



SCHOOL OF
COUNSELING

M.S. IN COUNSELING
PROGRAM CATALOG
2017-2018

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Divine Mercy University

Welcome to Divine Mercy University!

Thank you for taking the time to review our catalog and learn more about the dynamic programs we have here both onsite here in Arlington, VA and online. I am always inspired by the commitment of our students, faculty and alumni, and hope you are able to glimpse a bit of the incredible mission and team we have here.

Building a program which integrates the best of psychology and clinical mental health counseling with the Catholic-Christian vision of the person is a challenging task, yet we have made remarkable progress over these short years:

- Our past and current students have come from over 30 states as well as 13 other countries.
- Our 160 alumni are serving in many parts of our nation and abroad, building Catholic psychology practices.
- Our efforts have been recognized by Pope Benedict XVI (then Cardinal Ratzinger) and Pope John Paul II*, among many other distinguished intellectuals of our day.
- In 2014, we expanded by introducing our first fully online Master's degree, a Master of Science in Psychology, designed for working professionals and those in pastoral ministry.
- In 2016, we added a new School of Counseling and launched an online MS in Clinical Mental Health Counseling.
- We are also proud to enter our second decade with no debt and a growing number of supporters.

Maintaining the highest educational standards, we are continuing to explore other ways to transform culture and make the practice of an integrated psychology a prominent reality: collaborating with bishops and Catholic communities worldwide, designing more online programs, and preparing a groundbreaking textbook of case studies that will demonstrate the difference our vision makes in concrete therapeutic practice.

I invite you to join us as we look forward to an exciting time in the field of psychology and counseling. Pursue your vocation to heal (or helping

others pursue theirs), and transform our culture. Please come and visit us sometime or join our online community!

God bless,
Rev. Charles Sikorsky L.C., J.D., J.C.L.

* “Address of John Paul II to the Tribunal of the Roman Rota,” February 7, 1987

About Divine Mercy University

Divine Mercy University is a Catholic graduate school of psychology founded in 1999 dedicated to the scientific study of psychology with a Catholic understanding of the person, marriage and the family. The University offers Master of Science (M.S.) and Doctoral (Psy.D.) degrees in Clinical Psychology, a Master of Science (M.S.) degree in Psychology, and a Master of Science (M.S.) in Counseling.

Divine Mercy University is governed by its Board of Directors, which has complete and final governing authority over the University. The Board consists of the Bishop of Arlington, Virginia, seven lay Catholic leaders and three members of the Legion of Christ. The Legion sponsors the University by providing a President and a Chaplain and helping to maintain the Catholic identity of the institution.

Vision

The Divine Mercy University will be an international center for scholarship and professional training dedicated to the development of a psychology grounded in an integral Catholic-Christian view of the human person. Maintaining the highest academic standards, it will educate new generations of psychologists as well as professionals in psychology-related fields and open new areas of research for psychological theories that explore the relationship of psychology and the Catholic-Christian understanding of the human person.

Mission

Divine Mercy University (University) is an institution of higher education offering Master’s and Doctoral degrees. It is affiliated with the Legionaries of Christ. The University is dedicated to the renewal of the Catholic Christian intellectual tradition and the integration of the theoretical and

empirical bases of psychology and a Catholic-Christian view of the human person.

The University seeks to provide students an effective academic and educational environment that supports the integration of the psychological sciences and a Catholic-Christian understanding of the person through teaching and learning both knowledge and critical skills. It assists students intellectually and professionally as they prepare themselves to respond to their vocation as mental health professionals or as men and women in helping professions. The University's mission also involves dialogue about its integrative approach with practitioners and scholars, nationally and internationally.

Statement of Identity

Divine Mercy University (University) is a Catholic institution formed to train leaders in the field of psychology and counseling. According to its mission statement, "the University is dedicated to the renewal of the Catholic Christian intellectual tradition and the integration of the theoretical and empirical bases of psychology and a Catholic view of the human person."

The life of the University is rooted in and fully informed by the teaching of the Catholic Church. This vision involves every aspect of life at the University, including the training model, education in the classroom and the clinic, intellectual and scholarly pursuits, and our common life as an academic community. The identity of the University finds its primary source in the word of God, which is expressed in the whole Tradition of the Catholic Church (Scripture and Magisterium) (Dei Verbum [The Word of God, Dogmatic Constitution on Divine Revelation of the Second Vatican Council], DV, sec. 7-10).

The heart of the identity of the University is belief in the Trinitarian God who has revealed himself through Jesus Christ. Believing all things are created by God and bear resemblance to him, we view reality and each person as a gift. We recognize the primacy of God's gift, which humanity is invited to receive and to give in turn. Therefore, we seek to promote and participate in an authentic "culture of life" (Evangelium Vitae [The Gospel of Life], Encyclical of Pope John Paul II, 1995, sec. 28) at the University and in the broader culture.

We affirm that the human being has been created "in the image of God" (Genesis 1:27), and so every person has transcendent dignity. Created by God, who is truth himself (John 14:6), the human person is called "to live the truth in love" (Ephesians 4:15). In Jesus Christ, the human person

fully discovers himself as made in love and for love. Each person, in turn, can only find himself “through a sincere gift of self” (Gaudium et Spes [Joy and Hope, Pastoral Constitution on the Church in the Modern World of the Second Vatican Council], 1965, sec. 24).

All are called to live a relationship of love with God. God calls each person through a unique vocation to holiness; the gift of self is the archetypal form of the person’s response to this call. Some people are called to special states in life (marriage, ordained, or consecrated celibacy). Everyone is called to glorify God and serve others through their work. We view the pursuit of graduate studies at the University and the work of professional psychology in vocational terms, as a response to God’s call.

The human person is further recognized as a free and responsible being (Catechism of the Catholic Church, 2nd ed., sec. 1738). God gave persons the possibility to accept or reject His love. In turn, we at the University honor the freedom of all people: students, faculty, staff, clients, and others. We recognize that the human person is fallen and is wounded by sin, but is offered redemption in Jesus Christ through the Church and the grace of the Holy Spirit. In the light of faith, we live and affirm a vision of hope.

Those who come to work or study at the University either personally hold the Catholic Church’s vision of God and the human person, or remain respectful of this vision. A concern for physical, psychological, social, and spiritual development and well- being motivates the University to clearly identify the qualities of character and conduct that the University community strives to attain. The Catholic identity of the University has particular implications for the model of training at the University and the form of our common life.

A Catholic Christian Vision of the Person

A Catholic Christian vision of the person permeates all the University’s teaching and training. This vision guides our programs, which form mental health and helping professionals to meet the growing demand in today’s culture for therapists who respect the dignity and uniqueness of every person. The University’s clinicians go beyond simple symptom relief to facilitate true healing and growth for clients and their families. Our training emphasizes not only assessment and treatment of disorders, but also how to help clients develop virtues and respond to their callings to flourishing and communion.

To assist in articulating this integrated understanding of reality and each person's spiritual, interpersonal, emotional, and temporal dimensions, the University faculty – mental health professionals (clinicians and theoreticians), bio-psycho-social scientists, philosophers and theologians – meet regularly in a research group called the Faculty Integration Project. More than a decade of this multidisciplinary work has resulted in “The Catholic Christian Meta-Model of the Person”.

This vision of the person brings together the theoretical, clinical, and empirical-knowledge of psychology and counseling with philosophical and theological insights about the person from the perspective of the Catholic faith. This training model also emphasizes the particular vocations of both the therapist and the client. It views the mental health professional as having a vocation to heal, and believes that each person's vocational state – single, married, raising a family, professional, member of the clergy – plays an integral role in the therapeutic process. By understanding the whole person, clinicians can provide more effective treatment.

Ex Corde Ecclesiae

In conformity with The Application of Ex Corde Ecclesiae for the United States, approved by the Catholic Bishops of the United States on implementing the apostolic constitution Ex Corde Ecclesiae, professors of theology and philosophy at the Divine Mercy University must acquire the *mandatum** from the local Bishop. As well, at every University presidential inauguration the incoming president takes the Oath of Fidelity on Assuming an Office to be Exercised in the Name of the Church, as conforming to Pope John Paul II's Apostolic Letter *Motu Proprio Ad Tuendam Fidem*.

*”The *mandatum* is fundamentally an acknowledgment by Church authority that a Catholic professor of a theological discipline is a teacher within the full communion of the Catholic Church. The *mandatum*, therefore, recognizes the professor's commitment and responsibility to teach authentic Catholic doctrine and refrain from putting forth as Catholic teaching anything contrary to the Church's magisterium. The *mandatum* should not be construed as an appointment, authorization, delegation or approbation of one's teaching by Church authorities. Those who have received a *mandatum* teach in their own name in virtue of their baptism and their academic and professional competence, not in the name of the bishop or the Church's magisterium.” (“Guidelines concerning the Academic Mandatum in Catholic Universities,” U.S.C.C.B.)

A Brief History of Divine Mercy University

The Institute for the Psychological Sciences (Institute) is founded in 1997 by a group of mental health professionals, academicians, and clinicians, who perceive a need for a proper understanding of the interrelationship between psychology and its philosophical foundations.

1998

The Institute is initially incorporated as The Institute for Faith and Psychological Sciences in the Commonwealth of Virginia, sponsoring workshops for licensed mental health professionals, incorporating philosophy and psychology. It leases classroom and office space on the first floor of an office building located at 2001 Jefferson Davis Highway in the Crystal City area of Arlington, Virginia, just across the Potomac River from Washington, D.C. After several years of experience sponsoring workshops, the founders becomes convinced of the need for a new degree-granting institution to educate and train future generations of psychologists integrating theology and psychology.

1999

The Institute for Faith and Psychological Sciences changes its name to The Institute for the Psychological Sciences and begins offering instruction leading to the Master of Science degree in Clinical Psychology. The initial enrollment in this program is 17 students.

2000

The State Council of Higher Education for Virginia (SCHEV) grants provisional approval for the University to confer the Master of Science and the Doctor of Psychology degrees in Clinical Psychology. The University awards its first degrees in the Master of Science program. The first students are enrolled in the Doctor of Psychology degree program in Clinical Psychology.

The Institute founds the John Henry Cardinal Newman Lecture Series to feature speakers who are widely recognized for their contributions to the fields of psychology, moral and political philosophy, theology, and law and to promote the interdisciplinary dialogue to advance the integration of modern social, psychological and Catholic thought.

2001

The Scholarly Research Center is founded, sponsoring research, conferences, and various related activities. "The Idea of Human Nature: Roman Catholic Teachings and Its Implications" addressed the moral, political and civic dimensions of life as they relate to the Roman Catholic

conception of the human person. The Anthropology Project aims to identify those elements of the Christian tradition that remain indispensable for sustaining a proper dialogue between Christianity and secular psychology.

2004

The University opens the Centre for Philosophical Psychology in collaboration with Blackfriars Hall at the University of Oxford in England. The Centre hosts a visiting scholar program featuring both a senior and junior scholar who engage in research while in residence at Oxford and who present public lectures at the University to be published by the IPS Press. The IPS Press is established to publish approaches to psychological sciences that are integrated with a Catholic view of the human person and the moral life.

2005

The Southern Association of Colleges and Schools Commission on Colleges (SACS COC) grants accreditation to award master's and doctoral degrees. The first doctoral degree in clinical psychology is awarded. Rev. John Hopkins, L.C., S.T.L., is appointed as the second president of the University.

2006

The Psy.D. Program is recognized as an Association of State and Provincial Psychology Boards (ASPPB)/National Register Designated Doctoral Program in Psychology. The campus expands to include increased classroom, library, and student services space, making possible the opening of the Center for Psychological Services for student practicum experiences. The IPS Press releases its first publication, *The Person and the Polis: Faith and Values within the Secular State*.

2007

Rev. Charles Sikorsky, L.C., J.D., J.C.L., is appointed as the third president of the University. The largest class graduates, including the largest number of Psy.D. recipients. The Summer Program at the University of Oxford is offered. Two faculty members become founding board members of the Catholic Psychotherapy Association (CPA).

2008

The first Psy.D. graduates are licensed as clinical psychologists. Five students are selected to present their research findings at the 16th Annual Society of Catholic Social Scientists' Conference (SCSS).

2009

University faculty author the first Catholic issue for the respected publication, *Edification: A Journal of the Society of Christian Psychology*. The University celebrates the 10th Anniversary since its founding in 1999. F. Russell Hittinger, Ph.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2010

The University is reaffirmed for accreditation for another 10 years by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). Rev. Romanus Cessario, O.P., S.T.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2011

Classroom, library, office and chapel spaces are enlarged. The Training Clinic is expanded and upgraded. Online continuing education seminars are launched to begin offering distance learning opportunities. The faculty begin the development of a “handbook” of cases exemplifying a Catholic integrative approach to clinical practice, as a result of the Quality Enhancement Plan (QEP). The University Diversity Committee, comprised of faculty, students and staff, is established to offer a series of seminars. University faculty are featured in *Psychology Today* online series on Psychology and Religion.

2012

Dr. Philip Scrofani is recognized for teaching excellence by Saint Elizabeth Hospital’s Psychiatry Residency Training Program. The University’s Board of Directors appoints its first non-clergy chair, and adds three lay members, including an alumna. The Master’s Program in Clinical Psychology is enhanced to broaden licensure opportunities at the master’s level in less time. The Online Education Library website is launched featuring leading Catholic mental health experts addressing mental health topics from a Catholic perspective. Memberships and continuing education credits are made available.

2014

The Institute launches its M.S. in Psychology program online, with its focus on educating working professionals and giving them the practical tools they need to become transformational leaders in their workplace or ministry.

2015

The institution changes its name to Divine Mercy University and initiates a School of Counseling.

2016

Divine Mercy University launches a new program: the Master of Science in Counseling with a specialization in Mental Health Counseling. The IPS doctoral program in clinical psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association (APA).

2017

The first graduates of the online M.S. in Psychology are awarded their degrees.

Board of Directors

Fr. Shawn Aaron, L.C.	Rye, New York
Mrs. Evelyn Auth	Naples, Florida
Mr. Thomas Cunningham, Chairman	Ellicott City, Maryland
Mr. Frank J. Hanna, III	Atlanta, Georgia
Fr. John Hopkins, L.C., Vice Chairman	Potomac, Maryland
Bishop Paul S. Loverde	Arlington, Virginia
Dr. G. Alexander Ross	Vero Beach, Florida
Fr. Charles Sikorsky, L.C., President	Potomac, Maryland
Dr. Barry Sugarman	Baltimore, Maryland
Mr. Eugene Zurlo	Charleston, South Carolina

University Administration and Staff

President	Rev. Charles Sikorsky, L.C., J.D., J.C.L.
VP for Academic & Student Affairs	Rev. Robert Presutti, L.C., Ph.D.
VP for Finance & Administration	Antonio Maza, M.B.A.
VP for Enrollment & Marketing	Thomas Brooks
VP for Institutional Effectiveness	Laura Tucker, M.P.A.
Associate VP, Program Development	Stephen Grundman, Ph.D.
Associate VP, Student Affairs	Tambi Spitz
Dean, IPS (School of Psychology); Director, PsyD Program	Suzanne Hollman, Psy.D.
Dean, School of Counseling, Director, MS Counseling	Harvey Payne, Psy.D.
Registrar, Director of Enrollment Services	Jennifer Karns, M.A.
Director, Department of Integrative Studies	Craig Steven Titus, S.T.D., Ph.D.
Director, MSP Program	Anna Pecoraro, Psy.D.
Associate Director, PsyD Program	Lisa Klewicki, Psy.D.
Director of Library Services, Online Student Support Specialist	Jeffrey Elliott, M.S.L.S.
Director of Accounting, Student Accounts Manager	Mabel Imala, M.B.A, CPA
Director of Marketing	Elizabeth Venafro
Director of Financial Aid	Toni Wormley, M.A.
Senior Director of Communications	Jessie Tappel, M.S.
Chaplain	Rev. Steven Costello, L.C., Ph.D. (ABD)

Assistant to the President	Rev. Edward Moran, M.S.
Assistant to the VP for Finance & Administration	Keegan McDermott
Assistant Registrar	Katie Rosaschi
Coordinator of Financial Aid	Stephen Menard
Academic Assistant for the School of Counseling	Laura Mayers, M.A.
IE Assistant, Academic Assistant for IPS	Becci Sheptock
Marketing Administrative Assistant	Jeffrey Balzarini
Program Development Associate	John Carter
Student Help Desk Coordinator, Assistant to the Librarian	Anne Adams
Admissions Associate	Gabrielle Bebel
Admissions Associate	Robert Cappel
Admissions Associate	Julie Cipriano
Admissions Associate	Molly Loesel

Degrees Offered

Divine Mercy University offers the following degrees:

- Master of Science in Clinical Psychology
- Master of Science in Counseling
- Master of Science in Psychology
- Doctor of Psychology in Clinical Psychology

Degree Granting Authority/State Authorization

Divine Mercy University was formed, chartered, and established in the Commonwealth of Virginia in 1998, is accredited by a U.S. Department of Education recognized accrediting agency, and is therefore exempt from the requirements of certification or approval by the State Council of Higher Education for Virginia (SCHEV). The exemption entitles the University to conduct academic affairs or business without seeking or obtaining SCHEV approval. The resulting scope of the institutional autonomy includes:

- offering courses or programs for degree credit;
- enrolling students in courses or programs;
- conferring or awarding degrees;
- initiating other programs for degree credit at a new or additional level; and
- offering instruction at additional or new locations.

Divine Mercy University is authorized under National Council for State Authorization Reciprocity Agreements (NC-SARA) to offer online degree programs to students in any of the 47 NC-SARA member states. Prospective students for the M.S. in Psychology and/or M.S. in Counseling programs can check the NC-SARA website for assurance of their state's participation.

Accreditation

Regional Accreditation

Divine Mercy University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Divine Mercy University.

APA Accreditation

The IPS doctoral program in clinical psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association (APA).

*Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

ASPPB/National Register Designated Program

The Doctor of Psychology (Psy.D.) program meets the Association of State & Provincial Psychology Boards/National Register of Health Service Providers in Psychology "Guidelines for Defining 'Doctoral Degree in Psychology.'" Therefore, graduates of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction there are additional requirements that must be satisfied. For exact information, please contact the state, provincial, or licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program completed meets the educational requirements for credentialing by the National Register. However, there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Providers in Psychology. For further information, consult the National Register's website: www.nationalregister.org.

Academic Excellence

The curriculum at the University was developed according to criteria set by licensing laws and best practices guidelines established on the national level by professional associations.

The success of the University programs can be witnessed on a number of levels:

- All doctoral graduates who have applied for licensure have been licensed. They are employed throughout the country and around the world, in private practice, serving dioceses, conducting assessments and running therapy groups in various clinical settings, and writing and speaking on topics in the field of psychology;

- Doctoral students, in the course of their training, are placed in paid internship sites, which is validation of our rigorous and comprehensive curriculum and clinical training. The doctoral programs interns and externs consistently receive the highest ratings from their respective training directors and supervisors;
- The Doctoral Program in Clinical Psychology is accredited by the American Psychological Association (APA).
- The Psy.D. program has been recognized since 2006 as a National Register Designation program by the Association of State and Provincial Psychology Boards (ASPPB).
- The Board of Directors, faculty, staff, and administration of the University are committed to maintaining the highest academic standards in teaching and clinical training by supporting innovative programs and through an ongoing process of evaluation and continuous improvement.

Academic Freedom

Besides the teaching, research, and service common to all institutes of higher education, Divine Mercy University, as a Catholic institution, brings to the educational endeavor the inspiration and light of the Christian faith. Catholic insights, ideals, and truths inform its scholarly and pedagogical activities in accordance with the proper nature and autonomy of these activities. Each faculty member is guaranteed academic freedom in this regard to pursue his or her respective discipline in accordance with the principles and proper methods of each discipline, and insofar as it is consistent with the common good of the University and its mission, and the normative teaching of the Roman Catholic Church.

Board Policy on Diversity

The Board of Directors of Divine Mercy University is committed to a diverse and inclusive educational environment. The University is associated with the Roman Catholic Church which teaches that every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language or religion is to be overcome and eradicated (Vatican Council II, *Gaudium et Spes*, 29, 1965). While a preference for persons adhering to the religious purpose/affiliation of the University exists, this preference does not preclude the admission, hiring or retention of individuals because of personal and demographic

characteristics. The Board of Directors recognizes that a broad range of perspectives is crucial to the success of our organization and seeks to develop strategies to ensure that our workforce is reflective of the greater community by supporting diversity initiatives within the organization.

Harassment-Free Environment

It is the policy of Divine Mercy University that no student, employee, or volunteer of DMU should be subject to unsolicited, unwelcome, abusive, or offensive conduct of either a verbal or physical nature. Harassment refers to behavior that is not welcome, is personally offensive, interferes with efficiency or creates uneasiness. Examples of harassment include, but are not limited to: repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal abuse of a racial nature; graphic, degrading, or demeaning ethnic comments about an individual or about his/her appearance; the display of sexually suggestive objects or pictures; or any other offensive or abusive verbal comments or physical contact. Further, students and employees will not be subjected to third party harassment, which is defined as behavior that is personally offensive to an observing party. Students or University representatives engaging in any act that harasses or discriminates against another person because of age, race, color, national or ethnic origin, gender, religion, marital status, or the presence of a disability, shall not be tolerated. Such conduct is specifically prohibited. Appropriate action will be taken by the University administration.

Campus Facilities in Arlington, VA

The DMU campus is located within the metropolitan area of Washington, D.C., at 2001 Jefferson Davis Highway in Crystal City, Arlington, Virginia. The campus comprises approximately 16,000 sq. ft. of leased space on the ground and fifth floors of the building. Two of the three classrooms, the library, study areas, study rooms, student computer lab, the training clinic, student lounge, kitchen, and chapel are located on the first floor. Faculty and administrative offices and the third classroom are located on the fifth floor of the building. Wireless technology is available throughout the facilities.

The faculty and administrative offices are located on the fifth floor of the building (Suites 508, 509, and 511) and are accessible between 9:00 a.m. and 5:00 p.m. Access to this area outside of these hours requires security key access, available through the Business Office.

The University is located in an area that offers a wide variety of services. Printed directories and maps are available throughout campus, and students may contact the Office of Student Services for more information.

IPS Center for Psychological Services (IPS Training Clinic) has a separate entrance and is for Clinician and Patient use only.

The security system for the first floor facilities is active at all times. With the use of a security key issued by the Business Office, students and employees have access to the Classrooms, Library, and Chapel during the posted Hours:

Monday through Thursday	8:30 a.m. – 8:00 p.m.
Friday	8:30 a.m. – 5:00 p.m.
Saturday	10:00 a.m. – 2:00 p.m.

Program Overview

School of Counseling Vision

The vision of the School of Counseling (SOC) of Divine Mercy University is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

School of Counseling Mission

The mission of the School of Counseling is to develop and maintain an world-wide educational community offering master's level degree programs in professional counseling in support of the DMU's integrative mission, that is inclusive of a culture of feedback wherein student voices are heard and respected.

Students will be prepared to:

1. Hear the rich and complex voices of clients in view of each person's flourishing, even in the midst of human difficulty and challenge;
2. Demonstrate compassionate and versatile interpersonal skills to develop healing relationships with clients in collaboration with other professionals;
3. Become professional counselors who, informed by a Catholic Christian vision of the flourishing person, inspire themselves and others to have courage to trust, hope, and love.

Clinical Mental Health Counseling Program Mission

The mission of the DMU – SOC Entry-level specialty program in Clinical Mental Health Counseling, M.S. in Counseling, is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on respect for dignity in diversity and the human person.

Clinical Mental Health Counseling Philosophy

This program is designed to prepare professionals for practice who will have the presence, knowledge, and skills to address a wide variety of circumstances within the context of the specialization of Clinical Mental Health Counseling.

M.S. in Counseling Program Description

The M.S. in Counseling degree program prepares students for a role as a licensed professional counselor who works to promote mental health and well-being with a diverse population, as well as diagnosing and treating a wide range of mental health and life issues. Program curricula integrate a Catholic-Christian worldview with the science, profession, and practice of counseling.

School of Counseling Accreditation

Due to the regulatory nature of a professional degree program, students should be familiar with the aspects of educational accreditation.

Accreditation is a process of external quality review created and used by higher education to scrutinize colleges, universities and programs for quality assurance and quality improvement. In the United States, accreditation is carried out by private, nonprofit organizations designed for this specific purpose. External quality review of higher education is a nongovernmental enterprise (Council for Higher Education Accreditation, 2015, ¶ 1-2).

Accreditation is the responsibility of recognized accreditors. The Council for Higher Education Accreditation (2012, September), explains the significance and types of recognition of accreditors.

The United States Department of Education (USDE) and a private organization, the Council for Higher Education Accreditation (CHEA), both “recognize” accrediting organizations. The USDE process is governed by federal law and regulations. The CHEA process is private and is governed by policies adopted by a 17-member board of directors. The U.S. Department of Education, under the federal Higher Education Act (HEA) (p. 2). Only those institutions that are accredited by a USDE-recognized accrediting organization are eligible to receive federal financial assistance for their students (p. 3).

Essentially, two categories of educational accreditation are poignant: 1) institutional and, 2) programmatic accreditation.

Institutional accreditation applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives. The regional and national accreditors perform institutional accreditation (U.S. Department of Education, 2016, June 15, ¶ 13).

Programmatic Accreditation

The Clinical Mental Health Counseling (CMHC) program curricula is aligned with premier industry programmatic standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The DMU-SOC CMHC program is NOT yet accredited by CACREP. The process to achieve programmatic

accreditation is complex, with several components, including a off-site and on-site review of the program by a CACREP Review Team. CACREP will not schedule a Site Review until they have completed an off-site review and we have students in the final term before graduation. Students in a program seeking accreditation shall be considered graduates of a CACREP program if they receive their degree within eighteen (18) months prior to when accreditation is conferred, and if the program can verify that the student completed the CACREP program requirements. DMU cannot hold out any promise or guarantee of becoming CACREP accredited; however, DMU is committed to applying for CACREP accreditation in the design, preparation and deployment of the program.

Program, Faculty, and Student Evaluation

The Divine Mercy University School of Counseling program is aligned with the 2016 CACREP Standards with a Specialization in Clinical Mental Health Counseling. A Comprehensive Assessment Plan includes program evaluation, assessment of student learning, and processes for evaluation of program faculty and site supervisors. The assessment plan utilizes summative and formative activities to measure levels of course, general curricula/program, faculty and student success. Teaching and learning outcomes will be measured using analytic metrics, student feedback, faculty evaluation of student assimilation of learning outcomes throughout the program, and data collection systems. Students are asked to complete an evaluative course survey instrument at or near the end of each course.

M.S. Counseling Program Objectives

Graduates of the DMU School of Counseling M.S. Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession;
2. Enter the client's life narrative with compassion and respect;
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning;
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing;

5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

Student Learning Outcomes

1. The student will be able to integrate aspects of ethical professional functioning to develop a professional counselor identity.
2. The student will be able to apply multicultural competencies in all aspects of professional practice.
3. The student will be able to apply theories of human growth and development in all aspects of professional practice in diverse societies.
4. The student will be able to apply career development theories and models to all aspects of educational and career counseling in a global economy.
5. The student will be able to apply the historical, philosophical, and theoretical foundations of the counseling profession in all aspects of professional practice.
6. The student will be able to apply theoretical and experiential group approaches in all aspects of professional practice in diverse societies.
7. The student will be able to ethically apply psychological measurement theories and concepts in assessment and evaluation in multicultural societies.
8. The student will be able to analyze counseling research and ethically apply the findings in an evidence-based practice and program evaluation.
9. The student will be able to apply the neurobiological and medical foundation and etiology of addiction and co-occurring disorders to biopsychosocial case conceptualization and treatment planning.
10. The student will be able to analyze the needs of diverse groups to advocate for equitable mental health and counseling services, programs, policies, and interventions.
11. The student will demonstrate competence in conducting intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

12. The student will be able to call upon the client's personal, social, and spiritual resources to promote resiliency, healing, and flourishing.

State Licensure Regulation Overview

State Licensing, National Certification and Certificates

In the professional counseling arena, a license to practice is issued by state authority and regulation. All 50 states and the District of Columbia have laws requiring counselors to meet the requirements for, and obtain a license to practice as counselors in a specific state or jurisdiction. At this time, states do not recognize a counseling license issued by another state as valid for practice. Additionally, some countries and/or U.S. Territories may have mental health professional practice license laws. A license to practice is required by each state and/or jurisdiction where individuals might practice as a counselor. Individuals are solely responsible for finding and upholding license or practice laws wherever they practice.

There are many certificates that may be earned in the field of counseling and human services in general. A certificate of completion differs from a certification, and from a license. A certification or certificate of completion does not meet professional practice law requirements. Certification as a National Certified Counselor (NCC), for example, does not authorize an individual to practice as a counselor in any state or jurisdiction unless specifically stated in a jurisdiction's law. The 50 U.S. states and District of Columbia do not recognize the NCC as a license to practice. Obtaining certification as an NCC can be explored at: <http://www.nbcc.org/Certification/CertificationorLicensure>.

State Authority and Counseling License Regulations

Clinical Mental Health Counseling is a state regulated professional field requiring licensure by the state of residence in order to practice as a Clinical Mental Health Counselor, Licensed Professional Counselor, or other license designation. Each state retains regulatory rights to license requirements, which in turn vary by state as does the title of the particular license. For example, states may title counselors as Licensed Professional Counselors, Clinical Mental Health Counselors, Licensed Clinical Mental Health Counselors, and/or Licensed Professional Clinical Counselors, among others. It is the responsibility of each STUDENT to determine the license

requirements for their respective state, and to meet the requirements of their state for licensure.

The DMU SOC Clinical Mental Health Counseling program is designed to meet the educational curricular requirements of the State of Virginia, the resident state of DMU. By virtue of alignment with industry standards for counseling program curriculum, the CMHC program may meet the educational requirements for students' state of residence outside of the State of Virginia. However, many states have additional educational and other requirements that are beyond the scope of the DMU program. Students are required to explore and determine the license requirements of their state in the first course of the program, COUN 510, Foundations and Ethics of Clinical Mental Health Counseling.

Tiered Licensing

Obtaining a license to practice as a professional, clinical mental health counselor often involves “layers” of licensing. For example, some states may offer an opportunity to obtain an initial post-graduation license. After a specified amount of experience that is sometimes defined by calendar years, service hours, and/or continuing education requirements, individuals may qualify and apply for advanced levels of licensure. State law and licensure categories vary by state.

Typically, counselors may begin a professional career at an entry-level application for license that may include state-described constraints on autonomy, practice setting, and requirements for continued supervision. Students are responsible for determining the license requirements in the state of intended practice, and for meeting the requirements to apply for a mental health practitioner license at each level as defined by state regulation.

Preferred License Examinations

In order to be licensed in many states, students must take and pass the National Counselor Examination (NCE), and/or the National Clinical Mental Health Counselor Examination (NCMHCE), a product of the National Board for Certified Counselors (NBCC). The examination requirements are determined by your state of residence, or country of jurisdiction, and are taken after graduation from the DMU program. In order to take the exams, direct your inquiries to your state licensing board rules and regulations, and your state license application process. License examinations and state licenses require a fee that is not included in any enrollment

fees or costs associated with the DMU CMHC program. License exam and license fees are the sole responsibility of the student, and are not covered by financial aid.

License laws for each state may be found by visiting your state's licensing board website, and through the American Counseling Association website: <https://www.counseling.org/knowledge-center/licensure-requirements>. Students are strongly encouraged to study and prepare for the license exams. Study materials and seminars for the licensing exams can be obtained by visiting the National Board for Certified Counselors website :NCE/NCMHCE Preparation Guides <http://www.nbcc.org/Exam/StudyGuides> <http://www.nbcc.org>
nbcc@nbcc.org

State Authority and License Regulations

Clinical Mental Health Counseling is a state regulated professional field requiring licensure by the state of residence in order to practice as a Clinical Mental Health Counselor, OR Licensed Professional Counselor. Each states retains regulatory rights to license requirements, which in turn vary by state as does the title of the particular license. For example, states may title counselors as Licensed Professional Counselors, Clinical Mental Health Counselors, Licensed Clinical Mental Health Counselors, and/or Licensed Professional Clinical Counselors. It is the responsibility of each STUDENT to determine the license requirements for their respective state, and to meet the requirements of their state for licensure. The DMU School of Counseling Clinical Mental Health Counseling program is designed to meet the educational curricular requirements of the State of Virginia, the resident state of Divine Mercy University. By virtue of alignment with industry standards for counseling program curriculum, the CMHC program may meet the educational requirements for students' state of residence outside of the State of Virginia. However, many states have additional educational and other requirements that are beyond the scope of this program. Students are required to explore and determine the license requirements of their state in the first course of the program, COUN 510, Foundations and Ethics of Clinical Mental Health Counseling.

Admission

Admission Requirements and Process

Individuals interested in the Master of Science in Counseling Program can apply for admission at any time, and will be considered in the next admissions cycle. Please consult the website for deadlines, state-specific regulations, and other information.

Admission requirements are:

1. Bachelor's Degree: Have completed a bachelor's degree from a regionally accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale, or 3.0 GPA in their major field of study, or a minimum 3.0 GPA for the last 60 credits in their undergraduate degree.
 - a. International applicants must have completed the equivalent of a U.S. bachelor's level degree. Applicants holding degrees from outside the United States must submit any international transcript(s) to a NACES approved evaluation service for a course-by-course evaluation of their transcripts. For more information, please visit the NACES website at: www.naces.org.
 - b. International Students whose first language is not English or who have not completed a degree in which English was the medium of instruction must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. TOEFL scores must be at least 100 on the Internet-based version (IBT), 250 on the computer-based version (CBT), and 600 on the paper-based version (PBT). Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0.
 - c. Students with a lower GPA may document their ability to succeed in a graduate program in one of the following ways:
 - i. Score above the 50th percentile on the GRE (verbal reasoning, quantitative reason, and analytic writing)
 - ii. Complete a minimum of nine (9) graduate-level credit hours from a regionally accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale and a minimum 3.0 ("B") grade in each course.
 - iii. Have completed a master's degree from an accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale.

2. **GRE:** Submit scores on the Graduate Record Examination (GRE) General Test that includes all three sections (verbal reasoning, quantitative reason, and analytic writing).
3. **Potential Fit:** Show evidence of potential success in forming effective and culturally appropriate interpersonal relationships in individual and small-group contexts and career goals relevant to the CMHC program. Please see application for list of requirements such as letter of recommendation, essays, etc.
4. **Individual Interview:** Following the receipt of all application items, applicants meeting the initial requirements will be invited to participate in an individual phone, personal, and/or online video interview.
5. **Group Interview:** After a successful individual interview, applicants will be invited to participate in an online video group interview with DMU-SOC faculty. Admission will not be granted to those who do not participate in the group interview. Special arrangements may be made for exceptional cases.

The final determination of admittance is based on the Faculty Admissions Committee.

Admissions Process for International Students, Online Programs

All Admissions Requirements for international students are the same as for any student.. In addition to submitting all the required application materials and meeting the requirements listed, there are two additional requirements that may apply:

- Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a "Course-by-Course" evaluation completed and sent directly to the University from a University-approved evaluation service. In addition, official transcripts must also be sent directly to the University from the institution(s).
- Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years. TOEFL scores must be at least 100 on the internet-based TOEFL (iBT), 250 on the computer-based (CBT), and 600 on the paper-based (PBT) version. Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0.

Test results must be sent directly from the testing agency, which only make them available for up to two years from the test date.

Statement of Non-Discrimination

Divine Mercy University admits qualified students of any age, race, sex, religion, color, nationality, or ethnic origin. Applicants should understand that the central mission of Divine Mercy University is the development of a Christian approach to mental health science and practice. The University welcomes qualified students from both faith and non-faith-based worldviews; nonetheless, all students who seek admission must sincerely desire to share the University's mission and objectives and respect the University's Catholic-Christian identity and approach. Given its distinct and unique goal of integrating human sciences with the Catholic view of the person, the degree programs at the University will differ from non-religious programs in their approach, while maintaining the rigor in both the quantity and quality of education and clinical training.

Deferral of Enrollment, Online Students

Admission is granted only for the semester to which the applicant applies. Deferral of enrollment does not guarantee deferral of financial aid package. An applicant failing to register for the semester for which he or she has received acceptance can request that their application remain active for up to one year, and can be renewed upon review for an additional year. In all cases, the applicant understands that admission to a future semester is not guaranteed, and their application will be re-considered with the pool of applicants for the semester he or she choose to apply;

The request to maintain an active application file must be received in writing by the Office of Admissions prior to the application deadline for the semester initially applied for admission.

To activate a deferred application, the applicant must notify the Office of Admissions, in writing, at least 30 days prior to the semester for which he or she desires to enroll. The deferred applicant must meet current admission and/or degree requirements adopted since original application may be required as well. The applicant is required to update any changes to the original application, and update materials on file to reflect his or her work or study since the time of their original application, including updated:

1. Personal Statement “A” explaining how their current goals coincide with study at the University;
2. Official transcripts reflecting any academic work completed since the original submission;
3. Acknowledgement of applicant terms;
4. Interviews, as applicable.

Re-Application for Admission of Previously-Enrolled Students

Students who have withdrawn from the University in good standing may re-apply for admission. If their re-application is within three years of their withdrawal, they are not required to re-submit official transcripts from their education prior to the University but should be prepared to submit the following:

1. revised application form, including updated contact information;
2. revised Personal Statement “A,” stating the reasons for their desire to return to complete their studies at the University;
3. official transcripts reflecting any academic work completed during the time they have been away from the University;
4. at least one letter of recommendation from a professor or employer which reflects the applicant’s accomplishments or abilities in the time they have been away from the University; and,
5. application fee of \$55.

The student will be required to adhere to the admission and degree requirements adopted since original matriculation or to special requirements imposed as a condition of re-admission, such as repetition of certain examinations or courses.

If it has been more than three years since the student’s withdrawal they must re-submit all application materials as required by the Office of Admissions.

Students who have financial obligations to the University are ineligible for re-admission until their obligations are satisfied.

Students who have left the program and who were not in good standing may apply for admission to the program following the normal admission process.

Enrollment

Enrollment Status

Students must meet the minimum enrollment requirements of their respective program to remain continuously enrolled in the University.

M.S. Counseling Enrollment Status

A student in the MS Counseling Program is considered full-time if a minimum of nine credit hours of coursework is taken per semester.

For summer, enrollment a student must be enrolled for a minimum of six credits to be full-time and a minimum of three credits are needed for a student to be half-time. Students starting in the summer semester and students who have received approval from their academic advisor will be considered full-time with a minimum of three credits in summer.

If a reduced course load changes a student's enrollment status from full-time to part-time, it is the student's responsibility to recognize the possible consequences (i.e. potential reduction of financial aid awards, SEVIS status, degree completion time, etc.) and take necessary action with the corresponding office (Financial Aid, International Student Coordinator, Registrar, Academic Advisor, etc.)

Course-for-Credit or Audit

Degree seeking students

Any degree seeking student enrolled in a University program may choose to audit a course during registration for a semester, with the approval of their academic advisor and subject to the enrollment limitations listed below.

Non-degree students

An individual not currently enrolled in a DMU degree program who wishes to take a course for credit or audit, must apply and be accepted as a non-degree seeking student.

To be accepted as a non-degree seeking student, applicants must submit a completed application, official undergraduate and graduate (if

applicable) transcript(s), resume, and the required application fee. Personal statements, GRE scores, letters of recommendation and interviews are not required. Applicants for non-degree seeking status must have an appropriate baccalaureate degree. The application for admission as a non-degree seeking student is subject to review and approval, prior to course registration, and registration is subject to the enrollment limitations that follow.

Students receiving permission to register on a course-for-credit or audit basis are neither admitted nor guaranteed admission to a degree program.

Requirements for Degree-Seeking and Non-Degree-Seeking Students

Enrollment as an auditing student is subject to limitations of class size with priority given to degree seeking students enrolled for credit. Any individual requesting to audit a course must meet all requirements for the course, including prerequisites.

For any student (degree-seeking and non-degree-seeking) taking a course-for-credit or audit, attendance is required (see "Class Attendance"). Auditing students do not participate in classroom discussions and do not submit work for grading. No academic credit is awarded for an audited course. Audit tuition is approximately one-half of the current regular tuition.

A student currently taking a course on an audit basis may petition through the Office of Enrollment Services to switch to a "course-for-credit" basis. However, such petitions must be submitted and approved prior to the add/drop period for the respective academic program.

Students who have previously audited a class for which they later wish to receive credit must enroll in the same course in a subsequent term or semester, for credit, by registering and paying the regular tuition. In such cases, students are required to fulfill all the course requirements while enrolled in the course for credit.

A limited selection of courses may be taken on a course-for-credit or audit basis.

M.S. in Counseling Courses Available for Audit and Non-Degree Student

Only the following courses are eligible to be taken by non-degree students (unless special permission is received from the Dean): PHT 513 The Flourishing Person, PHT 523 Moral Character and Spiritual Flourishing, PHT 533 Flourishing in Relationships, COUN 510 Foundations and Ethics of Clinical Mental Health Counseling, COUN 520 Theories and Models of Counseling and Personality, COUN 530 Human Growth and Development across the Lifespan, COUN 560 Social and Cultural Diversity, and COUN 570 Marriage and Family Systems Theory. Students receiving permission to register course-for-credit or audit are not admitted nor guaranteed admission to a program.

Criteria for Transfer of Credit

Students wishing to apply for transfer of credit to the University must be enrolled in a degree program and must submit the appropriate transfer of credit form (obtained from the Office of Enrollment Services) to the Program Director prior to the end of the second semester in which they are enrolled in their degree program. This request will be reviewed by the Dean who will notify the student of the decision regarding the request.

Transfer of graduate credits earned at other institutions is not automatic. Only graduate credit for courses determined to be equivalent to courses offered at the University can be transferred for course credit.

1. A maximum of 12 graduate credits will be considered for transfer from another regionally accredited or approved (non-U.S.) graduate program. No graduate credit can be awarded for undergraduate-level courses.
 - a. No transfer of credit will be accepted for the following courses: PHT 513 The Flourishing Person, PHT 523 Moral Character and Spiritual Flourishing, PHT 533 Flourishing in Relationships, COUN 510 Foundations and Ethics of Clinical Mental Health Counseling, COUN 580 Counseling Skills and Helping Relationships, COUN 630 Clinical Diagnosis and Treatment Planning, COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills, and COUN 691 & COUN 692 Counseling Internship 1 & 2.
 - b. All transferred courses must be a grade of “B” or above, and must have been completed within the last five (5) years.

- c. Transfer credit must be approved by the student's advisor, the dean, and registrar.
2. A maximum of 24 credits will be considered for graduate level students transferring from DMU Institute for the Psychological Sciences programs in psychology.
 - a. Students who have graduated from DMU Institute for the Psychological Sciences programs in psychology must have graduated within the last five (5) years.
 - b. No transfer of credit will be accepted for the following courses: COUN 630 Clinical Diagnosis and Treatment Planning, COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills, and COUN 691 & COUN 692 Counseling Internship 1 & 2.
 - c. All transferred courses must be a grade of "B" or above, and must have been completed within the last five (5) years.
 - d. Transfer credit must be approved by the student's advisor, the dean, and registrar.

Life Experiences and Course Exemptions

The University does not permit course exemptions for life experiences.

Registration for Classes

Attendance at any University class is not permitted unless the person is registered for the class. Students whose accounts are not current will not be permitted to register for classes. Students registering for a course-for-credit or audit must register no later than the last day of the published add/drop period each semester or term.

For onsite programs

For planning purposes, fall semester registration for returning students takes place in April of the preceding academic year and spring and summer semester registration for returning students takes place in November of each year. New student registration opens in June. Any student registering for courses outside of the published registration period are subject to a late registration fee.

For online programs

Registration occurs automatically. Notification is given prior to the start of the term, if a student does not wish to continue they must contact Enrollment Services.

Add/Drop Course Change Policy

Students are permitted to add or drop courses without incurring an academic record of the course throughout the published registration period and during the published Add/Drop Period, with the approval of their Academic Advisor and Registrar. This is two days from the published start of term for five week courses, six calendar days for eight week courses, and ten business days for sixteen week courses. Please note that classes meeting in an intensive format or on a shortened semester calendar follow adjusted add/drop and refund schedules.

Course changes made after the published Add/Drop period will be recorded in the student's academic record (as described in the following paragraph) and require the approval of the instructor, academic advisor, and registrar. Course changes other than as described above, require the signature of the instructor, academic advisor, and registrar. All registration changes are subject to the Registration Change Fee (Add/Drop Fee) and the Refund Policy of their respective program.

A student who follows the published course change procedures may drop or withdraw from courses after the published Add/Drop Period and prior to the published "Last Day to Withdraw and Receive a "W" and receive a Final Grade of Withdrawal ("W"). After the published "Last Date to Withdraw and Receive a "W" each academic semester, a student who withdraws from a course will be assigned a Final Grade of either Withdrawal Passing ("WP") or Withdrawal Failing ("WF") by the instructor based upon actual work completed at the time of the withdrawal. A "W" or "WP" will not affect the student's cumulative grade point average. A WF is treated as a failing grade for grade point average computation.

Leave of Absence

A student enrolled in a degree program of the University might find it necessary to interrupt active pursuit of their degree. A leave of absence is granted only for good cause. Generally, a leave of absence is granted for a minimum of one academic semester for onsite programs or two consecutive terms for online programs, and for a maximum of one academic year. Requests will be considered prior to the beginning of an academic semester. For any request made during the academic semester, the final grade in any course will be assigned following the University's withdrawal policy.

A student seeking a leave of absence should discuss the need with his or her academic advisor and must petition the Program Director. A leave of

absence must be approved in writing by both the Program Director and the Academic Dean.

The right to make use of the University's facilities is suspended while the leave of absence is in effect. The student who discontinues active enrollment in courses without being granted a leave of absence, or a student granted a leave of absence who does not return to active enrollment in courses at the close of the approved period of time will be considered withdrawn, and must apply for re-admission to the degree program, subject to the regulations and requirements then in force. In such cases, acceptance into the program is not guaranteed, and any courses taken prior to the interruption of enrollment may not count toward graduation if they were not completed within the time allowed for degree completion.

Students receiving federal financial aid are required to receive counseling from the Financial Aid Office prior to being granted a leave of absence. While DMU policy may allow students a leave of absence of up to one calendar year, students who take advantage of this policy may be required to begin repayment of Title IV federal loans. Students who are participating in Title IV federal financial aid programs may be granted a leave of absence of up to 180 days in a calendar year without entering repayment.

Withdrawal from the University

A withdrawal from the University is defined as dropping all registered courses or failure to enroll each semester prior to completing all requirements for graduation. To withdraw from the University at any time other than the close of the semester, students are required to consult their academic advisor and the Financial Aid Office, complete the University's withdrawal procedure with the Office of Enrollment Services, and obtain official written notification of withdrawal. Discontinuation of class attendance or notification to an instructor of withdrawal does not constitute an official withdrawal from the University. Any student who completes the withdrawal procedure will be assigned a grade of Withdrawal (W), Withdrawal Passing (WP), or Withdrawal Failing (WF) as stated in the University's Add/Drop Course Change Policy. Refunds will be made in accordance with the University's refund policy. In instances where the University's withdrawal procedure is not completed, students will be responsible for the full payment of their accounts.

A student who withdraws from the Institute and wishes to continue coursework at the University must re-apply for admission following all

applicable procedures required and pay the appropriate re-application fees.

Transcripts

Official and Unofficial Academic Transcripts are issued to designated parties by the Office of Enrollment Services, with the written approval of the student. Students may also obtain unofficial copies of their Academic Transcripts via their student portal. Academic Transcripts cannot be transmitted by the University electronically. Students must have satisfied his or her student account for an Official Academic Transcript to be issued.

Enrollment Verification

A request for written verification of current or former attendance at the university, degrees earned, etc., may be supplied to a third party. Contact the Enrollment Services Office for the appropriate forms.

International Student Visa Requirements

International Students enrolled in onsite programs or in program-required residencies, are required to maintain valid immigration status throughout their stay in the United States at the University. To maintain F-1 Student Status, international students must:

- enroll in a full-time course of study at the beginning of each session (excluding authorized break periods);
- consult with their Primary Designated School Official (PDSO or DSO) before dropping below a full-time course of study for any reason;
- report address changes to their DSO within 10 days of the Change;
- report any changes in sources of financial support to the DSO;
- seek the approval of the DSO and USCIS before engaging in employment or practical training;
- report any changes in program of study to the DSO within 10 days of the Change;
- report any changes of their academic status to the DSO within 10 days of the Change;

- notify their DSO prior to traveling outside of the United States;
- notify their DSO upon applying for a change in nonimmigrant status;
- notify their DSO upon approval of an adjustment of status to an immigrant;
- consult with their DSO to extend their program;
- notify their DSO if they intend to transfer;
- notify their DSO about changes in their dependent status.

A person whose immigration status is not valid is not considered a current student, and cannot register for classes, participate in the University's activities, or apply for readmission or admission to a degree program.

For more information on maintaining student status, please go to <http://studyinthestates.dhs.gov/students/maintain-your-status>.

For more information for requirements for studying and working while in the U.S., please go to <http://www.ice.gov/sevis/students/>.

Computer and Internet Requirements

Students in online programs are required to have access to the internet and be proficient in the use of computers prior to entry into the program. All course material and course communication are delivered through the internet-based learning management system, CANVAS.

This is a list of basic computer system requirements to use Canvas. It is always recommended to use the most up-to-date versions and better connections. Canvas will still run with the minimum specifications, but you may experience slower loading times.

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements.

Screen Size

Canvas is best viewed at a minimum of 800x600, which is the average size of a notebook computer. If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile app.

Operating Systems

- Windows 7 and newer (users on Windows 10 need to download the Windows 10 Anniversary Update to submit Canvas assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer\

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments
- Minimum of 512kbps

Screen Readers

- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome

Please use the following link for the latest specifications:

<https://community.canvaslms.com/docs/DOC-10721>

Program Requirements

M.S. Counseling Degree Requirements

Students must satisfy the following academic and clinical requirements in order to graduate:

1. Complete all practicum, candidacy, and internship requirements
2. Complete all required hours of specified coursework with a minimum GPA of 3.0 and no grade lower than a "B"
3. Fulfill the course requirements of COUN 500 Counseling Advisement each semester.
4. Receive a satisfactory faculty recommendation based upon the bi-annual Professional Performance Review process. Please see Program Handbook for information on the Professional Performance Review process.

Core Curriculum Content

Eight common core areas of knowledge and skill for entry-level counseling program graduates represent industry standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The eight core areas are covered within CMHC program curricula, and are evaluated for student assimilation and application of knowledge and skills throughout the program by faculty and ultimately by clinical placement site supervisors. Student Learning Outcomes are aligned with these core areas. The eight core areas are outlined as follows (CACREP, 2015, p. 9-13):

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

MS Counseling Course List

(Non-SEQUENTIAL ORDER)

COURSE NUMBER	COURSE TITLE
COUN 500	Counseling Advisement
COUN 510	Foundations and Ethics of Clinical Mental Health Counseling (ends with a 4 day Residency)
COUN 520	Theories and Models of Counseling and Personality
COUN 530	Human Growth and Development across the Lifespan
COUN 540	Career Development
COUN 550	Research and Program Evaluation
COUN 560	Social and Cultural Diversity
COUN 570	Marriage and Family Systems Theory
COUN 580	Counseling Skills and Helping Relationships (includes a 4 day Residency)
COUN 600	Developmental Psychopathology -- Risk and Resilience
COUN 610	Group Counseling and Group Work
COUN 620	Assessment and Testing across the Lifespan
COUN 630	Clinical Diagnosis and Treatment Planning
COUN 640	Crisis & Trauma -- Prevention and Treatment
COUN 650	Addictions Counseling
COUN 660	Child and Adolescent Counseling
COUN 670	Marriage, Couple, and Family Counseling
COUN 690	Counseling Practicum/Advanced Clinical Intervention Skills (10 week course; includes a 4 day Residency)

COUN 691	Counseling Internship 1 (16 weeks - 2 terms)
COUN 692	Counseling Internship 2 (16 weeks - 2 terms)
PHT 510	Vocations and Virtues: The Flourishing Person
PHT 520	Moral Character and Spiritual Flourishing
PHT 530	Flourishing in Relationships

Semester Model, Course Length, and Credit Hours*

The M.S. in Counseling program includes 22 credit bearing courses for a total of 66 credit hours. DMU operates using a Fall, Spring, and Summer semester model, with two 8-week terms in the Fall and Spring semesters, and one 8-week term during the Summer. DMU courses satisfy requirements for 3 semester credits provided for each course with a few exceptions. The following courses differ:

- COUN 500, Advisement (zero cost/zero credit).
- COUN 690, Practicum and Advanced Counseling Skills: 10-week course (3 credit hours).
- COUN 691, Internship 1: 16-week course (1 full semester, or 2 terms and 3 credit hours).
- COUN 692, Internship 2: 16-week course (1 full semester, or 2 terms and 3 credit hours).

*The course list and descriptions are located in the Course Description section of the Catalog.

Program Field Experience Hours

1. The Master of Science in Counseling program requires 66 credit hours for graduation.
2. A practicum experience of 100 hours with a minimum of 40 hours of direct services and an internship of 600 hours with a minimum of 240 hours of direct service are required as part of the 66 course credits. Practicum service hours are separate from internship hours. Students may not move forward with internship until all Practicum (COUN 690)

course requirements are fulfilled. The total clinical placement minimum is 700 hours.

3. A few states may require more than 600 hours of Internship. COUN 693 is available for those students. Students are responsible for verifying state license requirements for Internship completion in their respective state of residence.

Professional Behavior Expectations and Requirements

Candidates in DMU'S SOC program leading to certification or licensure as professional counselors are subject to a high level of scrutiny because of their anticipated interactions with clients and others in the community, expectations for personal growth and transformation, and the clinical nature of program standards. As CMHC degree candidates, students participate in one or more clinical placements (i.e. practicum and internships) as part of their academic program, and as prospective counselors, SOC degree candidates are expected to represent the university as professionals and adhere to the ethics and standards of their profession as well as the university's Student Code of Conduct.

Remediation and Dismissal From Program

Graduation with a degree in Clinical Mental Health Counseling requires more than adequate grades and scholarly ability. Students must reach adequate levels of competency in counseling skills such as interviewing, client intake, assessment, treatment planning and intervention/psychotherapy. Students must possess the ability to exercise good clinical judgment, ethical reasoning, respect for diversity and professionalism. It is the solemn responsibility of DMU to serve as a gatekeeper for the profession and to ensure that students who are unable to meet these standards be terminated from the program.

The remediation process begins with the identification of a clinical skill and/or an academic deficiency by a clinical supervisor and/or clinical course instructor and/or clinical training director. The identification of the deficiency is followed up by a meeting between the clinical supervisor/course instructor together with the clinical training director who meet to clarify the deficiency and consider necessary criteria for remediation. Following this protocol, a meeting is held to obtain student input and to finalize a formal remediation plan which is then signed by all parties. Once all the steps in the remediation plan are

completed, the clinical training director drafts a remediation completion document which is signed by the student and the clinical training director. The signing of this document officially marks the successful completion of remediation for the skill deficiency identified. The remediation plan will outline distinct objectives with timelines for reaching each targeted deficiency.

In matters of serious gravity (e.g., severe ethical violations) or in the event that the student repeatedly fails remediation and/or does not complete the outlined objectives as agreed, they may be deemed “at risk.” A student determined to be “at risk” and fails to meet the remediation plan requirements in the designated time is eligible for termination from the program. In such cases, the Director of Clinical Training and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being terminated from the program. The student will be notified in writing of the decision.

In the case of a student who is not deemed to be “at risk,” but who is placed on a remediation plan, and fails to successfully complete the requirements of their remediation plan in the designated time frame, may after the deliberation of the Director of Clinical Training and the clinical faculty be designated “at risk.” In such cases the student will be formally notified of such status. The Director of Clinical Training and the clinical faculty will then revise the pre-existing remediation plan noting the requirements which remain unmet and establishing a new time frame for completion. If the student remains unable to meet the requirements of the revised remediation plan in the designated time frame, the Director of Clinical Training and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being dropped from the program. The student will be notified in writing of the decision.

In cases where an affirmative vote to terminate a student from the program is made, the student may appeal the decision to the Academic Dean. Such appeal must be made within 30 days following notification by the department of their termination from the program. The Academic Dean will consider the appeal and render his/her decision within 30 days of receipt of the student’s request for appeal. The Academic Dean’s decision will be final.

Acknowledgement is made to the Counseling Program at William and Mary for this model of professional performance review and the Association for Spiritual, Ethical, Religious Values in Counseling (ASERVIC: A Division of American Counseling Association) for their model of spiritual competencies.

Residency Information and Attendance

There are three 4-day residencies embedded within 3 courses within the 22 course program. Online assignments precede the live workshop at the location provided in the associated course, and there will be homework assigned each day. You must bring your own laptop computer, compatible tablet or other electronic device capable of high speed Internet connectivity for uploading and downloading documents when required. The in-person workshops provide opportunities to interact with faculty and peers, to practice counseling skills and professional presentations, to enhance aspects of professional development, and to network within the counseling community. Students are required to travel to the arranged location for each residency workshop and attend the full duration of the residency.

Residencies begin on a Thursday at 9:00 am and conclude the following Sunday at noon. Students must arrange flight schedules to arrive on Wednesday afternoon or evening, and depart the residency with flight times no earlier than 3:00 pm on Sunday. Arriving late or leaving early is unacceptable constituting an unexcused absence and will result in a failed grade for the course. Residency attendance is not optional. Attendance for each day's full agenda is required. Absences from any part of a residency will result in a failed grade for the class associated with the residency. Please plan your travel arrangement accordingly.

Residencies are included in the following courses:

- COUN 510 -- Foundations and Ethics for Clinical Mental Health Counselors
- COUN 580 -- Counseling Skills and Helping Relationships
- COUN 690 -- Counseling Practicum and Advanced Clinical Intervention Skills

Residencies are an intensive 3½ days of activity, lecture, and working individually and in groups. Homework may be assigned on Thursday, Friday and Saturday to prepare for the following day's workshop. Students must pass each residency to move onto the next sequence of the program. Faculty and student advisors will be working with you to

prepare you with all the necessary information, timelines, and directions pertaining to the residency. Lunch and small snacks will be provided to students during the in-person workshop portion of the residency.

All costs related to travel, lodging, and meals for the in-person portion of the residency courses are the sole responsibility of the student and are not covered by financial aid.

Each residency is an important milestone in the development of professional counseling skills. The residencies provide students with opportunities for personal growth and professional development, to demonstrate skills and apply learning through face-to-face counseling situations. The residency workshops are a great benefit for students in this program. Not only do the workshops allow students to receive constructive feedback on skill development, they also ensure that students are progressing through their mastery of skill at the pace required for the program. The workshops allow students to demonstrate readiness for the next phases in their program and adequately prepare for the professional counseling field.

Candidacy for Clinical Placement

1. Admission to Candidacy for Clinical Placement in the Master of Science in Counseling program is a checkpoint to ensure that students are progressing appropriately in their professional skills, academic understanding, and personal and spiritual development in order to continue toward internship and graduation. Refer to “Candidacy for Clinical Placement” below for details.
2. Students who wish to pursue candidacy may not be on academic probation.
3. Students are responsible for submitting their application to candidacy to the assigned SOC Director of Training and Internship.
4. Details of the application process for candidacy are detailed in the Program Handbook.

Counselor Preparation Comprehensive Examination (CPCE)

1. Students must take and pass the CPCE with a minimum raw score of 88 (65% Correct) to graduate from the program. The CPCE is administered during the course: COUN 690, Practicum and Advanced

Counseling Skills. Students should note that they must study and prepare for this test.

2. If a student fails the Comprehensive Examination, they must contact their advisor to go over the results of the exam. They must identify needed areas of improvement and work toward preparing for their next exam attempt.
3. Students may take the Comprehensive Examination three (3) times. If a student fails the Comprehensive Examination three times, they will be dismissed from the Counseling Program.
4. For test information, go to: <http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

Degree Time Limit

1. Students typically complete the program over a three-year period.
2. The time limit for completion of all requirements is seven (7) years, measured from the date a student begins coursework in the Master of Science in Counseling program.

Graduation Requirements

In order to qualify for graduation, all coursework and curriculum requirements must be completed and all degree requirements met within the degree time-limit and by the official graduation date. It is the responsibility of each student to successfully fulfill all of their degree requirements, as detailed in each respective program section of the catalog published at the time of their enrollment in the degree which they seek.

In addition to the academic requirements, it is necessary for students to be cleared of all library obligations and to present a satisfactory clearance of financial accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcripts, diploma verifications, transfer credits, or enrollment in courses or for another program.

The University confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors, three times a year: August, December, and May. Students whose degrees are conferred in August or December are encouraged to participate in the following annual May Commencement. Degree conferral and Commencement dates are posted

in the Academic Calendar. The Graduation Fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the Commencement ceremony.

Students who are eligible for graduation (degree candidates) must submit an Application to Graduate form to the Registrar, and pay the applicable Graduation Fee, at the time of registration for their final semester to obtain a final degree audit and receive the approval of their respective program director. Materials related to the Commencement exercises, including orders of invitations and regalia, will be distributed approximately 90 days prior to the degree conferral date.

Participation in the Commencement ceremony is allowed only if all coursework and degree requirements have been completed prior to the event.

Clinical Programs

Because of the unique schedule of some internship and practicum/externship experiences, students of clinical program who have completed all other degree requirements prior to the Commencement, except for outstanding internship or practicum/externship hours (which can be reasonably completed in the summer), may be eligible to walk at the Commencement with the approval of the Program Director and Registrar. This special participation does not signify degree conferral. Once all degree requirements have been completed with the successful conclusion of the internship or externship, degree conferral will occur in August.

Course Descriptions

COUN 500 Counseling Advisement

COUN 500 Counseling Advisement must be taken each semester a student is enrolled in the School of Counseling. This courses covers the initial orientation which is scheduled during the first days of fall and spring semesters, subsequent advisement course content is provided. Students are required to visit the online course website at least once a week. Various brief meetings may be scheduled during the student's course of study. This course introduces new students to the knowledge, skills, and characteristics related to being successful in the program. Students gain an understanding of the conceptual framework that guides the program and review important elements of the School of Counseling program handbook. Course evaluations and student

Professional Performance Reviews are posted in this course for students to fill out each semester. (0 credit hrs) (Pass/Fail)

COUN 510 Foundations and Ethics of Clinical Mental Health Counseling

COUN 510 Foundations and Ethics of Clinical Mental Health Counseling introduces students to the profession of clinical mental health counseling, including professional roles, identity and functions, the history and philosophy of the profession, scope of practice, ethical and professional practice issues, credentialing, and the role of professional associations in students' professional development. Students will explore the multiple functions of counselors across specialty areas and the relationships with integrated behavioral healthcare systems. They will also consider the importance of advocacy for mental health service needs across diverse populations. Students will begin to explore and interpret situations based on federal laws, state regulations, and professional guidelines and best practices. The course ends with a 4 day residency to assess and deepen students' understanding and practice of these foundational concepts in professional counseling. (3 credit hrs)

COUN 520 Theories and Models of Counseling and Personality

COUN 520 Theories and Models of Counseling and Personality introduces students to the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, integrative, and systems theory. A focus on evidence-based practices that incorporate diversity issues with population-specific approaches is a significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students will utilize case conceptualization to demonstrate their understanding of theoretical foundations as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are appropriate with diverse individuals, groups, and families. (3 credit hrs)

COUN 530 Human Growth and Development across the Lifespan

COUN 530 Human Growth and Development across the Lifespan introduces students to the biological, neurological, physiological, cognitive, social, emotional, religious / spiritual and cultural domains set forth by the major theories of human growth and development. Developmental theories such as learning and personality are

addressed, as well as those that are related to individuals, families, the larger social context, and environment. Students will begin to conceptualize the needs of their clients within a developmentally appropriate framework and to develop culturally sensitive and relevant strategies for promoting resilience and optimum development, wellness, and flourishing across the lifespan. (3 credit hrs)

COUN 540 Career Development

COUN 540 Career Development introduces students to vocational theory and career counseling. Students explore the historical foundations of vocational theory and are assessed on understanding strategies for applying career, avocational, educational, occupational, and labor market information in client evaluation and assessment of career planning and decision making. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Students demonstrate ethical and culturally relevant counseling competencies necessary in the provision of career and vocational counseling to diverse clients across the lifespan. (3 credit hrs)

COUN 550 Research and Program Evaluation

COUN 550 Research and Program Evaluation introduces students to basic research methods and designs, reliability and validity of research, evidence based research, and critical evaluation of published research. Students will be introduced to scales of measurement, descriptive statistics, and basic univariate inferential statistics commonly used in counseling research and program evaluation. Students will demonstrate understanding of using ethical and culturally relevant strategies for conducting, interpreting, and reporting research study results and identify evidence-based counseling practices as well as strategies for developing and using outcomes measures in counseling programs. (3 credit hrs)

COUN 560 Social and Cultural Diversity

COUN 560 Social and Cultural Diversity introduces students to profession accepted counseling techniques to address the diverse, cultural context of individuals and their relationships between and within groups, as well as issues and trends in a diverse society. The counselor's role in social justice and client advocacy are investigated with a focus on heritage, attitudes, beliefs, understandings, and acculturative experiences. Comprehensive, advanced knowledge of diversity factors that include age, ethnicity, nationality, spirituality,

religious preferences, gender, sexual orientation, mental and physical characteristics, and socioeconomic status are assessed. Students will assess their own global orientation to different individual and familial worldviews through this study of history and development of cultural values and behaviors and demonstrate their knowledge of effective counselor multicultural assessment, diagnoses, and interventions. (3 credit hrs)

COUN 570 Marriage and Family Systems Theory

COUN 570 Marriage and Family Systems Theory introduces students to the historical and theoretical bases for the practice of marriage, couple, and family counseling. Special attention is given to an overview of foundational systems-oriented theories (Bowenian, Strategic, Structural, etc.), and the impact of issues such as gender, culture, and ethnicity on the family system. Students will examine their own assumptions about families and begin to develop increased congruence between their assumptions, philosophical/theological presuppositions, and the various theoretical perspectives on family development, functioning, interaction and intervention. (3 credit hrs)

COUN 580 Counseling Skills and Helping Relationships

COUN 580 Counseling Skills and Helping Relationships introduces foundational helping skills essential to conducting effective counseling. Students focus on developing clinical mental health counseling skills, establishing rapport and building therapeutic relationships while applying ethical and legal standards of practice. Emphasis is on how the person of the counselor impacts the therapeutic alliance with clients along with what the counselor does in the session to help facilitate client change. This course is taught from a relationship-centered, strengths-based model utilizing feedback. Students will participate in mock counseling sessions with peers in order to practice and demonstrate basic counseling skills and techniques. The course ends with a 4 day residency to assess and deepen students counseling skills. (3 credit hrs)

COUN 600 Developmental Psychopathology -- Risk and Resilience

COUN 600 Developmental Psychopathology -- Risk and Resilience introduces students to the concept of developmental psychopathology along the continuum of stress, distress, and disorder with focus on behavioral, experiential, and relational manifestations of mental health. This course reinforces the comparative distinctions between normative and psychopathological developmental pathways from infancy through adolescence. The current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) is introduced as a method for

categorizing symptoms and for classifying psychopathology as necessary for diagnosis, conceptualization, and treatment of mental disorders. A variety of perspectives on psychopathology are presented to form an integrative and systemic context for diagnostic considerations. Emphasis is placed on understanding cultural, biological, social, and spiritual / religious domains, along with the factors of risk and human resilience in the development of psychiatric disorders. Students will be able to develop an understanding of clients through this comprehensive model of psychopathology. (3 credit hrs)

COUN 610 Group Counseling and Group Work

COUN 610 Group Counseling and Group Work introduces students to a range of theoretical and experiential group counseling structures and strategies involving group development, group processes, and group dynamics in clinical settings. An in-depth exploration is focused on group formation including recruiting, screening and selecting group members. A focus on group developmental theories, group member roles and behaviors, leadership styles, types of groups and professional standards for group leaders prepares students for advanced work in group counseling interventions. Students are required to engage in diverse, culturally relevant direct group experiences defined within a small group activity approved by the instructor of the course within the School of Counseling guidelines, and to document at least 10 clock hours of group work during this course. (3 credit hrs)

COUN 620 Assessment and Testing across the Lifespan

COUN 620 Assessment and Testing across the Lifespan reinforces student understanding of intellectual, academic achievement, personality, and psychopathology tests and other appraisal methods used in the counseling field for individuals, couples and families. Focus will be given to assessment of different dimensions of functioning-behavioral, emotional, psychological, and personality among children, adolescents, adults, couples, and family dynamics. Students will develop advanced skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning for individuals, couples and families. (3 credit hrs)

COUN 630 Clinical Diagnosis and Treatment Planning

COUN 630 Clinical Diagnosis and Treatment Planning reinforces assessment and diagnostic skills necessary for the diagnoses of psychopathology with a focus on differential diagnosis, case conceptualization, client-engaged treatment planning, and clinical mental health intervention. Students synthesize understanding and

critical thinking skills required to clinically assess, diagnose and treat atypical symptoms, multiple diagnoses, and co-occurring criteria. Students will conduct in-depth exploration of the legal and ethical use of appropriate surveys, instruments and tests accepted in the industry when rendering diagnoses aligned with current DSM criteria. Students will demonstrate the knowledge and ability to assess and develop working diagnoses and treatment plans including for behaviors of potential harm to self and others. (3 credit hrs)

COUN 640 Crisis & Trauma -- Prevention and Treatment

COUN 640 Crisis & Trauma -- Prevention and Treatment introduces students to the foundations, contextual dimensions, and basic knowledge and skills to function in specialized settings of agency, community and emergency environments. Emphasis will be placed on providing intervention in clinical, disaster, crisis, and traumatic situations, including emergencies in which triage, intervention, support, referral and advocacy are required. Specialized areas will include counselor self-care; wellness and prevention; suicide de-escalation, crisis incident stress management, psychological first aid, other trauma informed interventions and treatment, and emergency management response teams. Attention is given to the role that spirituality and religion play in helping or hindering persons in crisis. Students will be able to utilize and assess intervention strategies in crisis and trauma situations. (3 credit hrs)

COUN 650 Addictions Counseling

COUN 650 Addictions Counseling introduces students to an overview of the challenges associated with addiction and its widespread impact on individuals, families and communities. This course is designed to address the various dynamics, models, etiologies, diagnoses, psychopathologies, and recovery strategies related to addiction counseling. Students will identify the empirically supported assessment and treatment interventions shown to be effective for individuals, families, groups, and diverse populations, as well as be familiar with the emerging issues in the field based upon current research to include exploration of co-occurring and trauma-related disorders. (3 credit hrs)

COUN 660 Child and Adolescent Counseling

COUN 660 Child and Adolescent Counseling introduces students with the basic principles of counseling children and adolescents within the context of family, school, and socio-cultural and religious systems. The emphasis is on helping students develop their own individual style in forming therapeutic relationships with children and adolescents, and in assessing students' selection and use of evidence-based therapeutic

skills and techniques, including therapeutic mediums such as toys, audio/visual aids, games, cognitive treatment, and behavioral programs. A special focus is given to parent training and parents as co-therapists. Legal and ethical issues specific to working with children are addressed. Students will acquire introductory knowledge of different therapy models, assessments for counseling, and skills related to working with children and adolescents. (3 credit hrs)

COUN 670 Marriage, Couple, and Family Counseling

COUN 670 Marriage, Couple, and Family Counseling introduces models and methods of intervention with couples and families to develop effective professional skills for working with couples and families. Techniques, assessments, interventions, and strategies will be researched, discussed, and practiced to develop preventive approaches as well as approaches to facilitate optimal functioning in the midst of various challenges in marriage, couple, and family life (e.g., step family issues, divorce/remarriage, extramarital affairs, etc.). A special emphasis will be placed on families and change, coping with stressful events and transitions in family life. Students will acquire introductory knowledge of relationship dynamics, assessment, and skills related to working with couples and families. (3 credit hrs)

COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills

COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills provides students with an initial experience in delivering counseling services to diverse individuals, couples, families, and groups. This experience requires a minimum of 100 hours on site in a clinical placement setting, 40 of which must be direct service, face-to-face with clients conducting intake / assessments, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of the course. Students will be able to demonstrate the necessary clinical and ethical competencies in the areas of diagnostic interviewing and assessment, case conceptualization, diverse / cultural contextualization, goal setting, treatment planning, counseling intervention, and case management. The course begins with a 4 day residency to assess and deepen students understanding and practice of the needed professionalism and clinical skills for a counseling practicum. (3 credit hrs) (Pass/Fail)

COUN 691 & COUN 692 Counseling Internship 1 & 2

COUN 691 & COUN 692 Counseling Internship 1 & 2 provide students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This is a two semester experience that requires a minimum of 600 hours on site, 240 of which must be direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. (3 credit hrs per course) (Pass/Fail)

COUN 693 Counseling Internship 3

COUN 693 Counseling Internship 3 is designed for students who are currently seeing clients and have not completed their required supervised internship hours and/or are currently not enrolled in any regular internship course. This course provide students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience that requires a minimum of 600 hours on site, 240 of which must be direct service,)face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. This course may be repeated as needed and is offered based on student need. Internship site supervision and the classroom component are required until internship

hour requirements are met and the internship contract is fulfilled. (1-3 credit hours based on projected need for student) (Pass/Fail)

PHT 513 The Flourishing Person

PHT 510 Vocations and Virtues: The Flourishing Person introduces students to a Catholic-Christian integrative vision of personal and interpersonal flourishing through vocations and the virtues and its application to counseling. This course explores how the vision of human flourishing that one adopts is crucial for understanding and promoting human development and addressing human problems. The course addresses the theory and implications of: the human person's dignity in the light of being created in the image of God as male and female; the effects of sin and redeeming grace; a vocation and virtue approach; a personalist and natural law approach; the person as a spiritual unity of body and soul that is relational, emotional, rational, and free. Students will learn how to take a holistic and transformative approach, which integrates Biblical/theological, philosophical, and bio-psycho-social-cultural perspectives into a global understanding of the human person and flourishing. Students will develop the mindset and competencies needed to understand and assess the integrative potential of different models of the person. (3 credit hrs)

PHT 523 Moral Character and Spiritual Flourishing

PHT 520 Moral Character and Spiritual Flourishing introduces students to a Catholic-Christian vision of personal and interpersonal flourishing in terms of vocations and virtues, and human and spiritual resources. The importance of a multidimensional model of vocation and virtue for everyday life and counseling will be explored. Students will examine how Catholic-Christian practices can be sources of relationship, support, growth, healing, and flourishing. Students will develop skills for achieving personal growth and freedom through building up their practical reasoning, moral character, and spiritual life of faith, hope, and charity, which have an impact on everyday life, mental health counseling, and vocational commitments. Students will reinforce their moral and spiritual formation, through personal reflections, and a cohort community of spiritual practice and interaction. (3 credit hrs)

PHT 533 Flourishing in Relationships

PHT 530 Flourishing in Relationships introduces students to the nature and discernment of vocational states of being single, married, ordained, or religious (consecrated). Emphasis is placed on courtship and on marriage, which is understood as a natural and divine institution that serves to support and protect individuals, families, and society. Students will examine the continuity and development of Catholic-

Christian teaching on marriage and family in a historical, bio-psycho-social-cultural, philosophical, and theological context. Students will analyze several issues that are especially pertinent to clinical mental health counseling, including not only disorders and difficulties related to singleness, romance, marriage, and family life, but also supporting strengths and practices. (3 credit hrs)

Academic Policies

Academic Integrity

The University is first and foremost an academic community. Students and faculty together engage in the discovery, analysis, application, development, and transmission of knowledge as it pertains to psychological and clinical mental health theory and practice. In order for this honorable pursuit to progress successfully, a firm commitment to academic integrity is required from all members of the intellectual community.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all one's academic dealings. Students at Divine Mercy University therefore shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

Students shall acknowledge in appropriate fashion the contributions of others to their work where such acknowledgment is due. The submission of work for academic credit indicates that the work is the student's own and that the work has been completed in accordance with the standards of his or her course or assigned project. At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of the University academic integrity policy to his or her course.

In cases where a violation of academic integrity has been verified, the faculty member has the responsibility for determining the academic consequences, which may include assigning a failing grade for the assignment, exam, or course, or non-acceptance of the thesis or dissertation. Consequences can include probation from the University for a designated period of time, and in extreme cases, permanent dismissal from the University.

Students accused of a violation of academic integrity have the right to appeal the accusation and/or the imposed penalty. All such appeals are handled through the DMU student grievance process.

Class Attendance

For students in onsite programs:

All students, whether full-time, part-time or auditing, are required to attend all scheduled classes. Full-time and part-time students are required to complete all examinations and other requirements. Penalties may be imposed for a student who misses a class, unless the absence is due to serious and extenuating circumstances, and the student notifies the instructor in a timely manner.

Students who miss more than two classes for any cause in a semester are automatically dropped from the class. Students may appeal for an exception to this policy with the program director. The exception shall be jointly granted by the instructor and the program director. If the appeal is granted, the student may still be subject to penalties and must develop a make-up plan acceptable to the instructor.

For students in online programs:

The curriculum is delivered online using the CANVAS learning management system. Students are expected to attend the online classroom and actively participate in the course. Penalties may be imposed for a student who misses, fails to attend each week, or misses an assignment, unless the absence is due to serious and extenuating circumstances, and the student notifies the instructor in a timely manner.

Students who are not active in the online course during any week may be dropped from the class. Students may appeal for an exception to this policy with the Program Director. The exception shall be jointly granted by the Instructor and the Program Director. If the appeal is granted, the student may still be subject to penalties and must develop a makeup plan acceptable to the Instructor.

For additional specifics regarding class attendance, students should refer to their program handbook.

Class Cancellations/Emergency Closing

In the event of weather-related or other emergencies, students will be informed in the most expedient manner possible. When feasible,

instructions will be provided to students via postings on bulletin-boards, in student mailboxes, by text message, and/or through announcements made in class. Updates will also be sent to the student's divinemercy.edu email. The University also lists closings on www.wtop.com under "closings/delays." Every effort will be made to communicate the announcement of class cancellations or an emergency closing by 7:00 a.m. on each day impacted by such emergencies.

For online programs, the online learning environment allows flexibility and often is unaffected by weather-related or other emergencies. In the event that online courses are affected by such an event, online students will be informed in the most expedient manner possible.

Papers and Publication Style

The Publication Manual of the American Psychological Association, 6th Edition (2009), should be utilized in all course requirements for papers, comprehensive examinations, dissertations, as well as other professional writing. The student may access the Manual and associated resources in the library or see the following website for assistance: www.apastyle.org

Plagiarism

Plagiarizing is unethical and is considered academic dishonesty. According to the American Psychological Association (2016) plagiarism is described as follows:

Plagiarism is the act of presenting the words, ideas, or images of another as your own. It violates ethical standards of accuracy, honesty, and truthfulness in scholarship.

Self-plagiarism is the act of presenting your own previously published work as original. It misleads readers and falsely inflates the number of publications on a topic.

Plagiarism occurs when writers fail to give proper credit to their sources. Some kinds of plagiarism are deliberate—for example, copying an entry—or a substantial part of one—from Wikipedia and submitting it as your own work.

American Psychological Association. (2016). How to Avoid Plagiarism and Self-Plagiarism [Video file]. Retrieved from <https://apastylecentral.apa.org/learn/browse/TUT-14>

Some obvious examples of plagiarism include:

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you obtained over the Internet.

Some less-obvious examples include:

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source, and acting and citing the original source as though you wrote it yourself.

Copyright policy

It is the policy of Divine Mercy University that all faculty, staff, students, and other members of the University community adhere to all copyright laws concerning the reproduction of materials and will be responsible for any infringement(s).

The increased use of file sharing (peer-to-peer) software has led to a significant increase in anti-piracy efforts and legislation. Peer-to-peer programs allow sharing of copyrighted music, movies, and software often without the knowledge or consent of the user. Legislation including the Digital Millennium Copyright Act in conjunction with automated scanning software employed by software publishers and music and movie production companies can lead to a significant increase in copyright infringement complaints received by the University.

The University accepts and processes notices received under the Digital Millennium Copyright Act concerning copyright infringement conducted on a peer to peer network. The University reserves the right to terminate network privileges for anyone who engages in such copyright infringement.

Copyright is defined by the United States Copyright Office as:

A form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phonorecords;
- To prepare derivative works based upon the work;
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, motion pictures and other audiovisual works;
- To display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and in the case of sound recordings, to perform the work publicly by means of a digital audio transmission.¹

The United States Copyright Office further states the following:²

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject

1 United States Copyright Office. (2004). *Circular 1 Copyright Basics*. Washington, D.C. [Available online: <http://www.copyright.gov/circs/circ1.html>], p 1.

2 United States Copyright Office (2006), <http://www.copyright.gov/fls/fl102.html>

to certain limitations found in sections 107 through 118 of the Copyright Act ([title 17, U. S. Code](#)). One of the more important limitations is the doctrine of “fair use.” Although fair use was not mentioned in the previous copyright law, the doctrine has developed through a substantial number of court decisions over the years. This doctrine has been codified in section 107 of the copyright law.

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered “fair,” such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair:

1. the purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The distinction between “fair use” and infringement may be unclear and not easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: “quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported.”

Copyright protects the particular way an author has expressed himself; it does not extend to any ideas, systems, or factual information conveyed in the work.

The safest course is always to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission.

When it is impracticable to obtain permission, use of copyrighted material should be avoided unless the doctrine of “fair use” would clearly apply to the situation. The Copyright Office can neither determine if a certain use may be considered “fair” nor advise on possible copyright violations. If there is any doubt, it is advisable to consult an attorney. (FL-102, Revised July 2006)

Language Requirements

American English is the official mode of communication in classroom discussions, assignments, presentations, and all academic discourse. Students must demonstrate command of the English language, both spoken and written, sufficient to pursue graduate studies in the United States throughout their enrollment at DMU. Students may be required to engage tutorial services beyond those offered by DMU, at their own expense, to achieve the expected academic language requirements. It is the responsibility of the student to make any needed arrangements.

Final Examinations

Final examinations are scheduled at the end of the term or semester. In case of serious illness or emergency, arrangements may be made with the instructor to take an exam at another time. Postponement of a final examination beyond the last day of the semester requires the issuance of an “Incomplete” grade designation.

Course Evaluation by Students

Near the end of each semester/term, students are expected to complete an evaluation of each course. All evaluations are confidential and shared in aggregate only. Student honesty in evaluation of the courses is critical, since the results contribute to improving class design, content and presentation. Instructors do not have access to the course evaluation results until after final grades are submitted.

Grading Policy

The University's official grading policy is as follows:

Grade	Grade Point Value
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.3
F	0.0
INC (Incomplete)	None
IP (In-Process)	None
W (Withdrawal)	None
WP (Withdrawal-Passing)	None
WF (Withdrawal-Failing)	None

Passing Grade Requirement

For IPS programs (Psy.D., M.S. Psychology), any course in which a student receives a grade of “C” or below must be retaken. Additionally, in the Psy.D. program, specific courses receiving a grade lower than a “B” may require remediation and/or retake.

For Counseling programs, any course receiving a grade lower than a “B” must be retaken. Students may repeat a course 2 times (total of 3 attempts) before being placed on scholastic suspension.

See the specific academic program policy section for any additional criteria regarding minimum grades for successful course completion. Depending upon these requirements, students may be obliged to repeat and/or remediate a specific course.

Retaking Courses

Students may repeat certain courses in order to improve their cumulative grade point average. In such cases where a course is retaken both grades will be reported on their transcript, but the higher of the two will be used for the purpose of calculating the grade point average.

Incomplete

When a student has been assigned an Incomplete the student must complete all outstanding course requirements within three months following the end of the semester or term of registration for the course. Failure to complete all course requirements will result in the instructor awarding a grade based upon work completed. Students who receive financial aid and who carry a grade of Incomplete into a subsequent semester risk loss of financial aid for that semester. Carrying an Incomplete course grade reduces the student’s overall grade point average and lowers his/her credit hours attempted-to-completed ratio – either or both factors can create a failure to meet the financial aid requirements for Satisfactory Academic Progress.

Grade appeals

All grades recorded become a permanent part of the student’s academic history. A student who believes a final grade has been miscalculated should ask the instructor to review the matter. If a grade change is warranted, the instructor should report this to the Registrar. If the student

is not satisfied with the instructor's response, the student may submit a written request to the Academic Dean. The Dean or his/her designee will then meet with the student and instructor, and will attempt to resolve the dispute about the grade. Failing such a resolution, the instructor's grade will stand. No grade change will be accepted after 30 days from the end of the semester unless authorized by the Academic Dean. However, request for a grade change that will affect eligibility for graduation or academic honors or dismissal from the University must be made prior to these events respectively.

Academic Good Standing

To remain in good academic standing, students must maintain a minimum cumulative grade point average of 3.0. A 3.0 grade point average is required to graduate. The status of all students will be reviewed at the end of each academic period by the Registrar, who will update student status accordingly..

Academic progress is also reviewed by the appropriate University Offices for compliance with the distinct eligibility requirements for financial aid, veterans benefits, and student visa status. See the respective sections for additional information.

Academic Probation

In the event of failure to meet the above standard for academic good standing, a student will be placed on academic probation. The Registrar refers students on Academic Probation to the Academic Dean and the Program Director, to develop of a plan for remediation.

Academic Dismissal

Students placed on academic probation for two consecutive semesters who fail to resolve the academic deficiency may face academic dismissal.

Student Records

Divine Mercy University maintains student records necessary for the educational guidance and/or welfare of students, for the orderly and efficient operation of the University, and as required by law and in accordance with FERPA (The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

All information related to individual students is confidential. Student records are the property of the University but will be made available to appropriate parties in accordance with state and federal law. The University disseminates student information in accordance with applicable state and federal laws and the University's own established policies and procedures.

University FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA sets forth requirements regarding the privacy of student records. FERPA governs the release of records maintained by educational institutions as well as access to those records. FERPA rights are provided only to University applicants upon actual acceptance to and subsequent enrollment in classes at the University.

Introduction

The Family Educational Rights and Privacy Act (FERPA) affords post secondary students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after Divine Mercy University (University) receives a request for access. A student should submit to the registrar, dean, program director, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record, should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing re-garding the request for

amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without con-sent (see disclosures section below). Divine Mercy University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law en-forcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance com-mittee. A school official also may include a volunteer or contractor outside of the Institute for the Psychological Sciences who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educa-tion record in order to fulfill his or her professional responsibilities for the University.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

Directory Information

"Directory Information" is non-confidential information about a student and may be released by the University upon request, without written permission from the student, unless notified otherwise in writing by the student (except as required by State and Federal laws). Please note that the University values and protects the privacy of each student's information and is NOT in the practice of giving our any personally identifiable information.

The University will disseminate "Directory Information" (as defined below) in accordance with FERPA, applicable State and Federal laws, and the

University's established procedures (Policy 2040, Adopted by the Board of Directors August 1, 2002).

In accordance with FERPA, the University has designated the following non-confidential information about students as public ("Directory") information: Student name, Address, E-mail address, Telephone number, Program of study, Dates of attendance, and DMU/IPS degrees.

"Directory Information" is used to provide and support the student's education. Students, however, have the right to have this directory information withheld (within legal limits). If the student does not authorize the release of the directory information, the student should contact the University Registrar to complete the applicable Form.

Disclosures that postsecondary institutions may make without consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A post secondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including faculty, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements

that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

Privacy Protection for Students Enrolled in Distance Education

Privacy Policy

Divine Mercy University (University) is committed to protecting the privacy of individuals accessing our web site. This policy describes what information we collect and how that information is protected and used.

In addition to this Privacy Policy, the Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records and affords post-secondary students certain rights with respect to their education records.

Policy Protection Procedures

What information do we collect?

We collect information from you when you register on our site, request information about a program, subscribe to our newsletter, respond to a survey or fill out a form.

When ordering or registering on our site, as appropriate, you may be asked to enter your name, e-mail address, mailing address, phone number or credit card information (for distance education and continuing education courses). You may, however, visit our site anonymously.

Google, as a third party vendor, uses cookies to serve ads on your site. Google's use of the DART cookie enables it to serve ads to your users based on their visit to your sites and other sites on the Internet. Users may opt out of the use of the DART cookie by visiting the Google ad and content network privacy policy.

What do we use your information for?

Any of the information we collect from you may be used in one of the following ways:

- To personalize your experience
 - (Your information helps us to better respond to your individual needs.)
- To improve our website
 - (We continually strive to improve our website offerings based on the information and feedback we receive from you.)
- To improve customer service
 - (Your information helps us to more effectively respond to your customer service requests and support needs.)
- To process transactions

- (Your information, whether public or private, will not be sold, exchanged, transferred, or given to any other company for any reason whatsoever, without your consent, other than for the express purpose of delivering the purchased product or service requested)
- To send periodic emails
 - (The email address you provide may be used to send you information, respond to inquiries, and/or other requests or questions.)

How do we protect your information?

We implement a variety of security measures to maintain the safety of your personal information when you place an order or enter, submit, or access your personal information.

We offer the use of a secure server. All supplied sensitive/credit information is transmitted via Secure Socket Layer (SSL) technology and then encrypted into our payment gateway providers database only to be accessible by those authorized with special access rights to such systems, and are required to keep the information confidential.

After a transaction, your private information (credit cards, social security numbers, financials, etc.) will not be stored on our servers.

Do we use cookies?

Yes (Cookies are small files that a site or its service provider transfers to your computer's hard drive through your Web browser (if you allow) that enables the sites or service providers systems to recognize your browser and capture and remember certain information

We use cookies to compile aggregate data about site traffic and site interaction so that we can offer better site experiences and tools in the future. We may contract with third-party service providers to assist us in better understanding our site visitors. These service providers are not permitted to use the information collected on our behalf except to help us conduct and improve our business.

Do we disclose any information to outside parties?

We do not sell, trade, or otherwise transfer to outside parties your personally identifiable information. This does not include trusted third parties who assist us in operating our website, conducting our business, or servicing you, so long as those parties agree to keep this information confidential. We may also release your information when we believe release is appropriate to comply with the law, enforce our site policies, or

protect ours or others rights, property, or safety. However, non-personally identifiable visitor information may be provided to other parties for marketing, advertising, or other uses.

Third party links

Occasionally, at our discretion, we may include or offer third party products or services on our website. These third party sites have separate and independent privacy policies. We therefore have no responsibility or liability for the content and activities of these linked sites. Nonetheless, we seek to protect the integrity of our site and welcome any feedback about these sites.

California Online Privacy Protection Act Compliance

Because we value your privacy we have taken the necessary precautions to be in compliance with the California Online Privacy Protection Act. We therefore will not distribute your personal information to outside parties without your consent.

Children's' Online Privacy Protection Act Compliance

We are in compliance with the requirements of COPPA (Childrens Online Privacy Protection Act), we do not collect any information from anyone under 13 years of age. Our website, products and services are all directed to people who are at least 13 years old or older.

Online Privacy Policy Only

This online privacy policy applies only to information collected through our website and not to information collected offline.

Your Consent

By using our site, you consent to our [online privacy policy](#).

Changes to our Privacy Policy

If we decide to change our privacy policy, we will post those changes on this page.

Questions regarding our Privacy Policy

If you have questions concerning our privacy practices, contact us:

Compliance

Divine Mercy University

2001 Jefferson Davis Highway, Suite 511

Arlington, VA 22202

Student Contact Information

Student contact information is made available by the Office of Student Services, which includes student names, addresses, telephone numbers, and email addresses.

A student who submitted a written request to the University Registrar to withhold release of the directory information (see FERPA) will not be included in the Student Contact Information listing. If this student would like to be included in the Student Contact Information listing, the student must amend his or her Request to Withhold Student Directory Information with the University Registrar.

Internet Use in the Classroom

While the internet is a valuable source of information that can facilitate the learning process, it is often a distraction to the important interpersonal activity and learning opportunities that occur in the classroom setting. Therefore, unless otherwise permitted in special cases by the instructor, students in the classroom during an active class session are not permitted to browse the internet.

Electronic Device Use Policy

Cell phones, MP3 players and other electronic devices shall not be used in the classrooms or library unless approved by an University official. Texting or using a cell phone as a camera device is not permitted in the classroom. Utilizing a camera phone for the purposes of photographing test questions or other forms of academic misconduct or illegal activity is prohibited. Additionally, taking photographs of others against their will is strictly prohibited.

The recording of conversations without consent of both parties is prohibited. Lectures may not be recorded without express consent of the instructor.

Student Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Student's verbal and written expression of opinion at the University is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are, however, expressly

prohibited from the use of vulgar and/or offensive terms, images, or behaviors.

Representing and Communicating about DMU

Students should refer media inquiries to the Communications office, which can answer questions accurately and speak officially for DMU. Students are not to release information or grant interviews to the news media without first checking with the Communications office or being asked by that office to do so. In addition, students are not to speak for the University on social media.

Distribution of Materials

Publications or other material written by students may be distributed on the University's premises or on official online classroom or resources in accordance with procedures developed by the Academic Dean. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the distribution or circulation of printed material or the posting of such material at the University, subject also to building lease restrictions. Students responsible for the distribution of material which leads to a substantial disruption of the University, interferes with its operations or contradicts the mission of the school, may be subject to disciplinary action. Non-students or non-employees of the University shall not distribute materials on the University grounds.

Student Publications

Student publications produced as part of the University curriculum or with the support of the student body are intended to serve both as vehicles for instruction and student communication. As such, they should reflect respect for the Vision and the Mission of the University.

Official Communication

A DMU student email (@divinemercury.edu) account is provided for all enrolled students and acts as the official email address for all university correspondence from DMU offices. Students are responsible for all correspondence sent to their official @divinemercury.edu student email address.

Although faculty and students may communicate regarding course material in Canvas, the primary mode of communication is through the official @divinemercury.edu email accounts.

While official communication takes place through DMU email accounts, students are responsible for monitoring communications within their Canvas account.

Student Grievance Process Policy

Due Process for Student Grievances

It is the policy of the University to utilize due process in handling student grievances. It is also the policy of the University to utilize due process in disciplinary actions taken against students.

In a Christian academic environment, every effort should be made to sustain a relationship of charity and cooperation between all members of the community. Occasionally, however, a student may have a grievance with a member of the faculty, staff, or fellow student/peer. The student with the grievance should endeavor first to meet with the other party to discuss the difficulty in an attempt to resolve the issue. If the student does not feel at ease approaching the individual, or is not satisfied with the results of such a meeting, he or she should consult the Vice President of Academic and Student Affairs who will provide guidance as to what additional steps, if any, should be taken. If resolution is not reached at this informal level, the student may then wish to file a formal grievance. At any point in the process described herein, the student filing a grievance will always have the option to withdraw the grievance. The University has established the following Grievance Resolution Procedure for students to use for all aspects of their experience with academic, student, and other support services of the University.

Confidentiality

In the grievance resolution process, every reasonable effort will be made to protect the privacy of all parties. All records pertaining to the investigation and to the disposition of the grievance shall be maintained in sealed files in conformity with state and federal privacy requirements. Records of individuals involved or alleged to be involved in a grievance will be made available to officials of the University who have a need to know, and otherwise only in accordance with applicable state and federal laws and only to the extent required by law.

Resolution Procedures for Student Grievance with Faculty Member or Student/Peer

Student grievances directed to a member(s) of the faculty or student body (referred to herein as “the respondent”) will be handled as follows:

1. **Filing a Grievance:** The complainant shall file a written grievance with the Academic Dean. The complainant shall record with specificity the circumstances of his/her grievance.
2. **Fact-Finding Committee:** The Dean will appoint a Fact-Finding Committee consisting of three faculty members. A Chair of the committee will be designated by the Academic Dean. If a conflict of interest or other valid reason prevents a committee member from serving, the Academic Dean shall select an alternate. The Academic Dean shall make every effort to ensure that a fair, impartial, and representative committee hears the matter.
3. **Notification:** The Academic Dean shall give the respondent written notification that a grievance has been filed, as well as a copy of the grievance. The respondent may file a written response with the Fact-Finding Committee Chair. The Academic Dean shall provide a copy of the response to the complainant.
4. **Investigation:** The following standards for investigation will be observed:
 - a. in conducting the investigation, the committee shall receive and review the grievance, the response, and other pertinent statements or documents;
 - b. the complainant and respondent shall be given the opportunity to respond to one another’s statements, and individually to present witnesses or concerned parties in conformity to the evidence presented; and,
 - c. the committee will interview witnesses and concerned parties individually and in conformity with privacy requirements, as it deems necessary.
5. **Fact-Finding Report:** When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written Fact-Finding Report to the Academic Dean. The Fact-Finding Report shall contain the following:
 - a. a statement of the issues under review;
 - b. the positions of the parties;

- c. a finding of the results of the investigation;
- d. conclusion as to whether there is probable cause to believe that the grievance is valid; and,
- e. recommendations for action(s) to be taken.

The total time period for the investigation, from the filing of a written grievance to submission of the Fact-Finding Report to the Academic Dean shall not exceed ninety (90) calendar days.

The Chair of the Fact-Finding Committee will maintain all records of the grievance, including its conclusions and recommendations. These records shall be transferred to the Office of the Academic Dean at the time of disposition of the grievance. The records shall be maintained in conformity with state and federal privacy and disclosure requirements, policies and procedures.

Disposition of the Grievance and Disciplinary Action

The Academic Dean will make the decision about action to be taken. The factual conclusions contained in the Fact-Finding Report shall be binding upon the Academic Dean for the purpose of this determination.

The Academic Dean will discuss the decision with the Chair of the Fact-Finding Committee, prior to taking action, if the action to be taken is different than that recommended by the Committee.

The Academic Dean will immediately notify the complainant and the respondent in writing of the disposition of the grievance once the decision has been made.

The decision of the Academic Dean will be made within ten (10) working days of the receipt of the Fact-Finding Report. The decision may be appealed in writing by either the complainant or the respondent to the President of the University; the appeal must be made no later than fifteen (15) working days from the date of the Academic Dean's notification of the decision.

If the complainant is a student and the student has not received a satisfactory resolution after exhausting all available grievance procedures established by the institution, the student may contact the State Council of Higher Education for Virginia (SCHEV) as a last resort in the grievance process, using this link:

<http://surveys.schev.edu/students/studentcomplaint.asp>

Student Grievance Resolution Procedures Involving Staff

The same procedures as described for student grievances directed to faculty will be followed in the case of a student grievance directed to a staff member, with the following two exceptions:

- a) the Vice President for Finance and Administration will serve in place of the Academic Dean; and,
- b) the Fact-Finding Committee will be appointed from either staff or faculty of the University.

Retaliation Prohibited

DMU strictly prohibits retaliation against a member of the University community who files a grievance, against whom a grievance is filed, or who otherwise is a participant in the grievance resolution procedure. Such retaliatory conduct includes, but is not limited to, decreasing an employee's pay, reducing a student's grade, or downgrading a person's performance evaluation.

Academic Resources

Academic Advising and Mentoring

The University strives to build an academic community that supports personal and scholarly development. Academic, personal, and scholarly advising and mentorship by both faculty and staff occur at various levels within the educational process at the University. Academic advising is conducted by faculty members of the appropriate academic programs. Mentorship is an ongoing process and occurs through formal and informal interactions with faculty, staff, and peers, who strive to provide a nurturing and supportive educational experience.

Faculty Availability and Accessibility

DMU is deeply concerned about each student's individual progress within its programs. Timely instructor input, feedback, and guidance benefits the student's decision making and facilitates academic progress. To ensure adequate availability and accessibility of instructors, DMU requires faculty

members offering an onsite course to hold a minimum of two office hours per week for each course taught, and faculty of an online course to respond to student requests within 24 hours, during the workweek. To ensure equitable and effective use of both the student and instructor's time, students are required to make an appointment when they would like to utilize an instructor's office hours or availability. Instructors will inform the students during the first class meeting of their office hours or times of availability, changes to these hours, and the process he or she wishes to maintain in scheduling appointments.

Disability Support Services

In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation at the beginning of the first semester to the Disability Support Services Office, located in the Office of the Registrar (DSS@divinemercy.edu). Once documentation is complete, the student must inform the instructor in writing during the first week of class regarding accommodations made for particular class/classes.

The Mary S. Thelen Library

The Mary S. Thelen Library (or the University Thelen Library) is dedicated to supporting the study, learning, teaching, research, and training needs of the University students, faculty, and staff.

The mission of the Mary S. Thelen Library at Divine Mercy University is to promote student success through the development of DMU students, both intellectually and professionally, and support the attainment and enhancement of the highest quality educational, training, and research environment of the DMU academic community by:

- Educating students, faculty, and staff about the vast array of information resources and services available, emphasizing the critical importance of information and digital literacy skills for finding, evaluating, and using information.
- Providing extensive academic, technological, and scholarly resources as well as well-trained professional staff (i.e., Jeff) that support and complement the academic objectives of each DMU degree program, and student and faculty research worldwide.

- Assisting in the documentation and dissemination of Catholic Christian approaches to mental health.
- Preserving scholarly collections that support the three pillars of integration of clinical psychology and mental health theory and practice with a Catholic Christian view of the human person.

The Library's mission focuses on continually growing its collections and resources to become an academic research library for materials on or related to integrating clinical psychology and Catholic/Christian theology. The Library, named in memory of Mrs. Mary S. Thelen, will grow to include more items, within its seven major collections:

- Circulating Collection
- Reference Collection (print and electronic reference materials)
- Reserves Collection
- Serials Collection (print and electronic journals)
- Psychological Test Collection
- Media Collection
- Archives & Special Collections

In addition, the Library provides access to full text electronic and online databases in the psychological, social and behavioral sciences, theology, and philosophy; computer workstations; audio/video equipment; and independent learning resources. The University will continually make significant expansion of these resources and associated services in the upcoming academic years.

In addition to increasing the collections in the core area of clinical psychology, each year using the ongoing three-year Special Collections acquisitions cycle, there is a focus on acquiring materials related to the 'three pillars' of the University curriculum – Integration (of clinical psychology and Catholic/Christian Theology), Theology and Philosophy.

The University Thelen Library also enhances available resources by facilitating access to the collections of other libraries through cooperative agreements with the libraries of two academic institutions in the Metropolitan Washington area, and participation in various resource sharing activities with other libraries through soliNet, the Online Cooperative Library Center (OCLC) network, and membership in the Virtual Library of Virginia/Virginia Independent College & University Library Association (VIVA/VICULA).

Additional information concerning Library resources and other learning support services is available from the Mary S. Thelen Library, on the University website, email: Library@divinemercury.edu, or by calling the Library at 703-416-1441 ext. 121.

The Library is located on the first floor of the campus. Electronic resources may be accessed on campus and through remote access. The Library is available to students, faculty, staff, and alumni on campus during the posted Library Hours

Regular Hours

Monday-Thursday	8:30 a.m. to 8:00 p.m.
Friday	8:30 a.m. to 5:00 p.m.
Saturday	10:00 a.m. to 2:00 p.m.
Sunday	Closed

Holidays, Summer, and Between Semester Hours

Monday-Friday	9:00 a.m. to 5:00 p.m.
Saturday & Sunday	Closed

The Library is closed on all days (including Holidays) the University is closed.

Study Areas

Designated study areas on the DMU campus are provided so that students to have quiet space as well as group study areas to support academic needs. These study spaces are located in the Student Lounge and Library.

Computer Lab

The computer lab is located on the first floor in the library area. Students have access to the library materials, catalog, email, testing software and other common programs. Additionally, wireless is also available in all rooms.

Computer Access Policy

Access to the computer systems and networks that are owned or operated by DMU imposes certain responsibilities and obligations and is granted subject to University policies. The use of these resources must be consistent with the mission of DMU. By using the technology provided, students agree to abide by these policies. Any violation of these policies may result in disciplinary action, including the termination of the student's network, email, and/or Internet access.

In making acceptable use of resources the student must:

- Access only information that is his own, that is publicly available or to which he has been given authorized access.
- Refrain from connecting to the Internet during class time, unless authorized by the instructor.

Students must respect the rights of others to freedom from harassment or intimidation through the sending of unsolicited or anonymous messages or by repeatedly sending unwanted email.

Unacceptable use includes but is not limited to:

- Use of another person's user ID, email, files or data without permission.
- Use of the Internet during class without consent of the instructor
- Cyber-bullying.

Electronic Textbooks & Media Resources

MSP students have access to electronic textbooks and media related to the course for which they are enrolled, with no additional fee. Students may wish to purchase copies of these resources or textbooks through a third party vendor, at their own expense, if desired. Students will have access only to the electronic textbook(s) and media of the course in which they are currently enrolled. Once current classes have been concluded, the electronic text will be unpublished. Due to contractual limitations with electronic textbook and media providers, it is not possible for students to access electronic textbooks or media for courses that they have already completed.

Canvas Learning Management System

The university's online learning management system is Canvas®, an electronic venue in which students can communicate with faculty and peers, gain access to online support, find links to assistance with educational tasks (such as writing, researching, and subject tutoring), and access an online library with journals, articles and texts. Students have access to the Canvas® classroom and online library only while they are enrolled in a program.

The Blessed John Henry Cardinal Newman Lecture Series

The Blessed John Henry Cardinal Newman Lecture Series is an annual program hosted by Divine Mercy University. The Newman Lectures feature speakers who are widely recognized for their contributions to the fields of psychology, moral and political philosophy, theology, and law. The University promotes this interdisciplinary dialogue to advance the integration of the areas of modern, social, psychological, clinical mental health, and Catholic thought. Lectures are free to the public and students are encouraged to participate. Lectures are recorded and available on the University website.

Financial Information

Financial Policies

Tuition and Fees, 2017-2018

Tuition	Per Credit Hour
MS Clinical Psychology	\$991
Psy D (122 Course Credits)	\$1003
MS in Psychology (Online) (36 Course Credits)	\$729
MS in Counseling (66 Course Credits)	\$793
Audit Tuition	50% program tuition/credit hour
Fees for all Programs	
	Per occurrence
Application Fee	\$55
Late Registration Fee	\$60
Add/Drop Fee per course	\$20
Add/Drop Fee per course	\$20
Graduation Fee	\$75
Returned check fee (each service)	\$35
Diploma replacement fee	\$50
Online Programs Only	
	Per course
Technology Fee per Course	\$50

Residency Fee (COUN 510, COUN 580, COUN 690)	\$1,250
Residency Lodging Costs (Single Occupancy)	\$600
Residency Lodging Costs (Double Occupancy)	\$300
Lab Fees (COUN 540, COUN 620)	\$75
Onsite Programs Only (PsyD and MS Clinical)	Per Semester (unless specified otherwise)
Student Activity fee (per semester)	\$30
Library Fee (per semester)	\$110
Lab Fee (PSY 608, PSY 613, PSY 836) \$130 for each lab	\$130
Technology Fee (per semester)	\$50
PsyD Continuous Enrollment Fee (per semester)	\$250
Parking per semester (on campus)	\$150
Key Replacement fee (per occurrence)	\$5
FOB Replacement fee (per occurrence)	\$20
Parking pass replacement fee (per occurrence)	\$25

Expenses

All expenses are payable in U.S. currency. The University reserves the right to change rates and policies when necessary.

Payment of Student Account

The University requires students to satisfy their student account at the time of registration, prior to attending classes. The Financial Aid Office

and the Business Office are available to assist students in obtaining resources for meeting these financial obligations.

Payment Plans

The University offers payment plans as an option for students who are unable to satisfy their student account at the time of registration. Applications for payment plans will be considered on an individual basis, through the Business Office.

Refund Policy, Online Programs

Students who withdraw from the Masters of Science in Clinical Mental Health Counseling or the Masters of Science in Psychology (online programs) following the University's withdrawal procedure, are allowed a commensurate return of tuition owed and refundable fees. Students will generally not receive a removal of tuition, course fees, and other associated fees until after the end of the published Add/Drop period. The Institute's refund schedule is the following:

Withdrawal up to Calendar Day 6	Withdrawal up to Calendar Day 11	Withdrawal up to Calendar Day 17	Withdrawal after Calendar Day 17
100%	80%	60%	0%

*Not valid for Maryland, North Dakota, or Tennessee residents. Please contact the student accounts office at businessoffice@divinemeracy.edu for specific policies for these states or consult the University's website.

All monies owed the University at the time of withdrawal become due and payable immediately. To obtain a refund of tuition, students must also turn in all Institute property in their possession, including their student identification card, facility access keys, and all library materials. The date used to calculate refunds will be the date on which a student's written request for withdrawal is made to the Academic Dean, or the date on which the Registrar receives written notice of a student's intention to add or drop a course.

Delinquent Accounts

A student with a delinquent account or debt will be denied a transcript or diploma until all obligations are fulfilled. The student is responsible for attorney fees and other costs and charges necessary for the collection of any amount not paid when due. If a previously enrolled student has a delinquent account he/she will not be allowed to register for the next semester until the account is settled and cleared by the Business Office.

Financial Aid

MS Counseling 2017-2018 Estimated Cost of Attendance

Direct Expenses: Tuition and Fees

Direct expenses represent the direct cost of a DMU degree. This is the amount that it costs to attend classes. This is the amount that is due to DMU. Beyond this amount there may be incurred other personal expenses associated with attending the program.

Program Expenses	Direct Expenses for 2017-2018
Tuition (\$793 per credit)	\$19,032
Technology Fee (\$50 per class)	\$400
Software Setup Fee (\$110 one-time fee)	\$110
Residency Fee (COUN 510, COUN 580, COUN 690, \$1,250 for each residency)	\$1,250
Residency Lodging Fee (\$300 for a shared room, \$600 for an individual room)	\$600
Subtotal	\$21,392

*New students should consider a \$55 Application Fee for their first year. Graduating students need to include a \$75 Graduation Fee.

Indirect Expenses: Potential Associated Expenses

Indirect expenses are highly dependent on individual circumstances. The costs that students pay to maintain their internet connection can vary based on location. These figures represent the loan eligibility for indirect expenses. If there are extenuating circumstances that necessitate a higher level of indirect expenses than this award it is possible to consult the Financial Aid Office to see if loan eligibility may be increased by the extenuating circumstances.

Program Expenses	Indirect Expenses for 2017-2018
Books and Supplies	\$2,664
Room and Board	\$10,500
Transportation	\$5,520
Miscellaneous	\$9,216
Loan Fees	\$3,000
Plus Loan Fees	7%
Total Indirect Expenses (without Plus Loan Fees)	\$30,900

M.S. in Counseling Estimated Total Cost of Attendance

Expense Type	2017-2018 Cost of Attendance
Direct Expenses	\$21,392
Indirect Expenses	\$30,900
Total	\$52,292

Note that this is only an estimate of actual costs due to the inclusion of indirect expenses which vary from person to person. Also note that there

is typically a 3% tuition increase per credit every fall which is not included in these figures.

Financial Aid Overview

To make graduate education more affordable for its students, the University has developed a financial aid program to assist students in meeting the costs of attending the University. The University is committed to securing financial aid for students. Nevertheless, financial aid is a student driven process and is ultimately the student's responsibility. The University encourages its students to take primary responsibility for financing their graduate education.

Students enrolled as degree-seeking students are generally eligible for federal, institutional, and/or private sources of financial aid. DMU has a program participation agreement with the United States Department of Education to participate in the Title IV Federal Financial Aid Program (Title IV) to offer student financial aid programs, including the Federal Work-Study Program and the William D. Ford Federal Direct Loan Program. DMU offers other types of financial assistance available including self funding, private grants and loans, limited fund institutional VA for qualified veterans via the GI Bill.

Types of Aid

The types of aid are generally federal, institutional, or private.

Internal: Institutional Aid

Institutional aid is gift aid to students and does not need to be repaid. Because every effort has been made to make the academic programs affordable, Institutional Aid is limited and based on merit and need.

- Scholarship Program: <https://divinemercury.edu/financial-aid/scholarships/>
- Student Assistantships

External

- Veteran Affairs Benefits:

- GI Bill Funding Eligibility: DMU programs are approved for veteran benefits under the GI Bill. Go to <http://www.gibill.va.gov/> for more information.
- Yellow Ribbon G.I. Bill Education Enhancement Program: IPS is approved for the Yellow Ribbon G.I. Bill Education Enhancement Program, also known as the Yellow Ribbon Program. The program agreement permits the school and the U.S. Department of Veterans Affairs (Veterans Affairs) to provide matching funds to apply toward the outstanding amount of established charges not covered under the Post-9/11 GI Bill.
- Americorp
- Tuition assistance/external scholarships and grants

Federal Financial Aid

If you are a U.S. citizen or a permanent resident, you might be eligible to receive federal financial aid, which can help you fund your higher education. The Divine Mercy University (DMU) is certified by the U.S. Department of Education to participate in a variety of financial aid programs available to U.S. citizens. Eligible students attending IPS have access to federal student financial aid programs.

The University has a program participation agreement with the United States Department of Education to participate in the Title IV Federal Financial Aid Program (Title IV), William D. Ford Federal Direct Loan Program. As part of this program, DMU offers Stafford unsubsidized loans up to a maximum award of \$20,500 for the academic year. For information about Direct Loans, please go to the following website: <https://studentloans.gov>.

Private Funding

Students are encouraged to obtain private sources of grants and loans whenever possible. Many private organizations and foundations provide grant funds to students. In addition, private educational loans are available to students based upon creditworthiness. Students are encouraged to visit the Financial Aid section of the University website for more resources and information.

Financial Aid Resources

Here are a few web links:

- <https://studentloans.gov>
- <http://www.benefits.va.gov/gibill>
- <https://www.youtube.com/user/FederalStudentAid>
- [19- 50 of the list for Graduate Students](#)
- <https://www.fastweb.com>

Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who need a focused resource to assist in finding a private loan may choose to use the list of private loan options developed by FinAid at www.finaid.org/loans/privatestudentloans.phtml.

Applying for Financial Aid

Planning early and researching all options are keys to financing one's education. The more applicants know about how financial aid works, the better prepared they are to fund their studies at Divine Mercy University. There are other scholarship resources available on the website which list various organizations and foundations offering funding to students pursuing graduate studies in psychology and the mental health fields.

How to apply:

1. Submit the FAFSA: Students must demonstrate financial need as calculated by federal methodology for all need-based financial aid. This is done by completing the Free Application for Federal Student Aid (FAFSA) located at the website: <http://www.fafsa.ed.gov>.

DMU's school code is G38724.

*Note: Submit the FAFSA as soon as possible after filing your income tax.

2. Submit the University Application for Institutional Aid form to the Office of Financial Aid via mail, email, or fax. The forms can be downloaded from the University website or obtained by emailing financialaid@divinemercy.edu.

For financial aid purposes, online student full-time/part-time status will be determined by aggregate of credit hours enrolled in the semester. For

example, if a student enrolls for the first time in the semester in the third sub-term, the number of hours the student takes in that sub-term will determine full-time/part-time status. A part-time student who adds courses for subsequent sub-terms of the same semester will still be considered part-time for the entire semester.

Financial Aid Application Deadlines

Awards are processed on a rolling basis. Students are strongly encouraged to begin the application process at least 30 days prior to the start date of their program. Financial Aid applications will be accepted within 30 days prior to the start of the corresponding Program, but the Office of Financial Aid cannot be held responsible if funds are not available for disbursement for the term. Delays can occur that are outside of the control of the Office of Financial Aid. Students must maintain all federal aid eligibility requirements for each term in which they are enrolled.

Financial Aid for International Students

International Students applying for aid must fill out the Financial Aid Application located in their application for admission, as well as an International Student Aid Application. See the International Student entry of the catalog for more information.

International Students are required to maintain valid immigration status.

Award letters

Applicants will receive an official award letter. Upon receipt of this letter students have an opportunity to accept, modify or decline any part of the awarded aid.

In order to accept the awarded aid, students should follow the steps and instructions noted in the letter, as well as complete the required entrance counseling and the Master Promissory Note (MPN) for the federal loan they are interested in receiving. These requirements can be completed online at www.studentloans.gov, where students can sign in using the FSA ID created in their FAFSA application. Please note that a student is not eligible to receive loans until these tasks are completed.

Student loans are certified at the beginning of each term. Loans are disbursed directly to the school and are applied to the institutional costs for the term (tuition, fee, etc.). If there is money remaining after it has been applied to the student account, after the loans are disbursed, a check will be mailed for the difference of the funds requested minus institutional costs.

Federal Loan Eligibility Policies

1. Federal Loan Enrollment Requirements

A student must start class and be enrolled at least half-time to receive aid from the Stafford and Grad Plus loan programs.

Doctor in Clinical Psychology

For the fall and spring semesters, to be considered full-time for purposes of obtaining federal loans, a student must be enrolled in: a minimum of nine credit hours per semester; or a minimum of six credit hours per semester and a practicum/externship. To be considered half-time, a student must take a minimum of six credit hours.

For the summer period of enrollment, to be considered full-time for financial aid a student must take a minimum of four credits. To be considered half-time for financial aid, a student must take a minimum of two credits.

In addition any student enrolled actively working on a dissertation (i.e., enrolled for dissertation credit hours) or engaged in a pre-doctoral internship is considered full-time for federal aid purposes. Any student who meets the conditions of the Continuous Enrollment Fee is considered half-time from the perspective of financial aid.

Masters in Counseling

For fall and spring semesters, a student must be enrolled for a minimum of nine credits to be considered full-time. A minimum of six credits is required for half-time enrolment.

For summer, enrollment a student must be enrolled for a minimum of six credits to be full-time and a minimum of three credits are needed for a student to be half-time. Students starting in the summer semester and students who have received approval from their academic advisor will be considered full-time with a minimum of three credits in summer.

Masters in Psychology

In the Masters of Psychology Program a student must be enrolled for a minimum of six credits to be considered full-time and a minimum of three credits are required to be half-time in fall and spring semesters. In the summer semester, students are considered full-time when enrolled for a minimum of three credits.

2. Satisfactory Academic Progress (SAP)

Requirements for SAP

All students must meet Satisfactory Academic Progress (SAP) requirements to receive federally sponsored financial aid at the Institute. SAP for financial aid recipients is a policy distinct from the University's Academic Standing policy.

The University's SAP includes both qualitative and quantitative components in compliance with federal regulations, and is assessed at the end of each period of enrollment. Students must maintain a cumulative Grade Point Average (GPA) of 3.0 or higher and must earn at least 50 percent of their attempted credit hours each semester.

They must also complete the coursework for their specific program of study within the maximum time frame designated in the academic catalog degree requirements sections. Students who do not comply with these standards become ineligible for federal financial aid.

Review of SAP

SAP is evaluated at the end of each period of enrollment. If a student is found not to meet SAP requirements after this evaluation, they will receive a letter from the Financial Aid Office informing them that they have been placed on financial aid probation. A student with this status may receive financial aid for the next enrollment period, but must meet SAP requirements by the end of that period.

Appeal Process for SAP

If the student fails to meet SAP the second time, after the financial aid warning period, they will lose their financial aid for the next period of enrollment. If there are extenuating circumstances involved, students who fall below the SAP requirements for the second time may submit a written appeal to the Financial Aid Office within 30 days of their ineligibility notification.

The appeal letter should include the reason why the student failed to make SAP and what has changed that will allow the student to make SAP

at the next evaluation. Reasons for appeal may include extenuating circumstances such as prolonged illness, hospitalization, death of an immediate family member, etc.

The Financial Aid Office will review the appeal and notify the student in writing of the outcome of their appeal. If the appeal is granted, the student is returned to financial aid probation, and their aid may be continued for one period of enrollment. If the student has not met the SAP requirements by the end of the probation period, he/she is no longer eligible for federally-sponsored financial aid.

Withdrawal or Incomplete and SAP

Withdrawal from a course and/or an Incomplete in a course will not be considered satisfactorily completed for SAP purposes. Each of these types of courses will be considered courses attempted but not completed.

Students who receive financial aid and who carry a grade of Incomplete into a following semester risk loss of financial aid for that semester. Carrying an Incomplete grade reduces the student's overall (GPA) and lowers his/her credit hours' attempted-to-completed ratio, either or both of which factors can create a failure to meet the requirements for SAP.

Restoration of Federal Aid with SAP

Restoration of federally-sponsored financial aid becomes possible when the student achieves SAP requirements, based on official end-of-semester grade reports.

3. Courses Repeated

Courses repeated may receive federal aid provided that the student failed to complete the course (either by receiving a failing grade or by withdrawing prior to the end of class). A student may receive federal aid once for each course passed if it is retaken in an attempt to improve the grade achieved. Students may not receive federal loans for courses already taken if the grade achieved was the highest possible grade in the course (i.e. "4.0" out of a four point grading scale or "Pass" in a pass/fail course).

Repeated courses count towards Satisfactory Academic Progress (SAP).

4. Transfer Courses

Transfer courses, both those a student completed prior to admission to DMU and those accepted while a student is enrolled at DMU, are not

factored in when calculating a student's DMU financial aid eligibility. Both types of transfer courses may count towards SAP as credit hours attempted and completed if the student has completed the transfer of credit process (outlined in the Academic Catalog's Criteria for Transfer of Credit section).

5. Financial Aid Academic Year

DMU uses the Borrower-Based Academic Year (BBAY) for financial aid. The BBAY at DMU consists of two consecutive trimesters and its progression follows the student's progress through the program. A student's annual limit for Direct Unsubsidized loans is in effect for the period of each BBAY. Graduate Plus loans do not have annual limits but are awarded for the same BBAY as the Direct Unsubsidized loans.

6. Verification

FAFSA's are marked during processing as needing to be verified and reviewed for information that is potentially erroneous. The Financial Aid office will notify each student who has been selected for verification, and the student will have 10 days from the time they receive notification to bring in supporting documents that attest to the accuracy of the information on their FAFSA. Once verification is completed, the FAFSA will be corrected, and the student's eligibility to receive need-based aid will be assessed.

7. Return of Title IV Funds

Students receiving Title IV federal financial aid who withdraw are subject to a return of federal funds calculation as required by federal law (R2T4). This calculation determines the amount, if any, of the Title IV funds to be returned to the Title IV program(s) utilized by the student for the enrolment period that the student withdrew from. The calculation will be performed within thirty days of determining that a student has withdrawn. Please note that this policy is distinct from the University's refund policy, described in its catalog.

This calculation determines the amount of financial aid the student earned based upon the dates of enrollment, the percentage of the enrollment period completed, and the amount of the Title IV aid disbursed. Official withdrawal information is determined by the Office of the Registrar. Unearned Title IV federal financial aid disbursed on behalf of the student must be returned to the appropriate Title IV program.

When a return of funds is determined necessary, the University will return the portion of unearned Title IV aid in its possession to the Department of Education (DOE) within thirty days. It will also request that student return any unearned aid in their possession. If the student does not return unearned funds in their possession within thirty days, the University is required by federal law to report this failure to the DOE. The DOE will pursue collection of any unearned Title IV funds. If a student fails to return unearned fund they will become ineligible for further Title IV aid until they reach a resolution with the DOE.

Since the recalculation is distinct from the University's refund policy, it is possible for there to be a discrepancy between the amount of funds earned and the tuition required by the University. In the case of a discrepancy, the University will address it in one of two ways. If the student has earned funds in excess of tuition owed, the University will send these funds to the student. If a tuition deficit is incurred by the return of unearned funds to the DOE, then the University shall bill the student for the remaining balance that they owe.

In cases of student withdrawal, the University will adhere to the processes as outlined by CFR 668.22 and will return funds in the order found therein.

Student Support Services and Policies

Student Support Services

Consistent with its mission, the University provides a variety of student support programs, services, and activities that promote student learning and enhance the development of its students. The Office of Student Services seeks to assist students with social, spiritual, and other support services.

The University strives to provide timely and accurate information to students regarding matters of interest, such as academic events, employment opportunities, lectures, social and spiritual activities. Notification of these events and activities is provided to students via e-mail, through the Student Leadership Committee, on student bulletin boards, in student mailboxes, in postings on the website, other online notification means, and through contact with the Office of Student Services.

The Office of Student Services also provides information about many services of interest which are available for students in the campus area. These services include banking, local hospitals and clinics, hotels, parishes, student health services and insurance, places of interest, student-discounted tickets, and transportation.

Student Leadership Committee

The Student Leadership Committee (SLC) is the recognized student leadership and student governance body of the University and works closely with the Office of Student Services. SLC plans social and spiritual activities for students and serves as the formal channel of communication between the student body and the University's administration. The SLC is made up of eight current members of the University student body. There are two types of members: officers and representatives. The four officer positions are: president, vice president, secretary, and treasurer. Of the four representatives, two facilitate the social life of the University student body, one is a member of the Library Committee, and one serves to promote the spiritual aspects of the University mission. Members and officers of the SLC are elected by the student body in the spring semester and serve one-year terms.

Chaplaincy / Campus Ministry

Based on the mission and vision of the University, the Offices of Chaplaincy and Campus Ministry facilitate numerous opportunities for the University students to grow in their faith formation. Included among these opportunities are daily Mass, weekly Eucharistic Adoration, occasional retreats, evenings of reflection, online prayer requests and spiritual retreats. These activities provide the students, staff, and faculty of the University with a valuable experience of shared worship. A schedule of dates and times for all activities is posted on the Office of Student Services Bulletin Board on a regular basis. The chapel is located on the first floor of the University. There is also an online Chapel available to students through CANVAS which allows them to partake of the spiritual life of the University from a distance.

In addition, spiritual direction and the sacrament of reconciliation with the Chaplain of the University are available to students, faculty, and staff. Individual appointments may be scheduled by contacting the Coordinator of Student Services. Other religious activities and programs for students held during the year include a Student Retreat at the beginning of the year, Advent and Lenten Evenings of Reflection, and a Pilgrimage with the President.

Student Code of Conduct

At the core of the standard of conduct of Divine Mercy University is the teaching of the Catholic Church regarding the transcendent dignity of every human person, created “in the image of God” (Gn 1:27). This dignity calls the members of the DMU community to respond to each other above all with charity, seeking always the true good of the other person (CCC 1822-29). Created by God, who is Truth Himself (Jn 14:6), the human person is called furthermore “to live the truth in love” (Eph. 4:15;). As an academic community rooted in the life of the Church, the members of the University community are to pursue and defend the truth in all their endeavors. Finally, made in God’s image, the human person is recognized as a free and responsible being (CCC 1738). Within the boundaries of civil law, institutional policies of DMU, and Catholic moral and religious teaching (CCC 1691-2557), this freedom for excellence is to be respected and encouraged by all members of the DMU community. DMU core values include: faith, hope, charity, truth and goodness, scholarship and academic excellence, service and compassion, integrity and honesty, justice and responsible freedom, forgiveness and Reconciliation. Following from the general principles outlined above, a series of more specific standards may be stated to communicate more

fully the expectations regarding moral life at Divine Mercy University. The listing of these standards is illustrative rather than exhaustive:

- charitable respect and tolerance for diverse backgrounds, traditions, personalities, and beliefs of students, faculty, staff, and clients;
- mutual service to others in the common search for truth;
- personal responsibility to participate in the life of the University, seek truth and wisdom, and develop right practical judgment;
- development of reverence for God and his creation;
- commitment to develop personal, moral, and spiritual character through academic efforts and personal reflection;
- dedication to accept responsibility for moral decisions and actions in terms of rewards and consequences;
- respect for the property of DMU and personal property of others on site at DMU;
- concern for preserving the peace and ensuring orderly procedures;
- shared responsibility for maintaining an appropriate academic and moral climate on campus;
- respect for others and oneself displayed by appropriate conduct.

Proper Attire Policy

Students should dress in a way that reflects their status as aspiring professionals and the respect due to oneself and others in a Christian institution. The University reserves the right to counsel students on the appropriateness of attire if a complaint is received from faculty, staff, student, or site supervisor.

Students should consult their program handbooks and course catalogs for attire policy specific to their program.

Drug & Alcohol Use

Divine Mercy University prohibits the unlawful possession, use, or distribution of illegal drugs by students and employees on its property or as part of any of its activities.

Penalties: Penalties for violating the University's policy may include

expulsion from the school and referral for prosecution. Federal and state law also penalize the unlawful manufacturing, possession, use, and distribution of illicit substances. The penalties vary based on many factors, including the type and amount of the drug involved, and whether there is intent to distribute. Federal law holds that any person who distributes, possesses with the intent to distribute, or manufactures a controlled substance on or within one thousand feet of an educational facility is subject to doubling of the applicable maximum punishments and fines.

Health and Behavioral Risks: The negative physical and mental effects of the use of alcohol and other drugs are well documented. Use of these drugs may cause: blackouts, poisoning and overdose; physical and psychological dependence; damage to vital organs such as the brain, heart and liver; inability to learn and remember information; and psychological problems including depression, psychosis, and severe anxiety. Impaired judgment and coordination resulting from the use of alcohol and other drugs are associated with a variety of crimes. Individuals concerned about their own health or that of a friend should consult a physician or mental health professional.

Treatment: Should it be necessary, the University will refer the student or employee to an appropriate rehabilitation program or drug counselor.

Smoking Policy

In keeping with DMU Building Rules and Regulations: "In consideration of the health, welfare and the morale of our tenants, the Building is smoke free. This includes any connecting arcades, concourses, shopping centers and walkways. [...] Smoking is not allowed within twenty-five (25) feet of building and retail entrances or in garages. [...] "Smoking," as used in this policy, means the use of any tobacco-based or smoke-producing or vapor-producing item, including, but not limited to, cigarettes, e-cigarettes, cigars, pipes, bidis, kreteks and similar products." Accordingly, smoking is not allowed within twenty-five (25) feet of Divine Mercy University.

Pet Policy

DMU Building Rules and Regulations state: "Tenant shall not bring or keep within the Building any animal, motorcycle, or type of vehicle, except as required by law". Accordingly, only service animals are allowed at Divine Mercy University.

Parking

A limited amount of underground parking spaces are available to students who are engaged in full time coursework. Parking passes are issued in one year terms, with fees scheduled for each of the fall, spring, and summer semesters. A request for parking form, available from the Business Office, must be completed and returned along with a parking deposit. The parking deposit will not be returned in the case of lost or damaged cards.

Passes are renewable each year that the student is engaged in full time coursework, onsite, at DMU. Students on site part time or occasionally may not qualify for a full time parking pass.

Public parking can be found at metered spaces along S. Clark Street or in underground areas designated as public parking. A number of underground lots are free and open to the public after 4PM and on weekends. Parking in permit-only spaces without a permit may result in the vehicle being towed at the owner's expense.

Student Housing

As a commuter campus, with a large online population, the University does not offer on-site housing. Although students are responsible for securing housing for themselves while enrolled at the University, the Office of Student Services is able to direct students to resources that may assist them in finding housing. Potential housing resources are listed on the University website and are available from the Office of Student Life.

Career Services

DMU is dedicated to assisting students completing academic programs with finding and securing positions in clinical psychology, counseling and related human service fields. Career placement is individualized for each student and is facilitated by faculty academic advisors. Each student is encouraged to take advantage of all resources and work through their faculty academic advisor for any job or graduate placement assistance needed.

Career placement services are also provided through DMU-sponsored workshops to help students build resume and job interviewing skills as well as through providing initial contact with potential employers. Current job openings, employment opportunities and other specialized opportunities in the field of clinical psychology, counseling and related

human services are available through various means including but not limited to the following; on the bulletin board located in the student lounge, through the student's DMU email, and through the official DMU Community Facebook group..

If students find themselves in a situation where they require additional resources and support in developing their professional path, they may also seek individualized one-on-one career consultation by reaching out to career services via Student Services and also through their Academic Advisor.

Counseling Services

Occasionally students may wish to seek individual counseling. Students who experience personal difficulties as a motive for seeking counseling should explore the availability of services within respective communities. If you feel you are in danger, are a danger to yourself through self-harm, experiencing a mental health emergency, or are otherwise having a medical emergency, DIAL 911 immediately.

National Suicide Prevention Hotline: 1 (800) 273-8255

National Human Trafficking Resource Center: 1 (888) 373-7888

Therapists Online Now: www.betterhelp.com

Students can consult the Office of Student Services for a list of local counseling service referrals.

*Note: Faculty Advisors, or other DMU administration, staff or faculty may NOT provide psychotherapy or professional counseling for students as part of their role at DMU. A counseling or therapeutic process and agreement with a student would constitute a dual role relationship.

International Students Support

Divine Mercy University participates in the Student Exchange and Visitor Program, hosting International Students who represent various countries from all over the world. DMU International Students provide insight and diversity to our university community, and their participation has and continues to enrich our programs.

International Students may contact the International Student Coordinator and Office of Student Life for applicable student support services.

Student Insurance

Students seeking insurance policies can consult the Student Handbook or the Office of Student Life for a list of companies providing insurance for students. International students are required to obtain insurance once they are in the United States. Students enrolled in a clinical program (Psy.D., M.S. Counseling) are required to obtain professional liability insurance prior to beginning their practicum/internship experiences.

Safety and Emergency Procedures

The Safety and Emergency Procedures Manual is for students, faculty, and staff members at DMU. It provides reference information to assist the university community with various safety guidelines. It can be found printed around campus and via the student resources in CANVAS.

Students should become familiar with the manual contents, including the documents and plans referenced throughout.

Emergency Treatment

The University recognizes that it is responsible for assisting students in obtaining reasonable first aid when they are on campus or onsite, including medical treatment in case of emergency, sudden illness or injury while on campus. A list of area hospitals and clinics can be obtained from the Office of Student Services. It is the responsibility of the student to follow through with additional medical attention that may be required following this emergency treatment.

Social Activities

To facilitate community life, the University regularly sponsors social gatherings of students, faculty, staff, and their families. The Student Leadership Committee coordinates many of these functions, and student attendance is encouraged. Students enrolled in online programs are welcome to attend any time they are in the area. Details are circulated by the Office of Student Services and may be posted on any of the following: student bulletin boards, sent via e-mail, distributed to students' mailboxes, and posted on the University website. In support of the student life programs and services, a student activity fee is paid by each student enrolled.

Faculty

Dr. Harvey Payne (Full-Time DMU-SOC Faculty), Associate Professor, Dean of School of Counseling;
hpayne@divinemercury.edu

Dr. Stephen Sharp (Full-Time DMU-SOC Faculty) Associate Professor, Director of Training and Internships – Western States; ssharp@divinemercury.edu

Dr. Benjamin Keyes (Full-Time DMU-SOC Faculty) Associate Professor, Director of Training and Internships – Eastern States; bkeyes@divinemercury.edu

Dr. Fredericka Vyvlecka (Full-Time DMU-SOC Faculty) Assistant Professor; fvyvlecka@divinemercury.edu

Dr. Matthew McWhorter (Full-Time DMU-Department of Integrative Studies Faculty) Assistant Professor;
mmcwhorter@divinemercury.edu

Divine Mercy University Calendar 2017-2018

All Faculty Orientation	August 10
New Student Orientation	August 11
Student Retreat	August 12
PsyD & MS-Clin Classes Begin	August 15
Add/Drop Period Ends	August 26
Last Day to Drop and Receive "W"	September 2
DMU CLOSED for Labor Day	September 5
CMHC Residency (COUN 510)	October 5 – 9
Last Day to Drop and Receive "W"	October 7
DMU CLOSED for Columbus Day	October 10
Fall Break (No Classes)	October 10 – 11
CMHC (Term #1) Ends	October 11
Fall Break (CMHC only)	October 12-25
MSP [Term #1] Ends	October 25
Term #2 Begins (MSP & CMHC)	October 26
Add/Drop Period Ends	November 1
Grades Due to Registrar	November 2
Last Day to Drop and Receive "W"	November 23
Thanksgiving Break (No Classes)	November 23 – 25

DMU CLOSED for Thanksgiving	November 24 – 25
Last Day of Classes	November 28
Study Period	November 29
Final Exam Period	Nov 30 – Dec 6
Winter Break (PsyD & MS-Clin)	Dec 7 – Jan 8
Grades Due to Registrar	December 13
Term #2 Ends (MSP & CMHC)	December 20
Winter Break (MSP & CMHC)	Dec 21 – Jan 10
DMU CLOSED for Christmas	December 23 & 26
Grades Due to Registrar	December 28
Degree Conferral	December 30
DMU CLOSED for New Year's	Dec 30 & Jan 2
Classes Begin (PsyD & MS-Clin)	January 9
Term #1 Begins (MSP & CMHC)	January 11
DMU CLOSED for ML King, Jr. Day	January 16
Add/Drop Period Ends	January 17
Monday Make-up Day	January 17
Add/Drop Period Ends	January 20
D.C. March for Life	January 27
Last Day to Drop and Receive "W"	February 8
DMU CLOSED for President's Day	February 20 (NO Tuesday Classes, ONLY Monday classes meet)

CMHC Residency (COUN 510)	March 1 – 5
Term #1 Ends (MSP & CMHC)	March 7
Spring Break (MSP & CMHC)	March 8 – 14
Grades Due to Registrar	March 15
Last Day to Drop and Receive “W”	March 3
Spring Break (No Classes)	March 6 – 10
Term #2 Begins (MSP & CMHC)	March 15
Easter Break (No Classes)	April 12 – 17
Add/Drop Period Ends	March 21
DMU CLOSED Good Fri. & Easter Mon.	April 14 & 17
Last Day to Drop and Receive “W”	April 12
Last Day of Classes	May 1
Study Period	May 2
Term #2 Ends (MSP & CMHC)	May 9
Final Exam Period	May 3 - 9
Grades Due to Registrar	May 17
Grades Due to Registrar	May 16
Mid-Year Break (MSP & CMHC)	May 10 – 23
DMU Graduation	May 19
Classes Begin	May 22
DMU CLOSED for Memorial Day	May 29
Add/Drop Period Ends	May 24
Add/Drop Period Ends	May 30

Last Day to Drop and Receive "W"	June 21
Last Day of Classes/Final Exams	June 27
DMU CLOSED for Independence Day	July 4
CMHC Residency (COUN 510)	July 12 – 16
Grades Due to Registrar	July 6
Term #1 Ends (MSP & CMHC)	July 18
Degree Conferral	August 4
Grades Due to Registrar	July 26
Term #1 Begins (MSP & CMHC)	May 24

Regarding the Academic Catalog

Every effort has been made to provide accurate information. This catalog contains general academic and administrative information with specific course descriptions of the courses of study offered. All classes are offered subject to instructor availability and sufficient enrollment. A schedule of classes is available prior to the registration period each semester. Divine Mercy University reserves the right to change any of its policies without prior notice, including but not limited to: tuition, fees, credit hour per course, course offerings, curricula, grading policies, graduation, program requirements, admission standards and policies. Students will be notified of changes as they occur, in a timely manner. This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be considered the official position of the University, regardless of any policies stated in a previous catalog received by the student upon admission. This catalog and each subsequent catalog are supplemented by the rules and regulations stated in institutional publications and on the school website. When conflicts exist between any of these sources, the most recent rule, regulation or policy will be applied. The student is responsible to ensure that all graduation requirements for degrees are met in accordance with the catalog published at the time of their enrollment in the degree which they seek. This catalog is in effect until the fall semester of 2018.

Notification of Policy Changes to Students

As policies evolve, students will be informed by the Vice President of Academic and Student Affairs and Office of Student Services who will disseminate these policies to the students through the Student Leadership Committee (SLC). The SLC will then distribute the policy/ies to the student body and request feedback. This feedback will then be conveyed to the Vice President of Academic and Student Affairs who will then consult with the faculty about any student concerns.