



**DIVINE MERCY
UNIVERSITY**

Master of Science in Counseling

2021-2022 Catalog

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DIVINE MERCY UNIVERSITY

Masters of Science in Counseling 2020-2021 Catalog Welcome

Thank you for taking the time to review our catalog and learn more about the dynamic programs we have here both onsite here in Sterling, 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 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 introduced our first online Master's degree, the Master of Science in Psychology, designed for working professionals and those in pastoral ministry.

- In 2015, the institution changed its name to Divine Mercy University and announced the establishment of a School of Counseling to offer the Master of Science in Counseling with a specialization in Mental Health Counseling, beginning Fall 2016.
- In 2016, the Psy.D. program was granted accreditation by the American Psychological Association.
- On July 1, 2019, the University relocated to its new campus in Sterling, Virginia.
- The 2019-2020 academic year was our 20th anniversary..

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 (DMU) is a Catholic graduate school of psychology and counseling, founded in 1999 as the Institute for the Psychological Sciences. The University is 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, the Master of Science (M.S.) degree in Psychology and the Master of Science (M.S.) in Counseling.

The 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 Emeritus of Arlington, Virginia, seven lay Catholic leaders and three members of the Legionaries 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

Divine Mercy University's vision is to be an international center for scholarship and professional education dedicated to the study of the mind and soul grounded in an integral Catholic-Christian view of the human person. Maintaining the highest academic standards, the institution will educate new generations of professionals in psychology-related fields and open new areas of scholarship for theories that explore the relationship of the human psyche and Catholic-Christian theological, philosophical and anthropological principles.

Mission

Divine Mercy University is an institution of higher education offering graduate degrees, continuing education and certificate programs globally. 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, professional counseling and related fields, with a Catholic-Christian view of the human person through teaching and learning both knowledge and critical skills.

The University provides students an appropriate academic and educational environment that supports the integration of science, scholarship and a Catholic-Christian understanding of the person through a rigorous, critical and objective search for truth. It assists students intellectually, humanly 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, scholars and cultural leaders, 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, professional counseling and related fields, with a Catholic-Christian view of the human person through teaching and learning both knowledge and critical skills. "

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.)

Board of Directors

Mrs. Evelyn Auth	Chatham, New Jersey
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Dr. Barry Sugarman	Glendale, California
Mr. Eugene Zurlo	Charleston, South Carolina

Degrees Offered

Divine Mercy University offers the following degrees:

- Master of Science in Counseling (MSC)
- Master of Science in Psychology (MSP)
- Master of Psychology (MPsy)*
- Doctor of Psychology in Clinical Psychology (PsyD)

*The Master of Psychology (MPsy) is awarded to students enroute to the doctoral in clinical psychology degree program.

Certificate and Continuing Education Programs

Divine Mercy University offers courses and programs for certificate and continuing education credits. These courses and programs

earn no degree credit and are not acceptable for transfer credit to any of Divine Mercy University's degree programs.

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.

State Authorization Reciprocity

Divine Mercy University has been approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA.org).

Accreditation

Institutional Accreditation

Divine Mercy University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award masters and doctorate degrees. Questions about the

accreditation of Divine Mercy University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Program 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

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 apply for licensure are 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 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 Sterling, VA

The DMU campus is located within the metropolitan area of Washington, D.C., at 45154 Underwood Lane, Sterling, Virginia. The campus comprises approximately 45,000 sq. ft. on 5.1 acres near the Washington Dulles International Airport. The IPS Center training clinic, chapel and conference rooms are located on the first floor. Classrooms, the library, study areas, student computer lab, and the student lounge are located on the second floor. Faculty and administrative offices, conference rooms, and the President's office are located on the third floor of the building. Wireless technology is available throughout the facilities. The IPS Center for Psychological Services (IPS Training Clinic) has a dedicated entrance for clinician and patient use.

M.S. Counseling 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 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 program curriculum is aligned with premier industry programmatic standards. The DMU-SOC CMHC program is not yet accredited by CACREP. DMU cannot hold 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.

Clinical Mental Health Counseling Program Mission

The mission of the DMU – SOC Entry-level specialty program in Clinical Mental Health 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. Clinical Mental Health Counseling 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.

Master of Science in Counseling Program Description

The Master of Science in Counseling (M.S. 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.

M.S. Counseling Program Goals (Aspirational)

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.

Program Goals (Student Learning Outcomes)

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

- (1) Integrate aspects of ethical professional practice, including advocacy processes, to develop a professional counselor identity.
- (2) Apply multicultural competencies for diverse populations in all aspects of professional practice.
- (3) Apply theories of human growth and development to individuals and families across the lifespan in all aspects of professional practice in diverse societies.
- (4) Apply career development theories and models to all aspects of educational and career counseling in a global economy.
- (5) Apply the historical, philosophical, and theoretical foundations of the counseling profession in all aspects of professional practice.
- (6) Apply theoretical and experiential group approaches in all aspects of professional practice with diverse clients.
- (7) Apply multiculturally competent psychological measurement theories and concepts in the assessment and evaluation of diverse clients.
- (8) Analyze counseling research and ethically apply the findings in an evidence-based practice and program evaluation.
- (9) Demonstrate counseling competence in crisis intervention, trauma informed approaches, and community-based strategies.
- (10) Apply principles and models of assessment, case conceptualization, and treatment for working with diverse individuals, couples, families, and communities from a systems perspective.
- (11) Apply a biopsychosocial, spiritual, and environmental case conceptualization, including mental health history and etiology of co-occurring disorders, in evaluating clients during intake interviews, mental status evaluations, and administration of psychological assessments for

formulating diagnosis, treatment plans, and caseload management strategies.

- (12) Evaluate clients' personal, social, and spiritual resources for promoting resiliency, healing, and flourishing informed by the holistic vision of the Catholic Christian Metamodel of the Person (CCMMP) in all aspects of professional practice.

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/CertificationorLicense>

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.

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 may be taken before 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 can 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 licensed professional counselor. 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.

A license to practice is required by each state and/or jurisdiction where individuals might practice as a counselor. It is the responsibility of each student to determine the license requirements for their respective state or jurisdiction, and to meet the requirements of their state or jurisdiction for licensure. License laws for each state may be found by visiting each state's licensing board website, and through the American Counseling Association website:

<https://www.counseling.org/knowledge-center/licensure-requirements>.

Students living as residents outside of the U.S.A. are responsible for meeting the license requirements for their country/province or jurisdiction.

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.

Licensure Disclaimers

The university does not offer the Clinical Mental Health Counseling program in the states of Arkansas, Delaware, Illinois, Kansas, Kentucky, Missouri, New Hampshire, New York, North Carolina, and Oregon, due to the educational requirements for counseling licensure in these states. If a student moves to any of these states prior to graduation they will not be able to proceed with the CMHC program. Additionally, if a student moves to one of these states after graduation, the CMHC program will not meet the education requirements for professional licensure in those states.

State regulations for educational licensure requirements are subject to change. Therefore, the graduation requirements for your state might change and you may be required to sign new documentation that acknowledges these changes.

Practicum/Internship Site Disclaimer

Students are responsible for finding their own “site”, under the supervision of their Director of Training and Internship, to complete their practicum and internship hours. Please see the Program Handbook for details regarding the site approval process. Prior to enrollment, potential students who live in remote or rural areas should consider whether or not a sufficient opportunity exists to complete their practicum and internship hours, and to do

so with proper supervision. In other words, if the nearest counseling center is 100 miles away, students need to carefully assess their ability to consistently complete the commute needed to complete their practicum and internship hours. The completion of practicum and internship is mandatory for every student and cannot be waived.

State-specific Disclaimer List

Please note the disclaimers below for state-specific additions to the total credit hours and/or total practicum/internship hours required for this degree. These extra courses and/or practicum/internship hours are offered at the end of one's program and thus extend the length of the program. The Student is responsible for staying up to date on their State Specific disclaimers and notices regardless of what is listed herein.

Disclaimer for USA Territories and Countries outside of the USA

This program is not designed to meet licensure or certification standards for USA territories or any country foreign to the USA. By virtue of alignment with USA industry standards for the counseling program curriculum, the CMHC program may meet the educational requirements for USA territories or foreign countries; however, students are responsible for determining the licensure or certification requirements for any USA territory or foreign country in which they intend to Practice.

Disclaimer for California

In California, counseling students must complete a course in Psychopharmacology in order to meet the educational requirements for licensure. To meet this requirement,

DMU counseling students in the state of California are required to complete an additional course: COUN 730 (Psychopharmacology) for a total of 69 credits. In California, several post-graduate continuing education units are required to be completed as a condition of licensure. Please review the information from the following link from the California Board of Behavioral Sciences for specific information regarding the topics and hours required:

https://www.bbs.ca.gov/pdf/forms/lpc/lpcc_oos_req_guide.pdf

Please note: The post-graduate continuing education units are typically taken during the two (2) year supervised work experience after graduation and through a number of educational avenues, including an approved continuing education (CE) provider.

Disclaimer for Florida

Counseling students in Florida are also required to complete a course in Human Sexuality in order to meet the educational requirements for licensure. To meet this requirement, DMU counseling students in the state of Florida are required to complete an additional course: COUN 720 (Human Sexuality).

The CMHC program is no longer offered in the state of Florida for new students beginning in the 2021-2022 academic year due to state licensure restrictions.

Disclaimer for Hawaii

In Hawaii, counseling students must complete 300 hours of client contact with a licensed supervisor in practicum/internship. The University standard curriculum requires 40 hours of direct service for practicum and 240 hours for internship = 280 hours. To meet this

requirement, the University counseling students in the state of Hawaii need to complete an additional 20 hours of direct service/ client contact.

Disclaimer for Idaho

In Idaho, counseling students are required to complete 1,000 clock hours of experience in a counseling setting that includes 400 hours of direct client contact for Professional Counselor Licensure. To meet this requirement, the University counseling students in the state of Idaho are required to complete an additional internship course: COUN 693 (Advanced Internship) for a total of 69 credits.

Disclaimer for Indiana

In Indiana, counseling students must complete a course in Contextual Dimensions in order to meet the educational requirements for licensure. To meet this requirement, the University counseling students in the state of Indiana are required to complete an additional course: COUN 710 (Clinical Supervision and Consultation for Community Mental Health) for a total of 69 credits.

Disclaimer for Maine

In Maine, counseling students are required to complete a 900-hour internship in order to meet the educational requirements for the LCPC (Licensed Clinical Professional Counselor) credential. To meet this requirement, the University counseling students in the state of Maine are required to complete an additional internship course: COUN 693 (Advanced Internship) for a total of 69 credits.

Disclaimer for Ohio

In Ohio, counseling students must complete a course in Evaluation of Mental & Emotional Disorders in order to meet the educational requirements for licensure. To meet this requirement, DMU

counseling students in the state of Ohio are required to complete an additional course: COUN 750 (Advanced Evaluation of Mental and Emotional Status) for a total of 69 credits.

Disclaimer for Rhode Island

In Rhode Island, counseling students must complete a minimum of twelve (12) semester hours of supervised practicum to meet the educational requirements for licensure. To meet this requirement, DMU counseling students must take one (1) additional practicum course: COUN 689 (Practicum 3: Counseling Practicum) for three (3) semester hours. The other nine (9) semester hours of required practicum coursework are included in the normal counseling degree program. Therefore, the required course sequence for Practicum and Internship in Rhode Island is listed as follows for a total of 69 credits:

1. COUN 580 (Practicum 1: Counseling Skills and Helping Relationships) 3 semester hours.
2. COUN 630 (Practicum 2: Clinical Diagnosis and Treatment Planning) 3 semester hours.
3. COUN 689 (Practicum 3: Counseling Practicum) This course must be completed “back to back” with COUN 690 over a 16-week span (8 weeks each) during the Summer semester prior to Internship (3 semester hours).
4. COUN 690 (Practicum 4: Counseling Practicum/Advanced Clinical Intervention Skills) As stated above, this course must be completed “back to back” with COUN 689 over a 16-week span (8 weeks each) during the Summer semester prior to Internship (3 semester hours).
5. COUN 691 (Counseling Internship 1). This course must be taken during the Fall semester after all Practicum requirements are met.
6. COUN 692 (Counseling Internship 2). This course must be taken during the Spring semester following the completion of COUN 691.

Disclaimer for Rhode Island - future applicants

Beginning in the 2021-22 academic year the university does not offer the Clinical Mental Health Counseling program in Rhode Island.

Disclaimer for Utah

In Utah, counseling students must complete a total of 1,000 clock hours for their practicum and internship in order to meet the educational requirements for licensure. To meet this licensure requirement, the University students in the state of Utah are required to complete a third internship course: COUN 693 (Advanced Internship) for a total of 69 credits.

Disclaimer for Wisconsin

In Wisconsin, counseling students must complete a course in professional counseling orientation to meet the educational requirements for the Licensed Professional Counselor (LPC) credential. To meet this licensure requirement, DMU counseling students in the state of Wisconsin are required to complete an additional course: COUN 740 (Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling) for a total of 69 credits.

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 letters 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 makes them available for up to two years from the test date.

DMU Statement of Non-Discrimination

The University admits to its programs qualified students of any age, race, gender, color, nationality or ethnic origin. Applicants should understand that the central mission of Divine Mercy University is the development of a Christian approach to the psychological sciences. The University welcomes qualified students of any religious faith; nonetheless, all students who seek admission must sincerely desire to share the University’s mission and objectives. Given its distinct and unique goal of integrating with the Catholic view of the person, the degree programs at the University differ from traditional programs in their approach, while maintaining the rigor in both the quantity and quality of clinical training.

Enrollment Deferral - 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. Applicants failing to register for the semester for which they have 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, applicants understand that admission to a future semester is not guaranteed, and their application will be re-considered with the pool of applicants for the semester they 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, applicants must notify the Office of Admissions, in writing, at least 30 days prior to the semester for which they desire to enroll. The deferred applicants must meet current admission and/or degree requirements adopted since their original application. Applicants are required to update any changes to the original application, and to update materials on file to reflect their work or study since the time of their original application, including:

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; and
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

M.S. Counseling Enrollment Status

Students must meet the minimum enrollment requirements of their respective program to remain continuously enrolled in the University. A student in the M.S. Counseling Program is considered full-time if the student is: a) enrolled in a minimum of nine credit hours for two of the three previous semesters or b) enrolled in a minimum of six credit hours each semester and is enrolled in a practicum or internship course.

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.

This definition of part-time and full-time is to be used for academic and scholarship purposes only. 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

A 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 Registrar 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

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.

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 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. COUN 710 Clinical Supervision and Consultation for Community Mental Health, COUN 720 Human Sexuality, COUN 730 Psychopharmacology, COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling, and any additional courses added to fulfill state regulatory requirements, 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 admitted to the online M.S. in Counseling (MSC) may transfer a maximum of 12 graduate semester credits hours coming from a graduate program of an institution accredited by an agency recognized by the U.S. Department of Education or a maximum of 24 graduate credit hours from one of DMU's graduate programs. No graduate credit can be awarded for undergraduate-level courses

1. All transferred courses must be a grade of "B" or above, and must have been completed within the last five (5) years.
 - 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. Transfer credit must be approved by the dean and registrar.
2. Students who have graduated from DMU Institute for the Psychological Sciences programs in psychology must have graduated within the last five (5) years.
 - a. 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.

- 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 dean and registrar.

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

Approved Transfer of Credit

Students are notified when transfer credits are approved and the number credits remaining to complete the program. The approved transfer credits are included on the student’s educational record for the program and the academic credit is reflected on the student’s transcript.

For students participating in the GI Bill or Veterans Educational Benefit program the Veterans Administration is also notified of the approval and the number of credits remaining for the student to complete the program.

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.

Registration occurs automatically for students enrolled in the MS Psychology program. 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 Registrar 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 Registrar 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, visit:

<http://studyinthestates.dhs.gov/students/maintain-your-status>

For more information on requirements for studying and working while in the U.S., please see <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®.

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

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, 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. Take and pass the Counselor Preparation Comprehensive Examination (CPCE) with a minimum raw score of 88 (65% Correct) to graduate from the program.
5. Receive a satisfactory faculty recommendation based upon the final Professional Performance Review. Please see the 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

M.S. 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 513	Vocations and Virtues: The Flourishing Person
PHT 523	Moral Character and Spiritual Flourishing

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:

- CMHC Counseling Program Orientation Course (\$50/ zero credit) must be completed
- COUN 500, Advisement (zero cost/zero credit).
- COUN 690, Practicum and Advanced Counseling Skills: 10-week course (3 credit hours).
- COUN 691, Internship 1: (1 full semester, or 2 terms and 3 credit hours).
- COUN 692, Internship 2: (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 Practicum and Internship 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 an 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 the CMHC 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 passing 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 will 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 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 College of 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. 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 Wednesday with an informal Meet and Greet. Classroom instructions begin on Thursday and conclude the following Sunday at approximately 1:30 PM. Students must arrange flight schedules to arrive on Wednesday afternoon or evening, and depart the residency with flight times no earlier than 4:00 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. Students should plan their travel arrangements accordingly.

All costs related to travel, 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. Students are required to stay at the hotel hosting the residency. Lodging costs (double occupancy) are a direct expense and are covered by financial aid.

Residencies are included in the following courses:

- COUN 510 -- Foundations and Ethics for Clinical Mental Health Counselors Beginning of year 1

- COUN 580 -- Counseling Skills and Helping Relationships
Beginning of year 2
- COUN 690 -- Counseling Practicum and Advanced Clinical
Intervention Skills First week of Practicum

Students must bring their own laptop computer, compatible tablet or other electronic device capable of high speed Internet connectivity for uploading and downloading documents when required. Homework will be assigned on Thursday and Friday to prepare for the following day's workshop.

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 skills 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. Students must pass each residency to move onto the next sequence of the program.

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.

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 Office of the Dean to be approved by the faculty.
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 must be taken at the end of the semester that the student is enrolled in COUN 691 Counseling Internship I. Students should note that they must study and prepare for this test.
2. If students fail 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. A passing score is a requirement for graduation.
5. For test information, go to:
<http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

MS Counseling Degree Time Limit

1. Full-time 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, education/degree verifications.

The University confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors five times a year: December, March, May, August, and September. Students whose degrees are conferred in August or December are encouraged to participate in the following annual May Commencement. Students who will complete graduation requirements by the end of the summer semester may participate in the preceding May ceremony. 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. 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.

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, the degree will be conferred within the deadlines of the next official degree conferral date.

Course Descriptions

CMHC Counseling Program Orientation Course

CMHC Counseling Program Orientation Course covers the initial orientation to the School of Counseling and the Clinical Mental

Health Counseling program. This course also 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 Clinical Mental Health Counseling program handbook. (0 credit hrs) (Pass/Fail)

COUN 500 Counseling Advisement

COUN 500 Counseling Advisement must be taken each semester a student is enrolled in the School of Counseling. Students are encouraged to visit the online course website at least once a week. Program, professional, and advising meetings may be scheduled during the student's course of study within this course. This course provides informational resources to support students in the program. Resources include information on residencies, faculty, textbooks, syllabi, program handbook, and the academic catalog. (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, sexual, 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 counseling philosophy and 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 substance abuse, addictions, and its widespread impact on individuals, families and communities. This course is designed to address the various dynamics, models, etiologies, dual diagnosis, psychopathologies, and recovery strategies related to addiction counseling. Emphasis

will be placed on drug and alcohol addiction; however, other types of addictions will be covered. 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 COUN 660 Child and Adolescent Counseling introduces students to the basic principles of assessment and counseling children and adolescents within the context of developmental, self-regulation, family, school, and diverse socio-cultural and religious systems. The emphasis is on students developing their own individual style in forming therapeutic relationships with children and adolescents, and selecting and using 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., marriage preparation, sexuality issues, birth of a child,

reproductive loss, religiously minded couples, separation or divorce, remarriage, 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 694 Supplemental Counseling Internship

COUN 694 Supplemental Counseling Internship 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 provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience from COUN 692 Counseling Internship 2 or COUN 693 Advanced Counseling Internship 3 that requires 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 for COUN 692 Counseling Internship 2 or COUN 693 Advanced Counseling Internship 3 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 513 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 523 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 533 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)

ELECTIVE COURSES/STATE OF RESIDENCE REQUIREMENTS

COUN 693 Advanced Counseling Internship 3

COUN 693 Advanced Counseling Internship 3 is designed for students who for state licensure require a total of 1,000 clock hours consisting of one (1) practicum of 100 hours (COUN 690

Counseling Practicum), one (1) internship of 600 hours (COUN 691 & COUN 692 Counseling Internship 1 & 2), and one (1) advanced internship of 300 hours (COUN 693 Counseling Internship 3). This course provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience of COUN 691 & COUN 692 Counseling Internship 1 & 2 and requires a minimum of 300 hours on site, with at least 100 hours of face to face supervision, and 120 hours 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 hours) (Pass/Fail)

COUN 710 Clinical Supervision and Consultation for Community Mental Health

COUN 710 Clinical Supervision and Consultation for Community Mental Health introduces clinical supervision and consultation theories and practice within various health and human services systems, including mental health hospital facilities, educational institutions, community counseling agencies, and private practice. Concepts, processes, and styles of clinical supervision and consultation within public and private sectors are explored. This course provides the knowledge and skills necessary to engage

within interdisciplinary treatment teams in consultation, negotiation/mediation, and systems-level intervention in mental health settings. Students will be introduced to theoretical and practical approaches to administrative leadership in community mental health agencies, including finance, budgeting, and cost control. Students will acquire knowledge of the professional developmental issues of both supervisors and their supervisees, and methods that can be used to enhance competency and best practices in professional counseling clinical supervision and consultation. (3 credit hrs)

COUN 720 Human Sexuality

COUN 720 Human Sexuality introduces students to the relationship between mental health and human sexuality and the role of the professional counselor. Students are introduced to a foundational model of addressing sexual issues in counseling, sexual biology, development, and dysfunction. Students will explore the intersection of personal and professional values in counseling clients for sexuality related issues through an examination of social, cultural, philosophical, and theological perspectives. Students will utilize case conceptualization to demonstrate their understanding of the physiological, psychological, social, and cultural variables of human sexuality in diverse clinical situations and to evaluate and assess possible counseling interventions and referrals. (3 credit hrs)

COUN 730 Psychopharmacology

COUN 730 Psychopharmacology introduces students to the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications. Attention will be paid to the professional counselor's role in the effective, multicultural-competent, and ethical approaches to psycho-active medications (e.g., referral, consultation, monitoring, aftercare) when psychopharmacological

interventions are part of treatment. Students will demonstrate their understanding of psychopharmacology by identifying clients in case studies who should be referred for medical evaluation and ongoing follow-up.

COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling

COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling provides advanced training in professional orientation, law, and ethics in professional practice, research, and counselor preparation. The American Counseling Association (ACA) and the ACA Code of Ethics will be the primary professional identity organization and the primary professional conduct guide. Students will explore the legal and ethical issues, responsibilities, and culturally relevant strategies in clinical practice and supervision, counselor preparation, professional credentialing, research, counselor education leadership, and counseling advocacy practices. Students will develop an in-depth analysis of a specific legal or ethical issue relevant to the jurisdiction of their future professional setting. (3 credit hrs)

COUN 750 Advanced Evaluation of Mental and Emotional Disorders

COUN 750 Advanced Evaluation of Mental and Emotional Disorders provides advanced training in the assessment of client's mental and emotional health status. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement. Focus will be given to both formal and informal assessment strategies and will include assessment of personality disorders and severe and persistent mental illness. Ethical and legal implications of testing and assessment will be covered, along with the impact of cultural and disability issues on assessment and how to use

assessment data in an ethical manner with diverse populations. Students will develop advanced skills in assessment strategies in the context of differential diagnosis and treatment planning. (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 by text message, and sent to the student's divinemercy.edu email. The University also lists closings on www.wtop.com under "closings/delays." For on campus classes and residencies, 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, 7th Edition (2019), 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

Plagiarism 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

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

The United States Copyright Office further states the following²

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 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.

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

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 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 students receive an Incomplete, they have a maximum of ninety days from the end of the last day of the course, to complete all outstanding course requirements. 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, requests 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 Program Director, to develop 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 regarding 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 consent (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 enforcement 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 committee. 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 education 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 out 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 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 website. 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 (Children's 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
45154 Underwood Ln.
Sterling, VA 20166

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.

Electronic Device Use Policy

Cell phones, MP3 players, and other electronic devices shall not be used in the classrooms (including residency) or in the DMU library unless approved by University officials. 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.

University Assigned Accounts

The institution uses various systems including Email, Canvas, Library, Tk20, etc. that require unique and secure login and pass-code authentication. The institution controls the security levels for faculty and students. Once access level is determined, a secure login and password is generated for each student when admitted to the online program, and upon registration for each course. The student is required to use this login and password to access these systems and interface electronically with faculty and staff.

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 Program Director or Academic Dean. The complainant shall record with specificity the circumstances of his/her grievance.
2. **Fact-Finding Committee:** The Program Director or Academic Dean will appoint a Fact-Finding Committee consisting of three faculty members. A Chair of the committee will be designated by the Program Director or Academic Dean. If a conflict of interest or other valid reason prevents a committee member from serving, the Program Director or Academic Dean shall

select an alternate. The Program Director or Academic Dean shall make every effort to ensure that a fair, impartial, and representative committee hears the matter.

3. Notification: The Program Director or 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 Program Director or 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 Program Director or 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 Program Director or 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 Program Director or 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 Program Director or 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 Program Director or 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 Program Director or 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 Chief Administrative Officer will serve in place of the Program Director or Academic Dean; and,
- b) the Fact-Finding Committee will be appointed from either staff or faculty of the University.

Procedures for Veterans and Other Eligible Persons

The Student Grievance Process Policy should be followed by all students. Veterans and other eligible persons may report a grievance against the institution to the Virginia State Approving Agency and US Department of Veterans Affairs as required: "The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov." GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is

available at the official U.S. government Website at <http://www.benefis.va.gov/gibill..>"

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 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 week of classes 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 to the Disability Support Services Office, located in the Office of the Registrar (DSS@divinemercury.edu) at least 21 business days prior to the first day of classes to have accommodations by the first day of classes. Once documentation is complete, the student must inform the instructor in writing on the first day 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 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 areas of psychology, clinical psychology, and counseling 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, 703-416-1441 ext. 121.

Study Areas

Designated study areas on the DMU campus are provided so that students 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 & Media Resources

MS Counseling students are required to purchase books for their courses. Most of the required journal articles are available in the course or through DMU's electronic library databases. Students will have access only to the electronic databases (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 textbooks and media providers, it is not possible for students to access electronic textbooks or media for courses that they have already completed.

Tutoring and Writing Services

Tutoring and writing assistance are available to students at any time through Tutor.com 24/7 online services. Each course has a link to Tutor.com for students to submit a paper for review or more extensive tutoring in statistics or writing assistance.

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

Tuition and Fees, 2021-2022

Tuition	Rate
MS in Counseling (66 credit hours)	\$841/per credit hour
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)	\$1,500
Lab Fees per course: (COUN 540, COUN 620)	\$75

Financial Policies

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.

Veterans Affairs (VA) Payment Policy

Any Covered Individual who is entitled to education assistance under Chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill Benefits is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to education assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website-eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on that earlier of the following dates:

1. The date on which the payment from VA is made to the institution.
2. Ninety (90) days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Divine Mercy University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from Department of Veterans Affairs (VA) education benefits under Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post 9/11 GI Bill Benefits).

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/Course Change Date	% Refundable
Withdrawal up to Calendar Day 6	100%
Withdrawal up to Calendar Day 11	80%
Withdrawal up to Calendar Day 17	60%
Withdrawal after Calendar Day 17	0%

*Not valid for Maryland, North Dakota, or Tennessee residents. Please contact the student accounts office at businessoffice@divinemercury.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 University 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 previously enrolled students have a delinquent account they 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 2020-2022 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 2021-2022
Tuition (\$841 per credit)	\$20,184
Technology Fee (\$50 per class)	\$400
Residency Fee (COUN 510, COUN 580, COUN 690 *includes double occupancy lodging fee)	\$1,500
Lab Fees per course: (COUN 540, COUN 620); Lab Fees per module: (COUN 640- 3 Modules)	\$375
Subtotal	\$22,459

*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 2021-2022
Books and Supplies	\$2,664
Room and Board	\$10,500
Transportation	\$5,520
Miscellaneous	\$9,216
Loan Fees	1.057%
Plus Loan Fees	4.228%
Total Indirect Expenses (without Loan Fees)	\$27,900

M.S. in Counseling Estimated Total Cost of Attendance

Expense Type	2021-2022 Cost of Attendance
Direct Expenses	\$ 22,459
Indirect Expenses	\$27,900
Total	\$50,359

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://divinemercy.edu/financial-aid/scholarships/)
<https://divinemercy.edu/financial-aid/scholarships/>
- Student Assistantships

External Aid

- Veteran Affairs Benefits:
 - This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency." GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Webs site at <http://www.benefis.va.gov/gibill>.
 - Yellow Ribbon G.I. Bill Education Enhancement Program: DMU 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

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](http://www.finaid.org) at www.finaid.org/loans/privatestudentloans.phtml.

Related 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>

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@divinemercury.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.

Master of Science 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 enrollment.

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.

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

FAFSAs 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 enrollment 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 students 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 funds 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 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 assisting with support services. Information about student support services are available on the University's website.

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 email, in postings on the website and in Canvas, and other online notification means.

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. 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

Service animals are allowed at Divine Mercy University. Other animals are not allowed in DMU facilities.

Parking

The DMU Campus offers parking on campus for all students, faculty, staff. Parking is available, free-of-charge, to those who have DMU parking decals on their vehicles. Parking passes provide authorization to park in the campus parking lot during normal business hours of the University. Parking Permits are provided upon completion of the Parking Pass Request form. Parking pass decals must be placed on the front windshield of their vehicle.

Visitor Parking

Visitors to campus including IPS Center clients will be provided with a temporary parking pass. Temporary parking passes can be obtained through the IPS Center, Security or the Director of Operations.

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

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

**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 medical or health insurance policies can consult the [Student Services](#) section of the Divinemercury.edu website 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 academic programs and the University sponsor gatherings both on campus and streamed for students, faculty, and staff

University Administration and Staff

University Officials	
President	Rev. Charles Sikorsky, LC, JD, JCL
Chief Administrative and Financial Officer	Rigg Mohler, BBA, CPA
VP for Academic Affairs for Digital Learning/Academic Dean, School of Counseling	Harvey Payne, PsyD
VP for Enrollment and Marketing	Thomas Brooks, BS
VP for Human Resources and Operations	Antonio Maza, MBA
VP for Academic and Student Support	Laura Tucker, DHA
Registrar	Catherine E. Rosaschi, MS
Academic Administration	
Program Director, Clinical Mental Health Counseling Program, MS Counseling	John West, Ph.D.
Program Director, MS Psychology Program	Julia Klausli, PhD
Program Director, PsyD Program	Lisa Klewicki, PhD
Program Director, Spiritual Direction Certificate	Maria Brackett
Director of Library Services	Jeffrey Elliott, MSLS
Assistant Librarian	Ingrid Hellstrom, MS, MS LIS

Digital Learning and Innovation	Matthew Johansen, MA
University Administration	
Director of Institutional Advancement	Thomas A. Cronquist, MS
Director of Marketing	Natalia Almomani, MBA
Director of Financial Aid	Antionette Wormley, MEd
Accounting Manager	Ali Meer, MBA
Junior Accountant and Student Accounts Administrator	Hermela Wogayehu, BA
Chaplain	Rev. Walter Schu, LC, PhD
Campus Ministry	Tony MacDonnell
Marketing and Communications Manager	Ebony Shamberger, MPS
Operations Manager	Katelyn Moroney, BA
Assistant Registrar	Aria Bryant
Strategic Planning Coordinator	Patricia Camarero, PhD
IT Support Specialist	Matthew Burrell
Student Success Advisor	Merita McCormack, MBA
Executive Assistant to the President	Beth Kerin
Executive Administrative Assistant for the Psy.D. Program	Michelle Robbins, MA
Academic Assistant for the School of Counseling	Laura Mayers, MS

Program Assistant, Clinical Mental Health Counseling Program	Jessie Tappel, MS
Administrative Assistant, Spiritual Direction Certificate (SDC)	Abigail Johnston
Alumni Relations Coordinator	Michele Drennen
Admissions Advisor	Julie Cipriano, BA
Admissions Advisor	Steven Showalter, BS
Admissions Advisor	Greg Shapero
Admissions Advisor	Christopher Garofalo

Faculty

Full-time Faculty

Gabriel Dy-Liacco, Ph.D. Associate Professor, Ph.D. Loyola University (Pastoral Counseling), M.S. Loyola University, A.B. Ateneo de Manila University. gdy-liacco@divinemercury.edu

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Mark Gerig, Ph.D., Professor, Ph.D., University of Toledo (Counselor Education), M.A. Trinity Evangelical Divinity School, B.A. Purdue University. mgerig@divinemercury.edu

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ADJUNCT FACULTY

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Rev. Walter Schu, S.Th.D., Adjunct Professor, S.Th.D. Regina Apostolorum Pontifical Athenaeum (Moral Theology) S.T.L., Regina Apostolorum Pontifical Athenaeum; S.T.B., Regina Apostolorum Pontifical

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MS Counseling Academic Calendar 2021-2022

Fall Semester 2021	
All Faculty Orientation	August 11 & 12
Term #1 Begins	August 18
Add/Drop Period Ends	August 23
President's Picnic	August 21
University Town Hall Meeting	August 31
DMU CLOSED for Labor Day	September 6
Degree Conferral	September 10
Last Day to Drop and Receive "W"	September 17
Residency (COUN 510, 580 690)	October 6- 10
DMU CLOSED for Columbus Day	October 11
Term #1 Ends	October 12
Fall Break (no classes)	October 13-19
Grades Due to Registrar	October 18
Term #2 Begins	October 20
Add/Drop Period Ends	October 25
Last Day to Drop and Receive "W"	November 19
DMU CLOSED for Thanksgiving	November 25 – 26
Term #2 Ends	December 14
Grades Due to Registrar	December 20
Winter Break	Dec 15 – Jan 4
DMU CLOSED for Christmas	December 23 - 24
Degree Conferral	December 31
DMU CLOSED for New Year's	December 30 - 31
Spring Semester 2022	
Term #1 Begins	January 5

Add/Drop Period Ends	January 10
DMU CLOSED for ML King, Jr. Day	January 17
Last Day to Drop and Receive "W"	February 4
Residency (COUN 510, 580)	February 23-27
DMU CLOSED for President's Day	February 21
Term #1 Ends	March 1
Spring Break	March 2 – 8
Grades Due to Registrar	March 7
Degree Conferral	March 11
Term #2 Begins	March 9
Residency (COUN 690)	March 9-13
Add/Drop Period Ends	March 14
University Town Hall	March 22
Last Day to Drop and Receive "W"	April 8
DMU CLOSED Good Friday & Easter Monday	April 15 & 18
Term #2 Ends	May 3
Mid-Year Break	May 4-17
Grades Due to Registrar	May 9
DMU Commencement Ceremony	May 14
Summer Semester 2022	
Term #1 Begins	May 18
Add/Drop Period Ends	May 23
DMU CLOSED for Memorial Day	May 30
Last Day to Drop and Receive "W"	June 10
Residency (COUN 510, 580)	July 6-10
Term #1 Ends	July 12
Grades Due to Registrar	July 18
Degree Conferral	August 5

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 2022.

Notification of Policy Changes to Students

As policies evolve, students will be informed by the Program Director.