core Counseling Curriculum (40 hours) Semester Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED5102**</td>
<td>Introduction to Counseling</td>
<td></td>
</tr>
<tr>
<td>CED6112</td>
<td>Personal and Spiritual Life of the Counselor</td>
<td>2</td>
</tr>
<tr>
<td>CED6113</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>CED6123</td>
<td>Ethical, Legal and Professional Standards in Professional</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling and Marriage &amp; Family Therapy</td>
<td></td>
</tr>
<tr>
<td>CED6133</td>
<td>Counseling Systems and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CED6143</td>
<td>Psychopathology: Diagnosis and Treatment of Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CED6163</td>
<td>Clinical Appraisal and Diagnostic Evaluation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED6612</td>
<td>Family Systems Theory</td>
<td>2</td>
</tr>
<tr>
<td>CED6832</td>
<td>Addictions Counseling: An Integrative Approach to Assessment</td>
<td>2</td>
</tr>
<tr>
<td>CED7113</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CED7123</td>
<td>Group Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CED7132</td>
<td>Theodicy and Trauma Counseling</td>
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</tr>
<tr>
<td>CED7143</td>
<td>Vocational Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED7152</td>
<td>Counseling and Spirituality</td>
<td>2</td>
</tr>
<tr>
<td>CED7153</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED7713***</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Clinical Intervention Curriculum (8 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED6622</td>
<td>Clinical Assessment in Individual, Marital and Family Counseling</td>
<td>2</td>
</tr>
<tr>
<td>CED6813</td>
<td>Cognitive-Behavioral Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CED7891</td>
<td>Professional Seminar in Marriage and Family Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Clinical Mental Health Counseling</td>
<td>1</td>
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<tr>
<td>PSY7822</td>
<td>Psychodynamic Theories and Counseling</td>
<td>2</td>
</tr>
</tbody>
</table>

### Integration Curriculum (11 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED6322</td>
<td>Models of Relating Christianity and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>CED6342</td>
<td>Christian Traditions with Implications for Counseling</td>
<td>2</td>
</tr>
<tr>
<td>CED7313</td>
<td>Hermeneutics and Application</td>
<td>3</td>
</tr>
<tr>
<td>CED7362</td>
<td>Integrative Theology for Counselors</td>
<td>2</td>
</tr>
<tr>
<td>Cdx2x2</td>
<td>Counseling and Spirituality Integration Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

### Clinical Training Curriculum (8 hours)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED6912</td>
<td>Applied Practicum and Treatment Planning Lab in Counseling</td>
<td>2</td>
</tr>
<tr>
<td>CED6922</td>
<td>Counseling Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CED7932</td>
<td>Counseling Internship I</td>
<td>2</td>
</tr>
<tr>
<td>CED7942</td>
<td>Counseling Internship II</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

Note: Students should contact their State Board of Examiners to determine whether additional work is required for licensure eligibility.
** Intro is required only for students with less than 12 credit hours in psychology or closely related field.

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

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

### Master of Arts in Professional Counseling

#### Basic Degree Program Sequence

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td>CED5102</td>
<td>Introduction to Counseling**</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CED6112</td>
<td>Personal and Spiritual Life of the Counselor</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CED6113</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CED6123</td>
<td>Ethical, Legal, and Professional Standards in Professional Counseling and Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CED6322</td>
<td>Models of Relating Christianity and Counseling</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CED6622</td>
<td>Clinical Assessment in Individual, Marital, and Family Counseling</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CED7713</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Spring I  | CED6133     | Counseling Systems and Interventions | 3 |
|           | CED6143     | Psychopathology: Diagnosis and Treatment of Mental Disorders | 3 |
|           | CED6612     | Family Systems Theory | 2 |
|           | CED6813     | Cognitive-Behavioral Therapy | 3 |
|           | CED6912     | Applied Practicum and Treatment Planning Lab in Counseling | 2 |
|           | CED7153     | Social and Cultural Issues in Counseling | 3 |
|           | **TOTAL**   | **16**       |                       |

| Summer I  | CED6342     | Christian Traditions with Implications for Counseling | 2 |
|           | CED6832     | Addictions Counseling: An Integrative Approach to Assessment and Treatment | 2 |
|           | CED6922     | Counseling Practicum | 2 |
|           | CED7123     | Group Counseling Theory and Practice | 3 |
|           | **TOTAL**   | **9**        |                       |

| Fall II   | CED6163     | Clinical Appraisal and Diagnostic Evaluation in Counseling | 3 |
|           | CED7113     | Human Growth and Development | 3 |
|           | CED7152     | Counseling and Spirituality | 2 |
|           | CED7313     | Hermeneutics and Application | 3 |
|           | CED7932     | Counseling Internship I | 2 |
|           | **TOTAL**   | **13**       |                       |

| Spring II | CED7143     | Vocational Counseling | 3 |
|           | CED7132     | Theodicy and Trauma Counseling | 2 |
|           | CED7362     | Integrative Theology for Counseling | 2 |
|           | CED7891     | Professional Seminar in Marital and Family Counseling and Clinical Mental Health Counseling | 1 |
|           | CED7942     | Counseling Internship II | 2 |
|           | CEDx2x2     | Counseling and Spirituality Integration Elective | 2 |
|           | PSY7822     | Psychodynamic Theories and Counseling | 2 |
|           | **TOTAL**   | **14**       |                       |

DEGREE TOTAL 67
Master of Arts in Professional Counseling

Basic Degree Program: Three-Year Sequence

Many students at Richmont find it helpful and necessary to extend their studies over three and 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 wellbeing throughout the rigors of graduate school.

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

<table>
<thead>
<tr>
<th>Fall Semester I***</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>** CED5102** Introduction to Counseling</td>
<td>2</td>
</tr>
<tr>
<td>** CED6112** Personal and Spiritual Life of the Counselor</td>
<td>3</td>
</tr>
<tr>
<td>** CED6123** Ethical, Legal, and Professional Standards in Professional Counseling and Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>** CED6622** Clinical Assessment in Individual, Marital &amp; Family Counseling</td>
<td>2</td>
</tr>
<tr>
<td>** CED7713** Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>** TOTAL 10 **</td>
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<table>
<thead>
<tr>
<th>Spring Semester I</th>
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<tbody>
<tr>
<td>** CED6133** Counseling Systems and Interventions</td>
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<tr>
<td>** CED6143** Psychopathology: Diagnosis and Treatment of Mental Disorders</td>
</tr>
<tr>
<td>** CED6612** Family Systems Theory</td>
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<tr>
<td>** CEDx2x2** Counseling and Spirituality Integration Elective</td>
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<table>
<thead>
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<td>** CED7123** Group Counseling Theory and Practice</td>
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<td>** CED7153** Social and Cultural Issues in Counseling</td>
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<td>** CED7313** Hermeneutics and Application</td>
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<td>** CED7932** Counseling Internship I</td>
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<td>** CED7891** Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling</td>
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<td>** CED7942** Counseling Internship II</td>
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<tr>
<td>** PSY7822** Psychodynamic Theories and Counseling</td>
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</table>

** DEGREE TOTAL 67 **

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

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

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

Evening Program: Three-Year Sequence

Many students at Richmont find it helpful and necessary to extend their studies over three and 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 wellbeing throughout the rigors of graduate school.

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

### Fall Semester I
- **CED5102** Introduction to Counseling
- **CED6112** Personal and Spiritual Life of the Counselor
- **CED6123** Ethical, Legal, and Professional Standards in Professional Counseling and Marriage & Family Therapy
- **CED6622** Clinical Assessment in Individual, Marital & Family Counseling
- **CED7713** Methods of Research

TOTAL 10

### Spring Semester I
- **CED6133** Counseling Systems and Interventions
- **CED6143** Psychopathology: Diagnosis and Treatment of Mental Disorders
- **CED6612** Family Systems Theory
- **CED7153** Social and Cultural Issues in Counseling

TOTAL 10

### Summer Semester I
- **CED6832** Addictions Counseling: An Integrative Approach to Assessment and Treatment
- **CED7123** Group Counseling Theory and Practice

TOTAL 5

### Fall Semester II
- **CED6113** Helping Relationships
- **CED6163** Clinical Appraisal and Diagnostic Evaluation in Counseling
- **CED6322** Models of Relating Christianity and Counseling
- **CED7113** Human Growth and Development

TOTAL 11

### Spring Semester II
- **PSY7822** Psychodynamic Theories and Counseling
- **CED6912** Applied Practicum and Treatment Planning Lab in Counseling
- **CED7132** Theodicy and Trauma Counseling
- **CEDx2x2** Counseling and Spirituality Integration Elective

TOTAL 8

### Summer Semester II
- **CED6342** Christian Traditions with Implications for Counseling
- **CED6813** Cognitive Behavioral Therapy
- **CED6922** Counseling Practicum

TOTAL 7

### Fall Semester III
- **CED7152** Counseling and Spirituality
- **CED7313** Hermeneutics and Application
- **CED7932** Counseling Internship I

TOTAL 7

### Spring Semester III
- **CED7143** Vocational Counseling
- **CED7362** Integrative Theology for Counseling
- **CED7891** Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling
- **CED7942** Counseling Internship II

TOTAL 8

**Master of Arts in Professional Counseling**

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

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

*Note: Students should contact their State Board of Examiners to determine whether additional work is required for licensure eligibility.*
Beyond the theological and integration training offered in all Richmont graduate degrees, the MAMFT includes significant training in professional marriage and family therapy. In addition to the MAMFT, students can pursue a certification to strengthen their ability to work with specific client populations. The following certificates are offered in addition to the MAMFT program:

• Addictions Counseling
• Child and Adolescent Counseling
• Christian Sex Therapy
• Spirituality and Counseling
• Trauma Counseling

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

Specializations/Certifications, which are above and beyond the basic degree program, are documented on the graduate’s transcript. Please note that the University is currently transitioning from specializations to certificates. This transition will be completed by the end of the 2014-2015 academic year. Beginning with the class of 2015, students pursuing a certificate program will graduate with a separate diploma and certificate.
MAMFT Program Objectives

OBJECTIVE 1
Theoretical and Clinical Knowledge
Students will
• gain knowledge of the theoretical and empirical foundations of the field of marriage, couple, and family counseling professional counseling and its practice in a multicultural and pluralistic society.
• gain theoretical and practical knowledge in the history of counseling, family systems theory, professional orientation and ethical practice, social and cultural diversity and advocacy, human sexuality and development, psychopathology and diagnosis of mental disorders, helping relationships, group dynamics and group counseling, clinical assessment and appraisal, research and program evaluation, counseling prevention and intervention, career planning and vocational counseling, crisis intervention and emergency response, and clinical and integrative theology.

OBJECTIVE 2
Counseling Clinical Skills
Students will
• acquire the skills of clinical assessment and intervention in counseling cases.
• learn how to design and apply treatment plans and how to apply the techniques of various schools of counseling.
• learn the helping relationship skills required of an effective counselor. These skills are acquired through direct counseling practice in the clinical training sequences of courses including supervised counseling practicum and internships.

OBJECTIVE 3
Professional Identity and Ethical Character
Students will
• develop a practical understanding of the ethical, legal and professional standards of marriage, couple, and family counselors.
• subscribe to the codes of ethics as outlined by ACA and CAPS.
• understand licensure standards, professional society functions and standards, and other business and professional identity processes related to marriage, couple, and family counseling.

OBJECTIVE 4
Preparation for Licensure as a Professional Counselor and Marriage and Family Therapist
Graduates with the M.A. in Marriage and Family Therapy will meet the academic eligibility requirements for licensure as an LPC and LMFT in Georgia, Tennessee, and most other states. LPC and LMFT required content area courses are listed in this Graduate Catalog.

OBJECTIVE 5
Theological Understanding
Students will
• gain knowledge in historical, systematic, Biblical and philosophical theology relevant to issues of the nature of God and man within the context of marriage, couples, and family counseling.

OBJECTIVE 6
Personal and Spiritual Formation
Students will
• gain insight into the unique personal and spiritual demands of the life and work of the marriage, couple, and family counselor.
• understand the interpersonal aspects of theodicy, the dynamics of spiritual direction, and means by which to address spirituality in counseling.

LMFT Content Area Courses
Theoretical Knowledge
• CED6612 Family Systems Theory
• CED6622 Clinical Assessment in Individual, Marriage and Family Counseling
• CED6632 Healthy Family Functioning
• CED6633 Counseling Systems and Interventions

Clinical Knowledge
• CED6813 Cognitive-Behavioral Therapy
• CED7623 Structural & Behavioral MFT
• CED7153 Social and Cultural Issues in Counseling
• CED7613 Brief, Solution-Focused and Communication Approaches to Marriage & Family Counseling
• CED7633 Contextual, Narrative and Interpersonal Models of Counseling
• PSY7822 Psychodynamic Theories and Counseling

Individual Development and Family Relations
• CED6512 Human Sexuality: A Therapeutic Integration
• CED7113 Human Growth and Development

Professional Identity and Ethics
• CED6123 Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling
• CED6112 Personal and Spiritual Life of the Counselor
• CED6133 Professional Seminar in Marriage & Family Counseling and Clinical Mental Health Counseling Research
• CED7713 Methods of Research

Appraisal
• CED6143 Psychopathology: Diagnosis and Treatment of Mental Disorders
• CED6163 Clinical Appraisal and Diagnostic Evaluation in Counseling
• CED6912 Applied Practicum and Treatment Planning Lab in Counseling
• CED7143 Vocational Counseling

For additional courses, see degree programs and certifications.
Master of Arts in Marriage and Family Therapy

Basic Degree Requirements

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

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

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

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

### Core Counseling Curriculum (21 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CED5102**</td>
<td>Introduction to Counseling</td>
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<tr>
<td>CED6113</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>CED6143</td>
<td>Psychopathology: Diagnosis and Treatment of Mental Disorders</td>
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<td>CED6163</td>
<td>Clinical Appraisal and Diagnostic Evaluation in Counseling</td>
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<tr>
<td>CED6832</td>
<td>Addictions Counseling: An Integrative Approach to Assessment and Treatment</td>
<td>2</td>
</tr>
<tr>
<td>CED7123</td>
<td>Group Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CED7132</td>
<td>Theodicy and Trauma Counseling</td>
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<td>CED7143</td>
<td>Vocational Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED7152</td>
<td>Counseling and Spirituality</td>
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### Professional Identity and Ethics (6 hours)

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<td></td>
<td>Marriage &amp; Family Counseling</td>
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<tr>
<td>CED6112</td>
<td>Personal and Spiritual Life of the Counselor</td>
<td>2</td>
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<tr>
<td>CED7891</td>
<td>Professional Seminar in Marriage &amp; Family Counseling and Clinical Mental Health</td>
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### Individual Development and Family Relations (5 hours)

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<td>Human Sexuality: A Therapeutic Integration</td>
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<td>CED7113</td>
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### Marriage and Family Therapy: Theoretical Knowledge (7 hours)

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<td>CED6133</td>
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<td>CED6612</td>
<td>Family Systems Theory</td>
<td>2</td>
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<td>CED6632</td>
<td>Healthy Family Functioning</td>
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### Marriage and Family Therapy: Clinical Knowledge (16 hours)

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<td>Cognitive-Behavioral Therapy</td>
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<td>CED7153</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3</td>
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<tr>
<td>CED7613*</td>
<td>Brief, Solution-Focused, Communication Approaches to MFT</td>
<td>3</td>
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<tr>
<td>CED7623</td>
<td>Structural and Behavioral Marriage and Family Therapy</td>
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<td>CED7633*</td>
<td>Contextual, Narrative and Interpersonal Models of Counseling</td>
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### Research (3 hours)***

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### Integration Curriculum (11 hours)

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<td>Models of Relating Christianity and Counseling</td>
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<td>Christian Traditions with Implications for Counseling</td>
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<td>CED7362</td>
<td>Integrative Theology for Counselors</td>
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### Clinical Training Curriculum: Supervised Clinical Experience (8 hours)

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<tr>
<td>CED7932</td>
<td>Counseling Internship I</td>
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<tr>
<td>CED7942</td>
<td>Counseling Internship II</td>
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</table>
### Master of Arts in Marriage and Family Therapy

#### Basic Degree Program Sequence

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

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<td>• CED6112 Personal and Spiritual Life of the Counselor</td>
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<td>• CED6113 Helping Relationships</td>
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<tr>
<td></td>
<td>• CED6123 Ethical, Legal and Professional Standards in Professional Counseling and Marriage &amp; Family Counseling</td>
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<td>• CED6622 Clinical Assessment in Individual, Marital &amp; Family Counseling</td>
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<td>• CED6632 Healthy Family Functioning</td>
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<td>• CED7713 Methods of Research</td>
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<td>• CED6813 Cognitive-Behavioral Therapy</td>
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<td>• CED6832 Addictions Counseling: An Integrative Approach to Assessment and Treatment</td>
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<td>• CED6922 Counseling Practicum</td>
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<td></td>
<td>• CED7123 Group Counseling Theory and Practice</td>
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<td></td>
<td>• CED7623 Structural and Behavioral Marriage &amp; Family Therapy</td>
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<td>** TOTAL 12 **</td>
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<td>• CED6512 Human Sexuality: A Therapeutic Integration</td>
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<td>• CED7313 Hermeneutics and Application</td>
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<td>• CED7613 Brief, Solution-Focused, and Communication Approaches to</td>
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<td>• CED7143 Vocational Counseling</td>
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<td>• CED7942 Counseling Internship II</td>
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<td>• PSY7822 Psychodynamic Theories and Counseling</td>
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<td>** DEGREE TOTAL 77 **</td>
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</table>

* Students may either take CED7613 or CED7633

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Master of Arts in Marriage and Family Therapy

Basic Degree Program: Three-Year Sequence

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<thead>
<tr>
<th>Fall Semester I***</th>
<th>Semester Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>• CED5102**</td>
<td>Introduction to Counseling</td>
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<tr>
<td>• CED6112</td>
<td>Personal and Spiritual Life of the Counselor</td>
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<td>• CED6123</td>
<td>Ethical, Legal and Professional Standards in Professional Counseling and Marriage &amp; Family Counseling</td>
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<td>Clinical Assessment in Individual, Marital &amp; Family Counseling</td>
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<td>• CED6632</td>
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<tr>
<td>• CED6133</td>
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<td>• CED6612</td>
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<td>• CED6832</td>
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<td>• CED7123</td>
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<td>• CED762x</td>
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<td>• CED6113</td>
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<td>• CED6163</td>
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<td>• CED6322</td>
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<td>• CED6512</td>
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<td>• CED7113</td>
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<th>Spring Semester II</th>
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<tr>
<td>• CED6813</td>
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<tr>
<td>• CED6912</td>
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<td>• CED7153</td>
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<tr>
<td>• CED6342</td>
</tr>
<tr>
<td>• CED6922</td>
</tr>
<tr>
<td>• CED7633*</td>
</tr>
<tr>
<td>** Total**</td>
</tr>
</tbody>
</table>

* Students may either take CED7613 or CED7633

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

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

Note: Students should contact their State Board of Examiners to determine whether additional work is required for licensure eligibility.
Basic Degree Program: Three-Year Sequence (continued)

Fall Semester III
• CED7152 Counseling and Spirituality 2
• CED7313 Hermeneutics and Application 3
• CED7932 Counseling Internship I 2
• CED7613* Brief, Solution-Focused, and Communication Approaches to Marriage & Family Counseling (one of two options) (3)

TOTAL 7-10

Spring Semester III
• CED7143 Vocational Counseling 3
• CED7362 Integrative Theology for Counselors 2
• CED7891 Professional Seminar in Marriage & Family Counseling and Clinical Mental Health Counseling 1
• CED7942 Counseling Internship II 2
• PSY7822 Psychodynamic Theories and Counseling 2

TOTAL 10

DEGREE TOTAL 77
School of Psychology

Mission Statement for Richmont Graduate University School of Psychology:

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

The School of Psychology offers the Master of Science in Christian Psychological Studies. The Master of Science (M.S.) degree was created to serve those who, already possessing a clinical degree, desire to integrate their faith in their practice as clinicians.

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

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

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

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

CERTIFICATIONS

The following certifications are available for the M.S. degree for any student who has already earned a licensure-eligible degree and the certification will be noted on their transcript along with receiving a diploma.

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

All M.S. 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 M.S. student has a licensure-eligible degree and has been approved by the Dean of the School of Counseling or Psychology to pursue a certification, transcripts and diplomas will not reflect a certification.

Students who choose a certification may not be able to complete the degree in one year. Students may pursue multiple certifications, but no two certifications may hold more than one course in common. For instance, students who pursue certifications in addictions counseling and Christian sex therapy must take a total of seven courses in their certifications, although these two certifications hold two courses in common.
OBJECTIVE 1
Graduates understand the methods and models of integrating psychology and Christian theology.

Courses such as CED6322: Models of Relating Christianity and Counseling, CED7362: Integrative Theology for Counseling, and the various clinical theology courses are designed to assist the student in the integration of psychology and Christian theology. Christian faith is viewed as the primary source to identify and enlighten a healthy psychology. The skills of integration are seen as fundamental to the other areas of the program. A growing awareness and intent toward a healthy personal spiritual formation is expected of each graduate.

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

Integration is not taught as a merely intellectual enterprise but is addressed as a part of personal integrity. 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 CED7313: Hermeneutics and Application 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: Christian Traditions with Implications for Counseling. This set of courses is designed to draw explicit implications from these pivotal sources for Christian faith and practice and to relate them to psychology and counseling.

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

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

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

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

Basic Degree Requirements

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

<table>
<thead>
<tr>
<th>Core Integration Curriculum (17 hours)</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>• CED6322 Models of Relating Christianity and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>• CEDx2x2 Counseling and Spirituality Integration elective (3 courses)</td>
<td>6</td>
</tr>
<tr>
<td>• CED6112 Personal and Spiritual Life of the Counselor</td>
<td>2</td>
</tr>
<tr>
<td>• CED7313 Hermeneutics and Application</td>
<td>3</td>
</tr>
<tr>
<td>• CED6342 Christian Traditions with Implications for Counseling</td>
<td>2</td>
</tr>
<tr>
<td>• CED7362 Integrative Theology for Counselors</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Clinical Curriculum (8 hours required)</th>
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</thead>
<tbody>
<tr>
<td>• PSY6145 Psychopathology: Diagnosis and Treatment of Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>• PSY7822 Psychodynamic Theories and Counseling</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>• CED6813 Cognitive-Behavioral Therapy</td>
<td></td>
</tr>
<tr>
<td>• CED6133 Counseling Systems and Interventions</td>
<td>2-3</td>
</tr>
<tr>
<td>• CED7623 Structural and Behavioral Marriage &amp; Family Therapy</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>• CED6622 Clinical Assessment in Individual, Marital and Family Counseling</td>
<td>2-3</td>
</tr>
<tr>
<td>• CEDxxxx Additional MFT course</td>
<td>2-3</td>
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Electives 6
Master of Science in Christian Psychological Studies

Basic Degree Program Sequence

<table>
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<tr>
<th>Semester I</th>
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<tr>
<td>• CED6112 Personal and Spiritual Life of the Counselor</td>
<td>2</td>
</tr>
<tr>
<td>• CED7313 Hermeneutics and Application</td>
<td>3</td>
</tr>
<tr>
<td>• CEDxxxx Elective</td>
<td>2</td>
</tr>
<tr>
<td>• CEDxxxx Elective</td>
<td>2</td>
</tr>
<tr>
<td>• CED6622 Clinical Assessment in Individual, Marital and Family Therapy</td>
<td>2 (2-3)</td>
</tr>
<tr>
<td>• CEDxxxx Additional MFT course (may be taken in Summer Semester I)</td>
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<tr>
<td>Spring Semester I</td>
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</tr>
<tr>
<td>• CEDx2x2 Counseling and Spirituality Integration elective</td>
<td>2</td>
</tr>
<tr>
<td>• CED6322 Models of Relating Christianity and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>• PSY6143 Psychopathology: Diagnosis and Treatment of Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>• CED7362 Integrative Theology for Counselors</td>
<td>2</td>
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<tr>
<td>• PSY7822 Psychodynamic Theories and Psychotherapy</td>
<td></td>
</tr>
<tr>
<td>• CED6813 Cognitive-Behavioral Therapy</td>
<td></td>
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<tr>
<td>• CED6133 Counseling Systems and Interventions</td>
<td>2-3</td>
</tr>
<tr>
<td>• CEDxxxx Elective</td>
<td>2</td>
</tr>
<tr>
<td>• CEDx2x2 Counseling and Spirituality Integration elective</td>
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<tr>
<td>TOTAL</td>
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<td>Summer Semester I</td>
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<tr>
<td>• CED642 Christian Traditions with Implications for Counseling</td>
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<td>DEGREE TOTAL</td>
<td>31</td>
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</tbody>
</table>

***Students in the thesis option must plan their course sequence in consultation with their advisors.***
School of Ministry

Mission Statement for Richmont 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 Mission Statement:

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

Program Sequence

The basic M.A. in Ministry consists of 48 semester hours.

<table>
<thead>
<tr>
<th>Bible History and Theology (15 hours)</th>
<th>Semester Credit Hours</th>
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<tr>
<td>MIN5113 Hermeneutics and Exegesis</td>
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<tr>
<td>MIN5123 Historical Theology: The Great Questions Addressed by the Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>MIN5133 Church History: The Great Traditions of Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>MIN6113 Understanding the Bible through Its Uniting Themes</td>
<td>3</td>
</tr>
<tr>
<td>MIN6123 The Trinity: God Revealed as Father, Son and Holy Spirit: God in the Midst of Thinking, Being and Doing</td>
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<tr>
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<tr>
<td>MIN5323 Interpersonal Skills – Pastoral Care</td>
<td>3</td>
</tr>
<tr>
<td>MIN5333 Practical Aspects of the Life of the Minister</td>
<td>3</td>
</tr>
<tr>
<td>MIN6313 Ministry to Children and Families</td>
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<td>MIN6323 Communication in Ministry</td>
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<thead>
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<th>Spiritual Formation (16 hours)</th>
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<tr>
<td>MIN5213 Spiritual Formation I: Dynamics of the Persona and the Kingdom of God</td>
<td>3</td>
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<tr>
<td>MIN5223 Spiritual Formation II: Living in the Divine Conversation and Character</td>
<td>3</td>
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<tr>
<td>MIN5231 Spiritual Formation Retreat Seminar: Theological and Self Understanding</td>
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<tr>
<td>MIN6213 Spiritual Formation III: Celebrating the Great Traditions of Christian Faith through Scripture, Literature, and Praxis</td>
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<tr>
<td>MIN6223 Spiritual Formation IV: Living as an Apprentice to Jesus</td>
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<tr>
<td>MIN6233 Culminating Project: Final Integrative Seminar</td>
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<th>Mentored Training (2 hours)</th>
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<tr>
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<td>MIN5420 Internship II: Mentored Growth and Development</td>
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<tr>
<td>MIN5431 Internship III: Mentored Growth and Development</td>
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</table>
## Master of Arts in Ministry

### Basic Degree Program Sequence

Two-year cycle (three-year and four-year program sequence available from the Records Office)

<table>
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<th>Semester Credit Hours</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>• MIN5113 Hermeneutics and Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>• MIN5213 Spiritual Formation I: Dynamics of the Persona and the Kingdom of God</td>
<td>3</td>
</tr>
<tr>
<td>• MIN5313 Foundations of Authentic Leadership</td>
<td>3</td>
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<tr>
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<td><strong>9</strong></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>• MIN5123 Historical Theology: The Great Questions Addressed by the Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>• MIN5223 Spiritual Formation II: Living in the Divine Conversation And Character</td>
<td>3</td>
</tr>
<tr>
<td>• MIN5323 Interpersonal Skills: Pastoral Care</td>
<td>3</td>
</tr>
<tr>
<td>• MIN5411 Internship I: Mentored Growth and Development</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Summer Semester I</strong></td>
<td></td>
</tr>
<tr>
<td>• MIN5133 Church History: The Great Traditions of Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>• MIN5231 Spiritual Formation Retreat Seminar: Theological and Self-Understanding</td>
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</tr>
<tr>
<td>• MIN5333 Practical Aspects of the Life of the Minister</td>
<td>3</td>
</tr>
<tr>
<td>• MIN5420 Internship II: Mentored Growth and Development</td>
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<td>• MIN6133 Understanding the Bible through Its Uniting Themes</td>
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</tr>
<tr>
<td>• MIN6213 Spiritual Formation III: Celebrating the Great Traditions of Christian Faith Through Scripture, Literature, and Praxis</td>
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<tr>
<td>• MIN6313 Ministry to Children and Families</td>
<td>3</td>
</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Spring Semester II</strong></td>
<td></td>
</tr>
<tr>
<td>• MIN6123 The Trinity: God Revealed as Father, Son and Holy Spirit: God in the Midst of Thinking, Being, and Doing</td>
<td>3</td>
</tr>
<tr>
<td>• MIN6223 Spiritual Formation IV: Living as an Apprentice to Jesus</td>
<td>3</td>
</tr>
<tr>
<td>• MIN6323 Communication in Ministry</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Summer Semester II</strong></td>
<td></td>
</tr>
<tr>
<td>• MIN6233 Final Integrative Seminar</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**DEGREE TOTAL 48**
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.

Basic Certificate Requirements

The Certificate in Spiritual Direction consists of 15 semester hours.

<table>
<thead>
<tr>
<th>Spiritual Direction Certificate Curriculum (15 Hours)</th>
<th>Semester Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>SPD7253 Perceiving a Holy Invitation</td>
<td>3</td>
</tr>
<tr>
<td>SPD7263 Preparing an Available Self</td>
<td>3</td>
</tr>
<tr>
<td>SPD7273 Developing a Listening Ear</td>
<td>3</td>
</tr>
<tr>
<td>SPD7283 Discerning and Knowing God</td>
<td>3</td>
</tr>
<tr>
<td>SPD7293 Arranging a Sacred Space</td>
<td>3</td>
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<tr>
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<td><strong>15</strong></td>
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</tbody>
</table>

NOTE: Due to time restraints at the writing of this catalogue, the details regarding prerequisites for the program have not been finalized. Please consult the Registrar and/or the Dean’s Office of the School of Ministry for more information regarding this program.
THE COURSE NUMBERING SYSTEM

Courses are designated by the following prefixes:
- CED Counselor Education
- CEDI Independent Study in Counselor Education
- PSY Psychology
- PSYI Independent Study in Psychology
- MIN Ministry
- MINI Independent Study in Ministry
- 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
- 0 Leadership Curriculum

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

Fourth digit
- 1-4 Number of semester credit hours

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

COURSE DESCRIPTIONS

RICHMOND GRADUATE UNIVERSITY
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

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
3 hours. This course is a prerequisite for CED7362: Integrative Theology. 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. This course is a prerequisite for CED6912: Applied Practicum and Treatment Planning Lab. 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 relationship 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 for continuance in the clinical sequence. Fall

CED6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling
3 hours. This course is a prerequisite for CED6912: Applied Practicum and Treatment Planning Lab. Students survey and develop an understanding of the ethical, legal and professional issues facing the professional counselor and the marriage and family therapist, including a history and philosophy of the counseling profession, noting significant factors and events. 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 Richmont Career Mapping sequence. Fall

CED6133: Counseling Systems and Interventions
3 hours. This course is a prerequisite for CED6813, CED7852, CED7891, and PSY7822. 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. Spring

CED6143/PSY6143: Psychopathology: Diagnosis and Treatment of Mental Disorders
3 hours. This course is a prerequisite for CED6922 and CED6832. 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. Spring

CED6163: Clinical Appraisal and Diagnostic Evaluation in Counseling
3 hours. Students learn appraisal and assessment techniques for measuring skills and traits associated with performance in clinical, educational, vocational and social settings. Training 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

CED7123: Group Counseling Theory and Practice
3 hours. This course is a prerequisite or corequisite of CED6922. 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. Spring

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 theist. 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. Graded Pass/Fail. Spring

CED7143: Vocational Counseling
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 professional so 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 Richmont Career Mapping sequence. Spring

CED7152: Counseling and Spirituality
2 hours. (Prerequisite: CED6322) 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
CED7153: Social and Cultural Issues in Counseling
3 hours. This course is a prerequisite for CED922. 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

CED7202: Models of Relating Christianity and Counseling
2 hours. (Prerequisite for CED7152) A study of the philosophical and theoretical issues that are basic to relating science and Christian faith in general and psychology and Christian faith in particular to the field of counseling. This course provides a brief history of Christian counseling as a distinct discipline and lays the foundation for approaching practical integration in subsequent courses. Fall, Spring

CED7262: Spiritual Direction: Practice and Application
2 hours. This course provides a conceptual and practical understanding of a model of spiritual direction that builds on evangelical theology but draws freely from other Christian traditions. The format focuses on developing categories for understanding the vision of what the Spirit longs to accomplish in a Jesus follower, the obstacles posed particularly by the flesh (flesh dynamics), and the process of the Spirit in achieving His purposes, a process that directs spiritual direction. Class interaction illustrates the model of spiritual direction that is presented. 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. Graded Pass/Fail. Summer

CED7100x: 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 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 Spirituality Integration 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.

CED6222: Applications of Christian Disciplines and Mental Health for Counselors
2 hours. Systematic overview of classic spiritual discipline within Christian traditions with a focus on experiential applications for clinical counseling settings. Graded Pass/Fail. Every other Spring

CED7232: Dynamics of Spiritual Direction
2 hours. Provides an experiential opportunity for personal spiritual growth combined with the development of understanding of the process of spiritual direction and formation. First three days of course are run as a residential, contemplative retreat conducted off campus and involving an additional fee. Graded Pass/Fail. Spring

CED7242: Traditions of Christian Spiritual Formation
2 hours. Provides an experience of the classic devotional literature in the Christian tradition and the lives of the saints associated with four of the major Christian spiritual traditions. Primary focus is developing the capacity to be a facilitating presence for the spiritual development of others and the relevance of spirituality in counseling. Graded Pass/Fail. Every other Spring

CED7240: Christian Traditions with Implications for Counseling
2 hours. Overview of Church history with the intent of helping students gain a greater appreciation for ecumenical differences of the various Christian traditions and denominations as they present in the counseling office. This course is a part of the Richmont Career Mapping sequence. Summer

CED6342: Christian Traditions with Implications for Counseling
2 hours. Overview of various Christian traditions and denominations as they present in the counseling office. This course is a part of the Richmont Career Mapping sequence. Summer

CED6322: Models of Relating Christianity and Counseling
2 hours. (Prerequisite for CED7152) A study of the philosophical and theoretical issues that are basic to relating science and Christian faith in general and psychology and Christian faith in particular to the field of counseling. This course provides a brief history of Christian counseling as a distinct discipline and lays the foundation for approaching practical integration in subsequent courses. Fall, Spring

CED6342: Models of Relating Christianity and Counseling
2 hours. (Prerequisite for CED7152) A study of the philosophical and theoretical issues that are basic to relating science and Christian faith in general and psychology and Christian faith in particular to the field of counseling. This course provides a brief history of Christian counseling as a distinct discipline and lays the foundation for approaching practical integration in subsequent courses. Fall, Spring

CED7100x: 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 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.

CED6322: Models of Relating Christianity and Counseling
2 hours. (Prerequisite for CED7152) A study of the philosophical and theoretical issues that are basic to relating science and Christian faith in general and psychology and Christian faith in particular to the field of counseling. This course provides a brief history of Christian counseling as a distinct discipline and lays the foundation for approaching practical integration in subsequent courses. Fall, Spring

CED6342: Christian Traditions with Implications for Counseling
2 hours. Overview of Church history with the intent of helping students gain a greater appreciation for ecumenical differences of the various Christian traditions and denominations as they present in the counseling office. This course is a part of the Richmont Career Mapping sequence. Summer
CED7313: Hermeneutics and Application
3 hours. Focuses on the analysis and synthesis of principles of Biblical hermeneutics, exegesis and counseling practice. Teaches basic skills in the inductive method of observing, interpreting and applying the Christian Scriptures, with emphasis given to student preparation of exegetical papers. Consideration of Biblical exegesis in clinical settings with analysis, critique and synthesis of role plays and demonstration of application skills. Fall

CED7362: Integrative Theology for Counselors
2 hours. (Prerequisite: CED6112) Consideration of historical, systematic, Biblical and philosophical theology as relevant to issues of the nature of God and man. Students examine the implications of theology upon the counseling context and receive additional training in explicit integration. Spring

CED730x: 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/PSY6412: 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 are reviewed along with other disorders manifested in youth. Particular attention is given to developmental psychopathology. Fall

CED6422: Counseling Children
2 hours. (Prerequisite: PSY/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: PSY/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. (Prerequisite: PSY/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

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 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.

Christian Sex Therapy Curriculum

CED650x: Special Topics in Christian Sex Therapy
Hours may vary. Provides an opportunity for students to participate in additional studies that are not part of the standard curriculum schedule in this content area. 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.

CED6512: Human Sexuality: A Therapeutic Integration
2 hours. (Prerequisite for CED6522, CED7532, CED7542, CED7552, CED7562, CED7572, CED7582, and CED7592) Provides a basic introduction to counseling for sexual issues. Students are introduced to a theology of sexuality, a basic model of addressing sexual issues in counseling, basics of sexual biology and psychology, sexual development, sexual dysfunction, and basic intervention techniques for sexual problems. Students also are challenged in their own growth and development in this area. Fall/ Spring

CED6522: Basic Issues in Sex Therapy
2 hours. (Prerequisite: CED6512) Designed for students pursuing the field of sex therapy. Focuses on the profession of sex therapy, exploring historical, ethical, cultural and research issues and theoretical distinctives in the field. Students also examine sex therapy with specific populations. Spring/odd years

CED7532: Sexual Dysfunctions, Addictive, Compulsive and Paraphilic Sexuality
2 hours. (Prerequisite: 6512) 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 also is given to exploring the problem of pain and self care of the therapist when working with trauma. Spring/odd years
CED7552: Advanced Sex Therapy
2 hours. (Prerequisites: CED6512 and CED7532) This certification course takes an in-depth look at treatment for sexual dysfunction. Areas of primary focus include diagnosis and treatment of sexual dysfunctions specific to desire, pain, arousal and orgasm. Fall/odd years

CED7562: Seminar in Christian Sex Therapy
2 hours. Designed to address a variety of selected topics in sex therapy.

CED7572: Advanced Sexual Trauma and Abuse
2 hours. (Prerequisites: CED6512) Students examine the topic of sexual trauma and abuse. Current thinking in the treatment of people with a history of sexual trauma and abuse is explored in depth. Summer/even years

CED7582: Advanced Sexual Addiction Counseling
2 hours. (Prerequisite: CED6512) An in-depth and advanced look at current theories and treatment approaches to addressing sexual addiction. Students will explore the diagnosis, etiology, disease process, treatment, recovery process, and current research findings for sexual addictions in males and females. Summer/odd years

CED7592: Sexual Orientation and Sexual Identity
2 hours. (Prerequisite: CED6512) Students examine the myriad of issues involved in providing counseling to clients who experience same-sex attraction. Based in Christian principles, sound clinical theory, and empirical research, this course provides critical training to counselors seeking to provide support to this population. Fall/even years

CED750x: 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 Richmont. 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

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

CED6622: Clinical Assessment in Individual, Marital and Family Counseling
2 hours. Prerequisite for CED6912, CED7613, CED7623, and CED7633. Enables students to assess marital and family systems in order to engage in effective individual, marriage and family counseling and treatment planning. An examination of current family demographics, characteristics of dysfunctional families, formal marriage and family clinical assessment strategies and instruments, and interviewing techniques are included. Special attention is given to initial use of the DSM for diagnosis, treatment planning and practice. Assessment and treatment strategies related to depression, crisis intervention and psychological first aid, anxiety, eating disorders, marital conflict, sexual dysfunction, personality disorders and behaviors that impede individual, couple and family functioning. Lectures, discussions, in-class assessments, and other methods aid students in acquiring a critical understanding of the contextual/systemic aspects of a comprehensive assessment process and the resulting treatment plan. Fall

CED6632: Healthy Family Functioning
2 hours. Designed to provide an integrative analysis of the characteristic behaviors of healthy families and marriages derived from five primary sources: direct observation of healthy families, the literature from major family therapy theorists, empirically based schemas of optimal family health, the research of behavioral correlates of healthy functioning, and empirically based models of healthy marital and family functioning. Informs the graduate student about optimal families and to relate this material conceptually to clinical assessment and interventions. Students examine healthy functioning across the family developmental stages. Students who complete this course will gain a perspective to balance their exposure to the significant literature and training for marriage and family therapists that is skewed toward pathology. Fall

CED7613: Brief, Solution Focused, and Communication Approaches to Marriage & Family Counseling
3 hours. (Prerequisite: 6612 and CED6622) 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 & Family Therapy
3 hours. (Prerequisite: 6612 and CED6622) 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

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CED6802: Trauma in Developmental Context
2 hours. This course is a 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 develop-mental 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, and implications for treatment will be briefly discussed. Spring

CED6813: Cognitive-Behavioral Therapy
3 hours. (Prerequisites: CED6622 and 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

CED6832: Addictions Counseling: An Integrative Approach to Assessment and Treatment
2 hours. (Prerequisite: CED/PSY6143) Introduces students to treatment literature and practices relevant to a wide variety of impulse control disorders. Treatment programs (inpatient and outpatient settings) that focus on substance abuse will receive the majority of attention. Instructors provide direct applications to mental health and marital and family counseling. Summer

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.

CED7633: Contextual, Narrative and Interpersonal Models of Counseling
3 hours. (Prerequisite: 6612 and CED6622) 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

Research and Writing Curriculum

CED5062/PSY5062: Introduction to Graduate Writing, and Research Skills
2 hours. This course aims to provide a comprehensive overview of basic writing and research skills for graduate studies. Significant focus is placed on locating scholarly materials through online resources, analyzing professional writing, writing an academic paper, and understanding how to utilize APA format. For those students required to take this course, it will be used as an evaluation to determine their readiness for additional graduate coursework. Fall, Spring

CED670x/PSY670x: 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/PSY7713: Methods of Research
3 hours. Students learn basic strategies for research in the areas relevant to counseling. Students gain knowledge in the various research designs, research procedures, basic statistical concepts, and how to access, read and evaluate research in the literature. The use of research to inform evidence based practices and the use of technology in conducting research and statistical analysis are presented. Includes information regarding community and program evaluation as methods to improve counseling. This course is a part of the Richmont Career Mapping Sequence. Fall

CED6802: Trauma in Developmental Context
2 hours. This course is a 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 develop-mental 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, and implications for treatment will be briefly discussed. Spring

CED6813: Cognitive-Behavioral Therapy
3 hours. (Prerequisites: CED6622 and 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

CED6832: Addictions Counseling: An Integrative Approach to Assessment and Treatment
2 hours. (Prerequisite: CED/PSY6143) Introduces students to treatment literature and practices relevant to a wide variety of impulse control disorders. Treatment programs (inpatient and outpatient settings) that focus on substance abuse will receive the majority of attention. Instructors provide direct applications to mental health and marital and family counseling. 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
CED6842: Adventure-Based Counseling
2 hours. Introduction to facilitating adventure/challenge experiences as a context for counseling. Emphasis on understanding the dynamics of adventure experiences, their therapeutic application, and effective facilitation and processing, particularly leadership concerns and sequencing of activities in developing an adventure therapy/education program. Students will develop an understanding of theories of group dynamics and how they relate to the adventure education experience.

CED7852: Eating Disorders: Etiology, Assessment, and Counseling Interventions
2 hours. (Prerequisites: CED6622 and 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. Summer

CED7862: Cross-Cultural Counseling in Christian Settings
2 hours. (Prerequisite: CED7153 or permission of instructor) Explores issues of acculturation and diversity pertinent to Christian ministry. Students will have opportunity to study the emotional impact of cross-cultural experience on individuals, families, and groups working in the field of Christian ministry. Uniqueness of the counselor's role in cross-cultural ministry settings will be addressed, with particular attention to issues of advocacy, conflict resolution and cultural self-awareness. Students will choose between several experiential learning activities designed to facilitate increased cultural sensitivity. Fall

CED7891: Professional Seminar in Marriage & Family Counseling and Clinical Mental Health Counseling
1 hour. (Prerequisites: CED6622 and CED6133) 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

CED780x: 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 Richmont. Prerequisites determined by the professor guiding the study. Original independent studies follow the same proposal and approval procedures as other independent studies.

**APPLIED CLINICAL TRAINING CURRICULUM**

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

CED6912: Applied Practicum and Treatment Planning Lab in Counseling
2 hours. Spring semester. Prepares students to conduct intake interviews, maintain appropriate documentation and conduct effective treatment planning, and maximize the supervision process. Special attention given to use of the DSM 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 Student Qualifying Evaluation.

Prerequisites:
- CED6113: Helping Relationships (minimum grade B-)
- CED6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling (minimum grade B-)
- CED6622: Clinical Assessment of Individual, Marital and Family Counseling
- CED7153: Social and Cultural Issues in Counseling
- Advisor may recommend or require additional courses or other remedial work.

CED6922: Counseling Practicum
2 hours. Summer semester. 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 40 hours of face-to-face counseling and 100 on-site hours. Information on licensure and credentialing is provided, and professional identity with the clinical mental health counseling profession and marital and family counseling profession is discussed. 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.

Prerequisites:
- CED6113: Helping Relationships (minimum grade B-)
- CED6123: Ethical, Legal and Professional Standards in Professional Counseling and Marriage & Family Counseling (minimum grade B-)
- CED6912: Applied Practicum and Treatment Planning Lab in Counseling (minimum grade B-)
• Approval for continuance on the Student Qualifying Evaluation
• CED6143/PSY6143: 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: Counseling Internship I
2 hours. Fall semester. 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.

Prerequisites:
• CED6922: Counseling Practicum
• Approval for continuance on the Student Qualifying Evaluation
• Advisor may recommend or require additional courses or other remedial work.

CED7942: Counseling Internship II
2 hours. Spring semester. Continuation of CED7932: 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 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.

Prerequisites:
• CED7932: 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)
• 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 Director of Clinical Training 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. Information on licensure and credentialing 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.

SCHOOL OF PSYCHOLOGY

Psychopathology and Treatments Curriculum

PSY6143/CED6143: Psychopathology: Diagnosis and Treatment of Mental Disorders
3 hours. Comprehensive survey of 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 the major areas of study. Students acquire knowledge of the DSM-5/ICD-10 classification system, the diagnostic categories, and the primary treatment options for the major mental disorders. Included is an examination of psychobiology and psychopharmacology. Emphasis is placed on the spirituality of the client as a factor in beliefs, values and diagnosis. Spring

PSY6152: Personality Disorders: Diagnosis and Treatment
2 hours. (Prerequisite: PSY6143/CED6143) Focuses on diagnosis, etiology and treatment of the personality disorders as delineated in DSM-5/ICD-10. A continuation of CED6143/PSY6143: Psychopathology. Fall

PSY6412/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 are reviewed along with other disorders manifested in youth. Particular attention given to developmental psychopathology. Fall

PSY7162: Psychopharmacology for Therapists
2 hours. (Prerequisite: PSY6143/CED6143) Designed to provide therapists with a basic understanding of classifications and characteristics of psychotropic medications and basic principles of pharmaco-dynamics and pharmacokinetics. Students will gain a working knowledge of medications most often used in conjunction with adult mental illness and typical child and adolescent disorders. Emphasis placed on understanding the effects of each medication and equipping therapists to educate clients on basic medication management. Information also provided regarding the effects of other typical medications on the mental health of clients. Every other Summer

PSY7822: Psychodynamic Theories and Counseling
2 hours. (Prerequisite: CED6622 and 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. Spring

Research Curriculum

PSY5062/CED5062: Introduction to Graduate Writing and Research Skills
2 hours. This course aims to provide a comprehensive overview of basic writing and research skills for graduate studies. Significant focus is placed on locating scholarly materials through online

Research Skills
resources, analyzing professional writing, writing an academic paper, and understanding how to utilize APA format. For those students required to take this course, it will be used as an evaluation to determine their readiness for additional graduate coursework. Fall, Spring

**PSY7713/CED7713: Methods of Research**
3 hours. Students learn basic strategies for research in areas relevant to counseling. Students gain knowledge in various research designs, research procedures, basic statistical concepts, and how to access, read and evaluate research in the literature. The use of technology in conducting research and statistical analysis is presented. Includes information regarding community and program evaluation as methods to improve counseling. This course is a part of the Richmont Career Mapping Sequence. Fall

**PSY7761: Research Group I**
1 hour. (Prerequisite: PSY7713/CED7713 and permission of instructor) Students learn about a specific area of integration research while working on a research project with an instructor. May be taken twice. Spring

**PSY7771: Research Group II**
1 hour. (Prerequisite: PSY7761 and permission of instructor) A continuation of Research Group I, provides students the opportunity to participate in advanced research with an instructor. May be taken twice. Summer

**PSY8711: Thesis I**
1 hour. (Prerequisite: PSY7711) The student defines a research question(s) and/or project that is firmly embedded in the body of theory and empirical data accumulated in counseling, spirituality, theology, or closely related fields. The student presents a written proposal and other defined steps to all members of the thesis committee, as directed by the Thesis Advisor, for the committee’s approval. The proposal should include the basic research question, concise review of the precedent literature, and design and methodology of the project. A thorough presentation of the relevant literature and an in-depth discussion of the results and findings of the project are required. Students will consult with Thesis Advisor and establish goals that must be achieved during the course. Fall

**PSY8721: Thesis II**
1 hour. (Prerequisite: PSY8711) Students continue and complete the research project begun in Thesis I. The final project, the written thesis, is presented to the Thesis Committee for evaluation. Students must adhere to Richmont requirements related to theses as described in the thesis guide. Spring

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**Psychology and Theology Integration Curriculum**

**PSY7272: Psychology of Religion and Spirituality**
2 hours. Provides an overview of the psychological aspects of religious belief and experience and examines their relevance in understanding and helping religiously committed clients in counseling. Every other Spring

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**SCHOOL OF MINISTRY**

**Bible History and Theology Curriculum**

**MIN5113: Hermeneutics and Exegesis**
3 hours. This course provides an introduction to biblical interpretation. The course surveys the relationship of author, text, and reader in the interpretative process with the goals of determining the nature and content of Scripture and grappling with the role of the interpreter’s location. Students will gain practical skill in interpreting the primary literary genres of Scripture. Fall

**MIN5123 Historical Theology: The Great Questions Addressed by the Christian Faith**
3 hours. This course is a survey of church history. The focus of study will be how the Christian church has addressed the central questions of life such as: who is God? Can we trust Him? What is the purpose of the Church? How should we live? Our course will focus on some key Christian practitioners and thinkers such as Martin and Katy Luther, John and Charles Wesley, and Dietrich Bonhoeffer. Hopefully these people will become helpful reference points and role models for us in Christian ministry. Spring

**MIN5133 Church History: The Great Traditions of the Christian Faith**
3 hours. The purpose of this course is to offer a more comprehensive, balanced, and applicable approach to what it really means to know Christ. This course will explore six of the traditional streams as outlined in Richard Foster’s Streams of Living Water, and provide a context for assessing the strengths and weaknesses of these traditions. This exposure and analysis will equip students to contextualize their thinking and practice in a broader framework. Summer

**MIN6113: Understanding the Bible through Its Uniting Themes**
3 hours. (Prerequisite: MIN5133) The objectives of this course are as follows: to give careful attention to selected themes of the Bible and to apply them in personal spiritual formation and in various ministry settings; to develop a framework to investigate the unifying role of the themes of Scripture within the diversity of God’s revelation; to better understand the relationship between the Old and New Testaments, and to continue to develop tools to facilitate graduate level biblical and theological research and analysis, as well as skills in oral and written communication. Fall

**MIN6123: The Trinity: God Revealed as Father, Son, and Holy Spirit**
3 hour. (Prerequisites: MIN5113 and MIN5123) “In the beginning, God.” This phrase not only describes the genesis of all things, but is the foundation of all authentic Christian faith and practice. “Theology proper” is our discipline of thought, “in Him we live, move and have our being” (Acts 17:28) is our ontological reality, and “whatever you do, do it all to the glory of God” (1 Cor. 10:31) represents our purpose. Biblical, historic orthodox Christian conviction proclaims God as Holy Trinity. This course explores this core truth and its implications for Christians. Spring
Ministry Skills and Leadership Curriculum

MIN5313: Foundations of 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. Fall

MIN5323: Interpersonal Skills: Pastoral Care
3 hours. (Prerequisite: MIN5313) An introduction to basic counseling methods with an emphasis on the helping skills of attending, responding, and personalizing as presented in the Carlhuff 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. Spring

MIN5333: Practical Aspects of the Life of the Minister
3 hours. (Prerequisites: MIN5323 and MIN5313) Ministry is a unique calling and a high privilege. It can be thrilling, invigorating and rewarding as you sense God at work in and through you. But if we’re honest, 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. Summer

MIN5313: Ministry to Children and Families
3 hours. (Prerequisites: MIN5333, MIN5323, and MIN5313) This course will offer students the biblical, historical and theological foundations for ministry to children and families. Students will explore multiple models of ministry to children and families as well as the sociological trends affecting children and families in contemporary culture. As a result, students will be able to articulate their personal philosophy for ministry to children and families as reflected in a faithful pastoral response. Fall

MIN6323: Communication in Ministry
3 hours. (Prerequisites: MIN6313, MIN5333, MIN5323, and MIN5313) This 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. Spring

Spiritual Formation Curriculum

MIN5213: Spiritual Formation I - The Dynamics of the Person and Kingdom of God
3 hours. This course is the first of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following three 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. These themes are explored and experienced in a growing community of learning, prayerfulness, and intentionality. Fall

MIN5223: Spiritual Formation II - Living in the Divine Conversation and Character
3 hours. (Prerequisite: MIN5213) This course is the second of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following three 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. These themes are to be explored and experienced in a growing community of learning, prayerfulness, and intentionality. Spring

MIN5231: Christian Spiritual Formation Retreat Seminar
1 hour. (Prerequisite: MIN5223 and MIN5213) This course is the third of a five-course sequence on authentic discipleship to Jesus Christ. It 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; 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. Summer

MIN6213: Christian Spiritual Formation III - Celebrating the Great Traditions of Christian Faith through Scripture, Literature, and Praxis
3 hours. (Prerequisite: MIN5223, MIN5231 and MIN5213) This course is the third of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following four 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; 4) Developing a deeper appreciation of the Bible’s presentation of 15 ways of “being with” God. These themes are to be explored and experienced in a growing community of learning, prayerfulness, and intentionality. Fall

MIN6223: Spiritual Formation IV - Living as an Apprentice to Jesus
3 hours. (Prerequisites: MIN6213, MIN5231, MIN5223, and MIN5213) This course is the fourth of a five-course sequence on authentic discipleship to Jesus Christ. It is built around the following three 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. These themes are to be explored and experienced in a growing community of learning, prayerfulness, and intentionality. Spring
MIN6233: Culminating Project: Final Integrative Seminar
3 hours. (Prerequisites: All coursework for the M.A. in Ministry must be completed before taking this course). Through review and reflection, students will utilize their understandings of the three domains of knowing, being, and doing to provide counsel to a person described in a case presented at the time of orientation for the course. The knowing domain refers primarily to the coursework in Bible, history and theology; the being domain refers primarily to the coursework in spiritual and personal formation; and the doing domain refers primarily to the coursework in leadership and ministry skills as well as the internship. The final part of the course will provide an opportunity for students to describe how their theoretical understanding of integration has moved toward an embodied practice of integration. 

Summer

Spiritual Direction Curriculum

SPD7253: Perceiving a Holy Invitation
3 hours. This course is the first in a five course sequence in spiritual direction. 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 its role within the Kingdom of God. All of these topics will be explored and experienced in a growing community of learning, prayerfulness, and intentionality. This course has both residency and online components. The residency component includes a short monastic retreat. Fall

SPD7263: Preparing an Available Self
3 hours. This course is the second in a five course sequence in spiritual direction. 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. All of these topics will be explored and experienced in a growing community of learning, prayerfulness, and intentionality. This course is taught in an online format. Spring

SPD7273: Developing a Listening Ear
3 hours. This course is the third in a five course sequence in spiritual direction. 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. All of these topics will be explored and experienced in a growing community of learning, prayerfulness, and intentionality. This course has both residency and online components. Summer

SPD7283: Discerning and Knowing God
3 hours. This course is the fourth in a five course sequence in spiritual direction. 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. All of these topics will be explored and experienced in a growing community of learning, prayerfulness, and intentionality. This course has both residency and online components. Spring

SPD7293: Arranging a Sacred Space
3 hours. This course is the fifth in a five course sequence in spiritual direction. 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. All of these topics will be explored and experienced in a growing community of learning, prayerfulness, and intentionality. This course is taught in an online format. Fall

Mentored Growth Curriculum

MIN5411: Internship I: Mentored Growth and Development
1 hour. (Prerequisite: MIN5313) In this class 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. 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. Spring

MIN5420: Internship II: Mentored Growth and Development
0 hours. (Prerequisites: MIN5411 and MIN5313) 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. Summer

MIN5431: Internship III: Mentored Growth and Development
1 hour. (Prerequisite: MIN5420, MIN5411, and MIN5313) 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. Fall
School of Counseling Prerequisite Guide for the 2014-2015 Graduate Catalog

Students are responsible to insure 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.

### Advanced Clinical Counseling Intervention Curriculum

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED6813: Cognitive Behavioral Therapy (Spring)</td>
<td>CED6622: Clinical Assessment (Fall) OR CED6622: Clinical Assessment (Spring)</td>
</tr>
<tr>
<td>PSY7822: Psychodynamic Theories and Therapies (Spring)</td>
<td>CED6622: Clinical Assessment (Fall) OR CED6622: Clinical Assessment (Spring)</td>
</tr>
<tr>
<td>CED6832: Addiction Counseling: An Integrative Approach to Assessment and Treatment</td>
<td>CED6622: Clinical Assessment (Fall) OR CED6622: Clinical Assessment (Spring)</td>
</tr>
<tr>
<td>CED7852: Eating Disorders: Etiology, Assessment, and Counseling Interventions (every other Summer)</td>
<td>CED6622: Clinical Assessment (Fall) OR CED6622: Clinical Assessment (Spring)</td>
</tr>
<tr>
<td>CED7862: Cross Cultural Counseling in Christian Settings (Fall)</td>
<td>CED7153: Social and Cultural Issues in Counseling (Spring)</td>
</tr>
<tr>
<td>CED7891: Professional Seminar in Marriage and Family Counseling and Clinical Mental Health Counseling (Spring)</td>
<td>CED6622: Clinical Assessment (Fall) OR CED6622: Clinical Assessment (Spring)</td>
</tr>
</tbody>
</table>

This class is taken the last semester of the degree program for MAPC and MAMFT.

### Applied Clinical Training Curriculum

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>No Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED6113: Helping Relationships (Fall)</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>CED6912: Applied Lab (Spring)</td>
<td>CED6113 Helping Relationships (minimum grade B-) OR CED6123: Ethical, Legal, and Professional Standards in Professional Counseling and Marriage and Family Therapy (minimum grade B-) OR CED6622: Clinical Assessment</td>
</tr>
<tr>
<td>CED6922: Counseling Practicum (Summer)</td>
<td>CED6113: Helping Relationships (minimum grade B-) OR CED6912: Applied Lab (minimum grade B-) OR CED6123: Ethical, Legal, and Professional Standards in Professional Counseling and Marriage and Family Therapy (minimum grade B-) OR CED6622: Clinical Assessment</td>
</tr>
<tr>
<td>CED7932: Internship I (Fall)</td>
<td>CED6922: Counseling Practicum</td>
</tr>
<tr>
<td>CED7942: Internship II (Spring)</td>
<td>CED7952: Internship I OR AND three 800-level courses (third 800-level course may be concurrent with CED7942)</td>
</tr>
</tbody>
</table>
## Psychopathology and Treatments Curriculum

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY6152: Personality Disorders: Diagnosis and Treatment (Fall)</td>
<td>CED/PSY6143: Psychopathology: Diagnosis and Treatment of Mental Disorders</td>
</tr>
<tr>
<td>PSY7162: Psychopharmacology for Therapists (Summer)</td>
<td>CED/PSY6143: Psychopathology: Diagnosis and Treatment of Mental Disorders</td>
</tr>
</tbody>
</table>

## Family Studies and Marriage and Family Counseling Curriculum

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>CED7623: Structural and Behavioral Marriage and Family Therapy (Summer)</td>
<td>CED6622: Clinical Assessment (Fall) and CED6612: Family Systems Theory (Spring)</td>
</tr>
<tr>
<td>CED7613: Brief, Solution-Focused, and Communication Approaches to Marriage and Family Counseling (Fall)</td>
<td>CED6622: Clinical Assessment (Fall) and CED6612: Family Systems Theory (Spring)</td>
</tr>
<tr>
<td>CED7633: Contextual, Narrative, and Interpersonal Models of Counseling (Summer)</td>
<td>CED6622: Clinical Assessment (Fall) and CED6612: Family Systems Theory (Spring)</td>
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## Research Curriculum

<table>
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<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>PSY7761: Research Group I (Spring)</td>
<td>PSY7713: Methods of Research AND Permission of Instructor</td>
</tr>
<tr>
<td>PSY7771: Research Group II (Summer)</td>
<td>PSY7761: Research Group I</td>
</tr>
<tr>
<td>PSY8711: Thesis I (Fall)</td>
<td>PSY7771: Research Group II</td>
</tr>
<tr>
<td>PSY8721: Thesis II (Spring)</td>
<td>PSY8711: Thesis I</td>
</tr>
</tbody>
</table>

## Christian Sex Therapy Curriculum

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>CED 6512: Human Sexuality (Fall and Spring)</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>CED6522: Basic Issues in Sex Therapy (every other Spring)</td>
<td>CED6512: Human Sexuality</td>
</tr>
<tr>
<td>CED7532: Sexual Dysfunctions, Addictive, Compulsive and Paraphilic Sexuality (Summer)</td>
<td>CED6512: Human Sexuality</td>
</tr>
<tr>
<td>CED7542: Sexuality: Medical Issues, Trauma, and Abuse (Every other Spring)</td>
<td>CED6512: Human Sexuality</td>
</tr>
<tr>
<td>CED7552: Advanced Sex Therapy (Every other Fall)</td>
<td>CED6512: Human Sexuality AND CED7532: Sexual Dysfunctions, Addictive, Compulsive and Paraphilic Sexuality</td>
</tr>
<tr>
<td>CED7582: Advanced Sexual Addiction Counseling (Every other Summer)</td>
<td>CED6512: Human Sexuality</td>
</tr>
<tr>
<td>CED7592: Sexual Orientation and Sexual Identity (Every other Fall)</td>
<td>CED6512: Human Sexuality</td>
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</tbody>
</table>
### Child and Adolescent Curriculum

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>CED6422: Counseling Children</td>
<td>CED6412: Child and Adolescent Psychopathology</td>
</tr>
<tr>
<td>CED7432: Counseling Adolescents</td>
<td>CED6412: Child and Adolescent Psychopathology</td>
</tr>
<tr>
<td>CED7442: Advanced Child and Adolescent Counseling</td>
<td>CED6412: Child and Adolescent Psychopathology AND CED6422: Counseling Children AND CED7432: Counseling Adolescents</td>
</tr>
</tbody>
</table>

### Trauma Counseling Curriculum

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>CED6802: Trauma in Developmental Context</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>CED6812: Trauma in Biology</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>CED7802: Child Trauma Intervention</td>
<td>CED6802: Trauma in Developmental Context</td>
</tr>
<tr>
<td>CED7812: Adult Trauma Intervention</td>
<td>CED6802: Trauma in Developmental Context</td>
</tr>
</tbody>
</table>

### Core Counseling Curriculum

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED7152: Counseling and Spirituality</td>
<td>CED6322: Models of Relating Christianity and Counseling</td>
</tr>
</tbody>
</table>
**School of Ministry Prerequisite Guide**  
for the 2014-2015 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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>MIN5213: Spiritual Formation I: Dynamics of the Person and the Kingdom of God</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>MIN5223: Spiritual Formation II: Living in the Divine Conversation and Character</td>
<td>MIN5213: Spiritual Formation I</td>
</tr>
<tr>
<td>MIN5231: Spiritual Formation Retreat Seminar: Theological and Self Understanding</td>
<td>MIN5213: Spiritual Formation I</td>
</tr>
<tr>
<td></td>
<td>MIN5223: Spiritual Formation II</td>
</tr>
<tr>
<td>MIN6213: Spiritual Formation III: Celebrating the Great Traditions of Christian Faith Through Scripture, Literature, and Praxis</td>
<td>MIN5213: Spiritual Formation I</td>
</tr>
<tr>
<td></td>
<td>MIN5223: Spiritual Formation II</td>
</tr>
<tr>
<td></td>
<td>MIN5231: Spiritual Formation Retreat Seminar</td>
</tr>
<tr>
<td>MIN6223: Spiritual Formation IV: Living as an Apprentice to Jesus</td>
<td>MIN5213: Spiritual Formation I</td>
</tr>
<tr>
<td></td>
<td>MIN5223: Spiritual Formation II</td>
</tr>
<tr>
<td></td>
<td>MIN5231: Spiritual Formation Retreat Seminar</td>
</tr>
<tr>
<td>MIN6233: Culminating Project/Final Integrative Seminar</td>
<td>All coursework is required to be completed before taking this course.</td>
</tr>
</tbody>
</table>

### Ministry Skills and Leadership

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>MIN5313: Foundations of Authentic Leadership</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>MIN5323: Interpersonal Skills: Pastoral Care</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
<td>MIN5333: Practical Aspects of the Life of the Minister</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
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<td>MIN5323: Interpersonal Skills: Pastoral Care</td>
</tr>
<tr>
<td>MIN6313: Ministry to Children and Families</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
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<td>MIN5323: Interpersonal Skills: Pastoral Care</td>
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<td>MIN5333: Practical Aspects of the Life of the Minister</td>
</tr>
<tr>
<td>MIN6323: Communication in Ministry</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
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<td>MIN5323: Interpersonal Skills: Pastoral Care</td>
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<td>MIN5333: Practical Aspects of the Life of the Minister</td>
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<td>MIN6313: Ministry to Children and Families</td>
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### Mentored Training

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIN5411: Internship I - Mentored Growth and Development</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
<td>MIN5420: Internship II - Mentored Growth and Development</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
<td>MIN5411: Internship I</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
<td>MIN5420: Internship II</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
<td>MIN5431: Internship III- Mentored Growth and Development</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
<td>MIN5411: Internship I</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
<tr>
<td>MIN5420: Internship II</td>
<td>MIN5313: Foundations of Authentic Leadership</td>
</tr>
</tbody>
</table>

### Biblical History and Theology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>MIN5113: Hermeneutics and Exegesis</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>MIN5123: Historical Theology: The Great Questions Addressed by the Christian Faith</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>MIN5133: Church History: The Great Traditions of Christian Faith</td>
<td>No Prerequisite</td>
</tr>
<tr>
<td>MIN6113: Understanding the Bible through its Uniting Themes</td>
<td>MIN5113: Hermeneutics and Exegesis</td>
</tr>
<tr>
<td>MIN6123: The Trinity: God Revealed as Father, Son, and Holy Spirit; God in the Midst of Thinking, Being and Doing</td>
<td>MIN5123: Historical Theology: The Great Questions Addressed by the Christian Faith</td>
</tr>
</tbody>
</table>
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WILLIAM E. MCGEE, ED.D.
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SCOTT HARROWER, PH. D.

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BILLY WILLITS, M.A.B.S.

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**Fall 2014 Academic Calendar**

Faculty Retreat ................................................................. August 1, 2014
LAST DAY TO MAKE FINANCIAL ARRANGEMENTS by 5:00 p.m .......................................................... August 1, 2014
Fall Orientation and New Student Pre-registration - Atlanta Campus ................................................................. August 11, 2014
Fall Orientation and New Student Pre-registration - Chattanooga Campus .................................................. August 14, 2014
Independent Studies: Final Approval Deadline for Fall Semester ................................................................. August 15, 2014
Classes Begin .......................................................................................................................... August 18, 2014
End of Add/Drop Period ........................................................................................................... August 22, 2014
Genesis Picnic .......................................................................................................................... August 23, 2014
Last day for 90% Refund on Withdrawal ......................................................................................... August 26, 2014
Labor Day Holiday (Offices closed - no classes will meet) ............................................................... September 1, 2014
Last day for 75% Refund on Withdrawal ......................................................................................... September 10, 2014
Last day to Withdraw from Weekly Classes with W on Transcript ................................................ September 15, 2014
Alumni Reunion ......................................................................................................................... September 19, 2014
Last day for 50% Refund on Withdrawal ......................................................................................... September 29, 2014
Spring Semester Pre-Registration for Returning Students ...................................................................... October 6, 2014
Last Day to Withdraw from Classes with WP/WF on Transcripts .................................................. November 14, 2014
Last Day of Classes ..................................................................................................................... November 21, 2014
Thanksgiving Break (Offices closed Weds.-Fri.) ................................................................................ November 24-28, 2014
Exam Week .................................................................................................................................... December 1-5, 2014
Student Qualifying Evaluations ........................................................................................................... December 3, 2014
Offices Closed (Counseling Centers may differ) ............................................................................ Dec. 22, 2014 - Jan. 2, 2015
Spring 2015 Academic Calendar

Offices open.........................................................................................................................January 5, 2015
LAST DAY TO MAKE FINANCIAL ARRANGEMENTS by 5:00 p.m.................................January 5, 2015
Spring Orientation and New Student Pre-Registration - Atlanta Campus ..........................January 8, 2015
Professional Seminar begins..............................................................................................January 8, 2015
Spring Orientation and New Student Pre-Registration - Chattanooga Campus ..............January 9, 2015
Independent Studies: Final Approval Deadline for Spring Semester ...................................January 9, 2015
Weekly classes begin.............................................................................................................January 12, 2015
End of Add/Drop Period.....................................................................................................January 16, 2015
MLK Day (No Classes) ........................................................................................................January 19, 2015
Last day for 90% Refund on Withdrawal .............................................................................January 21, 2015
Last Day to Withdraw from Weekly Classes with W on Transcript .....................................January 30, 2015
Last Day for 75% Refund on Withdrawal ........................................................................February 4, 2015
Last Day for 50% Refund on Withdrawal ........................................................................February 25, 2015
Spring Break ........................................................................................................................March 9-13, 2015
Summer Semester Online Registration for Returning Students ...................................Mar. 18, 2015 - May 15, 2015
Last Day to Withdraw from Classes with WP/WF on Transcripts......................................April 1, 2015
Good Friday (Offices closed; select classes may meet).......................................................April 3, 2015
Summer Semester Pre-Registration for New Students ..................................................April 1, 2015 - May 15, 2015
Last Day of Classes ............................................................................................................April 24, 2015
Exam Week ........................................................................................................................April 27, 2015 - May 1, 2015
Student Qualifying Evaluations .........................................................................................May 6, 2015
Graduation .............................................................................................................................May 9, 2015

Summer 2015 Academic Calendar

LAST DAY TO MAKE FINANCIAL ARRANGEMENTS by 5:00 p.m.................................May 18, 2015
Summer Orientation and New Student Pre-registration - Atlanta Campus .......................May 21, 2015
Summer Orientation and New Student Pre-Registration - Chattanooga Campus .............May 22, 2015
Independent Studies: Final Approval Deadline for Summer Semester .............................May 22, 2015
Memorial Day (Offices Closed)..........................................................................................May 25, 2015
Classes Begin.......................................................................................................................May 26, 2015
Graduation Applications Due (Students graduating in December 2011, May & August 2012)May 29, 2015
End of Add / Drop Period..................................................................................................May 29, 2015
Last Day for 90% Refund on Withdrawal .........................................................................June 3, 2015
Last Day for 75% Refund on Withdrawal .........................................................................June 10, 2015
Last Day to Withdraw from Weekly Classes with W on Transcript ....................................June 12, 2015
Last Day for 50% Refund on Withdrawal .........................................................................June 29, 2015
Independence Day Holiday (Offices Closed - No Classes will Meet) ................................July 2, 2015
Fall Semester online-registration for Returning Students ..............................................June 15, 2015 - Aug. 7, 2015
Fall Semester Pre-Registration for New Students .............................................................June 22, 2015 - Aug. 7, 2015
Last Day to Withdraw from Classes with WP/WF on Transcripts .....................................July 17, 2015
Last Day of Classes.........................................................................................................July 31, 2015
Exam Week .......................................................................................................................August 3-7, 2015
Student Qualifying Evaluations .......................................................................................August 5, 2015
Fall 2015 Academic Calendar

Faculty Retreat ........................................................................................................................................................... TBA
LAST DAY TO MAKE FINANCIAL ARRANGEMENTS by 5:00 p.m. ................................................................. August 10, 2015
Fall Orientation and New Student Pre-registration - Atlanta Campus .......................................................... January 4, 2016
Fall Orientation and New Student Pre-registration - Chattanooga Campus .................................................. January 4, 2016
Independent Studies: Final Approval Deadline for Fall Semester......................................................................... January 4, 2016
Classes Begin ...................................................................................................................................................... January 4, 2016
End of Add/Drop Period ................................................................................................................................... January 4, 2016
Last day for 90% Refund on Withdrawal ............................................................................................................. January 4, 2016
Genesis Picnic ..................................................................................................................................................... January 4, 2016
Last day for 75% Refund on Withdrawal ............................................................................................................. January 4, 2016
Last day to Withdraw from Weekly Classes with W on Transcript ..................................................................... January 4, 2016
Last day for 50% Refund on Withdrawal ............................................................................................................. January 4, 2016
Alumni Reunion ...................................................................................................................................................... January 4, 2016
Spring Semester Pre-Registration for Returning Students ................................................................................... January 4, 2016
Spring Semester Pre-Registration for New Students ............................................................................................ January 4, 2016
Last Day to Withdraw from Classes with WP/WF on Transcripts ..................................................................... January 4, 2016
Last Day of Classes ............................................................................................................................................ January 4, 2016
Thanksgiving Break (Offices closed Weds.-Fri.) ................................................................................................. January 4, 2016
Exam Week .......................................................................................................................................................... January 4, 2016
Student Qualifying Evaluations ............................................................................................................................ January 4, 2016
Christmas Break for Students ............................................................................................................................. January 4, 2016
Offices Closed (counseling centers may differ) .................................................................................................. January 4, 2016
Spring 2016 Academic Calendar

MLK Day (No Classes) ........................................................................................................................................... January 4, 2016
End of Add/Drop Period .................................................................................................................................... January 4, 2016
Spring Orientation and New Student Pre-Registration - Atlanta Campus .......................................................... January 4, 2016
Spring Orientation and New Student Pre-Registration - Chattanooga Campus .................................................. January 4, 2016
Independent Studies: Final Approval Deadline for Spring Semester .............................................................. January 4, 2016
Weekly classes begin ............................................................................................................................................ January 4, 2016
Professional Seminar begins .............................................................................................................................. January 4, 2016
Last day for 90% Refund on Withdrawal ............................................................................................................. January 4, 2016
Last Day to Withdraw from Weekly Classes with W on Transcript ..................................................................... January 4, 2016
Last Day for 75% Refund on Withdrawal ............................................................................................................. January 4, 2016
Last day for 50% Refund on Withdrawal ............................................................................................................. January 4, 2016
Spring Break ......................................................................................................................................................... January 4, 2016
Summer Semester Online Registration for Returning Students .................................................................. January 4, 2016
Good Friday (Offices closed; select classes may meet) ........................................................................................ January 4, 2016
Summer Semester Pre-Registration for New Students ..................................................................................... January 4, 2016
Last Day to Withdraw from Classes with WP/WF on Transcripts .................................................................... January 4, 2016
Last Day of Classes ............................................................................................................................................ January 4, 2016
Exam Week .......................................................................................................................................................... January 4, 2016
Student Qualifying Evaluations ............................................................................................................................ January 4, 2016
Graduation ............................................................................................................................................................ January 4, 2016

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## Summer 2016 Academic Calendar

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<td>Independent Studies: Final Approval Deadline for Spring Semester</td>
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<tr>
<td>Last day for 75% Refund on Withdrawal</td>
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<td>Summer Orientation and New Student Pre-registration - Atlanta Campus</td>
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<td>Last Day for 75% Refund on Withdrawal</td>
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Admissions
888-924-6774

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McCarty Building
2055 Mount Paran Road N.W.
Atlanta, GA 30327
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Toll-free 888-267-4073
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