



**DOANE**  
UNIVERSITY

# Master of Arts In Counseling

Student Handbook and Policy Manual

2024-2025

Updated July 20, 2024

## TABLE OF CONTENTS

Disclaimer.....	5
University Information.....	5
Mission Statement.....	5
Affirmative Action Policy.....	5
Program Information.....	5
MAC Mission Statement.....	5
MAC Program Learning Objectives.....	6
Philosophy of the Program.....	6
Practicum and Internship Training.....	7
Practicum.....	7
Internship.....	8
Progress Towards the Degree.....	8
Academic Levels: Classification of Students.....	8
Matriculation .....	8
Application and Admission to the Program.....	8
Orientation to the Program.....	9
Level 1 Requirements.....	9
Promotion into Level 2 .....	9
Level 2 Requirements.....	9
Promotion into Level 3 .....	9
Level 3 Requirements.....	10
Final Candidacy for Degree.....	10
Student Academic Evaluation.....	10
Professional Disposition Evaluation (PDE).....	10
Grading System.....	11
Grade Submission.....	11
Grade Review Procedure.....	11
Monitoring of Student Performance.....	12
Professional or Academic Probation and Dismissal.....	13
Student Counseling Promotion Portfolio.....	13
Student Screening Progress Review Committee.....	13
Program Evaluations.....	14
Course Evaluations.....	14
Key Performance Indicator (KPI).....	15
Program/University Operations.....	15
Continuous Registration.....	15
Student Requested Withdrawal from Courses.....	16
Attendance.....	16
Statute of Limitations.....	16
Graduation Policies.....	16
Transcript Request.....	17

Academic Planning and Registration.....	17
Academic Advisor.....	17
Personal Counseling.....	18
Transfer of Credit Policy.....	18
Incompletes.....	18
Withdrawal from a Course.....	19
CourseRepeats.....	19
Grades.....	19
Standards For Student Conduct.....	20
Academic Integrity.....	20
Allegations of Misconduct.....	25
Right of Appeal of Nonacademic Disciplinary Decisions.....	26
Grievance.....	27
GrievanceProcedures.....	28
Hearing.....	30
Decision of the Ad Hoc Grievance Committee.....	31
University Grievance Procedures.....	31
Access/Services for Students with Disabilities.....	31
Access to Educational Records; FERPA.....	31
Accuracy and Completeness of Records.....	32
Smoking Policy.....	33
Drug Policy.....	33
Anti-harassment Policy.....	33
Definition of semesters.....	35
Cost and FinancialRegulations.....	38
Costs.....	38
FinancialRegulations.....	38
Enrollment.....	38
Refunds.....	38
Credit Balance Refunds.....	38
Student Services.....	39
Library Facilities.....	39
Business Office.....	39
Student Accounts.....	39
Payment on Accounts.....	40
Student Identification Cards.....	40
Computer and Audio/Visual Equipment.....	40
Web Advisor.....	40
Class Syllabi.....	41
Technology Handbook.....	41
Information Technology Acceptable Use Policies.....	41
Financial Aid.....	42

Applying for Financial Aid.....42  
Student Rights and Responsibilities.....43  
Student Expression.....43  
Violence and Unacceptable Behavior Policy.....43  
MAC Faculty.....44  
Appendix A: Course Descriptions.....45

The Program Director and faculty of the Master of Arts in Counseling (MAC) program are committed to keeping students well informed of policies, procedures, expectations, and guidelines. The University Graduate Studies Catalog provides students with one part of the available information, and this Handbook is another integral part. The student should keep this handbook available, since it is the first source for seeking answers to questions regarding their career at Doane. In addition, students should thoroughly familiarize themselves with the *Clinical Training Handbook* prior to beginning practicum and internship training.

While the program endeavors to give students advance notice of procedures and academic requirements, from time to time it may be necessary to take immediate action to respond to changing circumstances. Accordingly, the Doane University administration reserves the right to make such additions, deletions, and alterations to the policies and procedures set forth in this handbook as well as those in other official program publications without prior notice or publication.

Academic Planning is a key to successfully arranging classes to meet personal as well as educational goals. Students should schedule a time to meet with their Academic Advisor to develop a plan of study for the upcoming year. Courses, days, and faculty are listed as planned at the time of publication. All course offerings are based on student interest and availability of faculty and space. Doane University Master of Arts in Counseling program reserves the right to change, add, or drop course offerings, at any time without advance notice.

## **University Information**

### **Mission Statement**

Doane University's mission is to create distinctive educational experiences, rooted in the liberal arts, to prepare our students for careers and lives grounded in inquiry, ethics, and a commitment to lead and serve in the global community.

### **Affirmative Action Policy**

Following the general policy of Doane, as well as the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Counseling Association (ACA), the Master of Arts in Counseling program does not discriminate on the basis of race, color, creed, age, gender, sexual orientation, national or ethnic origin, or disability status in the administration of its admission policies, scholarship and loan programs, or educational policies. Retaliation is prohibited against any faculty member, staff member, student, or applicant who files a complaint of discrimination against the program.

## **Program Information**

### **MAC Mission Statement**

The Master of Arts in Counseling program is committed to preparing students to be highly competent mental health counselors with the knowledge, skills, and competencies requisite for the effective and ethical practice of counseling. The course work and clinical experiences are designed to promote cultural awareness and the development of a professional identity as a mental health counselor.

## **MAC Program Learning Outcomes**

Upon completion of the program of study, students will demonstrate:

1. MAC graduates will have the knowledge and technical skills to serve a wide variety of populations and mental health issues, in both individual and group formats as professional counselors.
2. MAC graduates will adhere to the ACA Code of Ethics and be culturally-aware advocates for all clients and the counseling profession.
3. MAC graduates will have developed a professional identity as a Clinical Mental Health Counselor.
4. MAC graduates will demonstrate personal and professional dispositions such as cultural awareness, openness, self-awareness, and tolerance of ambiguity.
5. MAC graduates will be able to critically evaluate research related to the field of counseling and use data to inform clinical decisions, as well as program evaluation within counseling settings.

## **Philosophy of the Program**

The Doane University Master of Arts in Counseling (MAC) program is dedicated to academic excellence and committed to principles of effective and ethical counseling practice. The priority and primary emphasis of the MAC program is preparation of students for productive careers as professionals in clinical counseling settings. To this end, the program follows a competency-based, practitioner model. This model places primary emphasis on preparation of students for productive careers as professionals in a variety of counseling settings. Course work and supervised clinical experience provides the opportunity to learn and develop skills in serving the mental health, wellness, and career needs of a wide variety of individuals, families, and groups.

Students and faculty are expected to maintain membership and active participation in national, state, and local professional counseling organizations. Students are expected to join the American Counseling Association and must maintain liability insurance offered through the association.

Core Faculty are expected to maintain excellence in 1) teaching, including content expertise, course design skills, course delivery skills, course management, motivation and mentoring skills; 2) scholarship, including acquisition of new knowledge and integration and application of knowledge; and 3) service, both within the university and beyond.

## **Practicum and Internship Training**

### **Practicum**

Practicum is a supervised opportunity for students to gain experience as

counselors-in-training in a variety of settings with clients who exhibit a spectrum of mental health and wellness needs Doane counseling students vary widely in their previous clinical experience, as well as in their professional interests and career objectives. Recognizing these differences, the program seeks to develop a practicum experience for each student that not only complements the student's previous experience, but also addresses their particular clinical strengths and weaknesses.

Practicum placements are arranged through cooperative planning by the student, the training site, and the program. Students must have approval from the Clinical Placement Director prior to making any commitments to the site.

Students may, under some conditions, use their place of employment for a practicum. Students may not use a place of previous employment for a practicum, if their practicum site supervisor is an employee who had a working relationship with the student. The Clinical Placement Director makes all decisions regarding conflicts of interest.

The program requires a 150 clock hour practicum. Students may begin their initial practicum upon successful completion of all content coursework, promotion to Level 3, and approval of the Clinical Placement Director. Transfer of credit for practicum is never granted, nor is the practicum requirement ever waived.

Students must obtain a minimum of sixty (60) hours of direct mental health service contact with clients during one full semester of enrolled practicum for a minimum of 10 consecutive weeks and must have a minimum of one (1) hour per week of supervision throughout their practicum by an approved on-site supervisor. In addition, each student must meet in a supervisory course facilitated by a MAC faculty member for one and one half (1½) hours per week. A formal evaluation is made of the student's performance by the on-site supervisor. Faculty supervisors assess students' participation and ability to successfully conceptualize client cases using a developmental rubric. Students are expected to progress in their conceptualization skills from Practicum to Internship. Grades are assigned on a pass/fail basis.

### **Internship**

The program requires that all students complete an internship consisting of six hundred (600) clock hours following successful completion of their practicum training and attainment of Level 3 status. Students must obtain a minimum of 240 hours of direct contact service with clients during their internship which is completed over the span of two full consecutive semesters. Students must have one (1) hour per week of supervision throughout their internship by an approved on-site supervisor. In addition, students must meet in a clinical supervisory course facilitated by a MAC with a faculty member for one and one half (1½) hours per week. A formal evaluation is made of the student's performance by the on-site supervisor. Faculty supervisors assess students' participation and ability to successfully conceptualize client cases using a developmental rubric. Students are expected to progress in their conceptualization skills throughout the internship experience. Grades are assigned on a pass/fail basis.

Additional information available in the *Clinical Training Handbook*.

## **Progress Towards the Degree**

Performance as a professional counselor includes more than simply learning clinical skills. The counseling profession requires sound judgment, good interpersonal skills, and a strong professional identity. Academic excellence without personal and professional identity development is not adequate preparation for the counselor. It is important for students to conceptualize their education in the MAC Program as a synthesis of (A) academic work, (B) clinical work, and (C) personal & professional identity development.

### **Academic Levels: Classification of Students**

Rather than being considered a member of a specific cohort or year, each student in the program will proceed through three levels. In this way, students who are at approximately the same training point in the program are identified. The level system also provides an opportunity for the Student Screening and Progress Review Committee (SSPRC) to systematically review students in their training and evaluate their readiness to proceed to the next training experience. The Program Director confers level status in the following order:

## **MATRICULATION**

### **Application and Admission to the Program**

The MAC Admissions Committee reviews student progress and considers a recommendation for full admission to the program and Level 1 status upon matriculation. Matriculation is a carefully constructed mutual decision-making process between the program and the prospective student. During this process, prospective students must first complete an application packet consisting of: 1) an autobiographical statement describing life experiences that have helped shape the applicant personally; 2) an essay describing the applicant's future goals and expectations of the counseling program; 3) three letters of recommendation, and 4) an official transcript from each post-secondary institution attended; a 5) a resume; and 6) a background check. Once application packets are completed, the MAC Admissions Committee will review files and invite qualified applicants to complete the next step in the process.

The second step in the process occurs when each prospective student completes the Admission Interview. The Admissions Interview consists of a one-on-one interview with a faculty member, an on-campus writing exercise, and an assessment of openness to feedback through a counseling role-play and/or other group-based activities.

The purpose of the Admissions Interview is:

1. To provide the applicant with an expanded opportunity to discuss the emerging sense of "fit" between the prospective student's strengths and interests and the counseling program requirements.
2. To provide faculty with an opportunity to determine the student's commitment and personal fit for the counseling program.

The MAC Admissions Committee reviews each prospective student upon completion of the Admissions Interview. The Committee then offers Admission, Admission with requisites and remedial support, or denies Admission.



## **Orientation to the Program**

The next step in the matriculation process is for prospective students to attend a required New Student Group Orientation. This Student Orientation provides the students with an introduction to the experience of the program as a learning community. As a group, applicants are presented with program potentials and expectations and are assisted in projecting their own strengths and interests into the program and learning community. Additionally, students are provided with the MAC Student Handbook & Policy Manual, Graduate Catalog, Advisor Information, FERPA paperwork, and a Media Release Form.

## **LEVEL 1 Requirements**

Level 1 status is granted to all incoming degree-seeking students upon successful completion of all requisites for admission.

During Level 1, students are to complete a minimum of 25 credit hours in foundational program courses as recommended by their Academic Advisor and outlined in the student's Plan of Study. This includes continuous enrollment in COU 627 Professional Identity Development (PID) I for at least 1 credit hour.

## **Promotion into LEVEL 2**

Level 2 status is conferred by the Program Director upon the recommendation of the SSPRC. Students are eligible to promote into Level 2 upon successful meeting of the following criteria:

1. Satisfactory completion of 25 credit hours, including PID I.
2. Cumulative grade point average of 3.00 or higher.
3. Average Professional Disposition Evaluation scores of 3 or above.
4. Successful completion of all relevant sections of the student portfolio

## **LEVEL 2 Requirements**

During Level 2, students will enroll in their remaining content coursework consisting of an additional 25 credit hours of which includes 1 credit of COU 628 Professional Identity Development (PID) II .

## **Promotion into LEVEL 3**

Level 3 status is conferred by the Program Director upon the recommendation of the SSPRC. Students are eligible to promote into Level 3 upon successful meeting of the following criteria:

1. Satisfactory completion of fifty (50) credits of coursework.
2. Cumulative grade point average of 3.00 or higher.
3. All incompletes removed from academic transcript.
4. Average Professional Disposition Evaluation scores of 3 or above.
5. Successful completion of all Level 2 sections of student portfolio

## **LEVEL 3 Requirements**

During Level 3, students will enroll in COU 622 Practicum for one full semester, two consecutive semesters of COU 691 Internship, and engage in continuous enrollment in COU 629 PID III.

## **Final Candidacy for Degree**

Final candidacy for degree status is based upon the following:

1. Satisfactory completion of sixty (60) credit hours in all three program levels.
2. Satisfactory completion of practicum and internship requirements
3. Cumulative grade point average of 3.00 or higher.
4. Cumulative Professional Disposition Evaluation average of 3 or higher
5. Successful completion of all Level 3 sections of student portfolio
6. Successful completion of the program's comprehensive examination

Upon successful completion of all degree requirements, students will receive written notification from the Academic Advisor stating faculty recommendation for credentialing by the Licensure Unit of the state of Nebraska and support to move forward in their career with the provisional licensed mental health practice credential.

## **Student Academic Evaluation**

### **Professional Disposition Evaluation (PDE)**

The MAC program has identified seven key dispositions that students must demonstrate as developing professional counselors. These dispositions are a result of key literature from the counseling profession (Association of American Colleges and Universities, n.d.; Baldo, Softas-Nall, & Shaw, 1997; Spurgeon, Gibbons, & Cochran, 2012). Scores will be monitored annually by MAC faculty towards the end of the academic year using a developmental rubric. Students may request a copy of this rubric at any time by contacting the Academic Advisor or Program Director. Scores will be shared via email with students. Should the faculty identify area(s) of concern, a remedial support plan may be recommended by a faculty member, Program Director, and/or Remediation Committee.

These 7 Professional Dispositions include:

1. Openness
2. Integrity
3. Communication & Interpersonal Relationships
4. Cultural Awareness
5. Growth Mindset
6. Emotional Wellbeing
7. Professional Development Commitment

### **Professional Disposition Evaluation Criteria**

In awarding professional performance ratings, faculty will assess the following aspects of a student's performance using a scale of 0-4, whereas 0 indicates "Needs Improvement" and 4 indicates "Outstanding - At a Professional Level".

### **Grading System**

The University calculates cumulative grade point averages by assigning quality points to respective grades as follows:

<i>Grade</i>	<i>Quality Points Per Credit</i>	<i>Grade</i>	<i>Quality Points Per Credit</i>
A+	4.00	C+	2.30
A	4.00	C	2.00
A-	3.70	C-	1.70
B+	3.33	D+	1.30
B	3.00	D	1.00
B-	2.70	D-	0.70
		F	0.00

Grade point averages are computed by dividing the total quality points earned by the number of graded credits attempted. Grades of Withdraw (W), Pass (P), and Incomplete (I) are not included in the calculations.

### **Grade Submission**

All faculty members submit final grades to the Registrar's Office by the date designated each semester by the Doane University Registrar. Final grades will not be submitted before the fourth (4th) week of any semester.

### **Grade Review Procedure**

If a student has questions about the fairness or appropriateness of a grade they have received, they must first discuss the matter with their instructor(s). If the matter is not resolved during these discussions, the student may request that the Program Director review the matter. The Program Director will discuss the problem with the faculty member(s) and student and, subject to the limited criteria set forth in the grievance procedure outlined elsewhere in this handbook, may make appropriate recommendations. However, the faculty member(s) retains the final authority regarding course grades.

Should the student not agree with the recommendations of the Program Director then they may petition the Program Director. The Dean of the college will review all correspondence and materials. The Dean will then meet with the faculty member, Program Director, and student to discuss the matter. The Dean will then, in accordance with the limited grievance policy outlined elsewhere in this handbook, may make recommendations.

The following steps must be taken to appeal a grade:

1. Student must initiate the appeal process, within 10 days of award of the grade, with a written request to the course instructor(s) for a meeting to discuss their concern(s). A copy of the letter must be sent to the Program Director.
2. Course instructor(s) must meet with the student to attempt to resolve the appeal. If the complaint is not resolved during this meeting, the student may request a conference with the Program Director. The request must be in writing, and must state the grounds

upon which the student is basing the appeal.

3. The Program Director will request information on the appeal from both the student and instructor(s), and will meet with the student to discuss the appeal. On the basis of the information presented by both, and a meeting with the student, the Program Director will determine if more action is warranted.

## **Monitoring of Student Performance and Progress**

### **Student Screening and Progress Review Committee (SSPRC)**

The SSPRC meets once each semester to review students' progress and make recommendations for students submitting a request for promotion. Additionally, the committee will discuss other students that the faculty identifies as needing additional support. These students could include those who have failed a class, have received a two or below on any section of a DPE, have been reported to behave in an unprofessional or unethical manner, or other students deemed by the Program Director as needing to be reviewed based on extenuating circumstances.

The committee will review promotion materials submitted by students and discuss recommendations made based on these materials from the Program Director, PID instructor, and full-time faculty. A recommendation of granting promotion, remediation, probation, suspension, or dismissal for the program will be made for each student discussed by the committee.

### **Student Evaluation**

In order to promote an optimal educational experience, the following procedures are used to foster appropriate communication between the University, students, and advisers:

1. Every semester, the Registrar reviews the student's academic performance, and the student is notified if they have a grade below B or a GPA below 3.00.
2. Each semester a review of progress is held by the SSPRC for students eligible for level promotion. The SSPRC reviews students' requests for promotion and level-specific portfolio items to assess academic performance and/or clinical skills. The overall assessment of the SSPRC, along with any specific recommendations or requirements, are communicated to students in writing by their Academic Advisor.

Students may receive a letter granting them full admission to the program, promoting them from one level to another, acknowledging and commending strengths, or identifying deficiencies or issues to be addressed.

Disciplinary issues may be addressed through a remedial support plan when concerns are raised about a student's academic, professional, or personal performance. These include a student's demonstrated knowledge, technical and interpersonal skills, personal and professional attitudes, and professional demeanor. Reasons for a remedial support plan developed by the Remediation Committee include, but are not limited to:

1. Failing a course.

2. Receiving two grades of B- or lower.
3. Receiving a single Professional Performance Evaluation of 2 or 1.
4. Having a cumulative grade point average of less than 3.00.
5. Personal unsuitability for the counseling profession.
6. Failing a practicum.
7. Failing an internship.
8. Engaging in unethical behavior.
9. Unprofessional social media presence.
10. Unsuccessful demonstration of competency through portfolio development.

After an evaluation process, which may include reviewing records and relevant information, meeting with the student, and consulting with the student's PID instructor, the SSPRC may recommend intervention to the Remediation Committee. Possible interventions and sanctions include, but are not limited to, developing a plan for remedial work, placing a student on probation, requiring an additional practicum or internship, or dismissing a student. The student shall agree in writing to the plan developed by the Remediation Committee within 15 days after being notified of the Committee's decision, or file a written notice of appeal with the Program Director, or be subject to further action. If a student files a written notice of appeal with the Program Director, the appeal will be subject to the Grievance procedure described elsewhere in this Handbook.

### **Professional or Academic Probation and Dismissal**

A student may be placed on Professional or Academic Probation for two semesters or a time frame deemed appropriate by the Program Director and/or in conjunction with the SSPRC. The SSPRC and the Program Director will closely monitor a student's academic status while on probation. Failure to return to good standing after this period will result in immediate dismissal from the program.

A student is subject to immediate dismissal from the program for violation of professional ethics or of the Doane University academic integrity policy, or other reasons as noted above, or determined by the Program Director. A decision of the Program Director regarding discipline may not be negotiated. However, under the limited criteria set forth in the grievance procedures, a student may request a formal grievance hearing if the grievance meets the grievance criteria as listed in the section Grievance.

### **Student Counseling Promotion Portfolio**

Students will be required to keep and submit a portfolio to the SSPRC prior to each promotion. The purpose of the portfolio is to provide students with a place to gather artifacts and reflections on learning. This allows the counseling student to demonstrate mastery in the relevant domains of the counseling profession. The portfolio is a repository for artifacts and serves as an assessment tool to evaluate each student's progress at periodic benchmarks and provide feedback. Prior to promotion to the next-level students will demonstrate competency in each curriculum area assigned to that program level.

Student portfolios must be sent for review to all full-time faculty by the third week of the semester in which the student is eligible to be promoted. Portfolios are due no later than the Friday of the third week of the semester by 11:59pm. Portfolios submitted after the deadline will not be considered for review during that review period. Changes to the

portfolio will not be accepted or considered after the deadline.

Each student is assigned a full-time faculty member reviewer who will review student portfolios submitted in a timely manner. Any student receiving a 1 (beginner) or 2 (developing) in any area of the portfolio by a majority of full-time faculty will be denied promotion unless promoted by the SSPRC. Students who receive a 3 (proficient) or 4 (advanced) in all areas of the portfolio from full-time faculty will be evaluated by the SSPRC for discussion of promotion. Those students receiving mixed reviews in areas of their portfolio (e.g. not a majority of 3 or 4, nor a majority of 1 or 2) will be brought before the SSPRC for discussion for promotion.

Students may submit their portfolio for promotion when they are enrolled in the final course at their current program level. Students who are denied promotion will be placed on probationary status and will not be eligible to enroll in any new courses the following semester unless approved by the SSPRC. Students denied promotion will receive feedback on areas of the portfolio that have deficiencies or that need improvements. Students may then resubmit their request for promotion the following semester. Students who resubmit their portfolio for promotion a second time and again receive a majority of 1 (beginner) and 2 (developing) will be dismissed from the program.

## **Program Evaluation**

### **Course Evaluation**

During each semester, students are given the opportunity to complete anonymous evaluations of each course taken. The goal of course evaluations is to solicit honest feedback from students. Instructors need to know what they are doing well and how they can make the learning experience more powerful for students. Students receive a request via email to complete an evaluation of the courses in which they were enrolled, typically during the ninth week of the semester. This message includes a link to an online site dedicated to each individual course. The evaluations are completely anonymous.

The results will be compiled and the appropriate summary given to the instructor. Instructors only see the compiled summaries. All students are strongly encouraged to contribute to this process, since student input is considered extremely important to the program.

### **Key Performance Indicator (KPI)**

KPIs are used by the program to develop and maintain a high quality of instruction and curriculum. Courses the MAC program may identify KPIs in syllabi within a given course. The Program's CACREP Liaison will gather the results of the assessment of student learning from KPIs. This data will be disseminated to the Faculty during the Annual Faculty Workday.

This information will be discussed with the Faculty to guide program policy and curriculum development. Minutes from the Annual Faculty Workday will be reviewed the following year. Changes to program policy and curriculum will be evaluated by the SSPRC to determine positive or negative changes in student outcomes to shape further development of program policy and curriculum.

Additional responsibilities of the SSPRC beyond student progress review is to provide overall program evaluation. These responsibilities include:

1. Review program objectives and outcomes and discuss proposed program or course changes
2. Review academic or policy recommendations
3. Consider items the committee deems necessary to address, and/or to review issues recommended by the Program Director or administrators of the graduate program

## **Program/University Operations**

### **Continuous Registration**

Students must maintain continuous registration until completion of the degree. Students considering a leave from the program must first meet with their Academic Advisor to discuss the semester of leave, alterations to the Plan of Study, and a plan of return. Once the student has met with their advisor, the advisor will provide them with a Leave of Absence Request Form. The student must then send the completed Request Form to the Program Director for approval. The student will be notified of the decision in writing by the Program Director. Failure to do so prior to the semester start may result in disciplinary actions.

Students who have been on Leave of Absence for more than two semesters or students who have been suspended from the program can only reenter the program with the recommendation of the SSPRC and approval from the Program Director. Students seeking readmission to the program will provide a formal request to the SSPRC for readmission.

This request will include, at minimum:

1. Documentation of the reason for leave, withdrawal, or suspension from the program;
2. Description of relevant personal, professional, or life changes since leave, withdrawal, or suspension;
3. A comprehensive statement describing the current “fit” between the potential student’s assets and aspirations and the program resources and requirements.

The SSPRC will review this readmission request at their next regularly scheduled meeting. If the statement is unacceptable, the SSPRC will request, one time only, further explanation or the Committee will not recommend reinstatement of the program. If the statement of application for readmission is acceptable to the SSPRC they will schedule an interview with the prospective student and two SSPRC members and one senior intern appointed by the Program Director. The purpose of this interview is to once again discuss the sense of “fit” between the prospective student’s strengths and interests and the program’s resources and requirements. If there is a positive “fit” the SSPRC will provide the Program Director with a recommendation to readmit the prospective student.

Students should note that readmission to the program is not automatic and not to be taken for granted. It is a process that requires significant preplanning, thought, and time to accomplish.

### **Student-Requested Withdrawal from Courses**

Graduate students are expected to complete courses for which they have registered, unless unusual circumstances require withdrawal. Mere cessation of class attendance does not constitute withdrawal, either academically or with respect to tuition charges. Students who wish to withdraw from classes must contact their Academic Advisor to complete the withdrawal process.

### **Attendance**

Class attendance is required for all courses in the program. Generally, students who miss two (2) classes or more in a nine-week semester or four (4) or more in a seventeen-week semester will not receive a passing grade. Additionally, students will forfeit all tuition and fees associated with the class and must retake the course in its entirety.

### **Statute of Limitations**

Students must complete all requirements for the degree within seven (7) years of matriculation. Courses older than 7 years will not be eligible towards the degree.

### **Graduation Policies**

Upon successful completion of all candidacy requirements and upon the recommendation of the SSPRC and the Program Director, students are awarded the degree of Master of Arts in Counseling.

The diploma will not be issued until any outstanding financial obligations to the university are satisfied.

### **Transcript Requests**

The Registrar's Office issues official transcripts of a student's academic record only after the student has granted permission and paid a fee per transcript. Transcripts are not issued for students who have financial obligations to the university. Students who request transcripts should include their student ID number, program of enrollment, and signature with the written request. Generally, the transcripts will be issued within three days, except during periods at the beginning or following the end of a semester, when at least one week is needed for issuance.

Copies are not made of transcripts or records on file from other institutions. Any additional copies of those documents must be requested by the student directly from the original issuing institution.

Once a student graduates or discontinues attendance at Doane University, subsequent college credits from other schools do not become a part of the student's Doane University transcript.



**NOTE:** *Grades are not posted to the transcript until the entire semester is complete.*

Doane University partners with National Student Clearinghouse (NSC) for degree verification, enrollment verification, and electronic transcripts. Doane University submits enrollment information to NSC three times a semester. In turn, NSC reports secure electronic data with participating guaranty agencies, lenders and servicers for loan deferment. NSC also submits enrollment information to the National Student Loan Data System (NSLDS), the national database of information about loans and grants awarded to students under Title IV.

### **Academic Planning and Registration**

Each student will schedule a meeting with their assigned Academic Advisor prior to their first semester to develop an individual academic plan of study based on a 3- or 4-year trajectory. The plan will be accessible to the student through Web Advisor, (wa.doane.edu) in Student Planning. Once the schedule is released for the upcoming semester, the student will select the planned courses and specific section of the class and request Advisor approval. After the selected courses have been approved, the student will complete their registration by logging back into Registration in Student Planning, and clicking ‘*Register Now*’.

### **Academic Advisor**

The primary roles and responsibilities of the MAC Academic Advisor include, but are not limited to:

- Assist students to develop, maintain, and annually review the Plan of Study
- Advise students on class selections
- Meet with with students annually to address the PDE
- Inform students on eligibility for level promotion
- Process requests for dropping or withdrawing classes
- Support students in addressing personal concerns that affect academic and professional progress
- Refer students to outside sources of information/support when appropriate
- Process graduation audits and guide students through the steps for graduation

### **Personal Counseling**

Students may elect to enter counseling to explore and/or resolve personal issues while enrolled in the program. This is viewed as a positive practice and is at times recommended by the program. A list of providers will be available to all students and will be provided to those students who plan to seek outside personal counseling.

### **Transfer of Credit Policy**

The program accepts transfer credit for substantially equivalent graduate-level course work completed from other CACREP accredited counseling programs. Applications for transfer of credit are made to the Program Director. Application should be made during the first semester after matriculation into the MAC Program.

The program has the following limitations of credit transfer:

1. A maximum of twelve (12) credit hours may be transferred.
2. Transfer is granted only for courses in which the grade earned was a B- or above.
3. Credit is transferred in as "P" (Passed).
4. The credit must have been earned from a regionally accredited institution of higher learning.
5. The credit may be no older than seven years at the time of graduation from Doane.
6. Satisfactory performance on a competency evaluation may be required before granting transfer credit and is required for any course taken more than five years prior to admission.
7. If a student has completed a course at another institution that, in the judgment of the Program Director, is substantially equivalent to a required course in the program, a course substitution may be granted after approval by the instructor and demonstrated competence in the course content.
8. Transfer credit cannot be granted for practicum or internships.
9. Credit must be from a CACREP accredited counseling program.

### **Incompletes**

An Incomplete (I) grade may be given if a student is not able to complete the work by the last day of the course due to sickness or other extenuating circumstances that the student has discussed with the instructor. When awarding an incomplete, the instructor will assign an expiration date no later than the last day of the next semester. If the expiration date passes without a grade change from the instructor, the incomplete grade will automatically convert to an "F". This is a final grade and will not be changed, per the grade change policy.

In order to receive an incomplete (I), a student must have completed at least 75% of the coursework required for the course. For courses such as practicums or internships, which are intended to last longer than a single semester, instructors will submit a grade of "In Progress" (IP) at the end of the first semester. Master of Arts in Counseling students need to obtain a form from their Academic Advisor that will allow the faculty member and student to detail the coursework required to remove the incomplete.

### **Withdrawal From a Course**

Graduate students are expected to complete courses for which they have registered, unless unusual circumstances require withdrawal. Mere cessation of class attendance does not constitute withdrawal, either academically or with respect to tuition charges.

The grade of "W" (Withdrawal) indicates that a student was doing passing work and was permitted to withdraw from a course. Students desiring to withdraw from classes must submit the proper withdrawal form to the MAC Academic Advisor. Failure to follow this procedure results in a grade of "F" instead of a "W". In no case is withdrawal possible after the last class meeting of the semester.

Students in the Master of Arts in Counseling program can withdraw from a course through Census Day. A grade of W will appear on the transcript. To be considered for late drop/withdrawal from a course after Census Day, the student must provide additional

documentation (doctor's note, jury duty). The request will be forwarded to a committee for a decision.

A student may be administratively withdrawn from any course(s) by the College Dean or Program Director if it is determined that the student: 1) poses a significant danger or threat of physical harm to the person or property of others; 2) interferes with the rights of other members of the Doane University community; or 3) is unable to meet the institutional requirements for continued enrollment. Except in emergency situations or in the case of financial noncompliance, a student shall, upon request, be accorded a hearing by the appropriate committee prior to a final decision concerning their continued enrollment at Doane University.

See the Graduate Catalog for more information on University policy for *Medical/Compassionate Withdrawal*, *Crisis Withdrawal from Doane*, and *Military Transfer/Activation Policy*.

### **Course Repeats**

The following guidelines apply if a student receives a grade below B- in a course:

1. The course must be repeated in the next semester in which the course is offered.
2. If the course is repeated, the second grade is computed in the cumulative grade point average.
3. The original grade remains on the student's transcript, but is not included in the calculation of the grade point average.
4. A course may only be repeated once. Unsuccessful completion of a course after a second attempt will result in dismissal from the program.

### **Grades**

All grades are issued to students over the web via Web Advisor at [www.doane.edu/wa](http://www.doane.edu/wa). Grade point calculation information is in the Doane University Catalog.

### **Standards For Student Conduct**

The University requires that all students adhere to the ethical principles of the counseling profession (as set forth in the American Counseling Association Code of Ethics), and to the regulations of the Nebraska Department of Health, Bureau of Examining Boards, in accordance the Nebraska Mental Health Practice Certification Act; and to the laws of the State of Nebraska and the United States of America.

Nebraska statutes prohibit independent practice in mental health by non-licensed individuals. Regardless of previous credentials, participation in a counselor training program indicates that the student is committed to developing a professional identity as a mental health counselor and to developing professional skills within this framework. The development of this identity occurs throughout graduate-level training. It is appropriate for students, whatever their previous experience, to view themselves as counselors-in-training. Engagement in any relevant professional activities should be done in such a way that reflects and respects these commitments and maintains professional integrity.

In addition:

1. The program requires the highest standards of professional and personal conduct from all students.
2. The University requires each student to abide by the policies and procedures of the program and to comply with the program's standards as well as the University Code of Conduct.
3. A student may not establish or continue a therapeutic relationship with any faculty member while registered in her or his course.
4. Failure to comply with these standards of conduct will result in disciplinary action and may lead to dismissal from the program.

### **Academic Integrity**

The faculty expects students to pursue their work with academic integrity. All faculty members are encouraged to take positive, proactive measures to encourage academic integrity. Discovered instances of dishonesty in examinations and coursework will be dealt with as serious violations of policy. A formal complaint will be filed with the Director of the Master of Arts in Counseling program who will forward the complaint to the Academic Affairs Office.

Every instance of dishonesty must be reported to the chair of the Academic Integrity Committee. Copies of any documents of evidence must be provided to the Academic Affairs Office. A detailed statement of policies and procedures for academic integrity are distributed to all students and reprinted below.

#### **A. Academic Integrity Policy**

1. In order for the Doane University community to provide, clarify, and preserve an atmosphere in which individuals can strive for academic excellence, the following policy has been adopted to deter acts of academic dishonesty. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain success by dishonest means, is manifested in various ways.
2. "Issues and Perspectives on Academic Dishonesty" (Gehring, *et al*, 1986) suggest four categories of academic dishonesty: cheating, fabrication, facilitating academic dishonesty, and plagiarism. These categories have been adopted and appropriately modified for use at Doane. Provided with each category is the respective Gehring definition and a list of isolated, but not inclusive, examples of infractions. It must be noted that the essential, qualifying characteristic that must be implied with each is that the grading instructor must consider the alleged offense to be dishonest.

#### **B. Academic Dishonesty**

1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in any academic exercise" (Gehring, *et al.*, p. 6.)
  - a. Intentionally using an unauthorized source to complete an objective. This may include looking at another's paper during an exam, using unauthorized, prewritten responses and electronically-scored information such as crib notes and computer disks, and/or stolen test materials.
  - b. Submitting someone else's work as one's own research or data.
  - c. Allowing another to complete an exam in one's place.

- d. Submitting a project that has been or is currently being used to satisfy requirements from another course without the explicit permission of both instructors.
  - e. Improper collaboration on projects beyond that permitted by the instructor.
  - f. Sharing information between exams in multiple sections of a course.
2. Fabrication - "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise" (Gehring, *et al.*, p. 6).
- a. Supplying fabricated, "dry lab" data or altered data for an experiment or laboratory project.
  - b. Fabricating all or a portion of a bibliographic entry for a documented project.
3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty." (Gehring, *et al.*, p. 6) and/or coercing others to do the same.
- a. Allowing one's own work to be submitted as another's work for a course project.
  - b. Providing or offering unauthorized aid to another for a course objective.  
This would include allowing another to observe one's answers on an exam
  - c. Making threats or offers of compensation to others in order that those threatened or coerced will provide unauthorized aid for course projects.
  - d. Unauthorized acquisition or subsequent possession of stolen test materials.  
This would include acquiring, distributing, and/or possessing the stolen materials.
4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercises (either oral or written)" (Gehring, *et al.*, p. 6).
- a. Purchasing a paper from a commercial or private source, using a paper from an organization's files, copying sections or chapters from reference works, or borrowing or stealing another's paper and submitting it as one's own work.
  - b. Failing to indicate a direct quote from a reference source by using quotation marks and proper citation of the source.
  - c. Attempting to represent the work, words, and ideas of another (paraphrasing) as one's own without proper citation or documentation.
  - d. Failing to acknowledge information obtained in one's reading or research which is not common knowledge.

### C. Consequences for an Academic Integrity Violation

Possible consequences for an academic integrity violation include, but are not limited to:

- 1. Course-Level Consequences (*one or more to be specified by the faculty member of the course*):
  - a. warning on academic integrity and what constitutes a violation
  - b. requiring the student to redo the assignment or examination
  - c. lowering the student's grade for the assignment or examination
  - d. assigning a zero or failing grade for the assignment or examination
  - e. lowering the student's grade for the course

- f. assigning the student a failing grade for the course
- g. referral to academic support office for assistance with academic needs
- h. referral to Academic Integrity Subcommittee for additional review

2. University-Level Consequences (*to be specified by the Academic Integrity Committee or the Appeal Committee*):

- a. suspension from a program or the University
- b. dismissal from a program or the University

D. Academic Integrity Process

*STEP 1: Identification of Violation.*

The faculty member identifies an alleged academic integrity violation.

*STEP 2: Reporting a Violation.*

- A. The faculty member contacts the student in a timely manner regarding the alleged violation to request a discussion with the student (in person or via technology). For purposes of this process, the day when the faculty member contacts the student is considered Day One. The discussion between the student and faculty should take place within five (5) business days of the faculty member identifying an alleged violation.
- B. The student has two (2) business days to provide the faculty member with their own written summary detailing the incident, to provide any relevant documentation or evidence, and to describe any related circumstances. The student can submit this material using the following online form: <http://bit.ly/DU-integrity-student>. If the student chooses to not have a discussion with the faculty member and/or does not provide a written explanation, the faculty member should move forward with the process and note that the student did not participate.
- C. The faculty member has up to three (3) business days to render a decision:
  - **A violation did not occur.** The process ends and no details are recorded or submitted.
  - **A violation did occur.** The faculty member is encouraged to consult with their supervisor for the course (Program Director) to discuss the violation and proposed Course Level consequence(s). The faculty member must specify a consequence(s) and submit all relevant documentation and actions to the Registrar's Office using an online form: <http://bit.ly/DU-integrity>. As part of the submission form, a faculty member can indicate if the issue is egregious and should be forwarded to the Academic Integrity Subcommittee for additional review. The Registrar's office will forward a copy of the completed Academic Integrity submission to the respective Dean of the course.
- D. The faculty member has one (1) business day to notify the student of their decision and the Course Level consequence(s), if applicable.

### *STEP 3: Documentation*

- A. If the student disagrees with the faculty member's decision, within two (2) business days of being notified by the faculty member, the student must submit a disagreement letter to the Academic Integrity Subcommittee outlining their disagreement with the alleged violation and/or disagreement with the consequence(s). The student must provide the letter to the Registrar's office (registraroffice@doane.edu) and address it to the Academic Integrity Subcommittee. The disagreement letter must include discussion of any evidence or additional circumstances.
- B. The Registrar's Office will review the Academic Integrity Violation submission. If it is the first violation for a student and the faculty member did not recommend that it be forwarded to the Academic Integrity Subcommittee, the Registrar's Office will record the incident in the student's file.
- C. The Registrar will forward the incident to the faculty Academic Integrity Subcommittee if any of the following exists:
  - The student has a prior academic integrity violation.
  - The student submits a disagreement letter as to whether a violation occurred and/or disagrees with the consequence(s).
  - The faculty member recommends that the violation be forwarded to the Academic Integrity subcommittee.
- D. The Registrar's Office will notify the student either that the violation has been recorded in his or her academic file or that it will be reviewed by the Academic Integrity Subcommittee.

### *STEP 4: Academic Integrity Subcommittee Deliberation*

- A. The Academic Integrity Subcommittee will deliberate regarding academic integrity violation cases that have been submitted to the committee for a decision. The subcommittee should contain at least one faculty member from the College in which the course was taught. The Academic Integrity Subcommittee will perform due diligence in reviewing a violation. As part of the review, the committee will review all relevant documentation and may consult with relevant involved parties such as students, faculty, staff, or administrators for information, guidance, and/or clarification. The committee will determine
  - whether an academic integrity violation occurred and
  - what type of academic integrity violation occurred
- B. After determination of a violation, the Academic Integrity Subcommittee will make a determination to support the proposed Course Level consequence(s) or determine different Course Level consequence(s) to ensure consistency across the University and/or impose a University Level consequence(s) for the violation, taking into consideration the decision of the faculty member and the prior history of the student.
- C. The majority decision of the Academic Integrity Subcommittee will be shared with the Registrar's Office. Within two (2) business days, the Registrar's Office will communicate the decision to the student, the faculty member, and the respective

Dean of the course.

*STEP 5: Appeal Process*

- A. A student has the right to appeal the Academic Integrity Subcommittee decision. Within five (5) business days of being notified by the Registrar's Office of the Academic Integrity Subcommittee decision, a student can submit a written appeal to the respective Dean of the course that must address one or both of the following issues for appeal:
- new evidence that was not reviewed by the Academic Integrity Subcommittee and/or
  - any evidence that the review process was improper or unfair.
- B. An appeal letter that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The respective Dean of the course will make an initial assessment of a valid appeal after reviewing the incident file provided by the Registrar's Office and, if necessary, by communicating with relevant parties such as staff or administrators. For a valid appeal request, within ten (10) days the respective Dean of the course will schedule a meeting of an Appeal Committee consisting of:
- Chief Academic Officer (or designee), who will serve as chair;
  - Dean (or administrative designee) of each of the Colleges;
  - two full-time faculty members appointed by the Faculty Council who teach outside of the department of the student, have had minimal academic interaction with the student, and who have been at the Doane University at least one year; and
  - Registrar (or designee).

The Registrar and respective Dean of the course can be participants in the discussions but will be non-voting members in determining a course of action. All members or their designates must participate for deliberation and decision.

- C. The Appeal Committee will perform due diligence in reviewing an incident. As part of the due diligence, the Committee will review all relevant documentation and may consult with relevant involved parties such as students, faculty, Academic Integrity Subcommittee, staff, or administrators for information, guidance, and/or clarification. The Committee will review the prior decisions for consequence(s) by the faculty member and by the Academic Integrity Subcommittee, as well as review the history in the student's file.
- D. The Appeal Committee will make a determination to support the consequence(s) or determine different Course Level consequence(s) to ensure consistency across the University or impose a University Level consequence(s) for the violation.
- E. A majority decision by the Appeal Committee is final and ends the appeal process for an academic integrity violation.
- F. Within two (2) business days, the Registrar's office will communicate the majority decision of the Appeal Committee to the student, the faculty member, and the Academic Integrity Subcommittee.



*\*This policy is based on similar academic integrity policies developed by Nebraska Methodist College and University of Nebraska-Lincoln.*

### **Allegations of Misconduct**

Allegations of misconduct against a student must be made in writing. When a formal allegation is made, the Program Director will consider the allegation and decide whether the evidence is sufficient to warrant formal procedures. If there is sufficient evidence, the Program Director will notify the student who is the subject of the allegation within ten working days of the decision. Notice will include the specifics of the allegation and will be sent by either registered or certified mail.

The student will be presumed to be innocent of the allegation until such time as it is substantiated by admission, default, or formal hearing. The student will have the right to respond to the allegation. If the student wishes to respond, they must do so in writing within ten (10) working days after receipt of the letter from the Program Director. Failure or refusal to respond will be deemed as agreement with the factual matters contained in the allegation, and the Program Director will proceed as appropriate.

Upon receipt of the response, or upon expiration of the deadline for response, the Program Director may determine whether a hearing is warranted. If so, the Chief Academic Officer or designate and the student will be notified. The hearing will be held within two weeks of the Director's determination of need. Decisions about requests for postponement and the grounds upon which the decisions are made will become part of the formal record. The hearing will be conducted by a committee of three faculty members appointed by the Chief Academic Officer or designate. This committee will have the right and obligation to make a full and thorough investigation of the allegation(s).

If the student accused of misconduct has good cause to believe that a given member of the committee is unable to be impartial, they may request that the Chief Academic Officer or designate disqualify that member. Such disqualification will be granted only upon demonstration of good cause. The decision on this matter will become a formal part of the record. The disqualified member will be replaced by a faculty member appointed by the Chief Academic Officer or designate.

The chairperson of the committee will ordinarily ask the complainant to identify herself or himself to the respondent. Whenever possible, the identity of all parties to the complaint will be revealed. Refusal by a complainant to permit their identity to be made known to the respondent may serve as a basis for forfeiting the complaint process. The student against whom the allegation has been made will have the right to examine the evidence, to know the identity of the person(s), and to confront the accuser(s) and any other witness (if physically possible). All hearing committee deliberations will be confidential. If the committee concludes on the basis of the evidence that the allegation has been substantiated, the committee, with approval of the Director, will determine the penalty to be imposed, up to and including dismissal from the University. In case of disagreement between the recommendation of the committee and the Program Director, the decision of the Chief Academic Officer will be final.

The student will be notified in writing of the decision of the committee within two weeks of the hearing. The committee's formal hearing will be audio taped, with the cost born by the program. Except when directed otherwise by court order, the College will retain the tape in a safe and confidential place for a maximum period of one year.

### **Right of Appeal of Non-Academic Disciplinary Decisions**

The decision of the hearing committee may be appealed by the student involved. The appeals process is not an opportunity for the student to supersede the judgment of the hearing committee, but rather an opportunity for the student to have her or his case heard again on the basis of new evidence, evidence of deviation from established procedure, or new arguments which could not be provided at the time of the original hearing by the committee.

The student who wishes to appeal a decision of the hearing committee must make a written request for re-evaluation to the Chief Academic Officer or designate, within two weeks of being notified of the committee's decision.

This request must include:

1. A specific statement of the decision which the student wishes to appeal;
2. The action which the student wishes the committee to take in place of the action which was taken and which the student is appealing;
3. All data that the student wishes the committee to take into account in its re-evaluation, other than data already possessed by the committee, and;
4. A statement of the student's views as to how these new data justify the appeal.

In order to obtain a re-evaluation and/or hearing on an appeal, a student must furnish some data or basis of appeal, which was not available to the committee at the time of its original hearing. The Chief Academic Officer or designate will not accept requests for appeal when the basis is merely dissatisfaction on the part of the student with the decision of the hearing committee. If, in the opinion of the Chief Academic Officer or designate, the request for an appeal is clearly without merit or does not meet the requirements set forth above, she, or he may reject the appeal in writing. In this case, the decision of the hearing committee will stand as the final decision of the program.

If the basis for the rejection of the appeal is a student's failure to provide the required information or statements, the student will receive written notification of the deficiencies of the appeal. In such cases, the appeal may be resubmitted within a two-week period for consideration, provided the required information and statements have been supplied.

If, in the judgment of the Chief Academic Officer or designate, the appeal may have merit and is properly constituted, she or he will refer the appeal to an ad hoc committee. The committee shall consist of one student and two faculty members appointed by the Chief

Academic Officer or designate. The appellant will have the right to reject any member of the committee on the basis of prejudice and/or bias, subject to that rejection being approved as having merit.

The ad hoc Committee will review all data and statements provided by the student in the appeal as well as any other data considered necessary to render judgment, including data considered previously. In reaching a decision on the appeal, the ad hoc committee may elect to grant the action sought by the student in their appeals statement or take any other action based upon the data provided. The ad hoc committee may also decide to sustain the decision of the previous hearing committee. The decision of the appeals committee will be the final decision of the University in the case.

Should allegations be found to be without merit at any point in the process, the record of the proceedings will be expunged.

### **Grievance**

The program is committed to effective solution of student problems through an efficient, fair, and systematic procedure. This process is to be used when students feel that they have been adversely affected by decisions, differences, misunderstandings, or problems that have arisen with faculty, staff, administrators, or other students. No student will be penalized in any way for pursuing problems in good faith through this procedure. However, in initiating and pursuing a grievance, a student is obligated to proceed in candor and good faith at all times and may not initiate or pursue a grievance for abusive or obstructionist purposes. In addition, this policy in no way usurps administrative judgment, but instead serves to focus and facilitate the decision making process.

The purpose of the program's grievance procedure is to resolve student grievances in a manner that allows constructive relationships to be maintained throughout the program.

1. The procedure may be used whenever a student believes that they have been adversely affected by an action of another member of the program's community in one or more of the following ways:
  - a. Violation of a duly adopted University or MAC Program policy as described in the handbook or other publication,
  - b. Illegal discrimination under any federal, state, or local law,
  - c. Unethical conduct according to accepted professional standards.
2. In the absence of these conditions, this procedure may not be used to dispute the legitimate exercise of professional judgment by the University's faculty, administration or staff, including:
  - a. The *substance* of any adopted policy or procedure,
  - b. The *substance* which forms the basis of grades or student performance evaluation,
  - c. A decision regarding a student's academic status made by a designated administrative officer or by a college committee charged with reviewing grades or student performance evaluations,
  - d. A procedural or final decision regarding a previous grievance,
  - e. Any action taken more than one year prior to the grievance.
3. All grievance procedures and records are confidential in nature and will be treated accordingly. Since this procedure is an academic rather than a judicial process, the presence of legal counsel for any party of the grievance at any meeting or hearing is

prohibited.

The academic grievance process for an academic concern must be initiated no later than one (1) month from the occurrence of the concern. A student is encouraged to talk with their advisor, the Program Director, College Dean, or Campus Director to offer an assessment of the concern and to clarify the steps of the grievance process.

### **Grievance Procedures**

#### **Step 1: Informal Consultation:**

1. Any student with a program-related problem involving academic or administrative policy, procedure, decision, or conduct should make an attempt in good faith to resolve the problem through discussions with the person(s) most directly involved. The grieving student may choose to enlist the assistance of another member of the faculty to help mediate the problem.
2. A student may be requested to put their concern and request in writing. Within five (5) working days from the time the student raises the concern, the involved individual will evaluate the concern, render a decision or response, and notify the student. As part of their evaluation, the involved individual may schedule a follow-up conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance.
3. If the problem is still not resolved to the satisfaction of the student after discussion at informal levels, the student may proceed with Step 2.

#### **Step 2: Inquiry Ruling:**

Within five (5) working days of the student being notified by the involved individual of his/her decision or response, the student writes a notification letter specifying the following:

- a statement of facts as the student perceives them, citing specific instances where, in the student's opinion, policies and procedures were violated or were unfairly applied;
- a summary of the outcome from STEP 1;
- the remedy sought by the student; and
- the best method to communicate with the student (phone, e-mail, etc.).

The student is encouraged to seek guidance from an Appeal Advisor in regards to their concern and development of this letter. The Office of Academic Affairs can provide the name of an Appeal Advisor.

The student provides their notification letter to the supervisor of the involved individual (e.g., an issue regarding a faculty member would go to the respective department chair, program director, or dean). The Appeal Advisor or the Office of Academic Affairs can offer clarification on the appropriate supervisor. Within ten (10) working days from receipt of the letter, the supervisor will evaluate the concern, render a decision or response, and notify the student. As part of his/her evaluation, the supervisor may schedule a conversation with the student and may consult University faculty, staff, or administrators

for clarification and/or guidance. If the supervisor does not act on or resolve the concern to the reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 3 of the grievance process.

Step 3:

The student provides their notification letter to the appropriate Dean. A student can contact an Appeal Advisor or the Office of Academic Affairs for clarification on the appropriate Dean for the issue. If the Dean was the supervisor in STEP 2, the student can initiate STEP 4. Within ten (10) working days of receipt of the letter, the Dean will evaluate the concern, render a decision or response, and notify the student. As part of his/her evaluation, the Dean may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the Academic Dean does not act on or resolve the concern to reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 4 of the grievance process.

Step 4:

The student can submit a written appeal to the Office of Academic Affairs. In the appeal, the student provides their prior notification letter and also addresses one or both of the following issues for appeal:

- new evidence that was not reviewed in prior steps and/or
- any evidence that the review process was improper or unfair.

An appeal that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The Provost will make an initial assessment of an appeal after reviewing the incident file and, if necessary, by communicating with relevant parties such as staff or administrators. For a valid appeal request, the Office of Academic Affairs will convene an Appeal Committee consisting of

- Chief Academic Officer (or designee), will serve as Chair,
- Dean (or administrative designee) of each of the colleges, and
- two full-time faculty members appointed by the Faculty Council who teach outside of the department of the student, have had minimal academic interaction with the student, and who have been at the Doane University at least one year.

The Dean from STEP 3 can participate in the discussions but will be a non-voting member in determining a course of action. As part of the evaluation, the committee may schedule a conversation with the student and may consult other University faculty, staff, or administrators for guidance and/or clarification. A majority decision by the ad-hoc committee is final and ends the appeal process for an academic grievance. Once a decision is rendered, the student will be notified.

## **Hearing**

In making an investigation, the ad hoc committee will have the right to call any witnesses

and to require the introduction of any relevant data or information. The ad hoc committee will be the final judge of what testimony or data is relevant. All deliberations of the ad hoc committee will be confidential.

The student will be notified in writing of the decision of the committee within two weeks of the hearing. The ad hoc committee's formal hearing will be audio taped with the cost borne by the program.

Except when directed otherwise by court order, the college will retain the tapes in a safe and confidential place for a maximum period of one year.

### **Decision of the Ad Hoc Grievance Committee**

The decision of the ad hoc grievance committee will be the final decision of the University regarding the grievance. Upon reaching a decision, the committee will communicate its findings to the Program Director, who shall then implement any recommended actions.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provides that "no otherwise qualified disabled individual in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs are accessible to the disabled, but it does not require that every building or part of a building on campus is accessible. Some of the architectural barriers on campus cannot be removed in the immediate future. Thus, it will be necessary to reschedule classes to accessible buildings or take other steps to open some of our programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the university environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact any of the following offices before arriving on campus classes so their needs can be anticipated, reviewed and accommodated: Academic Support Center, Enrollment Team, or Academic Advising.

### **Access to University Records/FERPA**

The Family Educational Rights and Privacy Acts of 1974 (commonly referred to as "FERPA" or the "Buckley Amendment") is designed to protect the confidentiality of students' educational records and to give students access to their records to assure accuracy. FERPA outlines four rights with respect to students' Education Records. They

are as follows:

1. **Access to Education Records:** Students have the right to inspect and review their Education Records within 45 days of the day the University receives a written request for access, any time after their matriculation.
2. **Request for Amendment of Education Records:** Students have the right to request amendment of Education Records if they believe the records are inaccurate, misleading, or in violation of their privacy rights.
3. **Disclosure of Education Records:** This right protects confidentiality of student records and requires the student's signature to release academic records, such as transcripts. Some exceptions exist such as school officials who've been determined to have a legitimate educational interest, or information determined to be directory information. Examples of directory information include: name, addresses, email, telephone numbers, major and/or minor fields of study, degree sought, expected date of completion of degree requirements and graduation, degrees conferred, awards and honors (e.g. Dean's list), full or part time enrollment status, dates of attendance, or photograph.
4. **Compliance:** Students have the right to submit complaints concerning the University's compliance with the requirement of FERPA to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-5920, or to the email address: [ferpa@ed.gov](mailto:ferpa@ed.gov).

For more information on FERPA, or to view the entire FERPA policy, please visit the Registrar's web page or office.

### **Accuracy and Completeness of Records**

Briefly, the safeguards for the accuracy and completeness of student educational records are:

1. Students have the right to review and inspect their educational records upon written request to the Registrar or the Program Director's office (except letters of reference when the student has waived their right to review the letter).
2. Students have the right to request that their record be changed if they believe that it is inaccurate, misleading, or violates their right of privacy or other rights. Students should first inform and discuss this problem with the Program Director. If the Registrar determines that the record is incorrect because of obvious error, and that it is a simple matter to correct it to the satisfaction of the student, then she or he may make the change.
3. If the Registrar cannot change the record to the student's satisfaction, the student has the right to a hearing to present evidence that the record is inaccurate, misleading, or that it violates the right to privacy or other rights.
4. A mutually acceptable individual shall be appointed by the CAO or her/his designate for the purposes of such a hearing. At the hearing, the student making the request will be allowed a full and fair opportunity to present evidence and testimony to support her or his belief that the challenged material in the educational record is inaccurate, misleading, or in violation of the privacy or other rights of the student. The program and University reserves the right to challenge evidence and cross-examine witnesses, and it will allow the student making the request to challenge evidence it presents and cross-examine witnesses it calls into hearing. A written decision and summary of the evidence from the hearing will be

made by the appointed individual. This information will then be presented, along with recommendations, to the VPAA or his/her designate, who will notify the student in writing.

5. If the Hearing Officer's decision is to leave the educational record unchanged, the student shall be notified. The notice to the student will include:
  - a. The decision not to change the record;
  - b. A summary of the evidence presented at the hearing and a written statement of the reasons for the decision;
  - c. Advice to the student that a written statement giving reasons for disagreement with the Hearing Officer's decision and the basis for the student's belief that the record is incorrect may be placed in the educational record.
  - d. After the hearing, the College will maintain the student's statement as part of the educational record as long as it maintains the questioned part of the record. If and when the questioned part of the record is disclosed, the explanatory statement will also be disclosed.

### **Smoking Policy**

The university prohibits smoking inside the classrooms or in the building. In compliance with the Drug Free Schools and Communities Act of 1986, Doane University explicitly prohibits unlawful possession, use, or distribution of illicit drugs and/or alcohol by students or employees on the premises or as part of any of its activities. Beverage alcohol may only be used in conjunction with specifically authorized functions by those of legal drinking age. There are applicable legal sanctions in Nebraska for unlawful possession or distribution of illicit drugs and alcohol.

### **Drug Policy**

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in the workplace is prohibited. Students who violate this prohibition will be subject to immediate corrective action.

Depending on the nature and circumstances of the violation, corrective action may include immediate discharge, disciplinary suspension, mandatory treatment and rehabilitation, some combination of the above, or other action deemed appropriate to the circumstances. Other policies relating to corrective discipline or substance abuse may provide guidance in determining an appropriate response but shall not limit the university's authority to implement any corrective action deemed appropriate.

This policy shall apply to all students and compliance shall be a condition of enrollment.

### **Anti-Harassment Policy**

A fundamental policy of the university is that employees and students at the university should be able to work and study at the university in an environment free of discrimination and any form of harassment based on race, color, religion, age, sex, pregnancy, national origin, handicap, or marital status. To further this fundamental policy, the university prohibits the harassment of any student and the prohibition extends to harassment based on race, color, religion, age, sex, pregnancy, national origin, handicap, or marital status. Harassment is counterproductive to the university's goals and will not be



tolerated. Such behavior is unacceptable because it is a form of unprofessional behavior threatening to the academic freedom and personal integrity of others. Failure to follow this policy will result in disciplinary action up to and including suspension.

The type of harassment that is prohibited may take many forms and includes, without limitation, verbal harassment (derogatory comments and/or slurs), physical harassment (assault or physical interference), visual harassment (posters, cartoons, drawings), use of the Internet or email to harass or embarrass, and innuendo or false rumors. Further, harassment includes conduct that has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment. Harassment is prohibited both during normal work or school hours and outside the normal school hours if such harassment is determined by the university to affect the normal student/faculty/staff relationships.

Harassment can take a number of forms, but of particular concern is sexual harassment, which is a violation of state and federal law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct, or visual forms of harassment of a sexual nature.

Harassment includes, but is not limited to, the following forms:

- Unwelcome or unwanted advances, including sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact.
- Unwelcome requests or demands for favors, including sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of favor, including a sexual favor, whether or not it is accompanied by an implied or stated promise of preferential treatment or negative consequences concerning academic or employment status.
- Verbal abuse or kidding that is oriented toward a prohibited form of harassment, including that which is sex-oriented and considered unwelcome. This includes offensive comments which harass an individual based upon his or her sex, race, age, national origin, disability, or marital status; telling "dirty jokes" that are inappropriate and considered offensive; or any tasteless, sexually oriented comments, innuendoes, or actions that offend.
- Creating an academic environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts, or attentions, whether sexually oriented or otherwise related to a prohibited form of harassment.

The University's concern is to provide a working and academic environment that is comfortable, conducive to the academic enterprise, and free from this type of behavior. This policy is written to be sure that everyone understands our intent to provide an academic and working environment free of harassment.

Obviously, the university cannot prevent violations of this policy unless such behavior is observed or the university is told of the violations. Any complaints will be kept confidential, and any person can be assured that he/she will not suffer negative consequences as a result of bringing his/her concerns to the university's attention. Failure

of any person involved in the investigation of a harassment complaint to keep the complaint confidential shall be a separate violation of this policy. A separate violation shall also occur if any retaliatory action is taken against or directed at any person who has made a harassment complaint. Violations will result in disciplinary action. The university reserves the right to provide information regarding any harassment complaint or retaliatory conduct to the necessary legal authorities if the university, in its sole discretion, believes illegal conduct has occurred.

Consensual amorous relationships between faculty and students are also considered unethical under this policy because of the inherently asymmetrical nature of the relationship between student and faculty. Due to the possibility of abuse of power, or the appearance of such abuse, faculty are warned that any romantic involvement with a student makes them liable to formal disciplinary action if a complaint is initiated by the student.

Faculty may not participate in activities or decisions that may reward or penalize a student with whom the faculty member has or has had a consensual amorous relationship. Any person may file a complaint for a violation of this rule.

## **Procedures Regarding Complaints of Harassment**

### ***Definition of semesters***

*Complainant* means a person who alleges harassment.

*Respondent* means a person against whom harassment is alleged.

An individual who feels he/she has been the object of harassment should so advise the Dean OR has the option of reporting harassment to an Advisor. The complainant has the option to specify that the administrator receiving the complaint selects a neutral party as investigator.

### ***The following procedures will be adhered to:***

- The person bringing the complaint will suffer no retaliation.
- Complainants charging harassment must file a formal written complaint within
- thirty (30) calendar days of the alleged act of sexual harassment to the appropriate personnel specified above.
- Investigation of the complaint will be conducted promptly and will be completed within thirty (30) days of the filing of the complaint.
- The identity of all parties involved and all material gathered will be treated as confidential information.
- If any other faculty or administrator is contacted by a complainant, such faculty or administrator shall advise the complainant to notify the appointed investigator. The contacted faculty or administrator shall take no action with regard to this matter.

## **Informal Investigation Procedures**

*After the formal written complaint has been received, the investigator will:*

1. Meet with the complainant to determine the nature and extent of the alleged incident.  
A record of information furnished by the complainant shall be made.
2. Meet with the person accused of harassment and inform him/her that a complaint of harassment has been made against them. A record of information furnished by the

- person accused of harassment shall be made.
3. Meet with witnesses, if any, and record the information gathered.
  4. Determine if the educational or work situation of the complainant is threatened and, if so, take appropriate corrective measures.
  5. Conclude the informal investigation in a period not to exceed thirty (30) days, with one of the following findings:
    - a. Resolve the matter to the satisfaction of both the complainant and person accused of harassment, including appropriate disciplinary action if deemed necessary. The goal of all preliminary discussions is mediation, conciliation, and correction.
    - b. Find that the parties are unable to resolve the matter informally, in which case the investigator shall decide whether the complaint should be pursued through the formal procedure process or be dealt with by appropriate administrative action.
  6. Both the complainant and respondent may appeal the informal resolution decision of the investigator through the formal procedure process.
  7. If no formal procedure or appeal procedure takes place, all records of the informal procedure shall be kept in a confidential file in the office of the central administration.

## **Formal Procedure/Appeal Procedure**

### ***Hearing Panel Formation***

If the investigator finds that the complaint should be adjudicated through a formal procedure because informal resolution was impossible or if either the complainant or respondent appeals the investigator's informal resolution, such complaining or appealing party shall file a complaint or appeal with the President. In this event, the following procedures will apply

- A formal hearing panel shall be convened of the various constituencies of the university (faculty, administrative staff, support staff, and students) to include an appropriate combination of faculty, staff, and/or students.
  
- The CAO shall chair the hearing and select the panel, conferring with appropriate deans/vice presidents/directors.

The Hearing Panel may consist of:

- a. a combination of two/three faculty members to represent the faculty,
- b. two/three administrative staff to represent the administrative staff,
- c. two/three support staff employees to represent the support staff, and
- d. two/three student leaders to represent the student body.

Both the complainant and the respondent may challenge the participation of any member of the formal hearing panel. If a challenge is granted by the Chair, substitutes will be selected by the chair as long as the composition includes equal membership of each group represented in the case.

The purpose of the hearing will be to hear the evidence that had been presented and uphold or recommend a change in the disposition of the complaint. New evidence may be introduced at this time. The complainant and respondent will both be present for the hearing.

### ***Hearing Panel Procedures***

The Hearing Panel shall observe the following guidelines:

- An opening statement by the chair regarding the nature of the case, the identification of the parties involved, and the nature of the allegations.
- Sequence of presentation of evidence:
  1. Complainant presents evidence.
  2. Respondent presents evidence.
  3. Complainant presents rebuttal evidence.
  4. Respondent presents rebuttal evidence.
  5. The investigating administrator presents additional evidence that was accumulated during the initial investigation of the incident.
- Closing statements

### ***Hearing Panel Decision***

The Hearing Panel shall determine, by majority vote, if a violation of the Harassment Policy occurred and the appropriateness of the disciplinary action. The chairperson of the Hearing Committee shall forward the Committee's written recommendation to the complainant and the respondent.

### ***Final Appeal***

Because of the nature of harassment and because it affects everyone connected with the university, the formal/appeal procedures are designed specifically for cases involving harassment. Both complainant and respondent may appeal the decision of the Formal Procedure/Appeal Procedure Hearing Panel to the university President. The President's decision is final.

### ***Confidentiality***

All communications from the time the complaint is filed will be confidential. All of the members of the hearing panel are required to refrain from discussing the contents of the case with anyone. The confidentiality of the proceedings is of the utmost importance to all of the parties involved.

Information about harassment cases will not be released publicly, unless it is deemed necessary and approved by the President to prevent alarm among university employees and students and external publics (i.e., prospective students and parents). If information about a case is released, the names of all parties involved will remain confidential.

### ***Withdraw of the Complaint***

The complainant may withdraw his or her complaint at any time during the procedures. If the complaint is withdrawn prior to final resolution, all records of the investigation and proceedings will be kept in a confidential file in the office of the appropriate administrators and there will be no notation of the incident on either party's educational or employment records

## **Costs and Financial Regulations**

### **Costs**

Please see the current Graduate Studies Catalog for current tuition and fees.

## **Financial Regulations**

All accounts must be paid in full before the beginning of classes. In addition to cash and check payments, Doane accepts VISA, MasterCard, and Discover as settlement of accounts. Deferred payment plans are not available for graduate-level courses. Students are not eligible to attend classes until the Registrar and the Business Office have approved registration. Registration may be refused to any student whose previous semester account is not current. No refund of charges will be made to students suspended or dismissed from the University. Registration will be canceled for students who are delinquent in their payments. No transcripts will be issued to students who have an outstanding balance or who have failed to pay off any indebtedness to Doane University.

## **Enrollment**

Students are expected to enroll in courses for each semester during the “Formal Registration” dates for that semester as posted on the Doane University calendar.

## **Refunds**

If a student withdraws from Doane prior to the official start of a semester, all tuition and fees associated with the course are refunded. After the semester begins, students who withdraw are refunded a portion of tuition and fees for all courses in which the student is enrolled on or after census day. (Census day is listed on the College calendar as the last day of registration.) The amount of refund and the manner in which it is calculated depends on the student’s status at Doane. Registration constitutes a financial contractual agreement between Doane University and the enrollee. For specific details regarding refunds see the current Doane University Graduate Studies Catalog or contact the business office.

## **Credit Balance Refunds**

Federal loans are forwarded by electronic fund transfer (EFT) and applied on students’ accounts after the first scheduled class meeting. Credit balances may be requested from the Business Office at any time after the second class meeting. Refund checks will be issued about one week after the request.

## **Student Services**

### **Library Facilities**

The proliferation of knowledge in today's world makes the acquisition of self-education skills as important as the teaching of existing knowledge. Students are responsible for developing competence in the use of the library, a liberal art that contributes to individuals’ continuing education throughout life.

Lincoln campus students may access the Perkins Library on the Lincoln campus or from home with a Doane Username and password. The collection at Perkins Library consists of more than 300,000 volumes, including approximately 500 subscriptions for journals, magazines, and newspapers. (Students, who do not have a username and password, should contact the Technology Department on the Lincoln Campus to obtain one.) The information found in these databases may be in the form of citations, abstracts or full-text journal articles, reports and/or conference proceedings.

Doane University is a depository for both Nebraska and United States Government documents, sources that provide a wealth of information on a variety of subjects. An extensive interlibrary loan system makes it possible for Doane's library to obtain materials from other libraries. Through computer network connections Perkins Library has access to the collections of libraries not only in the state of Nebraska, but throughout the United States. A consortium of 10 libraries provides a catalog of more than one million items and the online card catalog can be used to review the holdings of these other libraries. For more information on Perkins Library hours, and how to obtain a library card please go to the Doane web site at [www.doane.edu](http://www.doane.edu), then click on the Library link.

Many Doane Lincoln students will find it more convenient to use Love Library on the University of Nebraska Lincoln campus. Students may present their Doane University ID card to obtain use of the facilities. The University of Nebraska – Lincoln library system, includes approximately two million volumes and over 20,000 active periodicals and serials. The largest library within the university system holds approximately 1,200,000 volumes. Doane students on the Lincoln Campus use an on campus computer lab to access on-line services for literature reviews.

Students who have matriculated into the program will have access to the Internet, through the computer laboratory, for assistance in literature searches.

### **Business Office**

Student accounts are maintained by the business office on the Crete Campus. Located on the lower level of the Padour Walker Administration Building, the Business Office serves as the center of the university's business and accounting functions.

### **Student Accounts**

Questions regarding the billing process or payments on students' accounts should be directed to student accounts payable personnel in the business office – (800) 333-6263.

### **Payments on Account**

Payments on accounts may be mailed to the business office:

Doane University  
Business Office – Student Accounts  
1014 Boswell Ave  
Crete, Nebraska 68333-2430

### **Student Identification Cards**

Student Identification ID cards are given to new students during their first semester. If an ID needs to be replaced, there is a \$10 charge.

### **Computers and Audio/Visual Equipment**

Technological resources on the Lincoln campus are managed by the Technology Specialist. Doane has a large number of TVs, DVD players, and overhead projectors located in classrooms. If students need this equipment for presentations, **it is their responsibility to locate the equipment they need and move it to their classroom.** Both

PC and Macintosh computers are available for student use at any time class is not in session in the labs.

### **Web Advisor**

WebAdvisor is an on-line feature that is available to students and can be found at [www.doane.edu/wa](http://www.doane.edu/wa). To access Web Advisor, students will need an ID (user name) and password. Students ID (user name) is their preferred name or first name, dot, last name. EXAMPLE: elvis.presley. Passwords are set to capital letter 'D', lowercase 'c', followed by students' birth date in six digits (MMDDYY). EXAMPLE:

Dc010835 would be Elvis' password because he was born January 8, 1935. Students can change their passwords by going online to [www.doane.edu/password](http://www.doane.edu/password) and following the on-screen instructions carefully. If students have problems accessing WebAdvisor, they may call 466-4774, and ask for the technology specialist.

To access Web Advisor:

1. Go to: [www.doane.edu/wa](http://www.doane.edu/wa)
2. Choose "log in" in the upper right corner
3. Enter Doane username and password
4. Click on "Current Students"
5. Proceed with accessing the desired information

*Using Web Advisor students may access the following on-line services:*

1. Look up the current/upcoming class schedule. Schedules are posted on Web Advisor on schedule release dates listed on the school calendar.
2. Look up grades. Grades will be posted after each semester on the date listed on the school calendar.
3. Check grade point average (GPA).
4. Print unofficial transcripts that show completed classes. Print current class schedules.
5. Run evaluations to see what classes students still need to complete.
6. Check the status of financial aid.
7. Accept/decline financial aid
8. Check your Doane email account. This account is how the MAC program will communicate with you about upcoming events within the program. It is your responsibility to check it regularly.

### **Class Syllabi**

Syllabi for classes offered during any given semester are typically available on-line by the release of the schedule for that semester. Students are encouraged to print the syllabus for their class and bring it with them to the first class meeting. Syllabi are available via [doane.edu/wa](http://doane.edu/wa).

### **Technology Handbook**

Doane Lincoln has a full-time technology professional available to support students' use of technology during their college experience. The technology Service Center can be reached by emailing: [help@doane.edu](mailto:help@doane.edu) or calling 402-826-8411.

### **Information Technology Acceptable Use Policies**

The use of information technology and resources is restricted to academic, educational,

research, and/or administrative purposes. These resources may not be used for commercial, personal, political, or business income purposes unless specifically authorized for such use.

Any use of information technology or resources must not violate any U.S. or state laws or any software license and/or purchase agreements. Users of "outside" facilities such as libraries, Internet, or other electronic communication facilities must also comply with the acceptable practices and restrictions established by those facilities.

Individuals may not use institutional resources without proper authorization from the assigned user (custodian) of the resource. Individuals may not use another user's computer account or user-ID or change another user's password without prior permission from the custodian of the resource. Sharing computer accounts and/or access to resources assigned to users is strongly discouraged.

Users of information technology are responsible for their use of computer hardware, software, accounts, user-IDs, and passwords. Users are responsible for all resources assigned to them even if another person was using them. Information resources should only be used for their intended purpose; e.g., a class account must only be used to support the course for which it was created.

Users must not access, copy, view, or change private files without authorization. Users may not change, create, or delete public files or directories without proper authorization. Users do not have the right to create or receive unauthorized copies of software. Users must not attempt to modify software, data, or systems in any unauthorized manner.

Information technology and resources must not be used to make unauthorized entry into other communications, computational, or informational devices or resources. Accessing restricted databases requires prior authorization.

Users must not misuse or abuse any information resources. Information technology and resources must not be used to disrupt or interfere with other users, services, or equipment. This includes, but is not limited to, threatening or harassing others, propagation of viruses or worms, posting or mailing obscene materials, distribution of unsolicited advertising, and random mailing of messages.

No equipment, supplies, software, or manuals may be removed from computing sites without proper authorization.

Violations of Doane's acceptable use policy are subject to action by the university and may be referred to the appropriate authorities. Violators may be billed for unethical or illegal use of information technology and may be dismissed, suspended, expelled, and/or legally prosecuted.

*Doane's in-depth policy on technology use is available upon request.*

### **Financial Aid**

The Financial Aid Office is located on the Lincoln campus.

### **Applying for Financial Aid**

Financial aid consists of loans that provide funds for students to assist them in paying for



educational expenses. At Doane University, funds are awarded to students based on their qualifications and/or financial need. Financial aid that is based on need must be applied for and reviewed annually.

**New students** who wish to apply for financial aid should:

1. Complete the admission process with their academic advisor. Students are not eligible for financial aid until they have been admitted to the university as degree-seeking students.
2. Complete the Free Application for Federal Student Aid (FAFSA). *Doane's Title IV code is 002544.* Doane College encourages students to complete the FAFSA electronically. The web address is *www.fafsa.ed.gov*. In order to file electronically, a PIN is needed. Please request the PIN at *www.pin.ed.gov*. This application is used to determine eligibility for all federal aid based on financial need. Doane's preferred date for filing is March 1. Students who file after this date cannot be assured the same availability of funds. This application must be completed annually.

**Continuing students** who wish to apply for financial aid should:

1. Complete the Renewal Free Application for Federal Student Aid (FAFSA) online at *www.fafsa.ed.gov*. *Doane's Title IV code is 002544.* This application must be completed annually. Commitments for financial aid based upon financial need are made annually. Doane's preferred date for filing is March 1. Students who file after this date cannot be assured the same availability of funds.
2. Pre-register for the coming semester.

Please refer to the Doane University Graduate and Advanced Studies catalog for specific information and policies regarding the following areas:

- requirements and availability of financial aid
- satisfactory academic progress for financial aid
- verification

For more information regarding federal financial aid, contact the staff at the Financial Aid Office at the Lincoln Campus at 402-466-4774.

### **Student Rights and Responsibilities**

All members of the educational community share the responsibility for securing and respecting an environment that is conducive to the freedom to learn. The following are general statements of policy that have not been covered previously in this text.

### **Student Expression**

Students, individually and collectively, are free to examine, discuss and express opinions and views using appropriate channels for expression and respecting the maintenance of order. They are free to support causes by orderly means that do not disrupt the operation of the college. At the same time, it should be made clear to the academic and larger community that in their public expressions or demonstrations, individuals speak only for themselves.

### **Violence and Unacceptable Behavior Policy**

A basic tenet of our society is that all citizens have the right to security in both person and property. Our laws prohibit the physical abuse of persons, and the illegal appropriation and destruction of property. The effect of these laws is to provide a setting in which individuals can realize their potential as social, political, economic, and creative beings. Doane is a place of excitement and learning, where students of all ages, races, creeds, orientations, and ethnic origins have the opportunity to develop skills and knowledge toward goals that will make them effective citizens and promote their individual and group well-being. The college expects that all members of the college community share these goals. Those students who do not share these goals, who flagrantly and consistently disrupt the educational process, and who physically abuse or harass other persons will not be tolerated. Such individuals may be dismissed by the campus judiciary process and may be subject to arrest.

Similarly, students who do not respect the property of others or who willfully damage the campus or personal property of others, thereby degrading the quality of student life and increasing the cost of education, will be held liable for such damages and may be dismissed from the institution, as well as be subject to criminal liability.

*Moreover, students who diminish the dignity of other members of the community through sexual harassment, hate speech, or other means of disparagement, which are unlawful and inconsistent with the college's aspiration to produce citizens respectful and tolerant of the diversity of people, may be disciplined or dismissed from the college.*

## **MAC Faculty & Staff**

### **Core Program Faculty**

Courtney East, PhD, NCC

*Associate Professor*

*MAC Program Director & Mental Health Counseling Dept Chair*

Andrea McGrath, PhD, LIMHP, LPC, LAC

*Assistant Professor*

*Interim Clinical Placement Director*

Arden Szepe, PhD, NCC

*Assistant Professor*

*CACREP Accreditation Liaison*

### **Adjunct Faculty**

Jean Kilnoski, MA, MEd, LMHP, NCC

*Assistant Professor of Practice of Human Relations*

Kensie McFadden, MA, PLMHP

Nicole Trevena-Flores, MA, MA, LMHP

### **Support Staff**

Becky Brewster

*Office Coordinator to MAC and Other Graduate Education Programming*

## **APPENDIX A**

### **Course Descriptions**

#### **COU 601 – Counseling Skills and Techniques**

This course provides an orientation to counseling as a helping profession and addresses the importance of establishing and maintaining a therapeutic relationship. Focus is placed on developing the essential listening and interviewing skills necessary for effective counseling. The course emphasizes counselor self-awareness and counselor development, and includes the use of recorded counseling interviews and role plays. Students are exposed to culturally responsive helper skills.

#### **COU 602 - Theories of Counseling**

This course examines classic and contemporary theories and models of counseling. The theories provide a foundation for conceptualizing client presentation and selecting appropriate interventions. Students develop a personal model of counseling which is consistent with current professional research and practice. Emphasis is placed on understanding the therapeutic factors that contribute to the effectiveness of counseling. The course addresses help-seeking behaviors of clients and ethical and culturally relevant counseling interventions. The course explores the impact of technology on the counseling profession and provides students with the opportunity to actively practice counseling skills.

#### **COU 610 - Psychopathology**

Intended for career professionals in the mental health field, the course studies the wide spectrum of behavior, cognitive and emotional conditions affecting children, adolescents, and adults. Incorporating current psychological, sociological and educational research, class work involves an applied, as well as conceptual, holistic study of both healthy and abnormal maladaptive mental health conditions. As a foundation for effective counseling, upon completing the course students will be able to accurately identify and diagnostically classify specific as well as broad categories of emotionally pathological and behaviorally dysfunctional conditions. Emphasis is placed on the use of evidence based, research, theory, and analytically sound assessment methods including functional behavior assessment and differential diagnostic procedures. Focus is also directed to the successful application of clinical methods and techniques in the assessment and documentation process, to include accurate case formulations which serve as the basis for interventions and treatment planning.

#### **COU 612 - Clinical Assessment**

An exploration of clinical assessment issues and techniques, including a survey of available psychological tests. A solid understanding of measurement principles and the statistics needed to understand them is emphasized, as well as the ability to critically evaluate the selection, use, and interpretation of tests and assessment procedures. Prerequisite: COU 675.

#### **COU 618 - Mental Health Ethics, Law and Professional Practice**

An examination of the mission, goals, objectives of professional mental health

organizations. Students learn and apply codes of ethics, laws, and regulations pertaining to counseling and professional standards of performance.

### **COU 619 - Roles and Functions of Mental Health Counseling**

In this course students will explore the historical, philosophical, theoretical, and practical aspects of the clinical mental health counseling field. Current trends, professional identity, and other relevant matters for clinical mental health counseling will be examined. As a foundation to the clinical courses, students will explore various settings and potential site placements where mental health services are provided. Counseling supervision and consultation styles and theories will be examined. Prerequisite: Level 1

**COU 620 - Crisis, Trauma, and Disaster Mental Health Counseling** This course investigates core issues in mental health counseling with a focus on the role of professional counselors in their community. The course explores the multiple roles and responsibilities of counselors as practitioners and consultants. Students will develop knowledge of community-based resources and will be exposed to models of mental health prevention and wellness, crisis intervention techniques, the psychological dimensions of disaster, trauma-informed care, and suicide risk assessment and prevention. The course also examines the impact of technology on the counseling relationship, counseling process, and the profession and explores how to effectively utilize technology to provide counseling in rural, underserved areas. Upon completion of this course students will know how to provide counseling in emergency situations and how to use technology effectively in counseling. Prerequisites: COU 601, COU 610.

### **COU 622 - Practicum**

A supervised practicum experience which emphasizes the further implementation and refinement of individual and group counseling skills. Prerequisite: COU 619.

### **COU 627 - Professional Identity Development Seminar I**

This seminar is the first of a series of three seminars. The focus of this seminar is on examining core issues in the development of a professional identity as a counselor. The student will: 1) begin to recognize personal characteristics identified in the research literature as essential for effective mental health counselors; 2) initiate the ongoing process of individual strength and skill assessment, and 3) document the learning that occurs and how that learning can be applied in counseling settings.

### **COU 628 - Professional Identity Development Seminar II**

The focus of this second seminar is on the student's development of the key functional professional skill areas necessary in the effective mental health counselor. The student will: 1) develop a personal and professional strength and skill assessment plan; 2) document the assessed skills; and 3) identify elements of the program that facilitate the development of these skills. Prerequisite: COU 627.

### **COU 629 - Professional Identity Development Seminar III**

The third seminar allows the student to explore the application of his/her professional development and its relevance to counseling, consultation and supervision. The student will: 1) develop a personal philosophy of counseling and personal career goals; 2) address the personal impact of practical professional issues (including professional credentialing by certification or licensure, accreditation practices and standards, and the effects of

public policy on these issues); and 3) become familiar with practical details of professional practice. Prerequisite: COU 628.

### **COU 630 – Multicultural Counseling**

This course explores the multicultural and pluralistic characteristics within and among diverse groups. The impact of heritage, attitudes, beliefs, spirituality and acculturative experiences on an individual's worldview are explored. Theories and models of cultural identity development and multicultural counseling competencies are examined. The course also addresses: the effects of power and privilege; strategies for identifying and eliminating social barriers and prejudices; and the importance of social justice and advocacy.

### **COU 632 – Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients.**

An examination of, and hands-on practice of, case management with mental health and substance abuse clients that looks at client strengths and areas of psychosocial challenges presenting problems and specific needs. Making interpersonal connection, attitude exploration, working with client goals, and managing cases based on valid assessment will lead to development of individualized treatment plans with measurable goals, objectives, progress notes, and gathering of collateral information. Students will survey commonly used assessment instruments. Upon completion of this course, students will identify basic elements of case planning, will demonstrate the ability to write progress notes, produce an individualized treatment plan incorporating measurable goals and collateral information, and be able to identify the most common assessment instruments.

### **COU 634 - Group Counseling**

This course explores the historical and theoretical foundations of group counseling and group work. The role of group dynamics, group formation, and group leadership are examined. Students gain competency in the use of effective group counseling techniques and demonstrate an understanding of therapeutic factors that contribute to the effectiveness of group counseling. The course includes ethical and culturally relevant strategies for designing, screening and facilitating groups. Prerequisite: COU 601

### **COU 635 – Human Development across the Lifespan**

This course examines human development throughout the lifespan with a focus on developmental psychopathology and psychoneuroimmunology. Developmental psychopathology views human development as an ongoing process and provides a framework to explore the interaction of biological, psychological, and socio-contextual aspects of both normal and abnormal development. Students will examine critical domains that serve as risk factors for psychopathology (i.e. temperament, attachment, parenting style, socioeconomic status) and explore current intervention strategies. At the conclusion of this course, students will be able to: demonstrate knowledge of major theories of human development across the lifespan, including life transitions; demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological and socio-contextual change factors that affect both normal and abnormal development; demonstrate knowledge of current theories of optimal development and wellness over the life span; and read and critically review foundational research in the field and demonstrate ability to apply the process to current research.

### **COU 653 – Foundations of Marriage and Family Therapy**

The purpose of this course is to help students develop conceptual knowledge and effective professional skill conducting marital and family therapy. The course involves an examination of foundation theories, models, and methods of intervention with couples and families with an emphasis on systems theory. Students will develop family and couple treatment plans and after practice, be able to successfully demonstrate the application of theoretical and practical therapy in simulated family systems cases. Upon successful completion of the course, students will be able to: recognize the differences between individual, couple, and family emotional and behavior difficulty; conceptualize individual, couple and family problems using a systemic framework; and demonstrate appreciation of the history of the family therapy movement and contributions of leading theorists.

### **COU 657 – Clinical Treatment Issues in Chemical Dependency**

An exploration of theories and models used to develop techniques for treatment of individuals with chemical dependency.

### **COU 658 – Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction**

This course provides an understanding of basic pharmacology and physiology, as well as medical and psychosocial characteristics of substance use disorders and will examine the physical, psychological, and sociological aspects of alcohol and drug use, abuse, and dependence. A basic understanding of alcohol, cocaine, opiates, hallucinogens, barbiturates, amphetamines, designer drugs, marijuana, and inhalants and their effect on the human system is provided. The course exposes students to the etiological, behavioral, cultural, and demographic aspects of alcohol and drug use, abuse, and addiction. Students will examine their belief system about drug and alcohol use and will review the processes of addiction/dependence, including the signs, symptoms, and behavior patterns. Upon completion of this course, students will be able to differentiate and describe the different categories of drugs and will be able to identify the signs, symptoms, and behavior patterns of addiction.

### **COU 662 - Career Counseling**

This course examines historical and current theories, principles, and practices of vocational and career counseling over a lifespan. The course addresses interrelationships of career, family, and other roles which affect work. The impact of multicultural, gender, and lifestyle issues on careers is considered. Strategies for assessing abilities, interests, values, personality and other factors are explored. The course emphasizes the importance of advocating for diverse clients' career and educational development. Students explore their own career development and enhance helper skills through role play.

### **COU 671 – Directed Study**

Supervised research or tutorial arrangements undertaken as a means of conducting an in-depth investigation of a subject or area not covered by, or related to the regular curriculum. *Directed studies must be approved by the instructor and the Program Director.*

### **COU 675 - Research in Counseling**

This course provides students with the skills necessary to critically evaluate counseling and clinical research literature. Students are introduced to the nature of scientific psychology, the process of research inquiry, and the role of the mental health counselor as

a knowledgeable research consumer. Students are also introduced to the application of descriptive and inferential statistics, reliability, and validity to the research endeavor.. At the completion of this course, students will be able to read and understand research reports in the literature as well as critically examine literature that is non-empirically based. Students will also understand the process for designing their own research and program evaluation.

**COU 691 - Internship**

A supervised internship experience which consists of a minimum number of approved hours that includes: (a) direct service work with clients; (b) a minimum of one hour per week of individual supervision with the on-site supervisor; and (c) a minimum of 1 1/2 hours per week of group supervision via weekly internship class meetings. The internship experience enables students to refine and further enhance the knowledge and skills applied during their practicum. In addition, the internship provides an opportunity for students to engage in all of the professional activities performed by a regularly employed staff member at the internship site. Prerequisite: COU 622.