



Academically Excellent, Distinctively Christian

Psychology

Master of Science (M.S.)

Program Handbook

Non-Licensure

(Fall 2023 – Summer 2024)



Christian Leadership
to Change the World

CRB 161 (Psychology)
1000 University Drive
Virginia Beach, Virginia 23464
757-352-4366 (TEL)/ 757-352-4304 (FAX)
Email: msgpsy@regent.edu

Important Notice

This handbook summarizes the policies and other program information for the M.S. Program in Psychology. The M.S. Program in Psychology at Regent University and all concentrations offered within it are considered non-licensure academic programs. Completing the M.S. Program in Psychology will not qualify a graduate for licensure or guarantee acceptance to a Psy.D. program at Regent University or another higher academia establishment. All policies and requirements are subject to change. Students are expected to regularly review program announcements that accompany such changes and then abide by the changed policies. Students from all cohorts are obligated to follow current program policy and procedures as they evolve unless otherwise stated.

Table of Contents

The M.S. Program in Psychology.....	1
Program Aim	1
Student Learning Outcomes	1
Why Psychology?	1
Career Paths with the M.S. Degree.....	2
A Quality Standard for Online Education.....	2
Program Faculty	2
Program Procedures & Policies.....	3
Academic Honesty Policy	3
Advising.....	3
Appeals/Grievances	3
Attendance/Online Participation	5
Add/Drop	6
Auditing Courses	6
Course Evaluations.....	6
Course Registration.....	6
Grading.....	7
Graduation & Degree Conferment	8
Late Work.....	9
Leave of Absence Policy	9
Library	9
Performance Concerns	10
Program Disenrollment.....	10
Program Time Limit.....	11
Provisional Status.....	11
Student Records/Transcripts	11
Graduate Credit by Transfer/Advanced Standing.....	12
Transfer/Advanced Standing in the Psy.D. Program at Regent University.....	13
Writing Style.....	14
Software Requirements.....	14
Curriculum & Degree Requirements.....	15
Approved Degree Program	15
Concentrations in the M.S. Program in Psychology.....	15
Degree Requirements.....	16
Integration of Faith & Learning.....	20
Foundations of Graduate Success (CHBS 500).....	20
Library Course Requirement	21
Remedial Requirements.....	22
Sequential Coursework.....	21
Approved Degree Plan.....	23
Satisfactory Standing Requirement	25
Student Life	26
Career Services.....	26
Chapel	26
Communication.....	26
Emails.....	26
Council of Graduate Students (COGS)	26
M.S. Program Faculty & Staff	28

The M.S. Program in Psychology

Program Aim

The aim of the M.S. program in Psychology is:

Expanding opportunities for service, impact, and career through faith-integrated advanced training in psychological science.

Student Learning Outcomes

1. M.S. Program graduates will be able to evaluate concepts related to affective, cognitive and social aspects of psychological science.
2. M.S. Program graduates will be able to apply quantitative research methods to the critical analysis and design of psychological research.
3. M.S. Program graduates will be able to translate psychological research findings into potential practical applications.
4. M.S. Program graduates will be able to integrate a Christian worldview into the study of psychological science.

Why Psychology?

APA's Division 1, *The Society for General Psychology*, emphasizes the importance of engaging psychological science from a coherent framework that integrates multiple areas of specialization within the discipline. At a time when professional psychology is becoming increasingly specialized, a countervailing call to reconnect the diverse endeavors that make up psychology to common or converging disciplinary foundations has been raised. While long a methodologically and theoretically pluralistic science, a number of widely recognized areas of contemporary psychology exist that serve as the field's discipline-specific knowledge base. Even in the applied professional areas of clinical counseling psychology, APA accreditation has emphasized that professional work in psychology (now *health service psychology*) should be grounded on the broad and general areas of psychological science. The new APA *Standards on Accreditation* refer to these areas as the field's "discipline-specific knowledge". The broad and general areas of psychology include the following curricular areas:

- Biological aspects of behavior
- Cognitive & Affective aspects of behavior
- Social aspects of behavior
- History & Systems of Psychology
- Techniques of Data Analysis
- Research Methodology

M.S. programs are highly variable in what specific coursework they offer across this spectrum. The Regent University M.S. program is designed to specifically address the full range of broad

and general courses in a manner that will provide students with a strong graduate-level preparation in psychological science.

Career Paths with the M.S. Degree

M.S. in Psychology program is not designed to prepare or qualify graduates for licensure in the professional practice of psychology. This program provides foundational preparation in the scientific knowledge base of applied, clinical and counseling psychology for those students that desire to seek further training at the doctoral level. Gaining entry into an APA accredited doctoral program is highly competitive, and obtaining an M.S. of degree in general psychology will increase a student's competitiveness for such programs and will often result in advanced standing when admitted. However, transfer into any doctoral program (including Regent's Psy.D. Program **is not automatic and cannot be guaranteed** upon completion of this MS Program).

The quantitative and translational science skills in the M.S. program are by themselves a highly valued set of skills sought out by prospective employers in a wide range of fields such as human services, retail, research, and consulting, bring advantage to those who seek to enhance career paths other than those in the professional practice of psychology.

A Quality Standard for Online Education

Regent University entered the arena of online education at a relatively early point in the development of online higher education. Regent has from the start been committed to offering online college-level training with a rigorous quality standard. In 2015, *U.S. News & World Reports* listed Regent University's online bachelor's programs in the top 15 of all such programs. The School of Psychology & Counseling's CACREP accredited counseling programs were among the first CACREP accredited programs offered in a distance format and included the first CACREP accredited doctoral program in Counseling Education & Supervisor. The M.S. program continues this same commitment to a quality standard in distance education.

Program Faculty

The M.S. program draws from a wide range of psychological expertise and qualifications in the University's doctoral and undergraduate psychology faculty. These nationally and internationally esteemed faculty provide guidance, instruction, and potential thesis research chairs to students in the M.S. program. The program additionally draws from highly qualified adjunct and affiliate faculty.

Program Procedures & Policies

Topics in this section of the program handbook are arranged alphabetically.

Academic Honesty/Integrity Policy

A Christian community of teachers and scholars recognizes the principles of truth and honesty as absolutely essential. It is assumed that academic honesty will prevail throughout graduate study. Problems of integrity will be expedited with an equal concern for love and justice. Students respect the honor system when completing exams or presenting work and any other academic projects or papers as their own. *Students bear full responsibility for demonstrating that they deserve a positive evaluation.* If a professor is uncertain about whether a student merits a favorable evaluation, the onus of proof remains with the student. This is particularly true in any circumstance where the professor suspects questionable ethical conduct (e.g., inappropriate collaboration, plagiarism, cheating, etc.). Students will only receive positive evaluations when the professor is satisfied that the work is of commensurate graduate-level quality and has been produced in the manner expected by the professor. Students retain full responsibility for ensuring that they correctly understand the performance expectations required for positive evaluations. The Regent University *Student Handbook* provides detailed information on the university's academic honesty policy and the due process steps that govern when faculty are concerned that students may be in violation of the honesty standard.

Advising

Regent's [Office of Academic Advising](#) provides advising support to all students at the University. Students will be assigned a personal academic advisor to help them determine what courses are needed, plan their degree, register, and engage/procure needed university resources. Students can find the name of their advisor by looking at the Student page in the [My Regent](#) portal. Students can engage their program director and other program faculty for advice as needed.

Appeals/Grievances

In all academic communities, such as Regent, disagreements or conflicts may arise between persons relative to performance, conduct, or interpersonal issues. These conflicts may involve areas related to in-class and/or outside-of-class activities. Whether faculty or student, the same biblical principles found in Matthew 18:15-17 should guide the resolution of differences. A student with a concern should first communicate that concern face-to-face to the faculty member with whom the conflict has arisen. If the student is not satisfied with the results of this meeting or does not feel safe discussing the situation alone with the professor, the faculty advisor should be consulted. In differences involving the academic advisor, the Program Director should be consulted. If informal options to resolve the matter are not successful, students have recourse to formal options. These are of two types depending on the nature of the issue.

- **Academic Appeals:** Students may appeal a final course grade or other major non-course academic decision (i.e., determination of a failing performance on a thesis). Individual assignments or course element grades, such as the grade of a single course item or test, may not be appealed except as a part of a general case to appeal the final course grade. Consistent with university policies regarding academic appeal (see the Regent University [Student Handbook](#)), students in the M.S. program must take the following steps in submitting an academic appeal.
 1. Students should first attempt to informally resolve the matter directly with the evaluating faculty member.
 2. Students who wish to formally appeal a grade must do so in writing to the evaluating faculty member within 30 days of the receipt of the grade. The appeal must provide a rationale for the grade to be reconsidered. Faculty members are expected to use their judgment in assigning grades and differences *between faculty* in how stringently a faculty member may evaluate students are not a basis for a grade reversal. Adequate grounds for reversing grade decisions include a demonstration that computation error has been detected, resulting in an incorrect grade, or that the grade was determined in an arbitrary or capricious manner inconsistent with course, program, or University policies impacting the assignment of the grade.
 3. The faculty member receiving the appeal will communicate a decision and rationale regarding the decision to the appellant within 14 days of its receipt.
 4. If the student does not believe an appropriate decision was reached by the faculty member or the faculty member did not communicate a decision to the student, the student may further appeal to the dean of the School of Psychology & Counseling. The Dean will typically task the program director to assist in the adjudication of the appeal. This must occur within seven days of receipt of the faculty member's decision or within 21 days of submission of the original appeal to the faculty member. The Dean will render a decision within 30 days, and this decision is considered final unless the Dean is also the course instructor. In this latter case, the student may appeal to the Executive Vice President instead of the Dean.

- **Grievances:** Grievances arise when students believe that some interaction or treatment by a university faculty member, staff person, representative, or student has acted inappropriately. Although some different paths for grievances are present depending on the nature of the concern, the general grievance procedure is described below. As with differences over academic evaluations, Regent community members are expected to pursue the resolution of differences or conflicts in a manner consistent with Matthew 18 principles whenever possible.
 1. The student should first present their concern to the party against whom they have the grievance unless safety is a concern. If safety, emergency, or violation of the law is a concern then a complaint to campus or local police should be the first course of action. For non-emergency or immediate safety issues, the student may consult with their advisor or a faculty about the concern, typically

concealing the identity of the peer as the first step as they seek guidance on the professional and ethical considerations of the concern.

2. Should informal efforts at resolving grievances directly with the individual not be successful in the case of an employee, students should take the matter to the employee's supervisor. The supervisor is to respond within 14 days of receiving the grievance.
3. If still not resolved, the student may file a *Grievance Request* with the Executive Director of Students Services within 30 days of the response from the supervisor for a final level of review/appeal that may utilize a number of possible responses depending on the nature of the matter as outlined in the *Student Handbook*.

Attendance/Online Participation

Weekly attendance consists of student participation in at least two types of learning activities in the M.S. program. Some classes require live attendance for at least some sessions during synchronous class meetings in the course rooms in CANVAS. Other forms of attendance in the online class environment consist of active participation and completion of online work by pre-established course deadlines. Many of these activities will involve substantial peer interaction, such as contributions to discussion forms, completion of group presentations, or other forms of learning with significant socialization elements. It is important for students to understand that a failure to complete online work by weekly or other deadlines means more than just missed work. It also constitutes a form of absence from the course since the weekly online work is a key way that students *attend* class in the distance learning environment. Consequently, professors will track such timely participation as a form of assessing attendance. Students should carefully review the syllabus prior to the start of class to determine the specific way that attendance/participation will be tracked and evaluated by the professor in each class. Typically, students will receive a confirmation of attendance in the CANVAS gradebook for each week that both forms of participation have occurred.

Add/Drop

Before the end of the add/drop period, students may change their course registration directly through Genisys. In order to drop or add a course after this period, students fill out the ADD/DROP form, available on the web, and submit it to his/her advisor for approval. Such approval will only be given in exceptional cases. Students will need to contact the registrar's office for information on how to proceed in the latter case. Remember that any changes to a planned degree program also require approval by one's academic advisor and the program director and must result in a revised ADP before adding or dropping courses.

Note: The authorized add/drop period is communicated on the University graduate school academic calendar, which is available as a link on the regent.edu main page. This calendar is enforced regardless of when the DPCP class actually starts. Students should consult the University academic calendar to be aware of the exact dates.

Auditing Courses

Students desiring to formally audit a credit course on a non-credit basis will complete a *Request to Audit* form. Those who enroll and successfully complete the course will have the audit course placed on their transcript with a non-credit (N.C.) notation. Audit students will pay one-half the tuition of those taking the course for credit. This discount only applies if the student registers before the courses start.

Course Evaluations

Near the end of each semester, and occasionally at mid-semester, students are expected to complete a written or online evaluation of each course. All evaluations are anonymous, and confidentiality is maintained. Instructors do not have access to completed course evaluation information until after grades are submitted.

Course Registration

Continuing students register prior to the start of each session, typically during the preceding session for the following session. Check the calendar for specific dates and deadlines. Failure to register by the first day of classes will result in the assessment of a late registration fee.

Students register online through Genisys. Once a student has been accepted into a program at Regent University, they are mailed log-in information for Genisys. Students may contact the computer services helpline at 757-352-4076 for further assistance in accessing Genisys. A computer-printed schedule indicating the courses to which you have been admitted will be returned to you and serves as your confirmation of having been registered.

Doctoral preparation concentration students must be registered for thesis credits by the university advising office.

PLEASE NOTE: If you are not officially registered and on class lists, you may not attend classes.

If any changes in course registration are made (including a decision to add an audited course) after the electronic registration period closes for Genisys, a Drop/Add form must be filled out. If the registration change would change the ADP form, the student should also turn in an updated and signed (by the advisor) ADP form with the add/drop form. For further clarification of this policy, see the Regent University catalog.

Grading

The student's cumulative GPA must remain at 3.0 or higher to remain in good standing within the program. The grading scale is as follows (this grading scale supersedes all syllabi):

Grade	Percentage	Quality Points	Meaning of Grade
A	93–100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	Good
B	83-86	3.00	
B-	80-82	2.67	Satisfactory*
C+	77-79	2.33	Failing
C	73-76	2.00	
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	0.67	
F	0-59	0.00	

***Note: While a grade of B- is a passing grade for the standard progression of the M.S. program, many doctoral programs may not be willing to transfer or otherwise give credit for graduate coursework receiving a grade below B. Therefore, in order to remain in the Doctoral Preparation concentration of the M.S. Program, students are required to pass all courses with a grade of B or higher and maintain a cumulative GPA of 3.5 or higher. Receiving a grade of B- (or lower) in two courses or more within a student's time in the program is grounds for dismissal from the Doctoral Preparation concentration, even if the student retakes the course at a later date. Each request to retake a course to receive a higher grade in order to remain in the Doctoral Preparation concentration will be reviewed on a case-by-case basis.**

In addition to traditional letter grading (i.e., A, B+, B, etc.), other grades may be received in a variety of circumstances. These include:

- *Pass/Fail Course Grades (P/NP):* Some courses are graded on a pass ("P"), no-pass ("NP") basis (e.g., thesis). This grading format does not mean that the course is easier than letter-graded courses or that less work is required. In such cases, the syllabi will specify exactly what performance is required to obtain a grade of pass. Students should

consult with university policies to determine how pass-fail course credits are factored into overall GPA.

- *Incomplete Grades (I)*: An incomplete grade ("I") will only be given in a regular course for legitimate deficiencies due to illness, emergencies, or other extraordinary reasons acceptable to the professor, including university equipment breakdown or shortages and not because of neglect or poor planning on the student's part. Students must formally request an incomplete prior to the end of the term in which the student is enrolled. Approval of a request for an incomplete requires concurrence by the instructor and multiple levels of review, so students should not anticipate that they will be automatically given an incomplete by virtue of the request. Typically, students who are approved for an incomplete must complete all requirements for the course prior to the end of the following semester. If all work is not submitted by the end of the following semester, a notation of "FX" will be posted automatically unless a student has applied for an extension of an incomplete and been approved by the University prior to the end of the class term in which the student was expected to have completed the work. The student must request an extension by submitting to the Registrar's Office a *Request for Extension of Incomplete* form. Please note the requirements for Incompletes located in the University Student Handbook.
- *In Progress Grades (IP)*: In progress grades ("IP") shall be given when work is not completed by the end of the semester for Thesis courses or Thesis Continuation. Students who do not complete the requirements for such courses before program disenrollment for any reason will have the IP grade replaced with a withdrawal grade ("W"). Any re-admitted student desiring reinstatement to the course after a "W" has been posted must register again and pay the full current tuition for the course. A request for an IP must be submitted two weeks prior to the last day of class.
- Other Grades that May Post on Student Transcripts
 - W Withdraw
 - WF Withdraw Failing
 - AU Audit (no credit)
 - FX Failure to finish and incomplete

Graduation & Degree Conferment

Regent University's graduation ceremony takes place in May. The specific date is announced in the University academic calendar. No student will participate in a graduation ceremony until all academic requirements are completed. Thesis defenses must be completed and passed by February 15th in order to be approved to participate in the May ceremonies. While the Registrar's Office will notify students of anything missing from their file that is necessary for graduation, students are ultimately responsible for providing the required material and ensuring that all necessary evidence is in the file to validate that the degree has been earned. Students will only be approved to walk in commencement if all coursework and their thesis are satisfactorily completed. In rare cases (i.e., one course remaining, thesis not yet defended but nearly completed), students may be granted permission to participate in commencement despite still having some work to complete after the ceremony. In order to be granted this exceptional consideration, students must submit an academic petition requesting permission to

take part. If approval is granted, the student must register and pay in advance for the course(s) remaining. Students are strongly encouraged to have all coursework completed to walk in commencement.

While the Program works with the Registrar's Office to verify that a student has completed all degree requirements, the University awards the degree. The degree clearance process is handled by the Registrar's Office and students should communicate with them regarding the needs for documented proof of their degree and degree status. Students should be aware that the processing of degrees does not take place until after grades are posted for the semester in which you have applied for your degree, and it can take several weeks to be completed. When applying for jobs, it is important to allow time for degree processing and verification after the term end date. Students that applied by the University's deadline for the correct term of degree completion should anticipate no less than for their degree clearance to be processed and their degree conferred on their transcripts. The Registrar's Office communicates to students when their degree clearance has been completed via their student email address.

Late Work

Late work will not ordinarily be accepted. Should a student anticipate being unable to meet a deadline due to a justifiable reason, the student should contact the instructor as soon as possible (preferably in advance of the missed deadline) and request an extension. The granting of such requests will be at the instructor's discretion and will be guided by the nature of the excuse, whether the missed or late work is an isolated incident for the student, and the feasibility of the student completing all required activities prior to the end of the course.

Leave of Absence Policy

Students in good standing who cannot continue the course of study due to unusual personal, family, professional or academic difficulties have the option of requesting a leave of absence (LOA). During the leave of absence, students are not registered for any courses or thesis work. In order to request approval for a LOA, students must complete an Academic Petition form and submit it to the program director through their advisor. If approved for a LOA, students must pay a \$300 leave of absence fee. Students may be granted up to 12 months (three semesters or one academic year) of LOA. Students who are not actively enrolled (i.e., registered and completing classes) for longer than the maximum of 1 year LOA will be disenrolled from the program and the university. Such students would have to reapply and regain admission to the program to return to their studies and would fall under the degree requirements in effect at the time of their admission.

Library

The library has over 150 databases, including the APA's PsycInfo database. Students are encouraged to raise information and research questions with a reference librarian. Students may report items that they think the library needs by going to the Public Access Catalog on the university library web page.

Students may make an appointment with the Library Liaison to pursue specific research needs. Appointment forms can be obtained at the library reference desk.

Performance Concerns

If a faculty member develops a concern regarding a student's progress, they may request a conference with the student and/or present a Note of Concern. Notes of Concern document an area of concern but are for the use of the student and faculty member only at a preliminary stage. If the concern is adequately resolved, the Note of Concern will never be entered into the student's file. Un-remediated concerns or matters deemed too serious for this informal feedback may result in a *Professional Development Form*. If the faculty member or student desires, a third faculty person may be included in a performance concern conference. If disciplinary procedures are needed, the university student disciplinary procedures will be followed (see *Student Handbook*)

Program Disenrollment

A student may be disenrolled from the M.S. program and the University for any of the following reasons:

- A. *Academic*: For failure to perform satisfactorily at the graduate level and/or make satisfactory progress towards the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain a 3.0 or better grade point average, inability to complete academic courses within reasonable time frames (see Incomplete policy), and a failure of (less than a B-) of two courses during the program is grounds for dismissal.
- B. *Failure to Register*: Students who fail to register for two or more consecutive semesters without authorized leave of absence are subject to dismissal.
- C. *Timing Out*: Failure to graduate within the maximum time limit allowed by the graduate school for a master's degree program (5 years). The student may petition to have this requirement waived for an appropriate cause.
- C. *Financial*: For failure to meet tuition and financial obligations to Regent University.
- D. *Unprofessional Personal Conduct*: For failure to behave consistently with the codes of ethics of the profession of psychology or the conduct expectations of Regent University.

Disenrollment will typically occur only after other reasonable options to resolve the area of difficulty have failed. Disenrollment may be appealed by following the university's due process procedure.

Program Time Limit

Per University policy, all students must complete the program within five years of their first enrollment. Students who have not completed all program requirements prior to the end of their fifth year will be dismissed from the program. In exceptional circumstances, students may be granted an extension. Students must request such an extension through an academic petition. The petition must be justified based on extraordinary considerations and receive the program director's and executive vice president's approval to be granted.

Provisional Status

A student may show promise during the admissions process but still present some significant questions as to whether he or she may have the ability or academic performance patterns to successfully complete the M.S. program. Depending on the program capacity and the student's overall admission profile, the program may allow the student to attend the program on a provisional status for one semester. The student may not complete more than 12 credits in this status and must complete the first nine credits taken in the program with a grade of B or better to continue on in the program as a regularly enrolled student.

Student Records/Transcripts

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

The Office of the Registrar keeps a transcript of all coursework and awarded degrees at Regent. In order to clarify issues pertaining to completed or current coursework, students may examine the unofficial transcript available from Genisys. Official transcripts are issued with the seal of the University. Licensing agencies, school certification offices and other universities almost always require official transcripts. The Registrar issues all official transcripts at Regent University. To order a copy of your transcripts from Regent University, you must go to The National Student Clearinghouse at <https://tsorder.studentclearinghouse.org/school/select>. There is a fee to order transcripts, and you may have them mailed or emailed.

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

Graduate Credit by Transfer/Advanced Standing for the M.S. Program in Psychology

Regent University will accept as transfer/advanced standing credit a maximum of 25 percent of the student's program from applicable transfer/advanced courses taken at another accredited institution. This maximum amount is a combined total of transfer and advanced standing accepted. Students must indicate on their form which type of credit they are seeking: transfer or advanced standing. You will need to submit new official transcripts (the ones submitted for admissions can't be used) for this process.

Transfer credits can be awarded for courses taken but not utilized towards another degree.

Advanced standing, with or without credit, can be awarded for courses taken and utilized towards the completion of another degree.

The request for transfer/advanced standing credit should be completed within the term of acceptance in the student's program so that proper program planning can be done. All transfer/advanced standing credit is subject to approval by the university. A course that is classified as transfer/advanced standing is determined to fulfill the course requirement. Accepted courses with credit will be applied to the degree requirements reducing the number of hours students will need to take at Regent for the master's degree in Psychology.

Criteria for Transfer/Advanced Standing Credit

- Any courses listed as transfer/advanced standing must satisfy at least 75% of the course requirements for the equivalent course and must not omit any content or competencies which the faculty judge to be critical to the course objectives.
- Must have received a grade of B or higher.
- Courses must have been completed within the past seven years.
- Courses taken on a quarter system must ordinarily meet or exceed the equivalent number of semester hours to be considered for transfer or acceptance based on the following conversion: 1 quarter hour = .66 semester hours.
- Some courses are not eligible for transfer, including Contemporary Psychology (GPSY 500) and the Thesis sequence.
- Only graduate-level courses can be used for transfer/advanced standing in the M.S. Program in General Psychology.

Transfer/Advanced Standing in the Psy.D. Program at Regent University

M.S. Psychology students or alumni cannot automatically transfer into the Psy.D. Program. All applicants need to go through the standard competitive admission process into the Psy.D. program. MS in Psychology students/ alumni who obtain competitive admission into Regent's Doctoral Program in Clinical Psychology (Psy.D.) after going through the standard application process are afforded review for Advanced Standing of the following courses in the Psy.D. program. This does not guarantee acceptance into the Psy.D. program. Students must satisfy Psy.D. program Advanced Standing requirements, such as equivalent coverage, sufficiently recent completion for the course preparation to be current, and acceptable academic performance in the course, for such course work to be eligible. However, the M.S. program has designed a number of its broad and general science courses to allow these criteria to be met in addressing the Psy.D. program's core science requirements. At present, the successful, recent completion of the M.S. Program courses is designed to satisfy the corresponding seven courses (21 credits) in the Psy.D. Program. This is particularly significant since the M.S. program is a graduate degree in *general* psychological science, not clinical psychology. The School of Psychology & Counseling has designed the M.S. program to deliver a high-quality master's program in psychological science while simultaneously fulfilling the discipline-specific knowledge coursework expected in an APA-accredited clinical psychology doctoral program. Since APA does not accredit doctoral programs offered in a predominantly online manner, this option allows students who desire to pursue doctoral study in clinical psychology who are not yet ready by qualification or life circumstances to start the residential Psy.D. program, an opportunity to complete over 15% of the doctoral requirements from a distance.

Tentative Transfer/ Waiver Eligible Courses in Regent Psy.D. Program	
M.S. Course	Psy.D. Course/Curriculum Area
GPSY 510-512: Statistics I-III (9 M.S. credits) (must complete all 3 in M.S. sequence)	PSY 714: Statistics (3)
GPSY 513: Research Methods (3)	PSY 617: Research Design (3)
GPSY 515 Biological Bases of Behavior (3)	PSY 715: Biological Bases of Behavior (3)
GPSY 532: Affect, Cognition & Motivation (3)*	PSY 716: Affect, Cognition & Motivation (3)*
GPSY 517: Social Psychology (3)	PSY 717: Social Psychology (3)
GPSY 540: Lifespan Psychology (3)	PSY 640: Lifespan Psychology (3)
GPSY 552: Psychology of Religion (3)	PSY 776: Psychology of Religion (3)

*GPSY 532 will only be accepted upon the student completing a required integration paper for the Psy.D. program.

GPSY 541: Psychopathology will not be accepted as a transfer/waiver/advanced standing course from the MS Program to the Psy.D. Program

Writing Style

The M.S. program uses the *Publication Manual of the American Psychological Association* (most recent edition) as the standard for all writing projects. The APA manual is readily available online through most book distributors, through the online Regent University Bookstore, and in the University Library. Each course paper is expected to be typed according to APA guidelines. Unless otherwise specified, each paper should have a title page, introduction, body of text, conclusion and references. Items such as table of contents, abstract, and lists of tables are not needed for course papers unless specified by the professor. While online discussion forum postings do not need to be *formatted* in APA style, citations and references, when used, should conform to APA Style rules. A student's writing style should be consistent with that found in graduate-level psychology work for all assignments. Graduate-level writing exhibits good organization, appropriate spelling and grammar, and scholarly quality. At times, a student may struggle to meet these requirements. When the faculty notes such problems, the program faculty will work to develop an individualized plan of remediation. Sometimes this will include referrals to the University services focused on writing skill development.

Software Requirements

Students are expected to have reliable access to a computer and fast-speed internet at all times during their enrollment in the M.S. program and to check their email and CANVAS at least once a day. All students, regardless of their concentration, are also expected to have access to **SPSS software (most recent version)** for all statistics courses within the program. This software is available to Regent Students via the IT page in the Student Portal and on-campus computer lab computers. Finally, students need to have access to a high-quality headset with a microphone for participation in online sessions. Participation via typing/ keyboard is not considered sufficient for online synchronous sessions.

Curriculum & Degree Requirements

Approved Degree Program

The *Approved Degree Program (ADP) Form* provides a recorded plan for how students will complete the degree requirements for the Master of Science in Psychology. The first draft of the ADP is completed when the student takes the program's foundations course, *Contemporary Psychology* (GPSY 500). It is common for students to alter their ADP a number of times after that as changes may occur when the student decides to take certain required courses or electives. An updated ADP, approved by the student's advisor and program director, is required whenever a student's actual registration deviates from the planned registration on the ADP. This update must be completed prior to the student registering for any subsequent session. The ADP form can be found on the SPC's [Student Forms & Documents](#) webpage.

If a student for any reason decides to deviate from the designed course sequence/progression, it may result in a significant delay in graduation (up to a year or even longer since some courses are only offered once a year), and therefore, when a student decides to deviate from the plan, it is advised that they contact academic advising and their faculty mentor to discuss possible ramifications for deviating from approved course progression.

Concentrations in the M.S. Program in Psychology

The M.S. program in Psychology offers a standard progression (no concentration selected) as well as the following six concentrations:

- 1) Doctoral Preparation
- 2) Addictions
- 3) Cyberpsychology & Cybersecurity
- 4) Industrial-Organizational Psychology
- 5) Leadership Coaching
- 6) Marriage and Family

The majority of the coursework taken by students (70-75%) is identical in all concentrations and consists of the nine required core courses (27 credit hours). All concentrations result in the same degree and add to the competitiveness of graduates for further career and academic opportunities. Yet the concentrations add additional emphasis on various areas of study that may be of interest to students and fit with students' specific academic and career goals.

Students in the Doctoral Preparation concentration complete the same number of credits as students in the standard progression but take fewer elective credits and have an option of completing a thesis sequence, including a successful defense of a completed thesis project. **After students successfully propose their thesis project (in GPSY 513 or GPSY 518 course),** they may register for Thesis I (GPSY 599A) and Thesis II (GPSY 599B). Students receive an "In progress" grade for the Thesis course sequence until the thesis is successfully defended. If students fail to successfully complete and defend their thesis project by the end of GPSY 599B, the student must register for the Thesis Continuation course (GPSY 599C) each session continuously after GPSY 599B has been taken until the thesis is defended. GPSY 599C can be

taken a maximum of two times. If the student has not completed their thesis successfully in four consecutive semesters, they will be removed from the Doctoral Preparation concentration and will need to complete their degree in the standard progression.

Students may switch concentrations by notifying their advisor and the program director. The only exception to this rule is the Doctoral Preparation concentration which has additional academic requirements. Students desiring to switch concentrations to the doctoral preparation concentration from the standard progression (or any other concentration) may do so at any point in the program, but they will then have to complete all required courses in the Doctoral Preparation concentration and two electives, even if this results in more than the 39 credits ordinarily required for the degree because of additional electives that they may have taken in the standard progression. In addition, in order to remain in the Doctoral Preparation concentration or switch to it at any point, **students must receive a grade of B or higher in all courses they take and maintain a 3.5 GPA** which is consistent with GPA requirements for graduate-level work in most doctoral programs.

Receiving a grade of B- (or lower) in two courses or more within the student's time in the program is grounds for dismissal from the Doctoral Preparation concentration, even if the student retakes the course at a later date. Each request to retake a course to receive a higher grade in order to remain in the Doctoral Preparation concentration will be reviewed on a case-by-case basis.

Degree Requirements

Students in the M.S. program in Psychology must complete 39 credit hours of courses in the program (excluding any courses required by the university).

All students, in any degree progression, must complete as required:

CHBS 500 Foundations of Graduate Success (2 Credits)

UNIV LIB Information Research & Resources (0 Credit)

STANDARD PROGRESSION:

Required Courses – Standard Progression (27 Credits)

GPSY 500 Contemporary Psychology (3 Credits)

GPSY 510 Statistics I (3 Credits)

GPSY 511 Statistics II (3 Credits)

GPSY 513 Research Methods in Psychology (3 Credits)

GPSY 515 Biological Bases of Behavior (3 Credits)

GPSY 517 Social Psychology (3 Credits)

GPSY 532 Affect, Cognition & Motivation (3 Credits)

GPSY 540 Lifespan Psychology (3 Credits)

GPSY 549 Integrative Psychology (3 Credits)

Additionally, students must take 12 credits from the following courses:

GPSY 512 Statistics III (3 Credits)
 GPSY 541 Psychopathology (3 Credits)
 GPSY 550 Health Psychology (3 Credits)
 GPSY 551 Multicultural Psychology (3 Credits)
 GPSY 552 Psychology of Religion (3 Credits)
 GPSY 553 Industrial-Organizational Psychology (3 Credits)
 GPSY 554 Life Coaching (3 Credits)
 GPSY 605 Cyberpsychology (3 Credits)
 HSC 524 Helping Skills & Techniques (3 Credits)
 HSC 526 Life Coaching (3 Credits)
 HSC 535 Addictive Behaviors & Substance Abuse (3 Credits)
 HSC 545 Concepts of Family Systems (3 Credits)
 HSC 546 Counseling Children & Adolescents (3 Credits)
 HSC 570 Multicultural Awareness & Individual Diversity (3 Credits)

ADDICTIONS CONCENTRATION:**Required Courses – Addictions Concentration (27 Credits)**

GPSY 500 Contemporary Psychology (3 Credits)
 GPSY 510 Statistics I (3 Credits)
 GPSY 511 Statistics II (3 Credits)
 GPSY 513 Research Methods in Psychology (3 Credits)
 GPSY 515 Biological Bases of Behavior (3 Credits)
 GPSY 517 Social Psychology (3 Credits)
 GPSY 532 Affect, Cognition & Motivation (3 Credits)
 GPSY 540 Lifespan Psychology (3 Credits)
 GPSY 549 Integrative Psychology (3 Credits)

Additionally, must take 12 credits of the following courses for Addictions Concentration:

GPSY 541 Psychopathology (3 Credits)
 HSC 535 Addictive Behaviors & Substance Abuse (3 Credits)
 HSC 572 Addiction Intervention (3 Credits)
 HSC 574 Process Addictions (3 Credits)

CYBERPSYCHOLOGY CONCENTRATION**Required Courses – Cyberpsychology and Cybersecurity Concentration (27 Credits)**

GPSY 500 Contemporary Psychology (3 Credits)
 GPSY 510 Statistics I (3 Credits)
 GPSY 511 Statistics II (3 Credits)
 GPSY 513 Research Methods in Psychology (3 Credits)
 GPSY 515 Biological Bases of Behavior (3 Credits)
 GPSY 517 Social Psychology (3 Credits)
 GPSY 532 Affect, Cognition & Motivation (3 Credits)
 GPSY 540 Lifespan Psychology (3 Credits)
 GPSY 549 Integrative Psychology (3 Credits)

Additionally, must take 12 credits of the following courses for Cyberpsychology**Concentration:**

GPSY 605 Cyberpsychology (3)

Additionally, students need to choose 9 credits from the list of the following courses:

CYBR 610 Cybersecurity Ethics (3)

GOV 606 Social, Political and Theological Implications of Technology (3)

GOV 662 Cybersecurity Policy & Affairs (3)

GPSY 512 Statistics III (3)

DOCTORAL PREPARATION CONCENTRATION:**Required Courses – Doctoral Preparation Concentration (33 Credits)**

GPSY 500 Contemporary Psychology (3 Credits)

GPSY 510 Statistics I (3 Credits)

GPSY 511 Statistics II (3 Credits)

GPSY 513 Research Methods in Psychology (3 Credits)

GPSY 515 Biological Bases of Behavior (3 Credits)

GPSY 532 Affect, Cognition & Motivation (3 Credits)

GPSY 517 Social Psychology (3 Credits)

GPSY 549 Integrative Psychology (3 Credits)

GPSY 540 Lifespan Psychology (3 Credits)

GPSY 541 Psychopathology (3 Credits)

GPSY 512 Statistics III (3 Credits)

Receiving a grade of B- (or lower) in two courses or more within the student's time in the program is grounds for dismissal from the Doctoral Preparation concentration, even if the student retakes the course at a later date. Each request to retake a course to receive a higher grade in order to remain in the Doctoral Preparation concentration will be reviewed on a case-by-case basis.

Additionally, must take six credits of the following courses for Doctoral Preparation**Concentration:**

GPSY 550 Health Psychology (3 Credits)

GPSY 551 Multicultural Psychology (3 Credits)

GPSY 552 Psychology of Religion (3 Credits)

GPSY 553 Applied & Consulting Psychology (3 Credits)

GPSY 554 Life Coaching (3 Credits)

GPSY 599A & GPSY 599B Thesis I & Thesis II (3 Credits each)**

**** Thesis courses are elective and are only available for students in the Doctoral Preparation Concentration who received a grade of B or higher in GPSY 513 (Research Methods)**

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY CONCENTRATION:**Required Courses – Industrial-Organizational Psychology Concentration (30 Credits)**

GPSY 500 Contemporary Psychology (3 Credits)
GPSY 510 Statistics I (3 Credits)
GPSY 511 Statistics II (3 Credits)
GPSY 513 Research Methods in Psychology (3 Credits)
GPSY 515 Biological Bases of Behavior (3 Credits)
GPSY 517 Social Psychology (3 Credits)
GPSY 532 Affect, Cognition & Motivation (3 Credits)
GPSY 540 Lifespan Psychology (3 Credits)
GPSY 549 Integrative Psychology (3 Credits)
GPSY 553 Industrial-Organizational Psychology (3 Credits)

Additionally, must take 9 credits of the following courses for Industrial-Organizational Psychology Concentration:

GPSY 512 Statistics III (3)
HRMT 641 Training and Development (3)
HRMT 643 Performance Management (3)
LMOL 602 Organizational Development: Consulting, Design, Intervention & Evaluation (3)
LMOL 604 Motivation, Teams, Coaching, and Mentoring (3)
LMOL 605 Organizational Communication, Conflict Resolution, and Negotiation (3)
MBA 640 Managing People (3)

LEADERSHIP COACHING CONCENTRATION:**Required Courses – Leadership Coaching Concentration (27 Credits)**

GPSY 500 Contemporary Psychology (3 Credits)
GPSY 510 Statistics I (3 Credits)
GPSY 511 Statistics II (3 Credits)
GPSY 513 Research Methods in Psychology (3 Credits)
GPSY 515 Biological Bases of Behavior (3 Credits)
GPSY 517 Social Psychology (3 Credits)
GPSY 532 Affect, Cognition & Motivation (3 Credits)
GPSY 540 Lifespan Psychology (3 Credits)
GPSY 549 Integrative Psychology (3 Credits)

Additionally, must take 12 credits of the following courses for Industrial-Organizational Psychology Concentration:

HSC 526 Christian Coaching (3 Credits)
LDRC 501 Leadership Coaching: Transformations (3 Credits)
LDRC 502 Leadership Coaching: Convergences (3 Credits)
LDRC 503 Leadership Coaching: Activations (3 Credits)

MARRIAGE AND FAMILY CONCENTRATION:**Required Courses – Marriage and Family Concentration (27 Credits)**

GPSY 500 Contemporary Psychology (3 Credits)
GPSY 510 Statistics I (3 Credits)
GPSY 511 Statistics II (3 Credits)
GPSY 513 Research Methods in Psychology (3 Credits)
GPSY 515 Biological Bases of Behavior (3 Credits)
GPSY 517 Social Psychology (3 Credits)
GPSY 532 Affect, Cognition & Motivation (3 Credits)
GPSY 540 Lifespan Psychology (3 Credits)
GPSY 549 Integrative Psychology (3 Credits)

Additionally, must take 12 credits of the following courses for Marriage and Family Concentration:

HSC 524 Helping Skills & Techniques (3 Credits)
HSC 544 Marriage & Relationship Counseling (3 Credits)
HSC 545 Concepts of Family Systems (3 Credits)
HSC 546 Counseling Children & Adolescents (3 Credits)

Integration of Faith & Learning

The integration of faith and learning occurs in the M.S. program in an intentional and explicit manner. The motto of the School of Psychology & Counseling is “*academically excellent, distinctively Christian.*” The program is committed to living up to this adage. Integration content and objectives are infused across the curriculum. Consistent with a variety of converging strands of psychological science, the program believes that the scholarly study of disciplines is enhanced and better mastered when that scholarship deeply engages a student and faculty member’s worldviews. Not only does an integrative approach to the study of psychology facilitate our individual learning as a community of Christian scholars, but it also is synergistic with many of the cultural and academic developments that birthed the contemporary discipline of psychology. While not uncritical of the discipline of psychology, the M.S. program celebrates the advances science has made possible in the study of the thought, feelings, and behavior of living organisms, and we seek to connect the best of this science with the eternal truths of God’s revelation. In addition to the infusion of faith and learning throughout the curriculum, all upper-level M.S. students complete a capstone course focused on a summative overview of integrative approaches to contemporary psychology (i.e., GPSY 549 Integrative Psychology).

Foundations of Graduate Success (CHBS 500) – University Requirement

Regent Foundations for Graduate Success (CHBS 500) is an online two-credit course designed to help acclimate students to Regent University and online learning. It will provide the knowledge, resources, and essential skills needed for success at the graduate level. Topics include academic writing, online learning, information literacy, and advising and support services. It is required for all students in the M.S. Program. Please see the university catalog for exceptions to this policy.

Library Course Requirement (UNIV LIB)

Any student who has not been required to complete the CHBS 500 course will be required to take this noncredit UNIV LIB course designed to introduce them to all the databases and resources available at the library for research and writing projects. This course must be completed in the first semester of the student's enrollment in the program.

Remedial Requirements

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

Sequential Coursework

Students enrolled in the program full-time will typically register for 9-12 credits of classes during Fall and Spring semesters and 6-9 credits in the summer. The program is designed to be completed on this full-time basis in 4 semesters or 1.5 academic years. Students electing to complete the program on a part-time basis must register for at least one course each session in the fall and spring semesters and at least one course during the summer semester. **NOTE: *Students electing to complete the program part-time must notify the program of their intent to be a part-time student and bear all responsibility for any federal or other financial aid implications or increased length of time required to complete the program that may result.***

The program is designed to allow flexibility of entry throughout the year; therefore, very few courses in the program require pre-requisite class completion.

Required Course/Registration Sequences in Psychology

- *First Semester Coursework*
 - In their first semester, students are expected to complete:
 - Contemporary Psychology (GPSY 500)
 - Library Course (UNIV LIB)
 - Foundations for Graduate Success (CHBS 500)
- The *Quantitative Sequence* consists of Statistics I-III (GPSY 510-512) and Research Methods in Psychology (GPSY 513)
 - Students must successfully complete (pass) Statistics I prior to Statistics II or III.
 - Statistics II may be taken only after successful completion (passing) of Statistics I.
 - Statistics III may be taken only after successful completion (passing) of Statistics I and Statistics II.
 - While all students may take Statistics III (GPSY 512), it functions as an elective for students in the standard progression but as a required course for students in the Doctoral Preparation concentration.

- *Upper-Level Coursework* (may be taken *after the student has completed 24 credits* in the program).
 - Thesis Sequence (available in the Doctoral Preparation Concentration Only)
 - Completion of a successful thesis proposal.
 - Upper-level Standing (i.e., 24 credits successfully completed).
 - GPSY 510 (Statistics I) successfully completed (passed).
 - Received a grade of B or higher in GPSY 513 (Research Methods).

Approved Degree Plan

The following is a sample, full-time degree plan for standard progression starting in the fall term.

Year 1 (27 Credits)	
Fall Session A (6 credits)	GPSY 500 Contemporary Psychology (3 Credits) GPSY 517 Social Psychology (3 Credits) UNIV LIB - Library Course (0 credits) must be completed in the student's first semester or CHBS 500 (2 credits)
Fall Session B (6 credits)	GPSY 510 Statistics I (3 Credits) GPSY 515 Biological Bases of Behavior (3 Credits)
Spring Session C (6 credits)	GPSY 511 Statistics II (3 Credits) GPSY 532 Affect, Cognition & Motivation (3 Credits)
Spring Session D (6 credits)	GPSY 513 Research Methods in Psychology (3 Credits) Elective 1 (3 Credits)*
Summer Session E (3 credits)	GPSY 540 Lifespan Psychology (3 Credits)
Summer Session F (3 credits)	(optional, can take electives if desired)*

Year 2 (12 Credits)	
Fall Session A (6 credits)	Elective 2 (3 credits)* Elective 3 (3 credits)*
Fall Session B (6 credits)	GPSY 549 Integrative Psychology (3 Credits) Elective 4 (3 credits)*

*Electives do not have to be taken during these sessions only. They can also be taken during any session when a student has "room" for electives and when electives are offered. You need 4 electives to complete this degree within the standard progression, it does not matter when you take them throughout the program.

IMPORTANT (!!!): Please note that if students choose **not to follow the progression of required courses outlined above** (for any reason), **this may delay their graduation by at least one academic year (or more)** since most of the required courses are only offered once per academic year at this time. Thus, when a student decides to deviate from the Approved Degree Plan, it is highly recommended

that they contact their academic advising team and faculty mentor as soon as possible to discuss their options and the potential ramifications of deviating from the Approved Degree Plan (ADP) sequence.

Satisfactory Standing Requirement

In order to stay in “Good Academic Standing,” all students must maintain a 3.0 GPA. Once students have successfully completed 24 credits (typically by the end of spring sessions of their 1st year), they will be classified as *upper-level* students.

In addition, in order to remain in the Doctoral Preparation concentration, students must maintain a 3.5 GPA at the completion of 24 credit hours and a 3.5 GPA while taking “upper level” coursework. Also, in order to remain in the Doctoral Preparation Concentration, students should earn a grade of B or higher in all the courses they take. Receiving a grade of B- or lower is grounds for dismissal from the Doctoral Preparation concentration and will be reviewed on a case-by-case basis.

Receiving two or more grades of C+ or lower is grounds for dismissal from the M.S. Program and also will be reviewed on a case-by-case basis. All students who received unsatisfactory standing notices will be placed on a formal remediation plan.

Student Life

Career Services

Career evaluation, planning, and coordination assistance are available through the university Student Services office.

Chapel

A corporate worship experience is a very important element of university life and students are strongly encouraged to attend university chapels. Many students and staff find fellowship and inspiration at the chapel.

Chapel provides an opportunity for corporate worship and community building, learning about students and faculty in other schools, and hearing information regarding the university. The chapel services are typically streamed live Wednesdays at noon. Students can access the live feed through the student ministries page in the Genisys section of the *My Regent* portal.

Communication

Course and program communication occurs through the following: (1) Regent email system, (2) live Zoom sessions, (3) recorded or “flipped” lectures, (4) online feedback in graded material in CANVAS, and (5) Telephonic communication. The program’s goal is to respond to all emails and phone calls to course instructors within 1-2 business days of their receipt. [If a faculty member or university official requests a meeting with a learner, the learner should respond with times in the current or following week when they are available via phone or Zoom. Email communication between learners and faculty should be sent from and to official regent email addresses.](#)

Emails

We expect appropriate email etiquette. Any email written correspondence should be written in professional ways using correct written English, meaning no abbreviations and no casual use of language (slang). Please use salutations such as “Hello, Professor xx” as well as a polite closing (Respectfully, Sincerely). Emails that do not include these basic requirements will not receive responses.

Council of Graduate Students (COGS)

The Council of Graduate Students (COGS) is a university-wide council of elected students with representatives from each of the graduate schools and institutes. These representatives are elected each spring. Operating under the direction of the dean of students and staff, the council has the following responsibilities: (1) planning and implementing co-curricular activities with the student services manager; (2) building and maintaining community life for students and their dependents; (3) facilitating inter and intra school communication among students,

faculty, and staff; and (4) fostering and preserving unity on the university campus. Distance students are encouraged to contact the SPC COGS representatives for any information or student advocacy concerns they may wish to share. For more information, go to the link on the Student Services webpage.

M.S. Psychology Program

Faculty & Staff

<u>Dean, School of Psychology and Counseling</u> Anna S. Ord, Psy.D. annashi@regent.edu 757.352.4673	<u>Director, M.S. Program in Psychology</u> Jonathan Hoover, Ph.D. jonahoo@regent.edu
<u>Graduate Psychology Academic Services Manager</u> msgpsy@regent.edu	
<u>M.S. Program Graduate Academic Advising</u> 757.352.4385 advising@regent.edu	<u>Office of Admissions</u> 757.352.4498 psycounadmissions@regent.edu
<u>Regent University Core Faculty</u> The M.S. Program in Psychology draws on the broad range of expertise represented in Regent's doctoral program in clinical psychology and bachelor of science program in psychology. The Psychology faculty at Regent University include:	
Linda J. Baum, Ph.D.	
William Hathaway, Ph.D.	
Rachel Stephens, Psy.D.	
C. Eric Jones, Ph.D.	
Fernando Garzon, Psy.D.	
Jessica McCleese, Psy.D.	
Kim Coddington, Psy.D.	
Jennifer Ripley, Ph.D.	
James Sells, Ph.D.	
Shannon Kuschel, Ph.D.	