

## Department of Online Graduate Counseling Catalog



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**Contents**

- I. Preface ..... 4
- II. Note about the DOGC Catalog ..... 4
- III. Department of Online Graduate Counseling ..... 5
  - A. General Information ..... 5
  - B. Origin and History ..... 5
  - C. Programmatic Accreditation ..... 5
  - D. Program Descriptions ..... 5
    - 1. Master of Arts, Clinical Mental Health Counseling (CACREP accredited) ..... 5
  - E. Programmatic Purpose Statement ..... 6
  - F. Programmatic Commitments ..... 6
  - G. Programmatic Assumptions ..... 6
  - H. Programmatic Changes Policy ..... 7
  - I. Critical Competencies for Clinical Mental Health Counseling Students ..... 7
  - J. DOGC Course Offerings ..... 8
  - K. Programmatic Faculty ..... 12
- IV. Online Admission Policies ..... 13
  - A. Admissions Requirements for DOGC Programs ..... 13
  - B. Admission Requirements for Special Circumstances ..... 13
  - C. Admission Requirements for International Students ..... 14
  - D. Admission Requirements for Unclassified Students ..... 14
  - E. Notification of Admissions Decision ..... 14
  - F. Admission Acceptance Status ..... 14
    - 1. Denial of Admission ..... 14
    - 2. Pending Acceptance ..... 15
    - 3. Acceptance with Regular Academic Status ..... 15
    - 4. Provisional Acceptance with Probation Academic Status ..... 15
- V. Academic Policies related to DOGC Programs ..... 15
  - A. Academic Status Policy ..... 15
  - B. Transfer Credit Policy ..... 16
  - C. Transfer Credit Between Grace College CMHC Programs: ..... 16
  - D. Degree Completion Policy ..... 17

- E. Graduation Policy ..... 17
- F. Course Withdrawal (Add/Drop)..... 17
- G. Temporary & Programmatic Withdrawal..... 18
- H. Dismissal & Withdrawal Policy ..... 18
- I. Readmission..... 18
- J. Academic Advising ..... 19
- VI. Student Rights and Responsibilities..... 19
- VII. Biblical Expectations ..... 19
- VIII. Code of Conduct Policy ..... 20
- IX. Academic Dishonesty/Plagiarism ..... 21
- X. Student Professional Development Committee..... 22
  - A. Student Professional Development Committee Policies and Procedures ..... 22
    - 1. Purpose and Scope..... 22
    - 2. Monitoring Academic Progress..... 22
    - 3. Monitoring Professional Competence and Conduct ..... 23
    - 4. Referral Procedure ..... 24
    - 5. Committee Procedures..... 24
    - 6. Requesting Additional Evaluation by Professionals..... 26
    - 7. Appeal Process ..... 26
    - 8. Committee Membership ..... 26
- XI. Miscellaneous Policies ..... 27
  - A. Dissemination of Program Information..... 27
  - B. Endorsement Policy..... 27
  - C. Professional Organizations ..... 27
  - D. Licensure Waiver ..... 27
- XII. APPENDIX A: Acknowledgements & Waivers Form..... 28

## I. Preface

The Department of Online Graduate Counseling (DOGC) Catalog is a supplementary document to the [Grace Academic Catalog](#). Students enrolled in DOGC programs are responsible for information contained within both the Grace Academic Catalog and the DOGC Catalog. Both catalogs contain policies relevant to the institution as a whole as well as the specific department and program DOGC students are enrolled in.

Students enrolled in DOGC programs will also be provided with a Student Handbook from the [Department of Online Education](#). This document will provide the specific processes and procedures related to DOGC programs of study from application to graduation.

## II. Note about the DOGC Catalog

While every effort is made to provide accurate and current information within the Grace College academic catalogs and Web site, the institution reserves the right to change, without notice, statements in the catalog concerning rules, policies, fees, curricula, courses, or other matters.

Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

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

### III. Department of Online Graduate Counseling

#### A. General Information

The Department of Online Graduate Counseling (DOGC) provides an opportunity for non-resident students to obtain graduate degree(s) related to the counseling profession utilizing the flexibility of online education. The DOGC is housed in the School of Behavioral Sciences and receives support from the Department of Online Education (DOE) at Grace College. Some DOGC programs are considered “hybrid” programs in that they deliver coursework in both residential (face-to-face; typically on-campus) and traditional online educational formats. Hybrid programs offer graduate student an opportunity to benefit from face-to-face instruction, advisement, and supervision from program faculty and staff in addition to interacting with fellow learners.

#### B. Origin and History

The graduate counseling degrees have a rich history at Grace College and Theological Seminary. In 1995 Grace College launched the Master of Arts degree in Counseling (residential) and added the Master of Arts degree in Interpersonal Relations (residential) in 2005. In 2010, Grace College began offering a Master of Arts in Clinical Mental Health Counseling (CACREP accredited) and a Master of Arts in Interpersonal Relations via online format. In 2012, the Department of Online Graduate Counseling was formed and currently houses the Master of Arts, Clinical Mental Health Counseling (CACREP accredited) degree.

#### C. Programmatic Accreditation

The DOGC’s online Master of Arts degree in Clinical Mental Health Counseling is currently accredited by CACREP under the 2009 standards for clinical mental health counseling programs. For more information on CACREP accreditation, [please click here](#).

**IMPORTANT: CACREP accreditation does not guarantee a student’s ability to obtain licensure as a Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), or equivalent in the United States or any other country. Students are responsible for researching and understanding how CACREP impacts the practice of counseling and obtaining licensure in their state of residency.**

#### D. Program Descriptions

##### 1. Master of Arts, Clinical Mental Health Counseling (CACREP accredited)

The Master of Arts in Clinical Mental Health Counseling (CMHC) degree is a 60-credit hour program offered in a hybrid online format via the Department of Online Graduate Counseling. The CMHC program requires enrolled students to attend specific courses during mandatory brief residencies or “intensives” (7-10 days) at a designated location (typically the Grace College campus, Winona Lake, IN) in addition to traditional online educational course formats. The CMHC program follows a “soft cohort” model of matriculation, allowing students to be admitted at various points during the academic year while maintaining a yearly cohort of approximately 20 students. This model promotes interpersonal relationships within each cohort

and provides the requisite support to counterbalance the rigor and intensity of a graduate counseling program.

The CMHC program prepares graduates to work as professional and clinical mental health counselors in a wide variety of settings ([please click here](#) for a brief summary report of work contexts for clinical mental health counselors) by providing the learner with both didactic (in the classroom) and clinical (in the field) experiences throughout their schedule of study. The CMHC curriculum blends psychological and theological principles within each course in an effort to promote the development of each student's clinical skills and Christian faith. This program may be especially appealing to individuals who want or need the flexibility of an online, non-resident program to meet their current commitments to family or job.

**IMPORTANT: *While the online CMHC degree is designed to meet the educational standards for licensure in the state of Indiana, graduating from the CMHC program in no way guarantees licensure in the United States or any other country. Students are responsible for understanding the particular laws and statutes governing licensure as a Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), or equivalent in their state of residency. For more information about state licensure, [please click here](#).***

E. **Programmatic Purpose Statement**

The DOGC is committed to providing graduate level programming that equips students to be scripturally grounded, professionally skilled, and interpersonally competent as they actively engage in the counseling profession and its related ministries.

F. **Programmatic Commitments**

The graduate programs offered by the DOGC are committed to the following distinctives as they relate to counselor education and supervision and/or counseling-related ministries:

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

G. **Programmatic Assumptions**

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

#### H. **Programmatic Changes Policy**

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

- The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a remedial situation that is clearly documented.
- In cases when a student is readmitted into a DOGC program after being dismissed or taking a programmatic withdrawal, the student will abide by catalog policies for the year of readmission.
- Students may not take more credit hours than required in by their DOGC program schedule of study without written approval from the DOGC Chair. **IMPORTANT: Financial aid will not be available for courses taken outside of the student's approved DOGC degree program.**
- In circumstances when students currently enrolled in a DOGC program have yet to take a required course that is no longer offered, the required course will be offered the student via independent study or substitute course.

#### I. **Critical Competencies for Clinical Mental Health Counseling Students**

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

- **Candidacy** - Candidacy is the process by which the DOGC faculty determines student readiness for advancement from didactic coursework into clinical work. Students must apply for Candidacy the semester prior to entering the Practicum course. Candidacy is a "Pass/Fail" component of the CMHC degree. Students receiving a passing grade will proceed into the clinical phase of the CMHC program (Practicum, Internship, and Advanced Internship) while those receiving a failing grade will be referred to the Student Professional Development Committee (SPDC). Students who fail Candidacy may apply for Candidacy once they have completed all aspects of their remedial work as designated by the SPDC. Students who fail Candidacy twice will be dismissed from the CMHC program. For specific instructions about the Candidacy process, please review the Department of Online Education Student Handbook.
- **Comprehensive Exam** - The Comprehensive Exam is one of two capstone processes (along with the Portfolio) by which the DOGC faculty determines student readiness to graduate from the CMHC program. The Comprehensive Exam is considered an "exit exam" utilizing the standardized Counselor Preparation Comprehensive Examination (CPCE). Students must register to take the CPCE during the final residency of the CMHC program. The Comprehensive Exam is a "Pass/Fail" component of the CMHC degree. Students must achieve a 75% score on the CPCE to pass this exam. Students who receive a score of 75% or

higher are eligible to graduate from the CMHC program, while student who score below 75% must re-take the CPCE at its' next offering. Students may take the CPCE up to three times. Students who do not receive a passing score on their third attempt of the CPCE will be dismissed from the CMHC program. [Please click here](#) for more information on the CPCE.

- **Portfolio** – Portfolio is one of two capstone processes (along with the Comprehensive Exam) by which the DOGC faculty determines student readiness to graduate from the CMHC program. Students must register to take Portfolio during their final residency of the CMHC program. Students enrolled in Portfolio must make a professional presentation of various works completed during the CMHC program during residency. In addition, students enrolled in Portfolio may be required to complete an oral or written examination related to clinical or theological cases and concepts not otherwise covered by the Comprehensive Exam. Portfolio is a “Pass/Fail” component of the CMHC degree. Students receiving a passing grade will be eligible for graduation from the CMHC program, while those receiving a failing grade will be referred to the Student Professional Development Committee (SPDC). Students who fail Portfolio may register for Portfolio once they have completed all aspects of their remedial work as designated by the SPDC. Students who fail Portfolio twice will be dismissed from the CMHC program. For specific instructions about the Portfolio process, please review the DOGC Student Handbook.

#### J. **DOGC Course Offerings**

As per the Programmatic Changes Policy, DOGC course offerings are subject to change. The following courses are offered via the DOGC:

- **Theology & Payer in Counseling 1 - CPY 506 I (0 credits)**  
This course will examine the theological foundation of counseling specifically as it pertains to Scriptural truth and principles. This course will focus on the attributes of God and human nature, the historical relationship between and integration of psychology and theology, understanding counseling within the Biblical narrative, and understanding the role of self-as-counselor as it relates to the Biblical narrative and counseling ministry.
- **Theology & Prayer in Counseling 2 – CPY 507 I (0 credits)**  
This course will examine the theological foundation of counseling specifically as it pertains to Scriptural truth and principles. This course will focus on the attributes of God and how people change, Scriptural concepts related to human motivations and capacities, and how these motivations and capacities inform therapeutic processes.
- **Theology & Prayer in Counseling 3 – CPY 508 I (3 credits)**  
This course will examine the theological foundation of counseling specifically as it pertains to Scriptural truth and principles. This course will focus on the application of spiritual disciplines, modalities, interventions, and assessments across diverse counseling settings.
- **Foundations of Clinical Mental Health Counseling – CPY 510 I (3 credits)**  
This course is intended to offer an introduction to the profession of mental health counseling. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of mental health counseling. The focus will be on fostering student knowledge and professional identity by increasing awareness of various roles and duties of professional mental health counselors as well as learning how they interact with professionals from other disciplines within the mental health field.



- **Marriage and Family Counseling – CPY 515 I (3 credits)**  
Through the lens of Scripture, this course will examine a broad theoretical and practical foundation for counseling couples and families. Students will explore how the counselor can implement knowledge and skills necessary to aid in the mending of marriages and the restoration of proper family functioning.
- **Personality/Counseling Theories – CPY 520 I (3 credits)**  
This course examines the origins, development, and current status of major personality/counseling theories that provide a framework for clinical application and inform current counseling practice. The emphasis will be on the structure and dynamics of personality and implications for understanding behavior and change. Learners will evaluate the compatibility of these theories in light of their Christian worldview, ultimately selecting a particular theoretical orientation to be used in counseling practice.
- **Psychopathology – CPY 525 I (3 credits)**  
This course provides an introduction to the concepts of psychopathology and to the major diagnostic categories of the current DSM and their etiologies. Learners will examine issues of psychopathology and normalcy through the lens of Scripture, providing an opportunity for students to develop diagnostic skills. Emphasis is placed on understanding how cultural, biological, social, psychological and spiritual factors are all necessary components when developing an ethical model of assessment and treatment planning.
- **Counseling Skills – CPY 535 I (3 credits)**  
Professional skill development is the emphasis of this course. The student will learn about and practice implementing counseling skills. Strengths and weaknesses related to interpersonal competencies (e.g., openness, flexibility, cooperativeness, aware of impact on others) will be explored as well.
- **Psychotherapy with Children & Adolescents – CPY 538 I (3 credits)**  
The course will provide students exposure to the scope of counseling with children and adolescents. This course is designed to equip students with both theory and practical applications unique to the issues related to counseling youths. A central focus will include the use of assessment procedures with children and adolescents.
- **Psychotherapy and Trauma – CPY 550 I (3 credits)**  
This course will examine the nature and practice of psychotherapy as it pertains to the topic of crises, disasters, and other trauma causing events. The nature of trauma, trauma resolution, and the standard of care in responding to trauma survivors will be explored. The course includes an emphasis on the study of Scripture to gain a biblical understanding of the process involved in grappling with suffering and how this applies to trauma survivors.
- **Research and Statistics – CPY 559 I (3 credits)**  
This course will address research design and experimentation as it pertains to the study of counseling. It will also address a basic understanding of the statistics employed to analyze data gathered.
- **Addictions Counseling – CPY 565 I (3 credits)**  
Mental health counselors and other helping professionals are faced with the challenging reality of addiction and its widespread impact on individuals, families and communities. This course is primarily designed to address the various dynamics, models,

etiologies, diagnoses/psychopathologies, and recovery strategies related to addiction. The secondary intention of this course is to provide counselors and helping professionals with salient treatment methods and assessments for substance-related and addictive disorders in order to better apply these across diverse populations and developmental life spans in a rapidly changing field.

- **Psychological Testing and Measurement – CPY 569 I (3 credits)**

Students will receive instruction in the measurement of human behavior with psychological instruments. The course will include an introduction to tests of intelligence, achievement, personality, and interest, with emphasis on test construction, administration, and validation.

- **Gender and Sexuality - – CPY 575 I (3 credits)**

This course considers biological, psychological, cultural, societal and biblical considerations of gender and human sexuality. Emphasis will be placed on the development of an understanding and appreciation of the role of gender and sexuality throughout the various phases of the life cycle. Counseling issues germane to both gender and sexuality will also be explored.

- **Ethical and Legal Issues – CPY 620 I (3 credits)**

This course is designed to develop a broad biblical knowledge base, critical thinking and ethical decision-making skills for mental health counseling practice. A focus on the development of student desire and diligence as practicing counselors and the development of a high degree of personal and professional ethics to enhance clinical work will be emphasized.

- **Group Counseling – CPY 635 I (3 credits)**

This course will examine the history, theories and methods of group counseling as applied in a multicultural society and as viewed from a Christian perspective. Learners will be trained in applications of group psychotherapy through group discussions, a group experiential simulation, and role-playing demonstrations for the purpose of developing and growing their group leadership proficiency.

- **Human Growth and Development – CPY 640 I (3 credits)**

In this course, developmental principles will be examined and synthesized from the biological, sociological, cognitive, emotional, moral and spiritual dimensions throughout the lifespan cycle. Learners will learn to link theory and theology to practice and demonstrate how a strong grasp of developmental principles can inform the practice and art of competent therapy.

- **Social and Cultural Issues – CPY 652 I (3 credits)**

Cultural issues such as ethnic heritage, socioeconomic status, age, disability and religion will be considered as germane to the therapeutic relationship and client conceptualization. Emphasis will be placed on understanding worldviews, cultural history, values, systems and structures, and other such factors as they impact effective diagnosis, assessment, and interventions used with culturally diverse clients. Understanding culturally specific theories and advocacy will be introduced as part of a culturally competent clinician's developed skill set. Each of these concepts will be considered in light of a Biblical framework which foundationally understands God's view of all people groups. This course includes an

experiential component intended to increase the learner's multicultural awareness across diverse counseling settings.

- **Lifestyle/Career Counseling – CPY 660 I (3 credits)**

This course will assist the learner in defining a biblical view of work and articulate its relevance and application in both the secular and Christian context. Components of various career development theories and decision-making models will be emphasized. The learner will identify career, vocational, educational, occupational, and labor market information resources and systems that are available to assist in career and educational planning and will be able to demonstrate the usefulness of assessment instruments and techniques relevant to career planning and decision making. Career counseling processes techniques, and resources applicable to specific populations and multicultural issues in career development will be discussed.

- **Practicum – CPY 570 I (3 credits)**

This course is the first of three fieldwork courses required to develop and refine advanced counseling skills that conceptually link counseling theory and practice in a clinical setting. Students will conduct practicum in off campus sites acquiring at least 40 hours of direct client contact. In addition, students will maintain weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor. Prerequisites: Candidacy.

- **Internship in Mental Health Counseling – CPY 670 I (3 credits)**

This course is the second of three fieldwork courses required to develop and refine advanced counseling skills that conceptually link counseling theory and practice in a clinical setting. Students will conduct practicum in off campus sites acquiring at least 240 hours of direct client contact. In addition, students will maintain weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor. Prerequisites: Practicum.

- **Advanced Internship – CPY 671 I (3 credits)**

This course is the third of three fieldwork courses required to develop and refine advanced counseling skills that conceptually link counseling theory and practice in a clinical setting. Students will conduct practicum in off campus sites acquiring at least 120 hours of direct client contact. In addition, students will maintain weekly supervision by a licensed site supervisor and regularly scheduled electronic group supervision with a university professor. Prerequisites: Internship.

**IMPORTANT: Students may request to take an Independent Study in Counseling course under special circumstances. Students must contact the DOGC Chair for information regarding application for Independent Study. Decisions regarding Independent Study applications are made by the DOGC Chair on a case by case basis. Students are notified in writing of the decision made regarding their Independent Study Application. Independent Study topics and course requirements (including credit hours) will be determined by the DOGC faculty assigned to the course via course syllabus. Independent Study courses are non-repeatable.**

K. **Programmatic Faculty**

• **Dean, School of Behavioral Sciences**

***Michael E. Grill, Ed.D.***

*Professor of Counseling*

*Professor of Psychology*

B.A., English, Grace College

M.A., School Psychology, Ball State University

Ed.D., School Psychology, Ball State University

• **Chair, Department of Online Graduate Counseling**

***Chris Hull, Ph.D., LMHC, NCC***

*Assistant Professor of Counseling*

B.A. in Exercise Science, Dordt College

M.A. in Counseling, Reformed Theological Seminary

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

• **Full-time Online Faculty**

***Jenny Preffer, Ph.D., LMHC, NBCC, ACS***

*Assistant Professor of Counseling*

B.S., Nursing, Old Dominion University

M.A., Community Counseling, Regent University

Ph.D., Counselor Education & supervision, Regent University

***Rhonda Tatum Ladd, Ph.D., LPCR***

*Clinical Coordinator & Assistant Professor of Counseling*

B.A., Psychology and Religion, Carson-Newman College

M.A., Community Counseling, Regent University

Ph.D., Counselor Education & supervision, Regent University

• **Adjunct Online Faculty & Part-time Online Instructors**

***Jerry Vuncannon Jr., Ph.D., LPC (NC), NCC***

*Part-time Instructor of Counseling*

B.C.E. in Christian Education, East Coast Bible College

M.A. in Community Counseling, Regent University

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

***Tammy M. Schultz, Ph.D., LMHC, LAC***

*Professor of Counseling*

B.A., Criminal Justice, University of Winnipeg

M.A., Counseling, Providence College

M.A., Counseling, University of North Dakota

Ph.D., Counseling Psychology, Indiana State University

#### IV. Online Admission Policies

In accordance with the institution's non-discrimination policy each applicant is considered upon his/her own merit regardless of sex, race, color, national and ethnic origin, handicap, denomination, or church affiliation. Grace College does not discriminate against qualified individuals with disabilities in the recruitment and admission of students. Grace College is committed to compliance with the Title IX of the federal Education amendments of 1972 except as claimed in a filed religious exemption. For more information related to online admissions procedures and scholarships for online programs, please visit the Department of Online Education's [Online Admissions page](#).

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

##### A. Admissions Requirements for DOGC Programs

Applicants for DOGC programs are required to meet the following admission requirements:

- **Earned a Bachelor's degree from a regionally accredited college or university.** Psychology or Behavioral Science majors are preferred. It is recommended that non-psychology/behavioral science majors have completed at minimum of four (4) undergraduate psychology and/or behavioral science courses. Students with a fewer number of undergraduate hours in psychology may find the online CMHC program difficult.
- **Have a cumulative GPA of 3.0 (on a scale of 4.0) or higher over their last 60 credit hours (including graduate work).** Provisional exceptions may be made for applicants with a cumulative GPA below 3.0 on a case by case basis.
- **Submit to a Criminal Background Check or Limited Criminal History Search.**
- **Submit a Personal Goal Statement Essay.**
- **Submit a current resume, curriculum vita, or career summary.**
- **Submit official transcripts from all post-secondary institutions where college credit was earned.**
- **Submit three letters of recommendation.**
- **Complete the application process.**
- **Complete a Personal Interview with a member of the program Admissions Committee.**

##### B. Admission Requirements for Special Circumstances

In addition to the regular application process for DOGC programs, certain applicants may be asked by the DOGC Admissions Committee to submit additional information to receive special consideration for admission for various reasons (as outlined in the application process). This information may include, but is not limited to, the following:

- A **written statement** addressing how the applicant will overcome their special circumstances to achieve success as a graduate student and counselor-in-training.
- An additional **Reference** that provides insight into or addresses the applicant's special circumstances.
- Additional **documentation or verification** of student's special circumstances.
- An additional **interview with DOGC faculty** to address the applicant's special circumstances.

C. **Admission Requirements for International Students**

The DOGC is not accepting International Students at this time.

D. **Admission Requirements for Unclassified Students**

Students who do not wish to apply for a DOGC degree program but require additional or specific coursework to satisfy educational requirements related to obtaining state licensure may contact the DOGC and request assistance applying as an Unclassified Student. Decisions regarding unclassified student requests are made by the DOGC Admissions Committee and/or Chair on a case by case basis. Unclassified students are notified in writing of the decision made regarding their request to take online CMHC courses. The Registrar's Office will be notified of all unclassified student request approvals by the DOGC.

- Unclassified students **may take no more than nine credits** in the CMHC program
- Unclassified students **may not take clinical courses** in the CMHC program (Counseling Skills, Group Counseling, Practicum, Internship, or Advanced Internship)

E. **Notification of Admissions Decision**

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

F. **Admission Acceptance Status**

Applicants for DOGC programs will be assigned one of the following statuses by the DOGC Admissions Committee or Chair:

1. **Denial of Admission**

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

- GPA below 3.0 on a 4.0 scale over last 60 credit hours.
- One or more references recommending admission *with reservations* and/or *not recommending* admission.
- Criminal background check reveals felony and/or serious misdemeanor conviction and/or arrest.
- Personal Interview reveals applicant impairment and/or lack of suitability for the counseling profession.
- Personal Goal Statement Essay is written poorly and/or does not indicate goals relevant to the counseling profession or the Christian faith.

**2. Pending Acceptance**

Applicants who meet the Admissions Requirements for DOGC Programs may be granted a Pending Acceptance status based on their *partially submitted application*. The Department of Online Education, DOGC Admissions Committee, and/or Chair will determine pending acceptances on a case by case basis.

**3. Acceptance with Regular Academic Status**

Applicants who meet the Admissions Requirements for DOGC Programs Applicants may be granted an Acceptance with Regular Academic Status based on their *completed application*.

**4. Provisional Acceptance with Probation Academic Status**

Applicants granted Provisional Acceptance will be notified by the DOGC Admissions Committee of the specific provisions, restrictions or contingencies that *must be satisfied prior to the student's participation in the DOGC program applied to*. These provisions may include, but are not limited to, referring the student to academic or support services that enhance the student's ability to meet the rigors of graduate academia and/or becoming a professional counselor.

## **V. Academic Policies related to DOGC Programs**

The following Academic Policies are supplemental to those found in the [Grace College Academic Policies Manual](#). Students enrolled in DOGC programs are responsible for reading and understanding academic policies housed in both the Grace College and DOGC Catalogs.

**A. Academic Status Policy**

All students matriculating in DOGC programs must successfully complete each of the first five courses (15 credit hours) with a grade of "B-" or higher and a grade point average (GPA) of 3.0 or above (on a scale of 4.0) before the student is allowed to take additional courses in the program. Upon successful completion of the first five courses, each student's academic performance and professional conduct is reviewed.

- **Regular Academic Status** – Students who earn a GPA of 3.0 or above (on a scale of 4.0) over their first 15 credit hours and receive satisfactory faculty evaluations will be eligible to for Regular Academic Status. This status allows DOGC students to continue matriculating in their degree program without restriction. Students with Regular Academic Status who receive a grade below "B-" will be placed on Academic Probation Level I.
- **Academic Probation Level 1** - Students who receive a grade below "B-" will be placed on Academic Probation Level I (APL1) following the semester in which the grade was earned. Students on APL1 must meet with their academic advisor to discuss remediating academic deficiencies prior to being allowed to register for future coursework. Students on APL1 who pass all required courses with grades of "B-" or above during the semester following the grade below "B-" **and** have a cumulative GPA of 3.0 or higher at the conclusion of the same semester will be placed back on Regular Academic Status.
- **Academic Probation Level 2** – Students who receive two grades below "B-" will be placed on Academic Probation Level 2 (APL2) following the semester in which the second grade below "B-" was earned. Students on APL2 must meet with their academic advisor to discuss

remediating academic deficiencies prior to being allowed to register for future coursework. Students on APL2 who pass all required courses with grades of “B-” or above during the semester following the grade below “B-” **and** have a cumulative GPA of 3.0 or higher at the conclusion of the same semester will be placed back on Regular Academic Status.

- **Academic Dismissal** – Students who earn three grades below “B-” during the course of their DOGC program will be dismissed from the program. Students with a cumulative GPA of 2.5 or below (on a scale of 4.0) after the first five courses will also be dismissed from their DOGC program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status by the DOGC and may be allowed to continue in the program, providing they request to do so in writing. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may take two additional courses. Those who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be permitted to continue in the program. The SPDC may require that a student retake any course in which a grade below “B-” was earned. Students who receive two grades below “B-” in the first five courses or three grades below “B-” over the course of the program will be dismissed from the program.

**IMPORTANT: Students who receive grades below “B-” on their transcript should be cautioned that certain state licensing boards may not apply these courses towards the educational requirement for licensure. It is the student’s responsibility to understand the licensure laws and statutes in the state they reside and make arrangements to re-take these courses at their own expense.**

#### B. **Transfer Credit Policy**

Students enrolled in DOGC programs may apply for transfer credit towards completion of their degree. Students applying for transfer credit must contact the Department of Online Education to request information and forms related to course transfers. Students applying for transfer credit may be required to submit official transcripts, course descriptions, and/or course syllabi to determine the equitability of the course taken. Decisions regarding course transfer are made by the DOGC Admissions Committee and/or DOGC Chair on a case by case basis. Students are notified in writing of the decision made regarding their transfer credits. The Registrar’s Office will be notified of all transfer approvals by the DOGC.

Students accepted into the online CMHC program may apply for transfer credit for up to four graduate level courses (12 credit hours) related to the CMHC curriculum. All clinical coursework (Counseling Skills, Group Counseling, Practicum, Internship, and Advanced Internship) must be completed within the online CMHC program and may not be satisfied through transfer credit. The Transfer Credit Policy applies to all courses transferred regardless of mode of delivery, including online or residential. Courses taken subsequent to admission in a DOGC program are not eligible for transfer.

#### C. **Transfer Credit Between Grace College CMHC Programs:**

Students enrolled in the online CMHC program may take a maximum of six credit hours of courses in the residential CMHC program. Students in the online program must take all clinical



classes (Counseling Skills, Group Counseling, Practicum, Internship, and Advanced Internship) within their program of acceptance. Students must contact their academic advisor for a *Transfer Credit Between Grace College CMHC Programs Application* form. Approval to take courses outside of the student's program of acceptance is granted pending approval of **both** the online and residential CMHC faculty and their Chairs on a case by case basis. Approval notice is provided to the student in writing.

**IMPORTANT: *Students who receive approval to take courses outside of their accepted program are not guaranteed seats in these courses as each program reserves the right to give priority registration and seating to students matriculating in their accepted program. Students who take courses outside of their accepted program are responsible for how these transfers will affect their financial aid and expected graduation date.***

D. **Degree Completion Policy**

Students enrolled in DOGC programs are allowed seven years from the original date of admission to complete their degree, beginning in the academic year 2012-13.

E. **Graduation Policy**

Students must complete all degree requirements in accordance with the [Academic Policies Manual](#). In addition, students enrolled in DOGC program must abide by the following:

- Students enrolled in DOGC programs must have a cumulative GPA of 3.0 to be eligible for graduation.
- CMHC students must pass the Comprehensive Exam and Portfolio requirement of their program before they are eligible to *apply* for graduation.
- CMHC students must be enrolled in Advanced Internship and on-target to complete all required hours before they are eligible to *apply* for graduation.
- All students enrolled in a program DOGC must submit an application for graduation by the deadlines posted by the Registrar's Office. For more information regarding graduation, [please click here](#).

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

F. **Course Withdrawal (Add/Drop)**

Students who wish to drop a graduate course or add a graduate course to their schedule of study must seek the approval of their academic advisor and complete the appropriate add/drop forms.

**IMPORTANT: *Students who take a Course Withdrawal are responsible for understanding the ramifications of such a decision on their Financial Aid, loan repayment plan, and expected graduation date.***

**G. Temporary & Programmatic Withdrawal**

Students who are matriculating in DOGC programs must remain active (take a minimum of one course per semester) in their programs of study. Students who are not enrolled for any courses during a given semester must request a temporary withdrawal application from the Department of Online Education in order to remain an active student in their program of study. Students are allowed three temporary withdrawals during the course of their schedule of study.

**IMPORTANT: Students who take a Temporary Withdrawal are responsible for understanding the ramifications of such a decision on their Financial Aid, loan repayment plan, and expected graduation date.**

Students who wish to withdraw from a DOGC program must request a programmatic withdrawal application from the Department of Online Education. Students taking more than three semesters off during their schedule of study will be issued a Programmatic Withdrawal by the DOGC. Students who have taken or been issued a Programmatic Withdrawal must reapply for admission into DOGC programs as per the regular application process in order to continue matriculating in the program.

**H. Dismissal & Withdrawal Policy**

In circumstances when a student withdraws from a DOGC course or is dismissed from a DOGC program for disciplinary reasons, the DOGC abides by the following Withdrawal Policies.

- If the date of dismissal is during the academic withdrawal period the student receives a “W” on their Academic Transcript. If the student is dismissed after the academic withdrawal period the student receives an automatic Failure “F” or No Credit “NCR” on their transcript.
- Because tuition is based on the refund schedule published at the beginning of each semester, prorated refunds are based on verification of when the student last attended classes.

**I. Readmission**

Students previously enrolled in DOGC programs who have taking a Programmatic Withdrawal or have not completed their degree in the allotted seven-year timeframe must apply for readmission into their program via the regular application process. Students are not guaranteed readmission into the program in these instances.

Students who have been dismissed from a DOGC program may apply for readmission one academic year after dismissal via the regular application process. Students are not guaranteed readmission into the program in these instances.

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

J. **Academic Advising**

Upon acceptance to the online CMHC program, each student is assigned a DOGC faculty advisor who will remain the students' academic advisor throughout the entire program unless otherwise notified. Procedures related to academic advising can be found in the Department of Online Education Student Handbook.

**VI. Student Rights and Responsibilities**

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

**VII. Biblical Expectations**

The goal for each believer is to conform to the pattern and practices of Jesus Christ (Rom 8:29). Scripture teaches us that conduct apart from character development produces superficial Christianity. Biblical instruction is characterized by commandments and principles which, when applied, give godly discernment. Divine commands are very clear in their call for a distinctive lifestyle. Positive commands include "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law" (Gal 5:22–24; NIV). This "fruit of the Spirit" is to be sought, encouraged, and demonstrated in our relationships.

Members of the Grace community are to abstain from behavior explicitly prohibited in Scripture. These include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including coarse and obscene language), sexual promiscuity (including adultery, homosexual behavior, and premarital sex), drunkenness, immodesty of dress, Satanic worship, and occult practices (Rom. 1:29–31; I Cor. 6:18; Gal. 5:19–21).

Certain attitudes such as greed, jealousy, pride, lust, and hatred are condemned in Scripture. Though these attitudes are sometimes difficult to discern, they hinder relationships with God and others and contribute to unacceptable behavior. Because we are to be men and women of integrity before God, dishonesty, including cheating, lying, and plagiarism will not be permitted. Pornography is degrading and exploits people. Furthermore, its use is immoral and destructive. Any use, possession, or distribution of pornographic literature or materials, on or away from campus, is not permitted.

In the context of biblical relationships, it is imperative for each member of the Grace community to encourage and remind one another that we are to honor God. This will require each of us to be willing to speak the truth in love and involve ourselves in the process of correction and restoration. Christian courtesy and consideration for one another should be

distinctively present in all of our relationships. Therefore, we urge all members to defer their own satisfaction for the welfare of others.

Grace College is a community of Christians who are committed to God and to each other for the purpose of spiritual maturation, encompassing academic proficiency, and personal growth. Individual commitment to the Lordship of Jesus Christ is the cornerstone for participation in the Grace community. Together we seek to honor God by integrating faith and learning in our commitment to Christ. In sharing this vision, we desire each member to bear the responsibility for his or her own spiritual growth, as well as for the support and encouragement of others in the community.

Grace College exists to provide an educational environment characterized by the integration of God's Word in every discipline, the development of Christian character, and the application of Scripture in corporate living and personal thought. The purpose of this statement is to clarify the expectations for participation in the Grace community that will enable us to create this kind of environment. Because of the diversity of backgrounds and viewpoints, each individual approaches community from a different perspective and, therefore, total unity of viewpoint is difficult to achieve.

Acknowledging this, we press toward biblical and institutional parameters that express our distinctives and fulfill the requirement of order for our community. This effort will doubtless be imperfect, yet the imperfect result must not deter us from the difficult task of attempting to establish biblical and reasonable expectations. Christians who choose to join the Grace community do so freely, and they willingly take upon themselves the responsibilities of a student of Grace College and Seminary.

In order to encourage the spiritual and intellectual growth of our students, Grace College sets the framework for students' moral orientation and physical welfare. In keeping with our belief in the accountability of the individual and the individual's responsibility to God, self, and others, Grace College will not intervene or involve itself in the day-to-day administration of an individual's daily life and routine. As personal rights and dignity expands, so does the responsibility of the individual to perform the tasks necessary to his or her own daily routine.

Grace College is dedicated to the advancement of knowledge and learning, as well as to the development of responsible personal and social conduct. Each student, by registering, assumes the responsibility of becoming familiar with and abiding by the general standards of conduct expected by each department and program within the institution, as well as those of their respective disciplines.

### **VIII. Code of Conduct Policy**

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

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism
- Falsification or alteration of Grace College documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to Grace College.
- Theft or the deliberate damaging or misusing of property belonging to others or the property of Grace College.
- The manufacture, possession, use, or illegal distribution of any form of alcoholic beverages or illegal drugs.
- Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers. required by their employer to carry a firearm are excluded).
- Disrupting the study of others or of Grace College activities, or interfering with the freedom of movement of any member or guest of the Grace College community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the Grace College community.
- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of Grace College.
- Physical abuse, threatening acts, or harassment toward others.
- Students in all programs are also required to demonstrate behavior that conforms to standard codes of conduct of their respective disciplines.
- Improper family relationships, sexual activities, and emotional entanglements.
- Gambling, identification with secret societies, drunkenness, illegal drug use, or use of tobacco.
- Violation of the ethical codes (ACA & AACC) and state licensing laws and statutes governing and pertaining to the counseling profession.

**IMPORTANT: *The DOGC reserves the right to discipline or dismiss a student who, in its judgment, does not conform either to the stated regulations governing conduct or to the expressed principles, policies, and programs of Grace College. By virtue of their enrollment in DOGC programs, students agree to live within the framework of these standards. Students suspected of violating either the institutional or programmatic Code of Conduct will be referred to the Dean's Council. Students found guilty of violating either Code of Conduct are subject to sanctions up to and including dismissal from Grace College.***

## **IX. Academic Dishonesty/Plagiarism**

Grace College seeks to foster and develop honesty and integrity in all academic ventures. Any work submitted within a DOGC program must represent original work produced by the named author. All sources used by a student must be referenced through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The DOGC further considers resubmission of a work produced for one course in a subsequent course without the expressed written consent of the instructor, or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be

received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism, even a first offense, shall be subject to disciplinary action up to and including dismissal from Grace College.

## **X. Student Professional Development Committee**

The Student Professional Development Committee (SPDC) is a standing academic committee responsible for monitoring the academic progress, professional competence and behavior of students enrolled in DOGC programs. Students who do not meet the academic standards of their program or whose behaviors raise concerns about professional competence shall be subject to referral to the SPDC. The primary function of the SPDC is to guide DOGC students who are referred to the committee in improving their academic performance and developing the professional competencies required by their profession. The SPDC can hold hearings on student issues specific to respective professional and academic requirements and recommend remediation actions to students where warranted. If remediation actions are not satisfied by the student, a SPDC may impose probationary conditions with explicit requirements and a timeline for removal from probation. The committee should include any consequences that will result in the event of noncompliance with academic probation requirements. Any SPDC recommendation to dismiss a DOGC student should be referred to the Dean's Council.

### **A. Student Professional Development Committee Policies and Procedures**

#### **1. Purpose and Scope**

The SPDC and DOGC faculty share the role of student academic and professional performance evaluation. Faculty evaluate student academic performance in the classroom and monitor student interactions and behaviors with the faculty members, staff, practicum and internship supervisors and peers. Faculty members are strongly encouraged to discuss concerns about academic, professional, or interpersonal performance directly with students. Through these discussions faculty assess how a student accepts supervision and feedback. If concerns remain, the faculty member may first seek out the student's advisor for further discussion. The faculty member and/or advisor may then refer the student to the SPDC if the problems are not resolved or are serious enough to raise ongoing concerns about professional competence.

#### **2. Monitoring Academic Progress**

- Academic difficulties that come before the committee may be managed in a number of ways including:
  - Written response to the student indicating concern and proposing methods of remediation. Copies of the letter are sent to the student's advisor and placed in the student's file.
  - Requiring student to develop a remediation plan with the advisor within a specified period of time. The remediation plan should (1) communicate specific desired improvements and (2) identify real consequences for failing to reach the desired goals. The remediation plan is returned to the committee and a copy is placed in the student's file. The student's advisor is responsible for monitoring the remediation plan with the student, communicating with the student that the student is failing or has failed to reach desired improvements and for

imposing the specific consequences identified in the plan. In addition, the advisor should provide the committee with written progress reports that specify the degree to which the student is making satisfactory progress.

- The committee may meet with the student if:
  - A student and advisor are unable to come up with a mutually acceptable remediation plan or if the student is unable to complete a remediation plan.
  - The occurrence of a single event or a continuing pattern exists suggesting the possibility of academic, professional or ethical unsuitability in the program and/or the need for major remediation.

### **3. Monitoring Professional Competence and Conduct**

All students are expected to demonstrate professional behavior that conforms to the standard codes of conduct of their respective disciplines. It is the job of all DOGC faculty members to evaluate students for clinical and/or professional competence during their entire course of study. DOGC faculty members are asked to evaluate each student in the following competency areas:

- Interpersonal and professional competence; examples of which include the following:
  - Demonstrates respectful peer and faculty interactions
  - Demonstrates respect for the ideas and integrity of others
  - Demonstrates maturity in interactions with others
  - Demonstrates ability to interact respectfully with people of diverse backgrounds
  - Demonstrates ability to react with appropriate empathy and sensitivity

*Sample behaviors that could result in referral to the committee are:*

- Student demonstrates an inability to control anger uses insulting or profane words
  - Uses intimidating tactics
  - Demonstrates inability to tolerate cultural or lifestyle differences
  - Demonstrates dishonest or unethical behavior
- Self-awareness, self-reflection, and self-evaluation; examples of which include the following:
    - Ability to formulate and express observations/impressions
    - Interpersonal interactions provide evidence that student understands how one's behavior affects relationships with others

*Sample behaviors that could result in referral to the committee are:*

- Student demonstrates a lack of awareness or inability to manage own limitations and responsibilities; for example, does not allow enough time to study, turns assignments in late with some regularity avoids responsibility for situations by blaming others

- Openness to process of supervision; examples of which include the following:
  - Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.
  - Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback

*Sample behaviors that could result in referral to the committee are:*

- Student demonstrates overt hostile reaction to supervision refuses or is unable to adjust behavior in response to clearly communicated feedback
- Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner; examples of which include the following:
  - Demonstrates ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness
  - Is able to acknowledge own role in creating problems such as, contributions to or exacerbation of a situation
  - Offers appropriate responses given a situation
  - Demonstrates ability to act constructively to prevent and resolve issues and openness to solutions proposed by others
  - Demonstrates tolerance for the shortcomings and mistakes of others

*Sample behaviors that could result in referral to the committee are:*

- Student consistently fails to give appropriate credit to others demonstrates pattern of overreaction to a small slight demonstrates inability or refusal to accept academic inquiry or disagreement or to work collaboratively in a professional or academic environment

#### **4. Referral Procedure**

Any member of the academic community who wishes to bring a student concern before the SPDC must submit a formal letter of referral addressed to the chair of the committee. The letter should include specific descriptions of academic insufficiencies and subsequent attempts at remediation by faculty, and/or descriptions of behaviors that raise concerns about clinical competence and/or professional conduct.

If a student serving an internship, practicum, or clinical placement is dismissed by the internship site or asked not to return, the student will typically be referred to the committee for an investigation of the circumstances by the clinical or internship training director or the program chair. The focus of the investigation will be to determine what happened at the site and whether any remediation may be needed, both with the site and with the student.

The committee will evaluate any written referral and respond in one of the following ways:

- Request additional information,
- Reject the referral
- Refer the student back to the student's advisor or faculty member with instructions,
- Refer the complaint to the student conduct committee or
- Accept the referral. Once a referral is accepted, a meeting date is determined and the student in question is notified in writing of the meeting date and the concerns brought before the committee. The committee may request additional information from any source available to it.

#### **5. Committee Procedures**

The following procedures govern the actions of the SPDC:



- The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the complaint.
- In advance of the hearing date, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance of the hearing.
- The student may submit written information relevant to the situation to the DOGC Chair within 48 hours prior to the hearing. All written documentation to be considered by the committee should be made available for review by the student in advance of the hearing.
- If a student does not to attend a duly noticed meeting, the SPDC may continue its action and render a decision.
- The student is permitted to have a support person for example, another student, faculty, staff member, friend or family present during the hearing. The support person must not act as an attorney or an advocate. Students are expected to speak on their own behalf.
- The student is not permitted to bring legal counsel to committee meetings.
- Verbatim transcription or electronic recording of the meeting is not normally permitted, and never without the consent of all parties in the room.
- The committee should assure itself that the student has had a fair opportunity to understand the charges against him or her and that the student has had an opportunity to respond.
- After the meeting the committee members shall render a decision on what course of action, if any, is required. The outcomes may include, but are not limited to the following:
  - No action required
  - Letter of concern for student file
  - Individual consultation with faculty member recommended by the committee
  - Tutorial assistance
  - Referral to advisor, Clinical Coordinator, or DOGC faculty member for remediation
  - Recommendation for referral to outside resources
  - Academic or behavioral remediation; note that any remediation should include specified desired outcomes and consequences and a process for monitoring
  - Structured monitoring of progress with specific and structured remediation actions required
  - Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements
  - Referral to the Dean's Council with recommendations for program dismissal
  - The committee should also consider whether any follow up action is required with an internship or practicum site (to the Clinical Coordinator) or with an instructor (to the DOGC Chair or Dean of Behavioral Sciences) or with another student (to the director of Student Services)
  - The committee shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within 30 business days of the date of the meeting.

In all cases, the faculty should describe the problems before it and the recommended solutions in specific detail.

**6. Requesting Additional Evaluation by Professionals**

When a student claims a disability, the SPDC should refer the student to the campus Disability Services Coordinator to determine if the student needs accommodations for committee proceedings. All students with or without a documented disability must perform to the standards of conduct and academic achievement required by Grace College. Accommodations are not retroactive and the failure to request accommodations does not forgive past difficulties. Referral for mandatory evaluation is the purview of the Dean's Council. The Dean's Council may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected). In such cases, the evaluation is to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the director of Student Services will contact the proper authorities.

**7. Appeal Process**

The student may appeal the decision of the committee according to the Student Right to Academic Appeal process in the [Academic Policy Manual](#). Any result of the SPDC proceedings will remain in place until the appeals committee designated by the campus president or the campus president renders a decision otherwise. Any designated appeals committee will be comprised of staff and faculty members not involved in making the initial remediation decision. The student must obey the terms of the decision pending the outcome of the appeal.

**8. Committee Membership**

The SPDC consists of at least three (3) voting members to be comprised of DOGC faculty. Where three voting members from a single department are not available, membership may be interdepartmental. A staff member may be added at the discretion of the Provost or campus president. In addition, a student appearing before the SPDC may request that another student from the program, selected by faculty, be added as a student representative of the program and as a fourth committee member. The committee will determine whether or not student members are voting members. Faculty members are selected by the DOGC Chair or Dean of the Behavioral Sciences. If requesting a student member, the student before the committee should also sign a form giving the school permission to share educational and other records with the student committee member. The student committee member should sign acknowledging that the student will not further disclose educational and other student records beyond any disclosures required by the student's committee duties or otherwise necessary to investigate issues before the committee.

In the event that a member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused and another will be recruited by the chair as a temporary replacement.

## **XI. Miscellaneous Policies**

### **A. Dissemination of Program Information**

Information is disseminated to students in DOGC programs via the Grace College email system. Active students enrolled in a DOGC program will be given a personalized Grace College email account. Students are responsible for checking their personal Grace College email account on a regular basis. It is not advised that students set up automatic email forwarding from their Grace College account to a personal email account, as certain emails may be blocked and/or identified as spam.

### **B. Endorsement Policy**

Students enrolled in, graduating from, or alumni of a DOGC program may request letters of recommendation from DOGC faculty related to employment and licensure. The DOGC faculty reserve the right to determine whether or not a letter of recommendation will be issued to a student. The DOGC faculty are under no obligation to endorse a student or write letters of recommendation.

### **C. Professional Organizations**

Students enrolled in DOGC program are encouraged to become members of professional counseling associations (including ACA, CAPS, AMHCA, and AACC) and attend their respective conferences. The DOGC faculty are committed to helping students maintain professional membership and develop their professional identity as mental health counselor. Students may contact their academic advisor for more information on professional association membership.

### **D. Licensure Waiver**

Graduating from a DOGC program does not guarantee state licensure as a Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), or equivalent. Students are responsible for understanding and ensuring they are meeting specific licensing laws, statues, and requirements in their state of residency. Students interested in becoming a Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), or equivalent, are strongly urged to verify the educational requirements of state licensing boards/agencies where licensure is desired.

**IMPORTANT: All DOGC students are required to sign the Acknowledgements & Waivers Form (APPENDIX A) at the initiation of their degree program.**

**XII. APPENDIX A: Acknowledgements & Waivers Form**

**ACKNOWLEDGEMENTS & WAIVERS FORM  
Department of Online Graduate Counseling**

The Grace College Catalog, Department of Online Graduate Counseling (DOGC) Catalog, Department of Online Education (DOE) Handbook, and DOGC Waivers are provided to inform students and applicants as to the policies and procedures of the institution, department, and program they are enrolled. These documents are subject to change at the University’s, Department’s, and/or Program’s discretion.

**DOGC Student Acknowledgements**

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

- I have a thorough understanding of the information contained in the sections of the Grace College Catalog relevant to my degree of enrollment as outlined in the DOGC Catalog.
- I have a thorough understanding of the information contained in the DOGC Catalog.
- I have a thorough understanding of the information contained in the DOE Handbook.

**DOGC Student Waivers**

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

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

***I am aware that I can discuss the information contained in the Catalogs, Handbooks, and Acknowledgements/Waivers directly with my academic advisor or the DOGC Chair. I agree to abide by all policies, procedures, and guidelines in the documents listed above. I understand that these documents may be modified from time to time as Institutional, Departmental, or Programmatic policies, procedures and guidelines are implemented or changed and that it is my responsibility to review these documents from time to time in order to remain current with its contents. I further understand that this Acknowledgment Form will be placed in my student file.***

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Faculty Advisor/Department Chair Date