

Department of Graduate Counseling

Catalog & Student Handbook



GRACE COLLEGE & GRACE THEOLOGICAL
SEMINARY CATALOG 2025-2026

Department of Graduate Counseling Catalog and Student Handbook

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Preface

The Department of Graduate Counseling (DOGC) Catalog and Student Handbook is part of the larger Grace College and Grace Theological Seminary 2024 – 2025 Academic Catalog. Students enrolled in the DOGC Clinical Mental Health Counseling (CMHC) program are responsible for information contained within both the Grace Academic Catalog and the DOGC Catalog. Both catalogs contain policies relevant to the institution as a whole as well as to the specific department and program in which students are enrolled.

In addition to the DOGC catalog, students enrolled in courses may be provided with additional information from the School of Professional and Online Education (SPOE). This information may cover, but is not limited to, specific processes and procedures related to The DOGC program of study from application to graduation.

Note about the DOGC Catalog

The DOGC Catalog is updated at least biannually and it is the student's responsibility to be familiar with the contents of the catalog for the current academic year. While every effort is made to provide accurate and current information within the Grace College academic catalogs and website, the institution reserves the right to change, without notice, statements in the catalog concerning rules, policies, fees, curricula, courses, or other matters. Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision. All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

See also the Introduction section to the *Grace College and Grace Theological Seminary 2024-2025 Catalog*.

Archived catalogs are maintained on the institution's website.

IMPORTANT: *It is each student's responsibility to schedule regular meetings with their academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications.*

General Information

Origin and History

Grace College is the only undergraduate and graduate institution of arts and sciences affiliated with the Fellowship of Grace Brethren Churches. The college was founded in 1948 under the leadership of Dr. Alva J. McClain, president, and Dr. Herman A. Hoyt, dean, and has experienced a consistent and healthy growth from its very first year. In 1995 Grace College began offering the Master of Arts degree in Counseling.

Grace College is accredited by the Higher Learning Commission. We are an active member of the Council of Independent Colleges, the Indiana Conference of Higher Education, the

Independent Colleges and Universities of Indiana, and the Council of Christian Colleges and Universities. The College is also accredited by the Association of Christian Schools International.

The DOGC is housed in the School of Behavioral Sciences. In 1995, Grace College launched the Master of Arts degree in Counseling which transitioned in 2010 to the Master of Arts in Clinical Mental Health Counseling (CMHC). In 2012, Grace College began offering this program via an online format.

Non-Discrimination Policy

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) (3) of the Internal Revenue Code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance
Grace College and Seminary
McClain 104
1 Lancer Way
Winona Lake, IN 46590
yocumca@grace.edu
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

The Campus

The beautifully landscaped campus bustles with activity but also offers many quiet retreats. Numerous outdoor "friendship courts" provide seating areas, but students may also choose to enjoy a book under one of the many trees. Beautifully wooded walking trails inspire quiet reflection. The DOGC offices are located within the Department of Behavioral Sciences in Mount Memorial Hall.

The Grace College campus is situated on 160 acres in the heart of historic Winona Lake. The evangelical heritage of Grace College is strongly rooted in this picturesque town. One will notice this as he or she tours historic sites such as the Billy Sunday Museum and the newly restored Westminster Hotel where a young Billy Graham was commissioned for a lifetime of Christian service. Winona Lake also is adjacent to Warsaw, which was previously named as one of the top 100 small towns in America.

The [Morgan Library](#) offers quiet and group study spaces with access to print and electronic resources that support the curriculum. Professional research assistance is available to help students access and navigate these resources.

Athletic facilities include the **Orthopedic Capital Center**, six outdoor tennis courts, soccer fields, softball and baseball diamonds, and running trails. Grace's **Robert and Frances Gordon Student**

Health and Wellness Center houses basketball and volleyball courts, a 160-meter jogging track with a separate 50-meter straightaway, a weight training and fitness center, an aerobics room, offices, and a classroom, plus room for expansion. This is a perfect spot to relieve the tensions of a busy graduate schedule.

Grace College Mission Statement

Grace College is an evangelical Christian community of higher education which applies biblical values in strengthening character, sharpening competence, and preparing for service.

DOGC Purpose Statement

The DOGC is committed to providing graduate level programming that equips students to be Scripturally grounded, professionally skilled, and interpersonally competent as they actively engage in the counseling profession and its related ministries. The purpose of the CMHC degree is to prepare students for future licensure in clinical mental health counseling.

Program Goals

The graduate program offered by the DOGC is committed to the following goals as they relate to counselor education and supervision and/or counseling-related ministries:

1. *Scripturally Grounded:* A commitment to Scripture as the foundation of truth in each course with a complimentary understanding of the truths is psychology and the social sciences.
2. *Professionally Skilled:* A commitment to the professional and clinical development of the counselor-in-training as an essential element for effective practice.
3. *Interpersonally Competent:* A commitment to the interpersonal growth of the counselor-in-training as an essential element for effective practice.

The DOGC's purpose statement and programmatic commitments are reflected in the classroom, supervisory situations, and clinical settings. DOGC students receive a solid biblical foundation within each class curriculum. This theological education serves as an essential basis for understanding self, others, and God. DOGC students are equipped with a thorough understanding of counseling ethics, diagnosis, theory, and clinical issues, as well as trained to be professionally competent in clinical settings. DOGC students are also required to have sessions of professional counseling in an endeavor to wrestle with personal issues and more effectively understand and assist clients.

Programmatic Assumptions

The CMHC program requires student adherence to both scriptural and professional codes related to the protection and preservation of human welfare and dignity. DOGC students are therefore bound by the ethical standards for the practice of counseling as defined by the American Counseling Association (ACA) and the American Association of Christian Counselors (AACC). When ethical principles vary between these two organizations, the DOGC will trend toward the most stringent ethical principle. Further, DOGC students abide by the standards and expectations outlined in the Code of Conduct Policy section of this catalog.

Program Description

The Department of Graduate Counseling

The Department of Graduate Counseling (DOGC) is housed in the School of Behavioral Science and offers the Master of Arts degree in Clinical Mental Health Counseling to graduate students who seek to become professional counselors. This program of study is focused on

promoting students' personal, professional, and spiritual growth with a commitment to scripture as the foundation of truth and the basis for considering the truth found in psychological principles. The M.A. in CMHC is offered through an online platform.

The DOGC program provides an opportunity for students to obtain a graduate degree in the counseling profession utilizing the flexibility of online education. Students enrolled in the program receive support from the School of Professional and Online Education (SPOE) at Grace College. The DOGC's program offers all of the CMHC courses virtually. Students enrolled in the online learning platform also attend 7-day residencies or "intensives" each year at a designated location, typically the Grace College campus in Winona Lake, Indiana. This residency requirement allows students to benefit from face-to-face instruction, academic advising, and supervision from program faculty, and promotes critical relational interactions between faculty, students, and administrators that builds relationships and provides support to counterbalance the rigor and intensity of a graduate counseling program. The program offers graduate students an opportunity to earn a degree without relocating and may be especially appealing to individuals who want or need the flexibility of an online, non-resident program to meet their current commitments to family or job.

Programmatic Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Grace College Department of Graduate Counseling for the M.A. in Clinical Mental Health Counseling degree. For more information on CACREP accreditation, [please click here](#).

IMPORTANT: CACREP accreditation does not guarantee a student's ability to obtain licensure as an LMHC, LPC, or equivalent in the United States or any other country. Students are responsible for researching and understanding how CACREP impacts the practice of counseling and obtaining licensure in their desired state of residency post-graduation.

Master of Arts in Clinical Mental Health Counseling

The M.A. in CMHC is a 60-hour, CACREP-accredited degree program for those entering the mental health counseling field and/or for those wanting to pursue their doctoral degree in counseling. The CMHC program prepares graduates to work as professional and clinical mental health counselors in a wide variety of settings by providing the learner with both didactic (in the classroom) and clinical (in the field) experiences throughout their schedule of study. The CMHC curriculum blends psychological and theological principles within each course in an effort to promote the development of each student's clinical skills and Christian faith.

IMPORTANT: While the CMHC program is designed to meet the educational standards for licensure in the state of Indiana, graduating from the CMHC program does not guarantee licensure in the United States or any other country. Students are responsible for understanding the particular laws and statutes governing licensure as a Licensed Mental Health Counselor (LMHC), Licensed Professional Counselor (LPC), or equivalent in their state of residency post-graduation. For more information about state licensure, please see the [DOGC website](#) and find the state licensure requirement document..

Department of Graduate Counseling Advisory Board

The DOGC develops and administers program policy and works with an advisory board that assists in reviewing program data and making recommendations for improvement. The board is comprised of up to ten (10) members including DOGC faculty, current students, program alumni, clinical site supervisors, and employers. The purpose of the advisory board is to engage with various stakeholders in program evaluation of the Department of Graduate Counseling. The advisory board meets semi-annually or more often as required in order to review assessment data and program processes.

Program Evaluation

The DOGC develops and provides graduate level programming utilizing best practices for clinical counseling instruction and adhering to the CACREP standards of counselor education. The DOGC evaluates its program and policies on a continual basis using a variety of processes, including weekly faculty meetings, the self-study and peer-review CACREP accreditation process, engagement with various stakeholders through an established advisory board, and the analysis of quantitative and qualitative data gathered from student assessments. In addition to course evaluations and post-residency evaluations, students in the DOGC program complete program evaluation assessments each Spring. This data is reviewed by DOGC faculty and the DOGC Advisory Board. The DOGC program may choose to make programmatic or policy changes using data gathered through these multiple assessment processes.

Programmatic Changes Policy

The DOGC may choose to add or delete courses to schedules of study from time to time. Students enrolled in a DOGC degree program over several years may be required to change their academic plan due to updated schedules of study or course changes. Students will work with their individual advisors to ensure that they have met all requirements for graduation under the following stipulations:

1. The original numerical requirements for course credit hours must remain the same as stated in the catalog under which the student entered into the program. The program may not add to the credit hour requirement unless the student is in a remedial situation that is clearly documented.
2. Students may not take more credit hours than required by their DOGC program schedule of study without written approval from the DOGC chair.

IMPORTANT: *Financial aid will not be available for courses taken outside of the student's approved DOGC degree program.*

Course Availability Policy

Grace College reserves the right to decide not to offer a regularly scheduled class if enrollment is insufficient.

Goals and Learning Outcomes

Program Goals

Upon fulfillment of PROGRAM GOALS, students will be:

- **Scripturally grounded** in order to apply biblical values personally and professionally
- **Professionally skilled** so that students can exemplify ethical, legal, and clinical standards in professional counseling, ministry, and clinical mental health settings

- **Interpersonally competent** for the purpose of establishing and maintaining healthy relationships within and among clients, colleagues, and communities

Program Outcomes/Course Goals:

1. Students will apply counseling theories, concepts, skills, and characteristics in forming effective, therapeutic, counseling relationships across multiple settings.
2. Students will apply ethical, legal, and professional knowledge to counseling and consulting issues and practice.
3. Students will be competent in evaluating human development models and clients' interpersonal factors that influence counseling and consulting.
4. Students will apply career counseling theories, models, and skills across multiple settings.
5. Students will be competent in client assessment using counseling theories, models, and computer technology.
6. Students will apply counseling research and program evaluation in academic and professional settings.
7. Students will apply Clinical Mental Health core counseling knowledge and skills across multiple academic and professional settings.
8. Students will use social and culturally responsive counseling models with clients, including with diverse populations and at-risk clients.
9. Students will be competent in applying counseling theories, models, and skills to group counseling and group work.
10. Students will use a biblical worldview and biblical values to examine counseling theories, counseling concepts, and their self-as-therapist development, including critical thinking and interpersonal functioning.

DOGC Admissions Policy

Admission requirements to The DOGC program have been developed with the applicant, the program, and the counseling profession in mind. Due to the competitive nature of the application process for the CMHC program and our CACREP accreditation, admission requirements are designed to allow the DOGC Admissions Committee to determine the suitability for each applicant as a future mental health counselor. As such, the DOGC Admissions Committee makes admission decisions using both quantitative and qualitative assessments.

Admission Components

In accordance with the institution's non-discrimination policy, each applicant is considered upon his/her own merit regardless of sex, race, color, national and ethnic origin, handicap, denomination, or church affiliation. Grace College does not discriminate against qualified individuals with disabilities in the recruitment and admission of students. Grace College is committed to compliance with the Title IX of the federal education amendments of 1972 except as lawfully claimed in a religious exemption.

Application materials are available from the Office of Graduate and Adult Enrollment. Admissions forms are also available online at <https://online.grace.edu/programs/master-of-arts-in-clinical-mental-health-counseling/>. The program is competitive and students are advised to follow the application directions carefully. Prospective students must submit or complete the following:

1. A **completed application** for admission. Applications are available online at <https://online.grace.edu/programs/master-of-arts-in-clinical-mental-health-counseling/>. Applicants must hold an earned bachelor degree from an accredited college or university. Psychology or Behavioral Science majors are preferred. It is **strongly recommended** that non-psychology/behavioral science majors have **completed a minimum of two (2) undergraduate psychology and/or behavioral science courses, earning a grade of B or better** in each course. Four (4) psychology/behavioral science courses are preferred. Examples of behavioral science courses include introductory courses in counseling, psychology, or sociology; theories of personality; abnormal psychology; group counseling; marriage and family; child and adolescent psychology; etc.
2. Have a cumulative GPA of 3.0 (on a scale of 4.0) or higher over the last 60 credit hours (including graduate work). Provisional exceptions may be made for applicants with a cumulative GPA below 3.0 on a case by case basis.
3. **Official transcripts** from all colleges and/or universities attended. Grace College transcripts will be obtained by the Office of Graduate and Adult Enrollment; however, students must provide written authorization for transcript release to the Office of Graduate and Adult Enrollment.
4. A **Professional Reference** form to be completed by someone familiar with your professional work.
6. **Criminal Background Search.** Many mental health agencies require criminal background checks as prerequisites for employment and field placement. Please go to <https://online.grace.edu/programs/master-of-arts-in-clinical-mental-health-counseling/> for more information on the background check requirement.
7. A **virtual interview** conducted by a representative of the DOGC.

Admission Requirements for Other Special Circumstances

In addition to the regular application process for the DOGC program, certain applicants may be asked by the DOGC Admissions Committee to submit additional information to receive special consideration for admissions for various reasons. This information may include, but is not limited to, the following:

1. A **written statement** addressing how the applicant has overcome their special circumstances to achieve success as a graduate student and counselor-in-training.
2. An additional **reference** that provides insight into or addresses the applicant's special circumstances.
3. Additional **documentation or verification** of an applicant's special circumstances.
4. Documentation of additional coursework completed as evidence of readiness for a graduate CMHC program.
5. An additional **interview with DOGC faculty** to address the applicant's special circumstances.
6. **Documentation from all previous graduate institutions** attended showing that the student left in good standing (academically and clinically).

Admissions Process

Admission requirements to the DOGC are not meant to be punitive, restrictive, intimidating, or exclusive. The DOGC has an ethical responsibility to screen applicants to assess fit for the program and for the counseling profession. Please ask someone in the Graduate and Online Admissions Office any questions you may have about the admissions process, even if you are not yet ready to apply. The faculty want you to be comfortable with the process and confident to proceed.

In addition, the application and forms may be printed from PDF files on the web site or obtained from the department and submitted by mail to the Graduate and Online Admissions Office, 1 Lancer Way, Winona Lake, IN 46590. Admission forms may also be obtained by emailing: onlineadmissions@grace.edu. Applicants should review the admission forms, complete and submit all application materials and forms for review by faculty no later than March 15 for summer semester, July 1 for the fall semester, and November 15 for the spring semester. Admission priority will be given to full-time students. Applicants who are not declined at this stage, but are not among those initially selected, will be put on a waiting list and will be notified if a space becomes available.

Once the completed admissions paperwork is received, the admissions team determines if the applicant meets the basic requirements of GPA and degree qualifications for admission. At that point, an interview will be scheduled with an appointed DOGC faculty member. After the interview has been completed, the Admissions Committee will review the applicant file and a decision regarding the applicant will be rendered.

Notification of Admissions Decision

Students are notified in writing of admissions decisions made by the DOGC Admissions Committee. The DOGC Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one calendar year from the date of denial by submitting all documents required of a new applicant.

Admission Acceptance Status

Upon acceptance, students are mailed an acceptance letter with admissions provisions, if any. The letter notifies students of the tuition deposit due to allow course registration. Acceptance into the DOGC program is valid for up to one calendar year from the original term of intended enrollment. Applicants who defer their enrollment into the CMHC program beyond one calendar year must re-apply for admissions following the latest admissions requirements.

Accepted applicants into the DOGC will be assigned one of the following statuses by the DOGC Admissions Committee:

- 1. Regular Academic Status**

The student is accepted into full academic standing in the department without conditions and is expected to maintain a 3.0 GPA prior to graduation.

- 2. Provisional Acceptance Status**

Applicants granted Provisional Acceptance will be notified by the DOGC Admissions Committee of the specific provisions, restrictions or contingencies that must be satisfied prior to the student's participation in the CMHC program. These provisions may include but are not limited to completing additional coursework, providing an additional writing sample, and submitting additional references.

3. Conditional Acceptance Status

Applicants granted Conditional Acceptance will be allowed to enroll in classes with the understanding that the admissions committee will review progress after the first semester of academic work. At that time, the Admissions Committee will fully admit the student into the program, extend the conditional admission for one semester, or admission could be denied.

Pending Acceptance

Applicants who meet the Admissions Requirements for the DOGC program may be granted a Pending Acceptance status based on their partially submitted application. The DOGC Admissions Committee and/or Department Chair will determine pending acceptance on a case by case basis.

Denial of Admission

Reasons that an applicant may be denied admission into a DOGC program include, but are not limited to, the following:

- GPA below 3.0 on a 4.0 scale over their last 60 credit hours.
- One or more references recommending admission *with reservations* and/or *not recommending* admission.
- Criminal background check reveals felony and/or serious misdemeanor conviction and/or arrest.
- Personal Interview reveals problems with interpersonal skills and/or lack of suitability for graduate-level study or the counseling profession.
- Career Goal Statement is written poorly and/or does not indicate goals relevant to the counseling profession or the Christian faith.
- Demonstrating actions that are inconsistent with the ACA and AACC Code of Ethics.
- Demonstrating a lack of motivation for the counseling profession.
- Gross violation of the Department of Graduate Counseling's Standards of Conduct.

Unclassified Students (nonclinical classes)

An individual who would like to take courses as an unclassified student must complete the *Unclassified Student Application* form and *Professional Reference* form available online and from the Office of Graduate and Adult Enrollment. An unclassified student who desires to pursue a CMHC degree must complete and submit a full application to the [School of Professional and Online Education](#).

An unclassified student is limited to a maximum of nine (9) credit hours and may register for any of the following courses: Theological Foundations of Counseling (CPY5050), Foundations of CMHC (CPY5100), Social and Cultural Issues (CPY6500), Personality and Counseling Theories (CPY5200), Research and Program Evaluation (CPY5592), Gender and Sexuality (CPY5750), or Ethical and Legal Issues (CPY6200). **Unclassified students may not take courses other than those listed here. Please note:** courses are designed for students pursuing a clinical mental health counseling degree and those who wish to take CMHC courses as an unclassified student should be aware that if they do not have a background in behavioral science or counseling, they may not be successful in the course. **Students currently enrolled in the CMHC program are given first priority in registering for classes and therefore not all classes will have openings for unclassified students.**

IMPORTANT: Individuals applying as unclassified students are not guaranteed acceptance into CMHC courses. *An applicant who has been denied acceptance to the DOGC is not eligible to take courses in the DOGC as an unclassified student unless the admissions committee has given approval.*

Grace College Undergraduates Desiring to Take DOGC Courses

1. Undergraduates may not take graduate courses for undergraduate credit.
2. Undergraduates may take a limited number of graduate counseling classes for graduate credit as unclassified students. This credit cannot be applied to satisfy undergraduate requirements.
3. Grace College seniors may apply to the DOGC as unclassified students in their final semester. These students may take **up to 6 credits** in the graduate counseling program as unclassified graduate students during their final semester.
4. Students must have approval for graduate counseling courses from the DOGC Chair before registering for classes. Only unclassified courses may be taken by undergraduate seniors.
5. Tuition charges will follow one of two options:
 - a.) Block pricing will be applied for students who take 12 undergraduate credits with additional graduate credits. Under this option, students will qualify for full Grace financial aid. Students can take up to 6 graduate credits under block pricing.
 - b.) Students taking fewer than 12 undergraduate credit hours will be charged according to the per credit hour tuition rate (1-11 credits) and could receive prorated Grace financial aid.

This unclassified status does not guarantee acceptance into the graduate program. Students must go through the entire acceptance process and will be evaluated in exactly the same way as any other applicant.

International Student Policy

International Students who wish to take classes in the Department of Graduate Counseling should be aware that they must reside in the U.S. for the duration of all clinical courses. International applicants need to go through the normal procedure for admission to the DOGC. Applicants that do not speak English as a first language and have not attended an English-speaking undergraduate program should take the TOEFL exam or equivalent as determined by admissions and submit the scores to Admissions.

Applicants with transcripts from non-U.S. undergraduate programs will be evaluated for equivalency to determine GPA. If GPA cannot be adequately determined, the applicant may not be admitted to the program or may be admitted conditionally until academic readiness can be clearly determined.

U.S. Citizens Living Abroad

IMPORTANT: United States citizens living abroad may take didactic courses online. **However, all fieldwork courses (Practicum, Internship, and Advanced Internship) must be completed at approved clinical sites within the United States or recognized United States military installations.** It is the student's responsibility to identify potential clinical sites, submit sites for approval to the Clinical Coordinator, and make arrangements with site supervisors to complete administrative paperwork and develop a plan to meet course requirements.

Academic Requirements Related to the DOGC Program

Policies related to course enrollment, advising, appeals, graduation, and other academic requests and procedures are available in the Grace College *Academic Policies Manual*. The following policies are supplemental to those found in the Grace College *Academic Policies Manual*. Students enrolled in the DOGC program are responsible for reading and understanding academic policies housed in both the Grace College and DOGC Catalogs.

Grading Policy

Students will be assigned a final grade or symbol (CR, NC, I) by the date published in the academic calendar each semester. The DOGC CMHC program utilizes the following grading scale to calculate grades and student GPA across courses within the CMHC curriculum (Pass/Fail or Credit/No-credit courses excluded):

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

1. The student's grade point average is determined by dividing the total number of quality points earned in the DOGC by the total number of semester hours attempted (excluding courses bearing a grade of "W" and repeated courses).
2. In several courses, a Credit/No Credit system is also used (See Credit/No Credit Policy for Counseling Skills and Practicum and Credit/No Credit Policy for Internship and Advanced Internship).
3. An Incomplete ("I") indicates the failure to complete a portion of a course's requirements and may be assigned **only in cases of serious illness or other emergency**. The incomplete grade is considered temporary and students must make up the work without repeating the course. The incomplete grade must be replaced with a letter grade by the date specified by the professor, or it will become an "F" if not responded to within six (6) weeks after the close of the semester.
4. At the end of each semester, students can visit the Portal on the Grace College website (www.grace.edu) to check their grades. When a final grade has been reported to the registrar, it cannot be changed except by the professor within the specified dates on the academic calendar. All indebtedness to the college must be satisfied before a transcript of record will be issued.
5. A student's final grade can be changed only when an error was made in the calculation of

the final grade or when the student has successfully completed the Academic Appeal and Review Process.

- a. This policy refers to requests for change of grade following the conclusion of a course.
- b. All grade changes must be submitted within 6 months and cannot be processed once the student's degree has been certified.
- c. Grade changes must be requested by the faculty of record using the Grade Change Form available in the Registrar's Office.

Academic Status Policy

Students matriculating in the DOGC program must successfully complete all courses with a grade of "B" (83%) or higher and a GPA of 3.0. in order to graduate from the program. Grades of "B-" or below are considered failing; and the student must successfully repeat these courses the next time the course is offered. (see [Academic Professional Retention Policy](#).)

Course grades of B- or below are considered "Failing" and indicate that the student is not progressing satisfactorily, and attention must be paid to academic or other issues related to the student's achievement. Students who fall below a 3.0 GPA in one term will be placed on Academic Probation. Students who receive a B- or below in a course will receive a Professional Development Notification (PDN). If a student receives 2 PDNs, then he or she is referred to the Student Professional Development Committee (SPDC). Each student's academic status is determined at the end of every term based on the following criteria:

1. **Regular Academic Status** – Students who earn grades "B" (83%) or higher in their DOGC coursework, maintain a 3.0 GPA, and receive satisfactory faculty evaluations will be considered on Regular Academic Status. This status allows DOGC students to continue matriculating in their degree program without restriction.
2. **Academic Probation** – Students who receive a grade of "B-" or below or a No Credit in Counseling Skills, Practicum, Internship, or Advanced Internship courses and/or fall below a 3.0 Term GPA will be placed on Academic Probation following the term in which either of these occurred. Students on Academic Probation must meet with their academic advisor to discuss remediating academic deficiencies. Students on Academic Probation must successfully pass with a "B" or higher all courses within the next term and earn a 3.0 term GPA in order to return to Regular Academic Status.
3. **Academic Dismissal** – Students who earn two grades of "B-" or below, earn a grade of No Credit twice in Counseling Skills, Practicum, Internship, or Advanced Internship courses, or exhibit professional, ethical, or other interpersonal concerns that may affect their academic grades will be referred to the Student Professional Development Committee (SPDC). The SPDC will review the student's progress in the program and professional counseling competencies for determination of remediation or dismissal.

Full Time and Part Time Status

For the 2024-2025 academic years, students enrolled in a minimum of six (6) credit hours of CMHC coursework in a given semester are considered "full-time" and eligible for financial aid as such. Students enrolled in a minimum of three (3) credit hours of CMHC coursework in a given semester are considered "part-time" and eligible for financial aid as such. Additional questions related to financial aid, including but not limited to, when financial monies are given out each year, can be directed to the Grace College Financial Aid office at 1-800-544-7223, ext. 6162.

Attendance Policy

Because classroom discussions and activities are collaborative and essential to the learning of counseling competencies, it is critical that students attend every class. It is the policy of the DOGC that absences due to illness (verified by a doctor's note) or death of a family member are excused absences. Most other absences are not excused. It is the responsibility of the student to notify the instructor in advance and obtain approval prior to missing a class or course requirement. If an emergency arises which makes advance notice of absence impossible, students are expected to notify the instructor by email, text, or phone call as soon as reasonably possible.

Attendance in all DOGC courses includes the student's presence and active participation in classroom sessions. Attendance and participation include the use of operable web-cameras, integrated microphone headsets, as well as participating in the synchronous and asynchronous classroom activities and discussions. All courses have a minimum requirement for synchronous classroom meetings.

Non-Clinical Courses

Faculty members determine the attendance policies in courses for which they are responsible, provide students with information describing their attendance policies, and determine the penalty for students who fail to attend class according to these stated policies.

1. Students are expected to attend faithfully every course in which they are enrolled.
2. Students should consult the attendance policy of the professor of record to determine policies, responsibilities, and penalties for excused and unexcused absences for individual courses.

Clinical Courses

Attendance at clinical sites and faculty and site supervision is mandatory. Any unexcused absence may result in a "No Credit" for the course.

Residency

Students are required to attend and earn a Credit for Residency each year they are enrolled and actively taking classes in the CMHC program. In extreme circumstances, students who can't attend Residency due to health concerns, death in the family, or other matters that would cause extreme hardship for the student may apply for a waiver, first through their advisor, then to the DOGC Department Chair. The decision rendered by the Chair will be final. If a waiver is granted, the student may be able to take didactic courses in the next academic year but may not take clinical courses.

Practicum and Internship Orientations

Students taking clinical classes must be adequately prepared for working in the field. Therefore, all Orientation meetings for Practicum and Internship are considered mandatory. Students who do not attend these meetings will be given remedial work as determined by the Clinical Coordinator to acquire the information needed to work in the field. Students who do not complete the remedial work will not be allowed to work at a clinical site until the remedial work has been completed.

Orientation to Clinical Mental Health Counseling

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the primary accreditor for the Grace College Clinical Mental Health Counseling program. CACREP standards require all students entering the CMHC program to have a new student

orientation prior to or at the beginning of the first term they are registered for classes. For this reason, all students must complete CPY5005 Orientation to CMHC prior to or concurrently with courses taken in their first session in the program. Students who do not receive a Credit for this course may not register for subsequent courses until this program requirement is met.

Degree Audit Form

Students are required to meet with their academic advisors prior to or within the first few weeks of their first session in the CMHC program to complete and sign a Degree Audit Form. This form is written documentation of the student's schedule of study and outlines the student's expected progression through the CMHC program. For this reason, students who have not completed this requirement are not allowed to continue or register for courses past the first session of the program. In addition, all students are required to meet with their advisors annually to review and submit an updated Degree Audit Form.

Academic Advising

Upon acceptance to the CMHC program, each student is assigned a faculty advisor who will remain the students' academic advisor throughout the entire program unless otherwise notified. Academic advisors serve as the student's first source of information related to understanding program policies and procedures. Additionally, the advisor serves as a mentor in discussing course progression and sharing celebrations and concerns that the student experiences during their program. During times when a student has difficulty meeting an academic or behavioral competency, as outlined in the DOGC Catalog's Academic and Professional Retention Policy, or receives a Notice of Concern (NOC) or Professional Development Notification (PDN), the advisor acts as a coach to assist the student in remediating identified concerns. Advisors also act as an accountability source when a student experiences difficulty meeting academic or professional competencies and needs assistance. In these situations, the student should contact their advisor for help in formulating a plan that enhances the student's success in the program.

If a student receives a Professional Development Notification (PDN), the person issuing the PDN will include a specific plan for remediation. The student and their advisor will review the plan and may add additional objectives and interventions to assist the student in meeting the competency goals. The student's advisor is responsible for monitoring the remediation plan with the student, communicating with the student that the student is passing, failing, or has failed to reach desired improvements, and for imposing the specific consequences identified in the plan. The student's advisor will also communicate with the person who issued the PDN. Failure to complete a remediation plan will result in referral to the SPDC Committee.

When a student receives a Notice of Concern or experiences difficulty in meeting academic or professional competencies, the student should work to develop a plan to enhance the students' success in the program. The student's advisor is available to consult with the student in creation of this plan and can serve as an accountability source for the student. The collaborative plan for success should (a) communicate specific desired improvements, (b) actions the student will take to meet these goals, (c) specific dates for follow-up and review with the advisor, and (d) identify the consequences for failing to reach the student's desired goals.

Registration

To register for the first semester of study, students will work with the School of Professional and Online Education and their advisor. Subsequent registration for courses will be completed by DOGC students through the Grace College portal.

Statement on Disabilities

A student with a documented disability is entitled by law to accommodations for the disability. Accommodations provide students with disabilities an equal opportunity to be successful by reducing or removing the barriers that may be caused by a disability and a traditional academic environment. Grace College seeks to provide reasonable accommodations for students with documented disabilities (e.g., attention, health, hearing, learning, mobility, physical, psychiatric, or vision). Students with a documented disability or special learning need should contact Connie Burkholder, Coordinator of Student Disability Services at x6423, via email at burkhoc@grace.edu or stop by the [Learning Center](#), located in Morgan library, for assistance. Students with a disability will be assisted by the Learning Center in requesting approved accommodations in their courses.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students with disabilities should contact the Coordinator as soon as possible in the session for which they are seeking accommodations. The law states that college personnel, including field instructors, cannot ask a student if he/she has a disability. Therefore, if a student would like accommodations for any classes, it is the student's responsibility to inform their course instructors of any approved accommodations. Although reasonable attempts will be made to accommodate students in off-campus learning environments, Grace College is unable to guarantee that every off-campus environment will be able to offer the accommodations that students request. In the cases in which there is a required off-campus experience, the DOGC will work with the Disability Office and the student to determine what accommodations are available for fulfilling the educational requirements.

Readmission

Individuals who want to be readmitted to the DOGC are defined as former students of DOGC who wish to reapply to the institution. The following is a list of readmission categories:

- **Following Voluntary Withdrawal** - Students who have voluntarily withdrawn from the DOGC may apply for re-admission through the regular application process. Students who have voluntarily withdrawn are not guaranteed readmission to the DOGC program.
- **Following Dismissal by SPDC** - Students who have been dismissed from the program are eligible to reapply for admission after two years from the date of dismissal, through the regular application process. Students who have been issued a programmatic dismissal are not guaranteed readmission to the DOGC program.

IMPORTANT: Students who are readmitted into the DOGC program may be required to retake certain classes depending on the length of time out of the program, changes in programmatic curriculum, and developments in the counseling field. Decisions regarding readmission are made by the DOGC Admissions Committee and/or DOGC Chair on a case by case basis. Students are notified in writing of the decision made regarding their readmission. Readmitted students are subject to these decisions without appeal.

Second Degree Completion

Students who would like to obtain a second master's degree at Grace must complete a minimum of 50% of the second degree at Grace without any course substitutions in either the first or second master's degree. Thus, no more than 50% of a given degree may count toward another degree.

Transfer Credits Policy

Students accepted into the CMHC program may apply for transfer credit of a maximum of four (4) graduate level counseling courses (12 credit hours) from a CACREP accredited program to be applied towards the completion of their CMHC degree. Only graduate counseling courses completed prior to admission into the DOGC program, and within the last five (5) years with a grade of “B” or higher, are eligible for transfer consideration. Students applying for transfer credit must complete the Application for Course Transfer Credit Form and submit this form to the Department Chair. Students will be required to submit official transcripts and course syllabi to determine the equitability of the course(s) previously taken with the current CMHC curriculum. Clinical coursework (Practicum, Internship, and Advanced Internship) may not be satisfied through transfer credit. Courses taken subsequent to admission to the CMHC program are not eligible for transfer. All transfer credit paperwork must be submitted and approved before the end of the student’s first 8-week session at Grace College. Decisions regarding course transfer are made by the Department of Graduate Counseling Chair on a case by case basis. Students are notified in writing of the decision made regarding their transfer credits. The Registrar’s Office will be notified of all transfer approvals by the DOGC.

Degree Completion Policy

Students enrolled in the DOGC program are allowed seven (7) years from the beginning of their coursework to complete all degree requirements. Students may be asked to repeat clinical courses (Counseling Skills, Practicum, Internship, or Advanced Internship) that were taken more than five years prior to completing the CMHC curriculum at the discretion of the Department Chair.

Withdrawal Policy

1. Course Withdrawal

Students can add or drop courses during the allotted add/drop window each semester as determined by the Grace College Registrar’s Office. Students who wish to drop a graduate course from their schedule of study outside of the allotted add/drop window must complete the Course Withdrawal form and submit this form to their academic advisor.

IMPORTANT: Students who take a course Withdrawal are responsible for understanding the ramifications of such a decision on their financial aid, loan repayment plan, and expected graduation date.

Please note that dates after which refunds are allowed and when an “F” is placed on the transcript rather than a “W” is determined by the Business and Registrar’s offices and students will need to work with these departments to ensure they have the needed information. In the case of extenuating or unforeseen circumstances, such as a death in the family or serious health issue, students may petition the Department Chair, in writing, for a Late Withdrawal prior to the conclusion of the course, which if granted would allow the student to earn a “W” instead of a failing grade. Petitions are not always granted. Students who fail a course once may retake the course and if a passing grade is earned, the F will not appear on the transcript. **It is highly recommended that students contact the Financial Aid office prior to withdrawal to discuss how these policies will impact them.**

2. Continuous Enrollment

Students accepted into the CMHC program are encouraged to maintain continuous enrollment. This means students remain active by completing a minimum of one

course per semester. When a student chooses to take a break or temporarily withdraw from courses, Grace College and DOGC program policies are automatically initiated. For the purpose of financial aid and accounting, a student not enrolled in at least one course is viewed by Grace College to have withdrawn from the school. The student will be responsible for any financial accounts and may be placed in a payback status for Financial Aid. Students who temporarily withdraw from the program for a full academic year will be required to update their information with the Admissions Department and contact their advisor prior to returning to the program. Students wishing to return to the CMHC program after a temporary withdrawal of more than one academic year must complete the application process and may be required to retake certain classes depending on the length of time out of the program, changes in programmatic curriculum, and developments in the counseling field.

3. **Temporary Withdrawal**

A student who considers not enrolling in classes should work with their advisor to discuss options and review consequences of a temporary withdrawal. If the student decides not to enroll in courses, they must submit a Temporary Withdrawal application to their advisor. Courses taken outside the DOGC program during Temporary Withdrawal are not eligible for transfer credit. Students are required to attend Residency each year they are enrolled and actively taking classes within the CMHC program. Students who take a Temporary Withdrawal are strongly encouraged to attend scheduled Residencies in order to register for courses upon their return.

IMPORTANT: Students who take a Temporary Withdrawal are responsible for understanding the ramifications of such a decision on their schedule of study and expected graduation date. It is highly recommended that students work with their advisor prior to withdrawal to discuss how this will impact them.

4. **Voluntary Programmatic Withdrawal**

Students who wish to withdraw from the DOGC must complete a *Programmatic Withdrawal* application and submit this form to their academic advisor. Students who have been granted a programmatic withdrawal must reapply for admission into the DOGC program as per the regular application process outlined [here](#).

IMPORTANT: Students who take a Programmatic Withdrawal are responsible for understanding the ramifications of such a decision on their Financial Aid and loan repayment plan. It is highly recommended that students contact the Financial Aid Office prior to withdrawal to discuss how this will impact them.

5. **Programmatic Dismissal**

In circumstances when the Student Professional Development Committee (SPDC) has determined that a student will be dismissed from the program, the dismissal will be immediate, and the student will not be permitted to return to currently enrolled courses or complete further coursework. When students are dismissed from clinical courses, the SPDC will work with the student and clinical supervisor to provide an ethical and professional transition of the student's client caseload. When students are dismissed from the program, an "F" or No Credit (NCR) will be recorded on their transcripts for all current courses. SPDC will notify OIT to deactivate student's access to Grace College email and other services.

Students who have been dismissed from the program are eligible to reapply for admission to the CMHC program after two years from the date of dismissal, through the regular application process. Students who have been issued a programmatic dismissal are not guaranteed readmission to the program.

IMPORTANT: *Students who are dismissed from the program are responsible for understanding the ramifications of such a decision on their financial aid, loan repayment plan, and campus email access. Please note: students are responsible for contacting the business office regarding any tuition refunds.*

Recording of Lectures

No audio or video recordings of any class session may be made without securing prior permission from the professor. The professor may legitimately choose not to allow such recordings. When permission is granted, it is understood that the recording is to be used only by the student(s) registered in the course involved. No public use or reduplication is permitted. The recording of one class, or several classes, or portions of classes, when an excused absence is absolutely necessary, may be permitted, but such recordings should not be collected or preserved for other uses. When recording is helpful for a student attending the course to assist with certain disabilities, it is understood that the recordings are not to be collected or preserved for later use after the course. Some professors will not permit individual recording but may lend prepared recordings for use in case of emergency absences. These may not be duplicated. In no case may a student record, or have recorded, an entire course or a major portion of a course in lieu of attending classes or as a way to solve the problem of schedule conflicts without permission of the DOGC Department Chair.

Graduation Policy

Students must complete all degree requirements in accordance with the Grace College and Theological Seminary *Academic Policies Manual*, including the following:

- Students applying for graduation with a graduate degree must have first received admission to that degree program. This acceptance occurs through the admissions office or the accepting program.
- All students enrolled in a program must submit an application for graduation by the deadlines posted by the Registrar's Office. For more information regarding graduation, [please click here](#).

M.A. in Clinical Mental Health Counseling Degree

This program is designed to prepare graduates for professional standing. Students must meet both academic and professional standards, reviewed at several stages including 1) Counseling Skills, 2) Practicum, 3) Candidacy, 4) Internships, 5) Portfolio, 6) and Comprehensive Exam. Student evaluations are not limited to academic performance but include ethical standards, personal maturity, interpersonal skills, psychological stability, and professional competencies.

Faculty Evaluation of Student Dispositions

Following each course, faculty review each student's dispositions within that course, using standards outlined in the Counseling Program Retention Criteria. Student dispositions are rated on a 1 to 4 scale, with a rating of 3 indicating target performance. Instructors who score a student below a 3 in any category must have made previous formal contact with that student concerning this issue. In these situations, formal contact is expected to include a Notice of Concern, Professional Development Notification, an email outlining concerns, or a face-to-face

meeting with the student documenting the instructor's concern. Each year, every student receives a letter from the DOGC summarizing their performance in dispositional areas.

Student Self-Evaluation of Dispositions

Each year, all students in the DOGC program are required to complete the Student Self-Assessment of Professional Counseling Dispositions. This quantitative and qualitative assessment is reviewed by the student's advisor and each student is encouraged to discuss any concerns or questions with their academic advisor.

Data is collected from the student self-assessments, both quantitative and qualitative, and themes are derived from responses. This collective data is reviewed by the DOGC faculty, and may be shared with the DOGC advisory board, for the purpose of evaluating and improving the program.

Additional Graduation Application Criteria

In addition, students enrolled in the DOGC program must abide by the following as it relates to graduation from the program:

1. Students enrolled in the DOGC program must have a cumulative GPA of 3.0 to be eligible for graduation.
2. CMHC students must have registered for and passed Candidacy.
3. CMHC students must register for and pass the Comprehensive Exam and Portfolio requirement of their program before they are eligible for graduation. Degrees will be conferred upon verification that (a) the Comprehensive Exam has been taken and passed and (b) the Portfolio requirements have been successfully met in addition to the other requirements of the program.
4. CMHC students must be enrolled in Advanced Internship and be on-target to complete all required hours before they are eligible to apply for graduation.
5. Any student intending to graduate from the DOGC within an academic year is required to complete an "Application for Graduation" and submit it to the Registrar's office within the time frame given. The Registrar will forward a copy of the application to the DOGC.
6. Graduation audits will be completed by the Registrar to verify students are in compliance with graduation degree requirements.
7. Payment of all debts, encumbrances, fees, etc., must be cared for by the student in order to receive his or her diploma/degree. For loan borrowers, this may also include an online exit counseling requirement. Specific information is available at the Financial Aid Office.

IMPORTANT: Graduate students should consult their academic advisor for specific graduation information pertaining to their degree program.

Critical Competencies for CMHC Students

Students enrolled in the CMHC program must demonstrate attainment of critical competencies related to theological, interpersonal, and clinical development as part of professional gatekeeping and satisfying the requirements for this degree. In addition to passing academic and field courses, students must receive a passing score or "Credit" grade (as determined by the DOGC faculty) in each of the following competency assessment probes:

1. Candidacy Requirements

Candidacy is the gatekeeping process by which the DOGC faculty determines student readiness for advancement from didactic coursework into clinical work. Students must register for Candidacy following successful completion of the CPY 5700 Practicum course. Candidacy is a "Pass/Fail" component of the CMHC degree. Students passing Candidacy

can proceed into the final clinical phase of the CMHC program (Internship and Advanced Internship). Students who do not pass Candidacy cannot proceed into Internship and will be referred to the Student Professional Development Committee (SPDC). Students who fail Candidacy may reapply for Candidacy once they have been given approval by the SPDC. Students who fail Candidacy twice will be dismissed from the CMHC program.

A requirement of Candidacy is that each student must complete four counseling sessions with a licensed counselor. The Personal Counseling Verification form must be submitted as part of Candidacy. In keeping with the program philosophy, personal counseling is required to process personal issues that often surface as a result of self-reflection, increased self-awareness, transference-countertransference, and working with clients whose presenting problems or personal characteristics trigger students' own issues. The Department of Graduate Counseling can help provide the student with a referral list of counselors. The student should be aware that this component might involve an additional expense.

2. Comprehensive Exam

The Comprehensive Exam is one of three gatekeeping processes (along with Candidacy and Portfolio) by which the DOGC faculty assesses student readiness to graduate from the CMHC program. The Comprehensive Exam utilizes the standardized Counselor Preparation Comprehensive Examination (CPCE), administered by the National Board for Certified Counselors. Students must make arrangements to take the CPCE through an approved testing site. Students should keep in mind the timing required for registration, completing the exam, and having scores sent to Grace College. CPCE scores must be received at least 30 days prior to the expected graduation date. Students will be required to pay for the test through the approved testing site. The Comprehensive Exam tests the student's proficiency in the following eight major areas: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development; Career Development, Counseling and Helping Relationships; Social and Cultural Foundations; Group Counseling and Group Work; Assessment and Testing, and Research and Program Evaluation. The CPCE is a "Pass/Fail" exam. The Department of Graduate Counseling, using the CPCE national norms, determines the minimum passing score. Students who earn the minimum passing score or higher are eligible to graduate from the CMHC program. Students who score below the minimum passing score must re-take the CPCE and receive a passing score in order to graduate. If a student has not achieved a passing score after taking the CPCE three times but has shown competency in all areas covered by the exam, the student should meet with their advisor and the Department Chair to assess alternative methods of meeting the comprehensive exam requirement. Please click [here](#) for more information on the CPCE.

3. Portfolio

Portfolio is one of three gatekeeping processes (along with the Comprehensive Exam) by which the DOGC faculty determines student readiness to graduate from the CMHC program. Students must register to present their Portfolio prior to graduation during the Advanced Internship course. In addition to completing all Portfolio requirements, students must present a professional identity oral presentation. Portfolio is a "Pass/Fail" component of the CMHC degree. Students receiving a passing grade will be eligible for graduation from the CMHC program. Students receiving a failing grade are not eligible for graduation. Students who fail Portfolio will be required to complete remedial work as designated by faculty. If a student fails Portfolio twice but has shown competency in all areas of the Portfolio assessment otherwise, the student should meet with their advisor

and the department chair to assess alternative methods of meeting the Portfolio requirement. Graduation will be postponed until Portfolio has been passed.

Additional Policies Related to the DOGC

Acknowledgement of Catalog Policy

Students are required to read the DOGC Catalog and submit a completed Acknowledgement of the DOGC Catalog Form to their advisor each academic year. The catalog is reviewed and updated bi-annually. In unusual circumstances, it may be modified mid-year, and these modifications will be posted as addendums. It is the responsibility of the student to review the catalog periodically in order to remain current with its contents.

Dissemination of Program Information

Information is disseminated to students in DOGC programs via the Grace College email system. Active students enrolled in the DOGC program will be given a personalized Grace College email account. Students are responsible for checking their personal Grace College email account on a regular basis (daily is advisable). It is not advised that students set up automatic email forwarding from their Grace College account to a personal email account, as certain emails may be blocked and/or identified as spam. In addition, program information can be found on the Resource page on the portal, on the Department of Graduate Counseling website, and in Canvas course shells.

Counseling Services

A DOGC student who would like to obtain counseling is encouraged to do so. Students who observe others in need of assistance are urged to support the student in need by referring them to a counselor.

The Grace College Counseling Center, located in the Gordon Recreation Center, provides counseling services to a limited number of graduate students in Indiana. Telehealth appointments are available as well. For an appointment, call the Grace College Counseling Center counselor, (574) 372-5100, ext. 6468. Confidentiality is observed according to ethical and legal standards.

Counseling organizations offer a list of counselors available in your area. The American Counseling Association provides assistance for locating a counselor at the following web address: <https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/find-a-counselor>. The American Association of Christian Counselors also provides a list of counselors at the following web address: <http://www.aacc.net/resources/find-a-counselor/>. The student will be responsible for any expense for the counseling.

Technology Requirements

In a very broad sense, DOGC students will need a computer purchased in the last couple of years, a high-speed internet connection, a web browser, anti-malware software, and the Microsoft Office Suite of programs. Depending on the academic program, additional equipment (such as a recording device) and services (such as Time2Track) may be a required purchase. In addition, computer literacy is required along with skills that go beyond word processing in the areas of hardware and software installation.

Prospective students may access the technology and computer literacy requirements on the Office of Information Technology page of the Grace College Website. This information includes a chart detailing the specific hardware and software requirements and recommendations. At the

end of the chart are some suggested computers students may purchase that will meet Grace College's requirements.

Please note: Mobile phones and tablets are not allowed for recording client sessions or volunteer role-plays. These devices are not secure and are not suitable for keeping client information confidential.

Technology Requirements for Online Courses

The Office of Instructional Technology and the office of Student and Professional Online Education will work with students related to important information concerning technology for the virtual/online classroom. Because of their very nature, the success of online courses is dependent not only on the quality of the technology used, but also the skill set of the individual using the technology.

Participation in an online program or course requires different tools and skills from more traditional coursework. In addition to having a computer and an internet connection, the online student must be familiar and comfortable with:

- Loading and configuring various software programs
- Sending and receiving email
- Opening and sending email attachments
- Downloading and uploading files
- Creating and uploading video (MP4)
- Searching the internet
- Using Microsoft Office Suite

Besides the technical skills and requirements listed above, other characteristics of the successful online student include:

- Ability to work independently
- Self-motivation and self-discipline
- Wise time management
- Effective written communication

Additional Information for DOGC Students

Records-Student Education

The institution maintains the privacy of student education records with the exception of those situations in which the law or consent of the student permits disclosure. Family Education Rights and Privacy Act (FERPA) affords matriculated students certain rights with respect to their educational records. This includes the right to:

- Inspect and review the student's education records
- Request an amendment of the student's education records
- Provide written consent before the university discloses personally identifiable information from the student's educational records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

The complete policy can be found in the Academic Policies Manual on the Registrar's page of the institution's Web site.

Public Notification of Directory Information

At its discretion, Grace College and Seminary may provide directory information in accordance with the provisions of the Family Education Rights and Privacy Act (FERPA). Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may restrict the public disclosure of directory information by notifying the Registrar's Office in writing.

The complete [FERPA policy](#) can be found on the institution's [website](#).

Citation and Format Style Policy

The American Psychological Association (APA) citation and format style is commonly used within the social sciences when writing research papers. This citation and format style (from the most recent Publication Manual of the American Psychological Association) is the standard requirement for all students taking courses within the DOGC.

Textbooks

A listing of the textbooks for each course offered may be found at the Grace College bookstore using this [link](#). Students may also find this to be a convenient place to purchase the course texts and materials, although students are not required to purchase books from any specific vendor. In addition, the book list is available on the DOGC Portal Resources page.

Endorsement Policy

Students enrolled in, graduating from, or alumni of a DOGC program may request letters of recommendation from DOGC faculty related to employment and licensure. The DOGC faculty reserves the right to determine whether or not a letter of recommendation will be issued to a student. Letters of recommendation are a privilege/courtesy and should be viewed this way. The DOGC faculty is under no obligation to endorse a student or write letters of recommendation.

Professional Organizations

The DOGC acknowledges the importance of counseling students development of a professional counseling identity through membership and participation in professional counseling organizations. To facilitate this process, all students are required to join a professional counseling organization by the end of the first year of their schedule of study. Students may enroll in national counseling organizations such as the American Counseling Association (ACA) or the American Mental Health Counseling Association (AMHCA), or students may elect membership in their state or other regional professional counseling organization. Students are required to participate in their chosen professional counseling organization for a minimum of three (3) hours per year. This participation may include attending or presenting at conferences, serving on student committees, volunteering, or other professional involvement. Students must submit evidence of their membership and participation in a professional counseling organization to their advisors each year in order to be eligible to register for courses.

Licensing

Persons interested in licensing (Licensed Mental Health Counselor [LMHC], Licensed Professional Counselor [LPC]) should check with the state licensing board for the state in which licensing will be pursued. In Indiana, this license requires a 60-hour master's degree in counseling from an accredited college or university. In addition, the candidate must complete a designated number of supervised counseling hours under a licensed counselor or psychologist

and pass a qualifying examination. For more information about Indiana licensure, please consult the [Indiana Professional Licensing Agency website](#).

All states accept the education of applicants for licensure from a CACREP-approved program. However, a few states require additional coursework. The DOGC webpage maintains information on state requirements for licensure. It is important that students check the licensing boards/agencies of their state for detailed requirements. If a student becomes a licensed mental health counselor, continuing education credit hours are necessary on a yearly basis to maintain licensure.

Various Offices Necessary to DOGC Students

Financial Information

- **Tuition and Regular Fees**

A graduate student taking at least six credits is considered to have a full-time semester load subject to regular per semester tuition and fees. Tuition is charged by the credit hour. Rates and fees are subject to change each academic year. For more information, please contact the [Business office](#) at 1-800-54-GRACE, ext. 6075.

- **Business Office Policies**

The Business Office provides information regarding tuition and other expenses, annual costs, terms of payment and payment options, responsibility for payments, tuition refunds, appeal of refunds, and deposits.

- **Financial Aid Policies**

Students interested in further information about the financial aid application process, financial aid award notices, financial aid eligibility and appeals, satisfactory academic progress, and financial aid suspension should contact the Office of Student Financial Aid Services.

- **Refunds**

Tuition refunds for students withdrawing or dropping a class will be based on the official date of that action. A student withdrawing from the school must contact the DOGC to complete the appropriate forms. A student dropping from a class must contact the DOGC to complete the drop. Withdrawal from the school or dropping a class can change financial aid. It is the student's responsibility to contact the [Financial Aid office](#) and the [Business Office](#) to ascertain the effect of the action and make payment if needed.

Satisfactory Academic Progress

Recipients of student financial assistance are required to make satisfactory academic progress toward a specific educational objective or degree. The federal government's Department of Education has mandated that Grace College monitor and enforce these standards which are consistent with the educational mission of the college. This policy applies to all students receiving assistance from any financial aid program administered by the Office of Financial Aid at Grace College. This policy is administered separately from the college's academic probation and suspension policy.

Qualitative and Quantitative Measure

Satisfactory academic progress is measured by both a qualitative and a quantitative standard. The qualitative standard is based on meeting the minimum cumulative GPA required for the number of hours attempted. The quantitative standard requires the student to have completed the required minimum percentage for the number of hours attempted. The Office of Financial Aid determines on an annual basis (at the end of spring semester) the eligibility of the student

for continued financial aid based on the standards established under the Satisfactory Academic Progress Policy.

GRADUATE LEVEL

Hours Attempted	Minimum % of Completion	Minimum Cumulative GPA
All (1+)	67%	2.000

Students who fail to complete the required minimum percentage of credit hours as listed above and/or who do not meet the minimum grade point requirements during any applicable academic year will be cited as not making satisfactory academic progress. Students who fail to meet the standards at the end of the spring semester each academic year will be placed on financial aid suspension and notified in writing. Students placed on suspension are not eligible for financial aid funding.

Courses for which a student receives F, W, or I will count as credits attempted but will not be considered as credits successfully completed. Incompletes will be considered as successful completions if the I is changed to a grade (other than F or W) within the six-week period granted by the Academic Policy Manual. Courses that are repeated for academic forgiveness will count in the number of credits attempted and completed. If the original course had a passing grade, the original credits are counted as completed even though the grade is no longer calculated as part of the cumulative GPA. Courses for which a student receives CR count towards credits attempted and completed even if the grade is not calculated as part of the cumulative GPA. Courses for which a student receives NCR count toward the credits attempted but not completed. Courses which are taken for credit, even though they are remedial in nature, are counted in both the quantitative and qualitative computations for eligibility. AU (Audit) credits do not count either in the cumulative GPA or in the credit hours attempted/completed.

Eligibility and Appeal Process

A student who has lost eligibility for financial aid may take courses at Grace College at their own expense until they have achieved the required minimum cumulative GPA and/or the required minimum number of credit hours. Once completing these requirements, the student must request that SAP be reviewed again if requirements are completed at the end of Fall or Summer terms. Financial aid will be reinstated if the student has been found to be meeting the SAP requirements.

A student who has been denied financial aid can appeal by contacting the Registrar to develop an Academic Plan that will enable the student to regain SAP by the end of a year. A student has 30 days from the date of the notification of suspension to develop the Academic Plan and submit it to the Office of Financial Aid. The Academic Plan needs to spell out when and how SAP will be achieved. The Academic Plan will grant one year of SAP Probation. If the student is not meeting this prescribed plan when SAP is reviewed again at the end of the spring term, the student will be placed on Financial Aid Suspension until SAP has been achieved and there will not be another probationary period.

If a student cannot develop a satisfactory academic plan with the registrar that will resolve their SAP failure by the end of a year, the student will have to pay for courses at their own expense.

Student Rights and Responsibilities

All students enrolled in the DOGC program assume an obligation to conduct themselves at all times as responsible members of the Grace College community, to respect the personal and property rights of others, and to support the educational mission of Grace College. Grace College and the DOGC insist that its students demonstrate personal and professional integrity in addition to academic excellence. Grace College administrators, faculty, and staff encourage student involvement in decision making. Student membership and input on institutional committees are valued and encouraged at Grace College.

Attitude and Conduct Expectations

Members of the Grace College community are committed to the mission of the institution and to living in a manner that brings glory to the name of our Lord. All students enrolled in the DOGC program are required to uphold the standards of the Grace College community and affirm their agreement to do so by signing a Statement on Community Lifestyle Expectations. A copy of this document can be found on the Department of Graduate Counseling Resource page on the portal.

In addition to following the Grace College community lifestyle expectations, students also are required to adhere to the Code of Conduct Policy outlined below.

Code of Conduct Policy

All students enrolled in the DOGC program are expected to conduct themselves in an ethical, professional, and civil manner. Students found guilty of the following violations shall be subject to disciplinary action up to and including dismissal from Grace College:

1. Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
2. Falsification or alteration of Grace College documents, records, or identification cards.
3. Forgery, issuing bad checks, or not meeting financial obligations to Grace College.
4. Theft or the deliberate damaging or misusing of property belonging to others or the property of Grace College.
5. The manufacture, possession, use, or illegal distribution of any form of illegal drugs.
6. Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers required by their employer to carry a firearm are excluded).
7. Disrupting the study of others or of Grace College activities, or interfering with the freedom of movement of any member or guest of the Grace College community.
8. Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the Grace College community.
9. Participation in any activity that disrupts or interferes with the education of others or the orderly operation of Grace College.
10. Physical abuse, threatening acts, or harassment toward others.
11. Gambling, drunkenness, distribution of alcohol to minors, or illegal drug use.
12. Membership or association with organizations that promote ideas that are in direct conflict with biblical principles and/or Grace College community lifestyle expectations.
13. Nonconformity to certain standards of appearance and dress which are maintained in order to strengthen professionalism and to promote the general morale of the school (see Dress Code under Miscellaneous Re: Clinical Work)

14. Violation of the ethical codes (ACA and AACC) and/or state licensing laws and statutes governing and pertaining to the counseling profession.

If a professor believes that a student is violating any of the above guidelines, the offending parties will be contacted directly in an effort to discuss the situation. Based on the severity of the violation and/or the student's receptivity to the instructor's intervention, the professor reserves the right to implement remediation of issues related to the offense. Offenses that violate policies and procedures outlined in the Graduate Counseling program catalog or the professional ethics and standards published by the American Counseling Association may result in a failing grade or a "No Credit" for the course.

If a student feels that another student is behaving inappropriately, they are advised to follow the principles outlined in Matthew 18 and discuss this concern with the other student. If for some reason, the student does not feel they can do this, the student is advised to send a private email to the professor explaining the situation to discuss a wise course of action as soon as possible.

The DOGC reserves the right to discipline or dismiss a student who, in its judgment, does not conform either to the stated regulations governing conduct or to the expressed principles, policies, and programs of Grace College. By virtue of their enrollment in the DOGC program, students agree to live within the framework of these standards. Students suspected of violating either the institutional or programmatic Code of Conduct will be referred to the SPDC. Students found guilty of violating either Code of Conduct are subject to sanctions up to and including dismissal from Grace College. Disciplinary problems will be handled by the Dean of the School of Behavioral Sciences and the Chair of the DOGC in conjunction with the Vice President of Student Affairs and Academic Services. Students found guilty of violating the Code of Conduct Policy, even a first offense, shall be subject to disciplinary action up to and including dismissal from Grace College.

Student Concerns Regarding the Faculty Instructor

If the student has concerns or conflict with the faculty instructor, they should first approach the professor and attempt to resolve the stated concerns in a one-on-one meeting. If the student feels that the concerns are not addressed or resolved after meeting with the instructor, the student should contact their advisor to discuss further recourse options. If the student's concerns are regarding a perceived ethical or moral violation on the part of the faculty instructor and the student does not feel comfortable discussing this with the professor, the student is advised to discuss this with the Department of Graduate Counseling Chair.

Requesting Additional Evaluation by Professionals

Referral for mandatory evaluation is within the purview of the Dean of Behavioral Sciences. The Dean may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected). In such cases, the evaluation is to determine and protect the health and safety of the student, the campus, and/or clinical site during practicum and internship courses.

Academic Dishonesty/Plagiarism

Academic Integrity

Grace College and Seminary is committed to fostering students' intellectual, moral, and spiritual development. Academic dishonesty—in all forms—is a serious violation of academic integrity, Grace's community standards for scholarship and behavior, and Christian morality. Because academic integrity is an important value of Grace College and Seminary, violations of the

Academic Integrity Policy may result in severe academic penalties and/or disciplinary consequences.

1. Students are expected to uphold high standards of academic integrity and refrain from committing or facilitating acts of academic dishonesty. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, falsifying or fabricating data, stealing or interfering with another student's work, and submitting substantial portions of the same work for more than one course without prior consent from the instructor.
2. All submitted work is accepted as a student's own work, unless otherwise understood and approved by the instructor.
3. A student may not submit for one course substantial portions of work that have been used to fulfill the requirements of another course taken at this or any other school without obtaining permission from the current professor in advance.
4. A student must not intentionally or knowingly help another student to commit an act of academic dishonesty.
5. Faculty communicate additional expectations and clarifications about discipline-specific practices, particular assignments, and collaborative work via syllabi and in-class instructions.
6. No one responsible for teaching or assisting in a course, including instructors and teaching assistants, will tolerate academic dishonesty. Infractions of the Academic Integrity Policy will be reported by the faculty of record to the academic program administrator, and the Academic Affairs Office. The Academic Affairs Office will then notify the Student Affairs Office and Registrar's Office as necessary.
7. Violations of the Academic Integrity Policy will result in proportional consequences, which include but are not limited to, failure of the assignment, course grade reduction, and failure of the course, as stated in the course syllabus. In assigning a consequence, the faculty member (in consultation with the Academic Affairs Office) will consider the type and extent of academic dishonesty involved, as well as whether the student has a record of prior offenses. Mitigating factors, such as the student's cooperation and contrition, may also be considered.
8. Additional consequences may be imposed by Grace College and Seminary and might include ineligibility for certain student jobs or leadership positions (such as teaching assistantships), suspension from campus or the academic program(s), and/or a hearing before a discipline panel.
9. A student wishing to appeal a violation of the Academic Integrity Policy and/or penalty resulting from such a violation must follow the procedure for an academic appeal as explained in the Academic Policy Manual.

Plagiarism

Plagiarism is defined as presenting someone else's ideas, language, or work as one's own without properly citing or acknowledging the source. Any ideas or materials taken from another source, whether copyrighted or not, must be properly documented unless that information is common knowledge. "Common knowledge" refers to information or facts that are widely known within a discipline or a course and therefore not attributable to one source. Examples of plagiarism include failing to cite content that originates from the work of another, failing to use quotation marks to identify direct quotes, and copying and pasting from any source on any assignment, exam, quiz, PowerPoint slide, discussion board or course requirement without identifying the author or reference.

All of the following are considered plagiarism:

1. Turning in someone else's work as your own
2. Copying words or ideas from someone else without giving credit
3. Failing to put a quotation in quotation marks
4. Giving incorrect information about the source of a quotation
5. Changing words but copying the sentence structure of a source without giving credit
6. Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Retrieved from <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>.

Self-Plagiarism

Just as students are not allowed to present the ideas or work of others without properly giving the author credit, they also do not present their own previously submitted work as new scholarship. Students may not use direct quotes, paraphrases, or materials from their own work that were previously submitted in other courses (for Grace College or any other educational institution) or within a course without first obtaining permission from the course instructor. If a student is given permission by the course instructor to use previously submitted work, they must cite their work according to APA guidelines. All of the following are considered self-plagiarism:

1. Submitting a paper written for a previous course
2. Multiple submissions of the same paper to meet different assignments
3. Journal entries copied or pasted as discussion board posts
4. PowerPoint slides recycled from a previous presentation

Academic Appeal and Review Process

Students have the right to appeal academic decisions **in which they believe they have been treated unjustly** or have been unfairly criticized, and to express grievances related to academic situations. These decisions and situations typically include, but are not limited to, those related to grades and grading procedures, assessment of student learning (e.g., tests and assignments), classroom policies, instructional or classroom management strategies, and advising decisions. Those involved in the dispute (e.g., the student and the professor, advisor, internship supervisor or other) are encouraged to use professional discretion, integrity, respect, and impartial judgment in resolving issues amongst themselves.

Students are asked to use the following process for appeals:

1. Within 10 business days of the situation prompting the student's concern, the student should express his or her concerns via email, a letter, or a phone call, or in a face-to-face conversation within a virtual meeting room, to the person responsible for the decision or involved in the dispute so that the student can communicate his/her concerns and attempt to resolve the issue between the individuals involved. The faculty member or instructor should arrange to meet with the student within 10 business days of the student's request.
2. If the student remains unsatisfied with the outcome of the decision by the faculty member/instructor, the student should put the issue in writing and submit it to the chair of the department within 10 business days following the decision reached after completing Step #1. The student may include any supporting documentation needed. The written dispute should include the facts and concerns about the case and specify the student's

desired outcome. The Department Chair will review the concern and respond within 10 business days. In the case where the Department Chair is the faculty assigning the grade to be appealed, the student will submit the written request to appeal the grade to an appropriately convened, Faculty Appeals Committee (FAC).

3. If the student remains unsatisfied with the outcome of the decision by the Department Chair, the student may request that the Department Chair convene a Faculty Appeals Committee (FAC) for review of the concern. The FAC will include three (3) faculty members who will review the student's concerns and all supporting documentation from the student and professor and will provide a response to the student within 10 business days of being convened. In academic appeals in which a student believes that his/her documented disability has affected his/her academic performance in the graduate program, the student will have the right to consult with the Disability Advisory Team (DAT), which will review the student's concern. In such cases, the FAC will give due weight to the DAT's recommendations or other reasonable measures will be taken to address the concern.

Academic Professional Retention Policy

Students must uphold program and college standards, professional counseling standards, and the ACA and AACC Codes of Ethics to be retained in the Clinical Mental Health Counseling program. These essential skills, knowledge, and values may be considered both academic and professional in nature and are discussed below.

RATIONALE: Counseling students are expected to demonstrate professional behavior in the classroom, in field agencies, and in both the Grace and broader communities, all of which reflect a commitment to the ethics of the Counseling profession. Behavior contrary to these ethics is cause for review of the student's admission to or status in the CMHC program. By virtue of their enrollment at Grace College and admission to the CMHC program, students agree to practice within the framework of these standards.

Counseling Program Retention Criteria

Students must demonstrate the interpersonal skills, attitudes and self-awareness, academic abilities, and professionalism that are consistent with both counseling and institutional standards of conduct. It is the professional obligation of all DOGC faculty and clinical site supervisors to evaluate students for clinical and/or professional competence during their entire course of study. The Graduate Counseling Department Chair and faculty evaluate academic progress and students' dispositions regularly, communicate these to students, and determine their retention status in the department. The academic and professional characteristics required to be retained in the CMHC program include but are not limited to:

1. Interpersonal Skills

a. Professional relationships

- Establishes and maintains professional, collaborative, and collegial relationships with faculty, supervisors, and peers (a) despite social differences and level of authority and (b) that are consistent with the AACC and ACA Codes of Ethics.
- Takes responsibility for own choices and assesses and adjusts own impact on others and systems
- Communicates using appropriate verbal or written etiquette, language, and tone; demonstrates respect by giving thought to the timing of and proper means used for communication.

- Uses established educational and organizational channels for policy clarification and/or conflict resolution as outlined in the course syllabus and catalog
- b. Client relationships
 - Establishes and maintains client relationships (a) despite social differences and level of authority and (b) that are consistent with the AACC and ACA Codes of Ethics.
 - Demonstrates ability to establish rapport and maintain a client-centered therapeutic relationship using basic counseling skills such as empathy, warmth, active listening, eye contact, verbal and non-verbal engagement, openness, and transparency.
 - Exhibits respect for physical, social, religious, spiritual, economic, cultural, and racial differences and differing values and perspectives.
 - Promotes advocacy for the well-being of the client during individual and group sessions, within the client's family and/or support system, during supervision, and within the clinical agency.

Examples of competence in interpersonal skills and professional/client relationships include:

- Demonstrates respectful peer and faculty interactions
- Demonstrates respect for the ideas and integrity of others
- Demonstrates maturity in interactions with others
- Demonstrates ability to interact respectfully with people of diverse backgrounds
- Demonstrates ability to react with appropriate empathy and sensitivity

Examples of behaviors that could result in referral to the SPDC committee are:

- Demonstrates an inability to control anger uses insulting or profane words
- Uses intimidating tactics towards others
- Demonstrates inability to tolerate cultural or lifestyle differences
- Demonstrates dishonest or unethical behavior

2. Self-Awareness

- a. Exhibits knowledge of how own values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
- b. Accurately assesses personal strengths, limitations, and suitability for professional practice.
- c. Demonstrates willingness to seek, accept, and use feedback through supervision for professional development.

Examples of competence in self-awareness include:

- Acknowledging one's role in relationships including how one's contributes to, perceives, and engages in actions that initiate, enhance, or exacerbate a situation
- Acts constructively to prevent and resolve issues, and exhibits openness to solutions proposed by others

- Works with faculty and advisor to assess strengths and limitations, and determines appropriate steps for successful goal completion
- Responds constructively to feedback from faculty and supervisors with minimal defensiveness
- Submits coursework and/or exhibits interpersonal interactions demonstrating student has understood and applied feedback

Examples of behaviors that could result in referral to the SPDC committee include:

- Demonstrates a pattern of or an extreme reaction of intolerance of others' mistakes or circumstances
- Avoids responsibility for situations by blaming others or blaming circumstances
- Does not meet course deadlines, or regularly asks for additional time
- Exhibits inappropriate boundaries when sharing personal information in class or in written assignments, or focuses on personal information instead of assignment criteria
- Exhibits inappropriate boundaries related to questioning or commenting on others' personal information within a course, clinical site, or during interactions with others.

3. Academic Performance

- a. Demonstrates readiness to engage in new experiences, academic and reflective assignments, and group activities
- b. Uses professional, graduate-level written communication demonstrating proficiency in APA writing style and form, synthesis, integration, and appropriate citations and references to avoid plagiarism.
- c. Exhibits critical thinking and higher-level learning as conceptualized through Bloom's Revised Taxonomy of Learning.
- d. Demonstrates ability to understand the verbal and written course content to fulfill the requirements for coursework and the academic field experience.
- e. Demonstrates proficiency in counseling concepts, theory, language, values, and skills by meeting goals and objectives for all coursework as outlined in the syllabi and catalog.
- f. Maintains academic qualities, conditions, and grades outlined in the DOGC catalog including academic status and retention policy.

Examples of competence in academic performance include:

- Fulfills all requirements with a minimum grade of B, or Credit (CR)
- Exhibits graduate level research and writing skills

Examples of behaviors that could result in referral to the SPDC committee include:

- Earns two grades of B- or lower or a No Credit (NCR) in a pass/fail course
- Plagiarizing another's work through using poor writing skills or intent

4. Professional Behavior

- a. Exhibits self-directedness, assertiveness, and initiative in reviewing course or clinical requirements and assignments, seeking assistance when needed, and meeting goals and objectives as outlined in the syllabus, the DOGC catalog, and/or the policies of the clinical site.
- b. Effectively copes with personal issues in order to meet program and course goals and

professional and ethical standards as outlined by AACC and ACA Codes of ethics.

- c. Functions within the structure of clinical organizations during practicum and internship experiences by observing institutional, department, and agency policies, professional standards, and public law.
- d. Demonstrates commitment to the mission, goals, core values, ethical principles, and professional practice of counseling as outlined in the AACC and ACA Codes of Ethics.
- e. Adheres to policies related to appearance, attendance, and/or any other requirements set forth in the course syllabi, DOGC catalog, institutional policies, or any written or verbal standards set by a student's clinical site.

Examples of competence in professional behavior include:

- Using professional language to communicate, even when agitated
- Using the appropriate chain of command to advocate or make inquiries
- Engaging in the process of supervision openly and professionally
- Working collaboratively with peers, faculty, and others

Examples of behaviors that could result in referral to the SPDC committee include:

- Demonstrates overt hostile reaction to faculty or clinical feedback and/or supervision
- Refuses or does not adjust behavior in response to clearly communicated feedback
- Regularly fails to give appropriate credit to others
- Demonstrates a pattern of overreaction to a small slight
- Regularly uses language, tone, or writing style that indicates defensiveness or anger, or ignores academic inquiries or disagreement
- Exhibits difficulty working collaboratively in a professional or academic environment

Retention Procedure

Faculty members are to discuss concerns about academic, professional, or interpersonal competence directly with students. Following these discussions, faculty complete a Notice of Concern, or for more serious issues the DOGC Professional Development Notification (PDN) form, which is a written summary of the competence issue(s), an action plan for remediation, and a date for completion of the plan. The plan is monitored by the student's academic advisor as outlined in the DOGC Catalog section, Academic Advising. Students failing to make substantial changes toward or comply with the objectives agreed upon in the PDN will be referred to the SPDC. Copies of the PDN form are sent to the student, the student's advisor, the department chair and are placed in the student's file. A student who receives two (2) PDN forms will be referred to the SPDC. In the case of gross misconduct or behavior posing a risk to others, the student will be referred immediately to the SPDC. In the case of suspected criminal activity, the student will be referred immediately to the Department of Student Affairs who will consult with the Dean and Department Chair to determine appropriate action. Students who believe they have been treated unfairly must follow the Appeals Policy as outlined in the DOGC Catalog. The Dean of the School of Behavioral Science maintains final authority regarding a student's retention in the program.

Student Professional Development Committee Policies and Procedures

Student Professional Development Committee

The Student Professional Development Committee (SPDC) is an academic committee responsible for monitoring the academic progress, professional competence and behavior of students enrolled in The DOGC program. Students who do not meet the academic standards of their program or whose behaviors raise concerns about professional competence will be referred to the SPDC. The primary purpose of the SPDC is to review submitted information related to concerns about students' professional development and/or competence to determine appropriate steps for remediation or dismissal from the program.

Committee Membership

The SPDC consists of at least three (3) voting members composed of School of Behavioral Science faculty and one recording secretary. Where three voting members from a single department are not available, membership may be interdepartmental. Faculty members are selected by the DOGC Chair or Dean of the School of Behavioral Science.

Referral Procedure

Any member of the academic community who wishes to bring a student concern before the SPDC must submit a formal letter of referral addressed to the Department Chair. The letter should include specific descriptions of academic insufficiencies and subsequent attempts at remediation by faculty, and/or descriptions of behaviors that raise concerns about clinical competence and/or professional conduct. If a student is already under SPDC review and earns a failing grade, Notice of Concern, or Professional Development Notification (PDN), this information will be forwarded to the SPDC for consideration.

If a student serving at an internship, practicum, or clinical placement is dismissed by the site, asked not to return, or fails a site supervisor evaluation, the student's faculty supervisor will request the SPDC to convene for investigation of the circumstances. The focus of the investigation will be to determine what happened and appropriate steps for remediation or dismissal from the program. Once a referral is received, the committee is convened and follows established procedures.

Committee Procedures

The following procedures govern the actions of the SPDC:

- a. The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting, and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the referral.
- b. The committee will be convened in a suitable electronic environment.
- c. In advance of the meeting, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance.
- d. The student may submit written information relevant to the situation to the committee chair up to 48 hours prior to the meeting. All written documentation should be made available for review by the student, the faculty, and the committee in advance of the meeting. In cases when the situation warrants an **immediate** convening of the SPDC, the 48 hours for review of documentation is waived and the student may present relevant documentation to the committee at any time prior to or during the meeting.

- e. If a student is notified of the meeting and does not attend, the SPDC may continue its action and render a decision.
- f. The student is permitted to have a support person from the academic community present for a committee meeting, including another student, faculty or DOGC staff member from Grace College. Support persons may not be family members of the student.
- g. The support person attending the committee meeting is expected to be visible on the screen, but is not permitted to speak during the meeting and must not act as an attorney or an advocate because students are expected to speak on their own behalf. Support persons are not permitted to speak to or coach the student during the meeting.
- h. The student is not permitted to bring legal counsel to committee meetings.
- i. Verbatim transcription or electronic recording of the meeting is not permitted. The recording secretary will transcribe minutes of the meeting and subsequent decisions.
- j. The committee should ensure that the student has been apprised of the concerns and has had an opportunity to respond.
- k. Within ten (10) business days of the meeting the committee members shall render a decision on what course of action is required. The outcomes may include, but are not limited to the following:
 - i. Referral to advisor, Clinical Coordinator, or DOGC faculty member for remediation using a specific plan created by the SPDC committee including identified academic and/or behavioral outcomes, consequences, and process for monitoring.
 - ii. Referral to outside resources
 - iii. Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements
 - iv. Program dismissal
- l. The committee should also consider whether the program or student should take any follow up action with an internship or practicum site, with an instructor, or with another student in order to preserve or reconcile a professional relationship.
- m. The committee chair shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within ten (10) business days of the committee's decision. In all cases, the faculty should describe the problems resulting in referral and the recommended solutions in specific detail.

Monitoring Progress

The SPDC Committee uses the following procedures for monitoring the progress of students referred to SPDC for concerns about academic and/or behavioral competencies.

1. When a student has been placed on probation, the SPDC will develop and provide to the student the explicit requirements that must be completed, a date for reporting completion to the committee, and the consequences for failing to reach the desired goals. The student will communicate with the Committee Chair for questions related to the requirements and will submit all documentation of compliance to the chair by the established date. Within ten (10) business days of receipt of the student's documentation, the Committee Chair will either notify the student in writing that the documentation or actions taken by the student do not meet the agreed upon criteria or will issue a letter stating that the competency has been resolved and no further action

by the SPDC is needed at this time. It is noted that resolving a competency does not preclude the student from being referred to the committee at another time for further concerns about the same or other competencies. If the documentation is not submitted by the required date or the actions taken by the student do not meet the criteria specified by the SPDC, the committee will reconvene to determine the next course of action, which can include dismissal from the program.

2. When a student has been referred to outside resources, the student will be provided with a date for providing a progress report to the SPDC on the outcomes of the referrals. The progress report should be in the form of a letter from the outside source(s) that provides an update of the student's progression in the competency that was cited as a concern by the SPDC. While the SPDC does not require the student to waive confidentiality, the student will be required to sign a limited waiver of confidentiality with the outside source, allowing the Committee Chair to ascertain that the student and the outside referral source are remediating the identified competence and that the student is making progress. It is noted that resolving a competency does not preclude the student from being referred to the committee at another time for further concerns about the same or other competencies. While the student is working with an outside referral source, should the student demonstrate ongoing concerns regarding the identified or other competencies before that time, the SPDC will reconvene to determine the next course of action, including remediation, probation, or dismissal from the program.
3. When the SPDC determines that a student will be dismissed from the program, the dismissal is immediate and will follow the policy outlined in the DOGC Catalog under Program Dismissal.
4. If a student is already under SPDC review and earns a failing grade or Professional Development Notification (PDN), the SPDC will convene to consider whether current remediation should be continued, revised, or if the student should be dismissed.

The committee should also consider whether the program or student should take any follow up action with an internship or practicum site, with an instructor, or with another student in order to preserve or reconcile a professional relationship.

The committee chair shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within 10 business days of the committee's decision. In all cases, the faculty should describe the problems before it and the recommended solutions in specific detail.

Students with Disabilities Appearing Before SPDC

When a student has a documented disability, the SPDC works with the Grace College Disability Services Coordinator to ensure required accommodations for committee proceedings are provided. All students with or without a documented disability must perform to the standards of conduct and academic achievement required by Grace College and the DOGC CMHC program. Accommodations are not retroactive and the failure to request accommodations does not forgive past difficulties. Referral for mandatory evaluation is the purview of the dean of the School of Behavioral Science.

Appeal Process

If the student is not satisfied with the decision of the SPDC committee, the student may submit a written appeal of the decision to the Dean of the School of Behavioral Science within ten (10) business days of receiving the written documentation from the SPDC. Within ten (10) business days of the receipt of the appeal, an Appeals committee comprised of the Dean and two faculty members from the college community outside of the DOGC will convene to consider and render a decision regarding the student's appeal. Any results of the SPDC proceedings will remain in place until the Appeals committee renders a decision otherwise. The student must obey the terms of the SPDC decision pending the outcome of the appeal.

Counseling Skills and Practicum

Counseling Skills

Counseling Skills is a crucial learning component of the DOGC. One aspect of this course involves addressing the student's personal life issues (problems, background, relational style, etc.) which may impede or enhance therapeutic work with clients. Issues that could be detrimental to counseling will be addressed because of the commitment to the well-being of clients and a desire to avoid sending out graduates who could do harm to their clients. The process may be disruptive at times; however, we believe it is necessary for the well-being of clients. Our goal in this process is to help the students grow in Christ and become the most effective counselor possible.

Another aspect of this course involves the acquisition of counseling skills while continuing to look at personal life issues that impede therapeutic work with clients. The various skills of counseling will be taught via methods such as classroom instruction, role-play, and videos. Students will practice skills in class, within triadic groups comprised of Counseling Skills class members, or with volunteers. Students will provide tapes of practice sessions and faculty evaluate students to determine if they are prepared to advance to Practicum.

Practicum

After the successful completion of the Counseling Skills course the student is eligible for Practicum. Students must have completed or are simultaneously taking the following: Counseling Skills (CPY5350), Foundations of CMHC (CPY5100), Group Counseling (CPY6350), Psychopathology (CPY5250) and Theories of Personality and Counseling (CPY5200). The Practicum experience is designed to provide the student with actual counseling experience, along with group and individual supervision. Practicum must be completed at approved clinical sites within the United States or recognized U.S. military installation. Students will not be allowed to take more than 36 hours before taking practicum, unless they have been given a specific waiver to do so.

Practicum is a 16-week course in which the student will accumulate 100 clinical hours in the following manner:

Direct service with clients with at least 10 in group work	40
Individual supervision with appropriately licensed faculty or site supervisors (e.g., LMHC, LMFT, LCSW)	15
Group supervision facilitated by a faculty member	24
Other indirect clinical hours (e.g., research, note writing, site training, etc.)	21
Total	100 hrs.

Counseling Skills and Practicum Credit/No Credit Policy

One way in which students are “screened” for interpersonal attributes and behaviors that may do harm to clients is through the Counseling Skills and Practicum classes. This is the reason a “Credit/No Credit” (“CR”-“NC”) system is used for these courses. If a student receives “Credit” (“CR”), then the student may proceed to the next clinical course. If a student receives “No Credit” (“NC”), then he or she is required to repeat the failed course before advancing to the next. Prior to or after receiving a NC, a referral may be made to the Student Professional Development Committee (SPDC).

A student may receive “NC” for one (or more) of the following reasons:

1. More than one (1) absence during scheduled Faculty Group Supervision in Practicum (CPY 5700 I).
2. Inadequate, incomplete, or unacceptable Case Study presentations (as determined by the Instructor/Faculty Supervisor).
3. Disciplinary actions that are the result of unprofessional/unethical conduct either at the Practicum/Internship site or in the classroom and/or failure to comply with directions and consultation given by either the Faculty Supervisor or any Site Supervisor. All disciplinary problems will be documented in the student’s file.
4. If the Faculty Supervisor determines that the student’s current emotional, mental or physical well-being compromises the integrity of the Practicum/Internship experience or potentially places the student or others in harm’s way or in an unduly vulnerable position. All such cases will be brought to the attention of the Clinical Coordinator and the Program Chair.
5. If there is a question or concern of competency in areas such as (but not limited to):
 - a. Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - b. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
 - c. Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
 - d. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)

If the student receives “No Credit” (“NC”) or indicators of **below expectations** on the Practicum Site Supervisor Evaluation Form, the DOGC faculty may require work outside of the program in order to address the issue(s) involved. This may include but is not limited to extra course work, counseling, and accountability. It is the responsibility of the student to pay for the costs that may be incurred due to required remedial work.

If one of the above listed problem areas is discovered, there are two steps to the remediation process:

1. The student is provided with a written copy of the Practicum Evaluation Form and meets with the professor to discuss problematic areas.

2. If a student receives one or more Professional Characteristic indicators at **below expectations** on the Practicum Evaluation Form, the student will be required to meet with the professor to discuss remediation. A copy of the evaluation scale and any action taken will be given to the student and placed in the student's file.

If, at the final evaluation, the student has not satisfactorily and successfully completed the remedial work in its entirety and/or receives one or more professional characteristic indicators of a "1" (below expectations) on the Practicum Evaluation form, the student will earn a "No Credit" ("NC") and a Professional Development Notification will be issued.

In addition, prior to or after receiving an NC, a referral may be made to the Student Professional Development Committee (SPDC). In order to repeat the course, additional remedial work may be required. **The student may repeat that particular class only one time. Receiving "NC" twice for a particular class will result in dismissal from the program.** If the student is informed that he or she will be dismissed from the program, the instructor will meet with the student to discuss alternative educational/ employment options. A referral will also be made to the director of Career Services.

Please Note: The decision to give "NC" to a student will be made by the class professor. If the student wishes to challenge this decision, the student must follow the academic appeal and review process. Also note: At any point during the remediation process, a student may be referred to the SPDC.

Subjective Component of Credit/No Credit Grading

In the final analysis, all grading is subjective. It is highly dependent upon the observations, experience, and professional and academic judgments of the DOGC faculty. The decision to award "Credit" or "No Credit" is based upon how students respond to and achieve what the professor has determined should be achieved in role-plays, tapes, paperwork, critiques, group discussion feedback, case scenario presentations, completion of readings, etc.

The award of "Credit/No Credit" is also developed within a comparative analysis with other students. The reality is that not all students in Counseling Skills/Practicum work are at the same levels. Not all have the same goals, clinical skills, cognitive capabilities, level of interest, work ethic, experiential background, or maturity. Therefore, not all students may receive "Credit" for the course.

When students have agency supervisors along with a supervisor for Practicum, the Practicum supervisor is considered the primary supervisor and the agency supervisor is considered the secondary supervisor. The primary supervisor will make the final decision as to whether a student will receive "Credit" or "No Credit" for the class. The feedback from the agency supervisor will be requested and incorporated into the final decision; however, the final decision remains with the Counseling Skills/Practicum Faculty Supervisor.

Site Supervisor Concerns Regarding Practicum Students

If the agency supervisor perceives that the student is not meeting minimal standards of competency at the Practicum site, the agency supervisor will identify challenges and possible solutions the student will need to meet. If the agency supervisor believes additional work is necessary for the student, a written remedial plan will be developed by mid semester. The remedial plan will need to be completed satisfactorily and in its entirety by the end of the semester. A copy of this remedial plan will be given to the student and the Practicum, Internship, and Advanced Internship supervisor.

If a remedial plan cannot be agreed upon between the agency supervisor and the student, the Practicum faculty supervisor will be notified. The Practicum faculty supervisor will meet with the student and the agency supervisor and make a reasonable attempt to help all parties reach a satisfactory agreement. The Practicum faculty supervisor reserves the right to make a site visit and to observe the student's practice within the agency.

Up to the three-quarter point in the semester, a student has the opportunity to obtain a new agency supervisor at the present site if a new agency supervisor is available. If an alternative agency supervisor is not available at that site, the student will need to obtain an alternative site and alternative agency supervisor. The student will need to discuss these plans with the Practicum faculty supervisor. If the student decides to obtain an alternative supervisor, the remedial work still needs to be completed to the full satisfaction of the Practicum faculty supervisor.

Please note: At any point during the process in which an agency supervisor perceives that a student is not meeting minimal standards, a student may be subject to referral to the SPDC.

Guidelines for Counseling Internships

Internship and Advanced Internship

Two (2) internships are required for the 60-hour M.A. in Clinical Mental Health Counseling degree:

1. **Internship in Clinical Mental Health Counseling:** Internship is to be completed in a clinical mental health facility under the supervision of a fully licensed clinical supervisor (e.g., LMHC, LCSW, LMFT). See course syllabus for details. Students are responsible for knowing and meeting the number of hours required for licensure in their current state of residence.
2. **Advanced Internship in Clinical Mental Health Counseling:** Advanced Internship is to be completed in a clinical mental health facility. Students are responsible for knowing and meeting the number of hours required for licensure in their current state of residence.
3. **Supervision evaluations** will be used as a major determinant for the student to receive a "CR" or "NC" for each respective course. If a student receives an "NC" for a course, that course may be repeated one (1) time only. A second "NC" will result in termination from the program.

IMPORTANT: Internships are clinical courses required to develop and refine advanced counseling skills that conceptually link counseling theory and practice in a clinical setting. All Internship courses must be completed at approved clinical sites and have a fully licensed clinical supervisor (e.g. LMHC, LCSW, LMFT) on site.

Paid Internship Policy

Many internship sites offer non-paid positions. However, the DOGC M.A. in Clinical Mental Health Counseling degree will allow paid positions to be used for internship credits as long as certain requirements are met. The site must meet the criteria established by the DOGC. The student must obtain approval from the site supervisor and class instructor before the internship begins. The student must discuss the clinical experiences he or she expects to pursue in the paid position with the internship supervisor to ensure the student gains a variety of clinical experiences. If the student is employed with the internship-issuing agency before enrolling in

internship, the internship experience must be beyond the scope of their current job description. The student must also complete and submit a Work Internship Agreement to the Clinical Coordinator for approval prior to signing an Agency Agreement with the site.

Intern Performance Evaluation/Criteria and Procedures

1. Internship Credit/No-Credit Policy

Counseling involves extensive personal investment. Consequently, Interns will be learning more than knowledge and acquiring skills. Internship is challenging both academically and emotionally and Interns will likely be affected in the development of learning clinical skills. Intern participation in this clinical experience will not always be a comfortable experience. We utilize a *Credit/No Credit* (CR/NC) system as a method of preventing Interns who may cause more harm than good to clients from progressing in the clinical components of the program. If an Intern receives CR, then the Intern may proceed to Advanced Internship. If an Intern receives NC, then the Intern is issued a Professional Development Notification and must repeat the Internship course before moving to the next level. Prior to or after receiving a NC, a referral may be made to the Student Professional Development Committee (SPDC). In order to repeat the course, additional remedial work may be required. The Intern may repeat Internship one time only. A mark of NC during the second Internship attempt will result in dismissal from the program.

NOTE: The decision to give NC to an Intern will be made by the faculty supervisor. If the Intern wishes to challenge this decision, the Intern must follow the Academic Appeal and Review Process. If the Intern is informed that he or she will be dismissed from the program, the student's faculty advisor will meet with the Intern to discuss alternative educational/employment options. A referral could also be made to the Director of Career Services for assistance.

The Intern may receive "NC" for one (or more) of the following reasons:

- a. More than (2) two total absences during Faculty Group Supervision over Internship and Advanced Internship (CPY 6700 I and CPY 6710 I). **A student cannot have more than one absence per semester.**
- b. Inadequate, incomplete, or unacceptable Case Study presentations (as determined by the Instructor/Faculty Supervisor).
- c. Disciplinary actions that are the result of unprofessional/unethical conduct either at the Practicum/Internship site or in the classroom and/or failure to comply with directions and consultation given by either the Faculty Supervisor or any Site Supervisor. All disciplinary problems will be documented in the student's file.
- d. If the Faculty Supervisor determines that the student's current emotional, mental or physical well-being compromises the integrity of the Practicum/Internship experience or potentially places the student or others in harm's way or in an unduly vulnerable position. All such cases will be brought to the attention of the Clinical Coordinator and the Program Chair.
- e. If there is a question or concern of competency in areas such as (but not limited to):
 - i. Interpersonal and professional competence (e.g., the ways in which a student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)

- ii. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- iii. Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
- iv. Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues)

Please note: At any point during the internship evaluation process, a student may be subject to referral to the SPDC.

2. Subjective Component of Credit/No Credit Grading

In the final analysis, all grading is subjective. It is highly dependent upon the observations, experience, and professional and academic judgments of the Counseling Department faculty. The decision to award “Credit” or “No-Credit” decisions is based upon how Interns respond to and achieve what the faculty supervisor has determined should be achieved, in recordings, paperwork, group supervision and feedback, case presentations, completion of readings, and on other tasks. The award of “Credit” or “No Credit” is also developed within a comparative analysis with other Interns. The reality is that not all Interns in Internship work at the same level. Not all have set the same goals, possess the same clinical skills or cognitive capabilities, or have the same level of interest, work ethic, experiential background, or maturity. Therefore, some Interns may not receive a credit for the course. When Interns have Site Supervisors along with a faculty supervisor, the faculty supervisor will make the final decision as to whether an Intern will receive “Credit” or “No-Credit” for the class. The feedback from the Site Supervisor will be requested and incorporated into the final decision; however, the final decision remains with the faculty supervisor.

Site Supervisor Concerns Regarding Interns

If the Site Supervisor perceives that the Intern is not meeting minimal standards of competence at the internship site, the Site Supervisor will identify challenges and possible solutions for the Intern. If the Site Supervisor believes additional work is necessary for the Intern, a written remedial plan will be developed by mid semester. The remedial plan will need to be completed in its entirety by the end of the semester. A copy of this remedial plan will be given to the Intern and the internship supervisor. If a remedial plan cannot be agreed upon between the Site Supervisor and the Intern, the Internship Faculty will be notified. Faculty will meet (or correspond by phone) with the Intern and the Site Supervisor and make a reasonable attempt to help all parties reach a satisfactory agreement.

In the case of irresolvable conflicts and up to the three-quarter point in the semester, the Intern has the opportunity to obtain a new Site Supervisor at the present site if a new Site Supervisor is available. If an alternative Site Supervisor is not available at that site the Intern may obtain an alternative site and alternative Site Supervisor. The Intern will need to discuss these plans with faculty. If the Intern decides to obtain an alternative supervisor, the remedial work assigned by the original Site Supervisor must still be completed to the full satisfaction of faculty.

Please note: At any point during the internship evaluation process, a student may be subject to referral to the SPDC.

Intern Concerns Regarding the Site Supervisor

If the Intern has concerns/conflict with the Site Supervisor the Intern should meet with the Site Supervisor to attempt to resolve the stated concerns (if the concerns are regarding a perceived ethical/moral violation on the part of the Site Supervisor, the Intern would be advised to discuss this with faculty). If a resolution cannot be achieved then the Intern should contact the faculty supervisor. Faculty will contact the Site Supervisor to make a reasonable attempt to help all parties reach a satisfactory agreement. If a resolution cannot be achieved for the Intern, then the Intern reserves the right to select an alternative supervisor/site.

Miscellaneous Regarding Clinical Work

Dress Code for Counseling Skills, Practicum, Internship, and Advanced Internship

Students should dress modestly and professionally when meeting with students/clients for Counseling Skills, Practicum, Internship or Advanced Internship. Casual clothing such as jeans, overalls, shorts, t-shirts, sweatshirts, etc., should be avoided. If the student is working with an agency for Practicum, Internship, or Advanced Internship, the dress code of that agency should be followed.

Liability Insurance

Students in Practicum, and Internship/Advanced Internship are required to purchase liability insurance prior to clinical classes. Specific information regarding the liability insurance requirement is available via the class syllabus and on the portal.

Confidentiality of Client Information

Students have an ethical obligation to protect the privacy and confidentiality of clients and volunteers who role-play clients. Files that are stored on a laptop or home computer should be password-protected and no one except the Counselor-in-Training should know the password. No client information should be transmitted electronically by email without the approval of the faculty supervisor or course instructor. Client information that is shared in writing for supervision or grading purposes should have all identifying information redacted. Pseudonyms should be used to refer to clients during live supervision.

Mobile phones and tablets are not allowed for recording client sessions or volunteer role-plays. These devices are not secure and are not suitable for keeping client information confidential.

Clinical Coordinator

The clinical coordinator is responsible for the coordination of all clinical experiences in Practicum, Internships, and Advanced Internships.

1. The Clinical Coordinator facilitates training on clinical field experiences for students.
2. The Clinical Coordinator monitors clinical field experience by acting as a liaison between Grace College and Practicum/Internship Sites.
3. The Clinical Coordinator manages Candidacy process to ensure readiness for Internship.
4. The Clinical Coordinator updates and distributes needed materials for clinical experiences including Handbook of Clinical Experiences, site agreements, and other orientation materials.

DOGC Course Offerings

Students may meet with their advisor prior to registering for courses. If a student wishes to take a course outside of the suggested schedule of study, they must first meet with their advisor and obtain instructor approval before registering for the course. DOGC course offerings are subject to change. The following courses are offered by the DOGC.

CPY 5000 Residency One

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities facilitated. The first residency focuses on orientation to clinical mental health counseling, skill development, and student-to-student and faculty-to-student connections. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

CPY 5002 Residency Two

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities. The second residency centers around assessing interpersonal competencies, skill development and evaluation, and advanced topics. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

CPY 5003 Residency Three

Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities. The third residency consists of training in professional identity topics, preparing for licensure and employment, potential research endeavors, and taking the CPCE exam. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

CPY 5005 Orientation to CMHC

Students are introduced to Clinical Mental Health Counseling by learning about the key components of the CMHC program. Topics discussed include the historical roots and three distinctives of the program, the emphasis on skill development, professional counselor identity, CACREP accreditation, gatekeeping elements, the graduate culture, advising, clinical field requirements, APA writing style, and technology requirements. (Zero hours).

CPY 5050 Theological Foundations of Counseling

This course will examine a theological foundation of counseling specifically as it pertains to Scriptural truths and principles. A biblical theory of personality will be presented which will lead to biblical concepts of counseling. (Three hours)

Prerequisites: none

CPY 5100 Foundations of CMHC

This course is intended to offer an introduction to the profession of mental health counseling. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of mental health counseling. The focus will be on fostering student knowledge and professional identity by increasing awareness of various roles and duties of professional mental

health counselors as well as learning how they interact with professionals from other disciplines within the mental health field. (Three hours)

Prerequisites: none

CPY 5150 Marriage & Family Counseling

Through the lens of Scripture, this course will examine a broad theoretical and practical foundation for counseling couples and families. Students will explore how the counselor can implement knowledge and skills necessary to aid in the mending of marriages and the restoration of proper family functioning. (Three hours)

Prerequisites: CPY5200; Prerequisite or Concurrent: CPY5350

CPY 5200 Personality & Counseling Theories

This course examines the origins, development, and current status of major personality/counseling theories that provide a framework for clinical application and inform current counseling practice. The emphasis will be on the structure and dynamics of personality and implications for understanding behavior and change. Students will evaluate the compatibility of these theories in light of their Christian worldview, ultimately selecting a particular theoretical orientation to be used in counseling practice. (Three hours)

Prerequisites: none

CPY 5250 Psychopathology

This course focuses on concepts of psychopathology as well as the major diagnostic categories of the current DSM, etiological factors, and differential diagnoses. Students are introduced to psychopharmacology as well as current therapeutic approaches, with an emphasis on ethical assessment and treatment planning. Students will examine issues of psychopathology and normalcy through the lens of Scripture while considering cultural, biological, social, psychological, and spiritual factors. (Three hours)

Prerequisites or Concurrent: CPY5100

CPY 5350 Counseling Skills

Professional skill development is the focus of this course. Students will learn to identify client issues that impact wellness, and gain proficiency in basic counseling skills through instruction, modeling, and practice. Students will develop awareness of strengths and weaknesses in relating to others, and explore how interpersonal factors influence therapy. (Three hours)

Prerequisites or Concurrent: CPY5100

CPY 5380 Psychotherapy with Children & Adolescents

The course will explore diagnoses specific to children and adolescents with an emphasis on theories, processes, evidence-based practices, techniques, and incorporating families in working with this population. A central theme in the course includes developing an understanding and readiness to address the needs of children, adolescents, and their families using biblical and counseling perspectives. (Three hours)

Prerequisites: CPY5200, CPY5250

CPY 5592 Research & Program Evaluation

As it pertains to the study of counseling, this course is designed to familiarize students with common research designs, basic statistical concepts and analyses, and critical evaluation of published research. Students will learn how to utilize this knowledge as it relates to program evaluation. (Three hours)

Prerequisites: none

CPY 5610 Candidacy

Candidacy is the first of three DOGC gatekeeping processes which assess student readiness to advance through the CMHC program. Students register for Candidacy in Spring following successful completion of Practicum or concurrently with Practicum in the spring semester. Registration for Candidacy requires prior approval from the student's advisor. (Zero hours)
Prerequisites: CPY 5050, CPY 5100, CPY 5350, CPY 6350, CPY 5250, CPY 5200, CPY 5700 and advisor approval

CPY 5650 Addictions Counseling

This course examines the models, etiologies, psychopathologies, assessments, and recovery strategies related to addiction counseling. Students engage in applied learning activities to enhance understanding of addictive behavior and its treatment. Evidence-based interventions and the stages of change model are emphasized. Students explore the dynamics and treatment of addiction from an ethical, multicultural, sociological, and biblical framework. (Three hours)
Prerequisites: CPY5200, CPY5250, CPY6350

CPY 5691 Assessment and Testing

In this course, the measurement of human behavior with assessment instruments will be examined and students will build a working knowledge of ethical evaluation, administration, and interpretation of tests used in treatment planning for counseling. Content will include an introduction to the basic statistical concepts in testing and the historical, ethical, multicultural, social, and clinical use of standardized and non-standardized tests for individuals and groups. Students will learn methods for determining the appropriate assessment for a particular population, and practice administering formal and informal psychological assessments. (Three hours)
Prerequisites: CPY5200, CPY5250, CPY5350

CPY 5700 Practicum

This course is the first of three fieldwork courses and emphasizes application of foundational counseling skills, diagnosis, and theory-based case conceptualization and treatment planning during a minimum of 100 hours of supervised, counseling interactions with clients. Students are introduced to advanced counseling techniques and continue to develop competency in foundational counseling skills at clinical sites through a combination of observation, co-counseling, and leading counseling sessions or groups under direct supervision. Students use audio/video recordings during weekly, live supervision with clinical and faculty supervisors throughout the course. (Three hours)
Prerequisites: CPY 5100, CPY5200, CPY5250, CPY5350; Prerequisite or Concurrent: CPY6350

CPY 5750 Gender & Sexuality

This course considers biological, physiological, psychological, cultural, societal, and biblical considerations of gender and human sexuality including populations under-reported in research. Emphasis is placed on the development of understanding and appreciation for the role of gender and sexuality throughout the various phases of the life cycle, and on preparing to work with clients who bring concerns related to gender or sexuality. (Three hours)
Prerequisites: none

CPY 6000 Advanced Clinical Practices and Treatment

This course will examine the practice of counseling as it pertains to treatment and interventions. Evidenced based counseling strategies for the treatment of a variety of mental health issues will be reviewed. Attention will be paid to crisis, trauma, grief, anxiety and depression. Students will

use their knowledge of etiology, nomenclature and diagnosis to solidify their application of interventions and treatments. (Three hours)

Prerequisites: CPY5250, CPY 5350, CPY 5100, CPY5200, CPY5700, CPY5691 Concurrent: CPY6700

CPY 6100 Technology in Counseling

This course will study the process, application, and implementation of technology in counseling. Focus of study will include unique legal and ethical responsibilities and best practices for distance delivery of counseling services. (Zero hours)

Prerequisite: CPY 5700

CPY 6200 Ethical & Legal Issues

Students will acquire a broad knowledge base of the legal and ethical issues relevant to clinical mental health counseling practice. Instruction in critical thinking and ethical decision-making is a major component of this course. Students will draw from scripture, codes of ethics, and state and federal law to develop a high degree of personal and professional ethics to enhance clinical work (Three hours)

Prerequisites: none

CPY 6350 Group Counseling

This course will examine the dynamics, theories, ethics, leadership styles, types and purposes, methods and skills, development, and therapeutic factors of group counseling as applied in a multicultural society and as viewed from a Christian perspective. Students will be trained in applications of group counseling through group discussions and applied learning activities for the purpose of developing proficiency in group leadership skills. This course includes an experiential component intended to increase the student's understanding of the dynamics of group membership. (Three hours)

Prerequisites: CPY5250, CPY5350 Prerequisite or Concurrent: CPY 5200

CPY 6400 Human Growth & Development

In this course, developmental models and theories will be examined and synthesized to understand the needs of individuals, families, and communities using neuro-biological, physiological, sociological, multicultural, cognitive, emotional, moral, and spiritual dimensions throughout the lifespan cycle. Students will examine the effects of resilience, and spirituality on human behavior and development related to disability, psychopathology, and during crises, disasters, or other situational factors. Students learn to link theory and theology to practice and demonstrate how a strong grasp of developmental principles can inform the practice and art of competent therapy. (Three hours)

Prerequisite: CPY5200

CPY 6500 Social & Cultural Issues

Cultural issues such as ethnic heritage, socioeconomic status, age, disability, and religion will be considered as germane to the therapeutic relationship and client conceptualization. Emphasis will be placed on understanding worldviews, cultural history, values, systems and structures, and other such factors as they impact effective diagnosis, assessment, and interventions used with culturally diverse clients. Understanding culturally specific theories and advocacy will be introduced as part of a culturally competent clinician's developed skill set. Each of these concepts will be considered in light of a Biblical framework that foundationally understands God's view of all people groups. This course includes an experiential component intended to increase the student's multicultural awareness across diverse counseling settings. (Three hours) Prerequisites: none

CPY 6600 Lifestyle & Career Counseling

This course will assist the student in defining a biblical view of work and its relevance in both secular and Christian contexts through the examination of scripture, theories, decision-making models, techniques, and resources related to career development and maintenance, and the resolution of career-related problems. Students will explore avocational, educational, occupational and labor market and career information resources with an emphasis on developing basic competencies in career and educational planning. The usefulness of assessment instruments and techniques relevant to career planning and decision-making will be demonstrated through experiential learning providing an understanding of specific populations, multicultural issues, and the intersection of mental health and career. (Three hours)

Prerequisites: CPY5200, CPY5350

CPY 6700 Internship in CMHC

This course is the second of three fieldwork courses where students continue to develop and refine clinical skills while meeting state hourly requirements for working directly with clients in a mental health counseling setting. Students attend weekly individual or triadic supervision with a licensed supervisor on site. Faculty provides weekly group supervision, offering feedback from both a clinical and biblical perspective. (Three hours)

Prerequisites: CPY5610, CPY5700, CPY6200, CPY5691 Prerequisite or Concurrent: CPY5150

CPY 6710 Advanced Internship in CMHC

This course is the third of three fieldwork courses and a continuation of the internship experience. Students complete state requirements for counseling hours and attend weekly individual or triadic supervision with a licensed supervisor on site. Faculty provides weekly group supervision, offering feedback from both a clinical and biblical perspective. (Three hours)

Prerequisite: CPY6700

CPY 6720 Advanced Internship Extension

This course is an extension of Advanced Internship. Enrollment in this course requires prior approval by the Department Chair. Elective (One hour)

Prerequisite: CPY6710

CPY 6800 Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is the second of three gatekeeping processes that assess students for readiness to graduate from the CMHC program. The CPCE tests the student's proficiency in the following eight core curriculum areas: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development; Career Development, Counseling and Helping Relationships; Social and Cultural Foundations; Group Counseling and Group Work; Assessment and Testing, and Research and Program Evaluation. The CPCE is a "Pass/Fail" component of the CMHC degree. (Zero hours)

Prerequisites: CPY5100, CPY 5350, CPY 6350, CPY 5250, CPY 5690, CPY 6200, CPY 5200, CPY 5700, CPY 5592, CPY6400, CPY 6500, CPY 6600, CPY 5610

CPY 6900 Portfolio Review

The Portfolio Review is the third of three gatekeeping processes that assess students for readiness to graduate from the CMHC program. The Portfolio Review is comprised of both written and oral components that include academic assignments and a presentation of a professional identity oral presentation to faculty. The Portfolio Review is a "Pass/Fail" component of the CMHC degree. (Zero hours)

Prerequisite: CPY6700 Concurrent: CPY6710

Program Faculty and Staff

Full Time Faculty

Belton, Rebecca, Ph.D., LPC (VA & WI)

Assistant Professor of Counseling

Clinical Coordinator

B.A. in Comprehensive Bible, Cedarville University

M.A. in Clinical Mental Health Counseling, Grace College

Ph.D. in Counselor Education and Supervision, Regent University

Rebecca Belton is a Licensed Professional Counselor in both Wisconsin and Virginia. She graduated from Grace's online clinical mental health counseling program in 2016. Before stepping into a teaching role, she worked with those experiencing homelessness, providing counseling services in a residential substance use recovery program, and in an intensive outpatient program for a hospital, providing group counseling services. Dr. Belton's research interests include substance use treatment, faith integration, and athlete mental health. Dr. Belton serves as the clinical coordinator in addition to her teaching role.

Brue, Jill, Ph.D., LPC (TX)

Associate Professor of Counseling

Chair, Department of Graduate Counseling

B.A. in French, Texas Tech University

M.A. in Counseling, Asbury Theological Seminary

Ph.D. in Counselor Education and Supervision, Regent University

Dr. Brue has been licensed as a professional counselor since 1997. She has provided counseling services in a variety of settings, including university counseling centers, community mental health, veterans' services, and private practice. Dr. Brue has taught graduate counseling courses in different Christian counselor education programs. Her research focus has been the integration of faith with professional counselor identity in counselor education students as well as effective teaching strategies. She enjoys spending time with her five children, supporting them in their activities, as well as serving as a board trustee for her alma mater and directing a scholarship foundation.

Christmas, Christopher, Ph.D., LMHC (IN)

Assistant Professor of Graduate Counseling

B. A. in Speech Communication and Photojournalism, Ball State University

M.A. in Counseling, Reformed Theological Seminary

Ph.D., Counselor Education and Supervision, University of Central Florida

Dr. Christopher G. Christmas brings nearly two decades of professional counseling experience and over a decade of counselor education to his role as a faculty member. In addition to teaching graduate-level courses in counselor education, Dr. Christmas has served in various clinical, supervisory, and leadership roles across multiple behavioral health settings, including residential treatment, partial hospitalization, integrated primary care, and outpatient services. Dr. Christmas holds a Ph.D. in Counselor Education from the University of Central Florida (a CACREP-accredited program) and a Master of Arts in Counseling from Reformed Theological Seminary, where he received specialized training in Christian integration. His scholarship and

professional work focus on spiritual and religious competence in counseling. He is a Licensed Mental Health Counselor in Indiana and has provided clinical supervision to graduate interns and early career clinicians since 2012. Dr. Christmas has also worked as a clinical trainer for a managed care organization, delivering evidence-based training on mental health assessment and treatment to Medicaid behavioral health providers across several states.

Johnson, Danielle, Ph.D., LCPC (MD), CAC-AD, NCC

Assistant Professor of Counseling

B.S. in Psychology, Ferrum College

M.A. in Clinical Mental Health Counseling, Regent University

Ph.D., Counselor Education and Supervision, Regent University

Dr. Johnson is a licensed clinical professional counselor in Maryland, a certified associate Counselor in Alcohol and Drug use, and a Nationally Certified Counselor. Her areas of specialization include addiction counseling, solution-focused and psychodynamic approaches to counseling, trauma counseling, and counseling needs of global workers. Dr. Johnson lives in Maryland with her husband and two children.

Lewis, Denise, Ph.D., LPC, NCC (OH)

Associate Professor of Counseling

B.S. in Sociology, Ohio Dominican University

M.A. in Counseling Ministry, Methodist Theological School in Ohio

Ph.D. in Counselor Education and Supervision, Ohio University

Dr. Denise Lewis is a licensed professional counselor and a nationally certified counselor. Her areas of specialization include counselor education, clinical counseling, multicultural and diversity issues in counseling, and spiritual and religious issues in counseling. Dr. Lewis' research interests are focused on African American youth and families and involve evaluating and addressing systemic problems that impact their areas of wholistic functioning.

Dr. Lewis' honors include receiving the Outstanding Faculty Award from Ohio Christian University, and the George C. Hill Counseling Award from Ohio University. She is a member of Phi Kappa Phi National Honor Society and Chi Sigma Iota Counseling Academic and Professional Honor Society International. She has worked in a variety of academic settings and values the opportunity to engage with students on their journey to reaching their goals.

Dr. Lewis is married to Rev. Edward Lewis, who is a hospice chaplain and the pastor of Bethany Presbyterian Church. They have four adult children and four grandchildren with whom she enjoys spending her time. They all work together in ministry and in making a significant impact in their community. Her favorite scripture is Jeremiah 29:11, "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." (NIV)

Pace, Ronnie "RP", Ph.D., LPCC (NM), LMFT

Associate Professor of Counseling

B.A. in General Studies of Counseling, Louisiana Tech University

M.A. in Counseling, Louisiana Tech University

MMFT, Marriage and Family Therapy Studies, University of Phoenix; Albuquerque, NM
Ph.D. in Counselor Education and Supervision, Walden University

Dr. Pace comes to us from his home state of Louisiana. For almost 30 years he has provided professional clinical mental health counseling, supervision, and consulting services throughout New Mexico, Louisiana, S. Carolina, Florida, Texas, and Colorado. He is a military consultant, most recently acting as the Director of Psychological Health for the Air Force National Guard. Dr. Pace specializes in crisis and trauma, marital and family therapy, and the treatment of addictions. He has a passion for mentoring and educating counseling students believing that they need to develop a stronger identity of who they are as counselors. In addition, Dr. Pace has taught undergraduate and graduate-level courses for several years. He is currently engaged in research focused on counselor education issues. His personal interests include spending time with his family and enjoying the lake out his back door. He loves contemporary gospel music, plays guitar, piano, and the trombone and enjoys singing backup for famous artists.

Tillett, Luke, Ph.D., LPC (IL)

Assistant Professor of Counseling

B.A. in Pre-seminary and Philosophy, Cedarville University
M.Div. in Divinity Studies, Trinity Evangelical Divinity School
M.A. in Counseling Psychology, Trinity Evangelical Divinity School
Ph.D. in Counselor Education and Supervision, Regent University

Dr. Tillett is a licensed professional counselor in Illinois and has experience counseling families and individuals in a group practice. He has been a counselor educator since 2019. Dr. Tillett has unique experiences in ministry with Asian populations, including a pastorate with a Chinese Christian Church in Illinois and a small group leader in a Baptist church in Seoul, Korea. His training and research focus has been in faith integration and spiritual formation. Dr. Tillett lives with his wife and children in Illinois.

Part-Time Faculty

Blosser, Jeffrey, M.A., LMHC
Brewer, Aaron, M.A, LPC, NCC, CSAT, CPTT, CMAT
DeCree, Shekyra, Ph.D., LPCC-S
Edgington, Tom, Ph.D., LMHC
Einselen, Amanda, M.A., LMHC
Graham, Joe, Psy.D., HSPP
McEvoy, Deb, Psy.D., LMHC
Moore-Felton, Miya, M.A., LPC (ABD Ph.D.)
Rolle, Marcella, Ph.D., LPC
Ullrich, Daniel, Ph.D., LPC
Wildman, Ashley, PhD, LMHC

Staff

Ellinger, Jenna
DOGC Administrative Assistant

APPENDIX A: Acknowledgements and Waivers Form



Acknowledgements and Waivers Form

Students are required to read, sign, and submit this form each year

The Department of Graduate Counseling (DOGC) Catalog and Student Handbook is provided to inform students and applicants of the policies and procedures of the institution, department, and program in which they are enrolled. The policies and procedures outlined in this catalog are subject to change and students are held to the requirements and expectations of the current DOGC catalog.

DOGC Student Acknowledgements

By my signature I, _____, acknowledge that:
(Student Name – Please Print)

- I have a thorough understanding of the information contained in the DOGC Catalog

DOGC Student Waivers

By my signature below, I, _____ acknowledge that:
(Student Name – Please Print)

- Graduating from the DOGC Clinical Mental Health Counseling program does not guarantee my ability to be licensed as a Licensed Mental Health Counselor (LMHC), Licensed Professional Counselor (LPC) or the equivalent.
- Graduating from the DOGC Clinical Mental Health Counseling program does not guarantee that I have met all of the specific educational or clinical requirements for becoming a licensed counselor in my state or country of residence.

I am aware that I can discuss the information contained in the DOGC Catalog directly with my academic advisor or the DOGC Chair. I agree to abide by all institutional and program policies, procedures, and guidelines outlined in this catalog. I understand that these documents may be modified from time to time and I am held to the requirements and expectations of the current DOGC catalog. I acknowledge that it is my responsibility to review the current catalog each year in order to remain current with its contents. I further understand that this Acknowledgment Form will be placed in my student file.

Student Signature

Date

APPENDIX B: Memorandum Agreement



Memorandum Agreement

Students are required to read, sign, and submit this form each year

The program faculty in the Department of Graduate Counseling at Grace College believes that the interpersonal awareness and growth of counseling students is a demonstration of Christian integrity and a prime requisite for proficiency as a counselor. Therefore, in addition to academic performance, faculty evaluate all counseling students to determine competence in interpersonal skills, self-awareness, and professional behavior as outlined in the Department of Graduate Counseling Catalog and Student Handbook section entitled DOGC Retention Criteria. If faculty perceive that personal issues may be impacting a student's ability to demonstrate these successfully, faculty are ethically required to evaluate and recommend a remedial course of action. Typically, that recommendation involves professional counseling for the student with a non-DOGC- affiliated mental health provider. If personal issues are not resolved, the faculty of the Department of Graduate Counseling, through the Student Professional Development Committee process, in conjunction with the Dean of the School of Behavioral Sciences will review the appropriateness of the student's continuance in the counseling program.

The above is in compliance with the ACA Ethical Guidelines (2014), Sections F.8.c., F.8.d., F.9.a., and F.9.b., pp. 14 – 15.

I have read and understood the above statements.

Student Signature: _____ Date: _____