



School of Education
Department of Counseling and Human Services

STUDENT HANDBOOK

Human Services Program

2021-2022

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ABOUT THIS HANDBOOK

This handbook provides students information about the faculty, curriculum, policies, and procedures of the University of Redlands' Human Services Program. Because all academic programs evolve, changes will occur from year to year. What is presented here is specific to the cohort admitted in Fall 2021.

UNIVERSITY OF REDLANDS ANTI-RACISM STATEMENT

The faculty, administration, and board of trustees of the University of Redlands recognize that racism is pervasive in our society and that no segment of our nation is exempt, including the University. We acknowledge that students, alumni, and employees of the University, especially those who are Black, Indigenous, and Persons of Color, have experienced and have been hurt by marginalization, silencing, tokenism, erasure, and other damaging practices. We recognize that we have not adequately confronted inequities stemming from race and its intersection with other social identities. We unconditionally reject racism in all forms and embrace the institutional change necessary to dismantle systems that perpetuate injustice and inequity.

Knowing that words are powerful when coupled with action, we will be open, transparent, and accountable in the institution's anti-racist initiatives. We will listen and learn from each other and work to hear and amplify the voices of those who have been marginalized, and we will use every opportunity to create lasting change in alignment with these objectives.

We commit to bringing together all constituents to create and implement an anti-racism action plan with specific goals and objectives. Our progress will be measured on set dates and all will be able to inspect, review, and question the outcomes. This process of centering the voices of those who are Black, Indigenous, and Persons of Color is ongoing, and we intend it to be a new and permanent part of our life together.

DEPARTMENT OF COUNSELING AND HUMAN SERVICES (DCHS) MISSION AND VISION

The mission of the DCHS is to prepare ethically and culturally competent counselors and human services professionals. Consistent with the School of Education mission, DCHS graduates have a strong sense of social justice and are able to address issues of diversity, power, equity, and access to care. Students are prepared as community leaders and change agents in local, regional, national, and global contexts.

The vision of the DCHS is to be a responsive and innovative department committed to progressive educational practices and creative training.

PROGRAM PURPOSE AND GOALS

The University of Redlands' Master of Arts in Education in Human Services program empowers students to serve as advocates for the disenfranchised and underserved. An interdisciplinary degree, the program prepares graduates to recognize varying levels of social and educational inequities and develop methodologies

to make a difference. The MA in Human Services program is designed for those who plan to commit their professional lives to the service of others. Enriching coursework challenges students to think critically about issues in our world and diversity of ideas and people.

The online MA in Education, Human Services degree is designed for professionals working in non-profit, government, or education agencies that serve individuals in need. The degree creatively integrates leadership and technical skill development that is central to the creation of successful community based human services.

The MA in Education, Human Services degree adheres to guidelines from the Council for Standards in Human Services Education and the National Organization for Human Services (NOHS), meeting the demands for skills and knowledge by professionals in the field.

Upon completion of the human services specialization graduates will possess the ability to help shape the future by learning how to recognize social and educational inequities as well as:

1. Assess the evolution of the field of human services, its identity, history, and philosophy to support personal identity development as a Human Services professional and form a conceptual framework for research and practice.
2. Locate, and critically evaluate relevant research findings to guide best practice in service delivery, organizational leadership and administration, and advance the field of human services.
3. Integrate knowledge, theory and skills to perform community needs assessment that will inform operational and strategic planning.
4. Integrate organizational leadership theory and practice with program planning and evaluation skills to demonstrate effective organizational leadership.
5. Design and formulate effective strategies to access and successfully utilize sources of health and human services' information to facilitate planning and delivery of services.

PROGRAM FACULTY

The program is housed in the Department of Counseling and Human Services (DCHS). The DCHS encompasses master-level study in the School Counseling program, the Clinical Mental Health Counseling (CMHC), Human Services (HS), and the Counseling and Psychotherapy (MCPT) programs. Human Services students are likely to take classes with students in the CMHC program. The DCHS is one of three departments in the School of Education. The other two are the Department of Leadership and Higher Education and the Department of Teaching and Learning.

The DCHS faculty includes six full-time faculty and several adjunct (i.e., part-time) faculty who are highly qualified by virtue of their training and experience.

Full-Time Counseling Faculty (appearing alphabetically)

Yang Ai (Ph.D., Education and Supervision [CACREP accredited], University of Missouri-St. Louis) is an Assistant Professor. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

Email: yang_ai@redlands.edu



Janee Both-Gragg (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Professor and program coordinator for the CMHC program. She is licensed in California both as a Licensed Professional Clinical Counselor and a Marriage and Family Therapist. For more information about her training, experience, and research interests, visit her faculty [webpage](#).

Email: janee_bothgragg@redlands.edu



Rod Goodyear (Ph.D., Counseling Psychology, University of Illinois at Urbana-Champaign) is a Professor and program coordinator for the Counseling and Psychotherapy program. He is licensed in California as a psychologist. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

Email: rod_goodyear@redlands.edu



Conroy Reynolds (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Senior Clinical Professor II and chair of the department. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

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Trent Nguyen (Ph.D., Social Work, University of Texas at Arlington) is a visiting lecturer and program coordinator for the Human Services program. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

Email: trent_nguyen@redlands.edu



Tamara Tribitt (Ph.D., Counselor Education and Counseling, Idaho State University) is an Assistant Professor and the School Counseling Program Coordinator. For more information about her training, experience, and research interests, visit her faculty [webpage](#).

Email: tamara_tribitt@redlands.edu



PROGRAM REQUIREMENTS

The online Master of Arts in Education, Human Services is designed for professionals working in the community in non-profit, government, or education agencies that serve individuals in need. The critical appeal of this program is the creative integration of leadership and technical skill to achieve the successful

development of community based human services where implementation skills are central to professional work.

Students are constantly encouraged to analyze, debate, and develop productive strategies in response to the principles, challenges, and opportunities of equity and educational justice.

The online program can be completed in 24 months. The degree is completed over six 14-week terms. The program is 36 credit hours and divided into four core courses that provide the skills necessary to conduct graduate-level research, assessment, evaluation, writing, and personal and professional reflection. Upon completing the core courses, students will delve deeper into the Human Services coursework and complete a master's capstone experience tailored to each student's professional interest.

ONLINE COURSEWORK – EFFECTIVE FALL 2021

Year 1 Human Services

Fall

MAED 601 Human Development (3) MAED 602 Learning, Curriculum & Program Development (3)

Spring

MAED 603 Social Justice Leadership (3) MAED 604 Entrepreneurial Leadership (3)

Summer

MAED 605 Introduction to Social Science Research (3) MAED 606A Intro to Action Research A (3)

Year 2 Human Services

Fall

MAED 607 Foundations in Human Services (3) MAED 611 Law and Ethics (3)

Spring MAED 610 Fundamentals of Fundraising (3) MAED 609 Management of Non-Profit Organizations (3)

Summer MAED 606B Intro to Action Research B (3) MAED 608 Social Justice Leadership for Organizational Change (3)

COMMENCEMENT CEREMONY

School of Education students complete program requirements at various points throughout the year. Students may apply to commence in the academic year in which they complete their program requirements as long as they do so by **August 31**. University of Redlands' commencement ceremony occurs in **April each year**.

Students who wish to participate in commencement activities must apply for graduation via [Self-Service Student Planning](#) by **January 31**.

A minimum cumulative GPA of 3.00 (based on a 4.00 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. Credit for a course graded below 2.0 cannot be applied toward a graduate degree.

If students do not submit a plan by January 31, the student will be **ineligible to participate** in the commencement ceremony. Students can review [Graduation Requirements](#) to assess their eligibility and instructions on how to submit their evidence/plan.

STUDENT SUPPORT RESOURCES

Several services in the School of Education and on the University of Redlands campus are available to students should one need academic, career, and/or social-emotional support. ***Please note that all UR faculty are mandated reporters and are bound by the limits of confidentiality. If someone is hurting or planning to hurt a student, if a student is hurting or planning to hurt themselves, or if a student is hurting or going to hurt someone else, UR faculty are required to report this information to university personnel.***

The Office of Student Success

The School of Education's Office of Student Success ([OSS](#); North University Hall) provides academic advising and assists as well as monitors fieldwork placements. The Assistant Director of Academic Advising aligned with the DCHS is Kristin Grammer (kristin_grammer@redlands.edu; NUH 126B, 909-748-8817).

Program Advisement: The OSS is available for academic advisement in collaboration with department faculty and will assist with student planning throughout the program.

Career Placement Services: The OSS supports students in applying for career opportunities during and after graduation from the University of Redlands in collaboration with the [Office of Career and Professional Development](#) (OCPD).

A weekly Monday Morning Message is sent out to all students in the School of Education from the OSS. This is how vital, school-wide information, such as registration and commencement, is communicated. Once students opt out to receive this message, they will not have access to critical information. Note: It is students' responsibility to be diligent about reading the messages communicated via this venue.

When accessing, use Redlands' sign in credentials: firstname_lastname
[For help accessing the webpages, click here.](#)

Students with Disabilities

Students in the DCHS with a disability, particularly those who will need accommodation, should contact their Assistant Director of Academic Advising, Kristin Grammer, at 909-748-8817 or kristin_grammer@redlands.edu.

Writer's Studio

The [Writer's Studio](#) offers one-on-one coaching in all aspects of writing for the School of Education and beyond. Studio sessions are available during the week. Online sessions are available, too. Walk-ins are

welcome during open hours, but an appointment is recommended.

Electronic Tools and Resources

Moodle. The University of Redlands uses Moodle as its learning management system. There will be a Moodle site for each course students take and their designated program. Critical programmatic information is communicated using Moodle's messaging system. Students are responsible for checking their classes and the program Moodle pages regularly.

Email. All entering students are issued a University of Redlands email account. This is the account to which faculty and staff will send emails, so students are expected to use and check that account regularly.

Library

Lua Gregory (lua_gregory@redlands.edu) is a UR School Librarian specifically assigned to support students in the SOE. She is available to assist students with any questions they might have. In addition to its physical location, [Armacost Library](#) has a substantial – and growing – digital collection.

The Counseling Center

The [Counseling Center](#) is the primary mental health clinic for the University of Redlands. It is committed to providing a supportive space for everyone and offers crisis counseling services to graduate students. To schedule an appointment, call 909-748-8108. For after-hours crises, call 909-748-8960. The Counseling Center is located in the Student Development Center on the lower level of Armacost Library.

The Office of Career and Professional Development

To help individuals successfully transition from student to professional life, the University of Redlands' [Office of Career & Professional Development](#) (OCPD) offers comprehensive preparation to give students an edge in the real world. Students can utilize coaching and instructional tools while gathering valuable referrals to assist in an increasingly competitive and network-oriented market. Students can learn the importance of communication and other employment-related skills in preparation for the next step forward.

Office of Equity and Title IX

The University of Redlands is committed to providing a safe learning environment for all students free of all forms of discrimination, sexual misconduct, and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. The University of Redlands has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, no contact orders, and more.

All University of Redlands faculty members are "responsible employees," which means that if students disclose a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, faculty members must share that information with the Title IX Coordinator. Although they have to make that notification, students control how a case will be handled, including whether or not they wish to pursue a formal complaint. The goal is to ensure students are aware of the range of options available to them and have access to the resources they need.

To report an incident, students can:

Report online at: www.redlands.edu/titleix --> Report

Contact the Title IX Office at 909-748-8916

- Title IX Coordinator, Erica Moorer, erica_moorer@redlands.edu or 909-748-8916

If students wish to speak to someone confidentially (meaning not filing with the Title IX Office), they can contact any of the following on-campus resources:

- Counseling Service (<http://www.redlands.edu/student-life/health-and-psychological-services/counseling-center/>, 909-748-8108)
- Crisis Line: 909-748-8960

For more information, please visit www.redlands.edu/titleix.

Student Food Support Pantry

For anyone facing food insecurities, the [Student Food Support Pantry](#) is a resource that is available to all established full and part-time University of Redlands students. The Pantry is located on the west side of The Orton Center in the Mt. Harrison Room. Check the website linked above for hours.

Student Financial Services

Students are encouraged to communicate with an advisor in [Student Financial Services](#). An advisor is available to guide students as they determine how to utilize their financial aid funding. Students will have diverse financial needs, and their chosen track may present financial challenges that can be managed through the assistance of an advisor and proper planning. The physical office is located in the Willis Center.

University Bookstore

If students have any questions about textbooks or regalia they would like to purchase or rent, please contact the University Bookstore Textbook Manager, Brittani Morris, at brittani_morris@redlands.edu or (909)748-8950.

STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE

When a student does not perform as expected (academically, professionally, ethically, and interpersonally) of someone at their level of training, the departmental faculty may develop a remediation plan to address the situation and maximize the likelihood that the student will complete the program successfully. The types of performance issues that can trigger a remediation plan include:

Issues of Comportment and Ethics

- Evidence of unprofessional or unethical conduct (from any source: observation by faculty or staff, substantiated reports by other students, substantiated reports by field supervisors)
- Consistent failure to comply with class requirements, including meeting of established deadlines
- Persistent conflict with classmates or colleagues

Issues of Academic, Interpersonal, and Professional Competence

- Grades below 3.0 in classes
- Site supervisor feedback that the student is not demonstrating expected levels of professional competence
- Course instructors' evaluations that the student is not demonstrating expected levels of professional competence
- Evidence of interpersonal behaviors that place clients or others at undue risk of harm

The Departmental faculty convene to formally evaluate students twice each academic year (Fall and Summer) to determine their program standing. Standing may be reassessed at any time, however, including when any of the following events occur:

1. Student is placed on a remediation plan at a clinical training site.
2. Student leaves a training site related to performance issues.
3. Student receives a grade below 3.0 (including "no credit" and "no pass" grades).
4. Student fails the CPCE.
5. Student has engaged in behavior that violates institutional policy, including ethical expectations.
6. Student has previously referred to the Student Professional Development Committee (SPDC).
7. Student is placed on academic warning/probation.

These biannual reviews are based on impressions the full-time faculty have formed in their interactions with the students, from feedback forms that the adjunct faculty complete for each student, and from any feedback that fellow students might have provided to one or more of the full-time faculty.

Specific areas discussed during bi-annual student reviews include:

- Professional values and attitudes
- Individual and cultural diversity
- Ethical legal standards and policy
- Reflective practice/self-assessment/self-care

The DCHS faculty use the following scales during their reviews of students:

- 0: No concern. Student's pattern of performance is generally consistent with expected levels, and difficulties do not pose a serious threat to student's progress in the program. This is the default scale, and no actions are taken for those students with 0.
- 1: Minimum concern with no formal remediation. Student's progress is monitored by faculty.
- 2: Moderate concern. Student's pattern of performance falls below expected levels and, if unaddressed and persistent, will pose a threat to student's progress in the program. Receipt of this rating will warrant focused attention of the faculty.

- 3: Serious concern. Student's pattern of performance raises significant questions about his/her ability to succeed in the program and satisfactorily meet expected levels of competency. Receipt of this rating will lead to an SPDC referral.

Some students referred to the SPDC may receive a letter of concern or an invitation from faculty to discuss ways to better ensure their success. Others will meet with the SPDC to develop a remediation plan. That plan may include taking additional classwork or repeating particular courses. In the case of very serious ethical or professionalism breaches, it is possible that the departmental decision is made to remove the student from the program.

When remediation plans are implemented, the faculty intends to maximize the likelihood of the student resolving the identified problems successfully within a timeframe specified in the plan. Failure to meet stipulations identified in the remediation plan may result in the removal of the student from the program.

GRIEVANCE PROCEDURES

Every graduate student has the right to:

- Freedom from unfair treatment by faculty or administration
- Due process in the conduct of any proceedings that affect the student's progress in the program
- Petition for the redress of grievances without fear of retaliation

Therefore, students in the Human Services Program should be aware of Department, School of Education, and University policies intended to protect those rights.

Disputed Grades

The most current [University Catalog](#) provides an overview of the process students are to use if they wish to dispute a grade.

ACADEMIC POLICIES

The Department of Counseling and Human Services expects students to abide by specific policies, and students are bound to the policies described in the [University Catalog](#). Because of their importance, the following policies also are presented here for students' ready access.

Changing Class Sections

Students should take extra care in selecting their courses. Changes may be made to course selections before the close of self-registration, which is one week before the term's start date. After this advertised date, **section changes will only be made by the Assistant Director of Academic Advising aligned with the DCHS in consultation with the program coordinator. Section changes will only be made based on the following reasons: class loads, scheduling conflicts, scheduling errors, or improper placement of a student. Changes based solely on instructor preference will not be considered.** If a student is interested in changing to a different section of the same course, they must: a) discuss moving to a new section with their current instructor, b) ask the new instructor for permission to be added, and c) contact the program

coordinator through email. Should the change be granted, students must collaborate with the Assistant Director of Academic Advising aligned with the DCHS.

Attendance

Students are expected to attend all scheduled meetings of the courses for which they are registered. As the University Catalog indicates, students who miss two consecutive class meetings without notifying their instructor may be administratively dropped from the course. Other consequences may arise as a result of enforcement regarding the requirements of financial aid programs.

Continuous Enrollment

Students are expected to be continuously enrolled until the time of degree completion. During this period, students are encouraged to participate as fully as possible in the intellectual life of their discipline and of the School and University community.

Credit Obsolescence

No course that has been completed more than six years before the date of graduation for master's students shall be counted toward a University of Redlands' graduate degree. Students who do not complete their degrees within the six-year completion limit may apply for a degree extension (subject to fees), up to a maximum of two years (total of eight years from the original matriculation date in the degree program). Students in programs that have been eliminated or drastically changed may be required to complete the degree requirements in place at the time of an approved degree extension. For more information regarding credit obsolescence, see the [University Catalog](#).

Leave of Absence

Graduate students who need to interrupt their studies through a leave of absence should discuss their request with the Assistant Director of Academic Advising aligned with the DCHS and complete a leave of absence request, which they can obtain from the [School's Key Student Forms](#) page.

Incomplete Grades

An instructor may submit a grade of Incomplete (I) when coursework is of acceptable quality but has not been finished because of illness or some other extraordinary circumstance. It is not given for poor or neglected work. If no alternate grade is provided, a grade of 0.0 or NC, as appropriate, is recorded automatically on the incomplete deadline date.

It is incumbent upon the student to work with their instructor to complete any outstanding assignments. For students in the School of Education, the deadline to make up an incomplete grade is eight weeks from the course's end date.

Graduate Academic Standing

A minimum cumulative GPA of 3.00 (based on a 4.00 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. A student whose cumulative GPA falls below 3.00 at the end of any term will be placed on probation and allowed one term to restore the cumulative grade point average to 3.00. Any student who fails to restore their cumulative GPA to 3.00 at the end of the probationary period will

be academically disqualified. Academic disqualification also occurs if a student receives one grade of 0.0 or two grades of 1.0.

Credit for a course graded below 2.0 (under the numerical grade option) cannot be applied toward a graduate degree. However, the course may be retaken with the second grade determining acceptability toward both the degree and the grade point average. The first grade will remain on the student's permanent record but will not become part of the cumulative grade point average. Academic credit will not be issued for repeated courses and the units will not be reflected on the student's University of Redlands' official transcript.

Students receiving financial aid at the University of Redlands must maintain satisfactory academic progress. Refer to the [Academic Standards](#) section of the University Catalog for more information.

Use of APA Writing Style

Students are expected to employ APA format in all written documents they produce during the program. APA periodically updates its style manual, with small changes in the required style. Students are responsible for using the most current (7th) version of the manual. Here is a useful [primer](#) concerning APA style.

Comportment and Conduct

Human Services students are expected to behave professionally during class, interactions with other students and faculty, and in contexts in which they reasonably could be understood to represent the University of Redlands. See the "Student Professional Development Committee" in this handbook for a more elaborate list.

Students are held to the University of Redlands School of Education [Code of Student Conduct](#). It provides some detail about the expected standards of behavior, the processes that are to be followed in the event of a violation (or suspected violation) of those policies, and the possible sanctions. (Note that you will need to be a current student with a University of Redlands email account to access it).

Academic Honesty

The Human Services program follows the academic honesty definitions, procedures, and sanctions presented in the *University Catalog*. It is the responsibility of each student in the program to read these academic policies carefully.

School or Program Compliance with Disability-Related Legislation

Any student who believes that they have a specific complaint regarding the University's compliance with disability-related legislation should follow the appropriate [procedures](#).



Look at Addie!
Look how she is pleading with you to read the
Human Services Program Student Handbook!