

Academic Catalog *2012 – 2013*



The Institute for the Psychological Sciences

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The Institute for the Psychological Sciences is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) to award master and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of the Institute for the Psychological Sciences.

ACADEMIC CALENDAR 2012-2013

Fall 2012

Student Retreat	August 16
Student Orientation	August 17
Classes Begin	August 20
IPS President's Picnic & Opening Mass	August 26
Add/Drop Period Ends	August 31
IPS CLOSED for Labor Day	September 3
Fall Break (No Classes)	October 6-9
IPS CLOSED for Columbus Day	October 8
Last Day to Drop and Receive "W"	October 12
M.S. "Plus Option" Application Deadline	November 16
Thanksgiving Break (No Classes)	November 21-23
IPS CLOSED for Thanksgiving	November 22-23
Last Day of Classes	December 3
Study Period	December 4
Final Exam Period	December 5-11
Winter Break	December 12-January 13
Grades Due to Registrar	December 18
Degree Conferral	December 20
IPS CLOSED for Christmas	December 24-25
IPS CLOSED for New Year's	December 31, January 1

Spring 2013

Classes Begin	January 14
IPS CLOSED for Dr. Martin Luther King Jr. Day	January 21
Monday Make-up Day	January 22
(Tuesday classes cancelled, Monday classes meet)	
Add/Drop Period Ends	January 24
March for Life	January 25
IPS CLOSED for President's Day	February 18
Spring Break (No Classes)	March 4-8
Last Day to Drop and Receive "W"	March 15
Psy.D. Application Deadline (IPS students only)	March 1
Easter Break (No Classes)	March 27-April 1
IPS CLOSED for Good Friday and Easter Monday	March 29 and April 1
Assessment Week	April 2-5
Last Day of Classes	May 6
Study Period	May 7
Final Exam Period	May 8-14
Grades Due to Registrar	May 20
Graduation	May 22
IPS CLOSED for Memorial Day	May 27

Summer 2013

Classes Begin	May 28
Add/Drop Period Ends	May 29
IPS CLOSED for Independence Day	July 4
Last Day of Class/Final Exams	July 12
Degree Conferral	August 9

ACADEMIC CALENDAR 2013-2014

Fall 2013

Student Retreat	August 15
Student Orientation	August 16
Returning Student Orientation	August 20
Classes Begin	August 19
IPS President's Picnic & Opening Mass	August 25
Add/Drop Period Ends	August 30
IPS CLOSED for Labor Day	September 2
Fall Break (No Classes)	October 12-15
Last Day to Drop and Receive "W"	October 11
IPS CLOSED for Columbus Day	October 14
Thanksgiving Break (No Classes)	November 27-29
IPS CLOSED for Thanksgiving	November 28-29
Last Day of Classes	December 2
Study Period	December 3
Final Exam Period	December 4-10
Winter Break	December 11-January 12
Grades Due to Registrar	December 17
Degree Conferral	December 20
IPS CLOSED for Christmas	December 24-25
IPS CLOSED for New Year's	December 31, January 1

Spring 2014

Classes Begin	January 13
IPS CLOSED for Dr. Martin Luther King Jr. Day	January 20
Monday Make-up Day	January 21
(Tuesday classes cancelled, Monday classes meet)	
Add/Drop Period Ends	January 24
March for Life	TBA
IPS CLOSED for President's Day	February 17
Psy.D. Application Deadline (IPS students only)	February 28
Spring Break (No Classes)	March 3-7
Last Day to Drop and Receive "W"	March 14
Easter Break (No Classes)	April 16-21
IPS CLOSED for Good Friday & Easter Monday	April 18, April 21
Assessment Week	April 22-25
Last Day of Classes	May 5
Study Period	May 6
Final Exam Period	May 7-13
Grades Due to Registrar	May 19
Graduation	TBA
IPS CLOSED for Memorial Day	May 26

Summer 2014

Classes Begin	May 27
Add/Drop Period Ends	May 28
IPS CLOSED for Independence Day	July 4
Last Day of Class/Final Exams	July 11
Degree Conferral	August 8

Please Note: Dates are subject to change

Welcome to the Institute for the Psychological Sciences



Thank you for taking the time to review our catalog and learn more about the dynamic programs we have here. I am always inspired by the commitment that our students, faculty and alumni have to the mission of the Institute for the Psychological Sciences. It is my hope that these pages will enable you to glimpse a bit of what makes IPS such a special place.

The Institute arose 13 years ago, following the call of Blessed John Paul II for highly skilled psychologists who place the Christian view of the person and his ultimate destiny as the foundation of their service to others.

Building a program that integrates the science of psychology with the Christian vision of the person is a challenging task, yet we have made remarkable progress in a short period of time:

- our past and current students have come from over 40 states as well as 15 other countries;
- our graduates are making a difference nationally and internationally, applying our rich Catholic heritage to the support of marriages and families during crisis, the healing of traumas and addictions, marriage preparation, vocational discernment and more, guiding people toward their true good;
- our efforts have been recognized by Pope Benedict XVI (then Cardinal Ratzinger) and Pope John Paul II, among many other distinguished intellectuals of our day; and,
- we received regional accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) in 2005 and reaffirmation in 2010. In 2006, we were recognized as a National Register Designation program by the Association of State and Provincial Psychology Boards (ASPPB).

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

I invite you to join us as we look forward to an exciting future, pursuing your vocation to heal and transforming our culture.

God bless you,

Fr. Charles Sikorsky, L.C., J.D., J.C.L.
President

TABLE OF CONTENTS

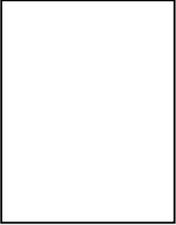
YOUR VOCATION TO HEAL: A Message from the Academic Dean.....	8
INTRODUCTION TO THE INSTITUTE	9
Vision.....	9
Mission	9
Objectives	9
THE IPS MODEL: A Catholic Perspective on Psychology	10
ACADEMIC EXCELLENCE.....	10
Degrees Offered.....	11
Degree-Granting Authority	11
Accreditation.....	11
Statement of Non-Discrimination.....	12
Board Policy on Diversity.....	12
Institute Milieu.....	12
<i>Ex Corde Ecclesiae</i>	13
A Brief History of the Institute for the Psychological Sciences.....	14
ACADEMIC RESOURCES	17
The Mary S. Thelen Library.....	17
The IPS Training Clinic	17
STUDENT SUPPORT SERVICES	19
Student Lounge	19
Housing.....	19
Dining.....	19
Career Services	19
Counseling Services.....	20
Student Insurance.....	20
Emergency Treatment	20
Disability Support	20
Writing Resources Service	20
STUDENT LIFE.....	21
Campus Ministry.....	21
Student Life Concerns Committee	21
Student Activities.....	21
Diversity Committee.....	21
Living the Call Speaker Series	22
Social Activities.....	22
Mind Matters e-Newsletter.....	22
THE SCHOLARLY RESEARCH CENTER	23
I. The IPS Model: Faculty Integration Project	23
II. The Blessed John Henry Cardinal Newman Lecture Series	24
III. The IPS Press	24
1. The Blessed John Henry Cardinal Newman Series.....	24
2. The IPS Monograph Series.....	25
IV. The Anthropology Project.....	26
ADMISSION INFORMATION.....	28
ADMISSION - Master’s Programs	28
ADMISSION - Psy.D. Program	30
Admission Process: Current IPS Student Applicants to Psy.D. Program.....	30
Admission Process: External Applicants to the Psy.D. Program	30
Background Check	32
INTERNATIONAL STUDENTS	32
OTHER ADMISSION POLICIES	32
Course for Credit or Audit.....	32
Criteria for Transfer of Credit	33
Life Experiences and Course Exemptions	34
Deferral of Enrollment	34
Re-Application for Admission of Previously-Enrolled Students	34
Statement of Non-Discrimination.....	35
APPLICATION DEADLINES FALL 2013	36
FINANCIAL INFORMATION	37

Tuition and Fees for the 2012-2013 Academic Year.....	37
Payment of Student Account.....	37
Deposit.....	37
Payment Plans.....	37
IPS Refund Policy: Fall and Spring Semester.....	38
IPS Refund Policy: Summer.....	38
Delinquent Accounts.....	38
FINANCIAL AID.....	39
Applying for Financial Aid.....	39
How to Apply.....	39
Deadlines to Apply.....	39
Award Letters.....	39
Types of Aid.....	40
Institutional Aid.....	40
Assistantship Program.....	40
Private Funding.....	40
GI Bill Funding Eligibility.....	40
Federal Financial Aid.....	40
Federal Work-Study Program.....	41
Federal Loans.....	41
Enrollment Policies for Federal Loan Eligibility.....	41
Satisfactory Academic Progress for Financial Aid Recipients.....	42
Withdrawal and Incompletes.....	43
Repeated Courses.....	43
Transfer Courses.....	43
Financial Aid Academic Year.....	43
Return of Title IV Funds.....	43
Refund Information for Title IV Recipients.....	44
Example of a Title IV Refund Calculation.....	44
Example of a Summer Title IV Refund Calculation.....	45
Student Rights and Responsibilities as Financial Aid Recipients.....	46
ACADEMIC POLICIES.....	47
Academic Integrity.....	47
Academic Freedom.....	47
Academic Advising and Mentoring.....	48
Faculty Availability and Accessibility.....	48
Grading Policy.....	48
Course Grades.....	48
Incomplete.....	49
Academic Good Standing.....	49
Academic Probation.....	49
Clinical Skills Ratings.....	49
Clinical “At-Risk”/Termination/Due Process Policy.....	49
Examinations.....	51
Papers.....	51
Class Attendance.....	51
Class Cancellations or Emergency Closing.....	51
Internet Use in the Classroom.....	51
Course Evaluation by Students.....	52
Disability Support.....	52
Graduation Requirements.....	52
Registration.....	53
Registration for Classes.....	53
Course for Credit or Audit.....	53
Criteria for Transfer of Credit.....	54
Enrollment Status.....	55
Full-Time Study.....	55
Part-Time Study.....	55
Course-for-Credit.....	55
Audit.....	55

Enrollment Status Changes	56
Leave of Absence.....	56
Withdrawal from the Institute.....	56
Student Records	55
Permanent Academic Record Dispute Process	57
Transcripts.....	57
Student Code of Conduct	57
Student Grievance Due Process Policy.....	58
Resolution Procedures for Student Grievance with Faculty Member or Student/Peer	58
Disposition of the Grievance and Disciplinary Action	59
Student Grievance Resolution Procedures Involving Staff.....	60
Retaliation Prohibited.....	60
Harassment-Free Environment	60
Student Freedom of Expression.....	60
Distribution of Materials	61
Student Publications.....	61
Notification of Policy Changes to Students.....	61
GRADUATE PSYCHOLOGY PROGRAMS.....	62
GENERAL PSYCHOLOGY PROGRAM	63
Master of Science (M.S.) Program in General Psychology	63
Program Objectives.....	63
Admission Requirements.....	63
Degree Requirements	64
Thesis	64
Curriculum	64
Enrollment Status	65
CLINICAL PSYCHOLOGY PROGRAMS.....	66
Master of Science (M.S.) Program in Clinical Psychology	67
Program Philosophy, Goals and Competencies	67
Admission Requirements.....	69
Degree Requirements	69
M.S. Comprehensive Examination.....	70
Curriculum	70
Enrollment Status.....	71
Doctor of Psychology (Psy.D.) Program in Clinical Psychology.....	72
Program Philosophy, Goals, and Competencies	72
Admission Requirements.....	73
Admission Process: Current IPS Student Applicants to the Psy.D. Program	73
Admission Process: External Applicants to the Psy.D. Program	74
Transfer of Credit.....	76
Degree Requirements	76
Time to Degree.....	76
Residency.....	76
Clinical Externship.....	76
Clinical Comprehensive Exam Process	77
Doctoral Dissertation.....	78
Pre-Doctoral Internship	78
Curriculum	78
Enrollment Status.....	80
Psy.D. Student Outcomes.....	80
COURSE DESCRIPTIONS	81
ADMINISTRATION	90
BOARD OF DIRECTORS.....	90
PRESIDENT	91
FULL-TIME FACULTY	92
ADJUNCT FACULTY	97
Regarding the Academic Catalog.....	99
INDEX.....	100

YOUR VOCATION TO HEAL:

A Message from the Academic Dean



Being a psychologist is a vocation, a calling, to heal and significantly impact the well-being of individuals, marriages and families.

Most clients have been wounded and betrayed, and some have wounded and betrayed others. A psychologist who understands the profession as a vocation does not simply see the addict, the spouse abuser or the struggling marriage in need of behavior

modification, anger control, cognitive restructuring or communication skills training. Rather, the psychologist who is called sees the client in terms of his or her inherent dignity, created out of love and redeemed by love, as God himself sees the person.

Therapists who follow this call see all of this, even if they never mention God to the client. They see the therapeutic encounter with the client as providential and not random, and themselves as instruments of healing for the person. Healing includes helping the client understand his or her inherent self-worth, and the need to come out of oneself and give to others. They see that freeing people *from* depression, addiction, obsession, and trauma serves as the means to the larger goal of freedom *for* the flourishing life, the virtuous life. They move people from unhappiness to hope.

The Institute's comprehensive curriculum brings together the study of empirically-proven psychotherapeutic techniques with the study of the philosophical and theological understanding of the human person. This enables our graduates to grasp the totality of the human experience, including the transcendent and spiritual dimensions. We are training our students to be leaders in the field and to practice as psychologists who respond to this most fulfilling vocation!

Are you called to join us?

Gladys M. Sweeney
IPS Founder and Academic Dean

INTRODUCTION TO THE INSTITUTE

IPS is a Catholic graduate school of psychology founded in 1999 with the mission of basing the scientific study of psychology on a Catholic understanding of the person, marriage and the family. IPS offers Master of Science (M.S.) and Doctoral (Psy.D.) degrees in Clinical Psychology, and a Master of Science (M.S.) degree in General Psychology, and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC).

Vision

The Institute for the Psychological Sciences will be an international center for Scholarship and professional training dedicated to the development of a psychology grounded in an integral Catholic Christian view of the human person. Maintaining the highest academic standards, it will educate new generations of psychologists and open new areas of research for psychological theories that explore the relationship of psychology and the Catholic understanding of the human person.

Mission

The Institute for the Psychological Sciences is an institution of higher education offering Master's and Doctoral degrees. It is affiliated with the Legionaries of Christ. The Institute is dedicated to the renewal of the Catholic Christian intellectual tradition and the integration of the theoretical and empirical bases of psychology and a Catholic view of the human person.

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

Objectives

- 1) Through its Master of Science (M.S.) Program in Clinical Psychology, the Institute provides its students with basic education in the theoretical and empirical bases of psychology, as well as foundational training in clinical skills and their application in a manner consistent with a Catholic understanding of the person. Such education and training prepares students for further graduate training in clinical psychology and allied fields or for career choices appropriate for master's-level practitioners.
- 2) Through its Master of Science (M.S.) Program in General Psychology, the Institute provides its students with a solid background in the theoretical and empirical bases of psychology and prepares them for further graduate studies in general psychology and career choices where graduate training in general psychology would be an important asset.
- 3) Through its Doctor of Psychology (Psy.D.) Program, the Institute provides its students with both basic and advanced education in the theoretical and empirical bases of psychology as well as both foundational and advanced-level clinical training and experiences. Such a comprehensive, formative experience is aimed at

producing practitioner-scholars, psychologists who can provide effective services in an ethical manner that is sensitive to human diversity and consistent with a Catholic understanding of the person. The program also seeks to provide its students with knowledge and skill sets which allow for future development and participation in the wide variety of professional roles, leadership opportunities, and career choices available to psychologists trained at the doctoral level.

THE IPS MODEL: A Catholic Perspective on Psychology

IPS is forming mental health professionals to meet the growing demand in today's culture for therapists who respect the dignity and uniqueness of every client. IPS clinicians go beyond simple symptom relief to facilitate true healing and growth for clients and their families. Our training emphasizes not only assessment and treatment of psychological disorders, but also how to help clients develop virtues and flourish as human beings.

To assist in articulating this integrated understanding of each client's complete reality (spiritual, emotional, temporal), the IPS faculty – clinicians and theoreticians, sociologists, philosophers and theologians – meet regularly in a research group call the Faculty Integration Project. A decade of this multidisciplinary work has resulted in “The IPS Model” of integration.

This IPS Model brings together scientific psychology's theoretical and empirically based knowledge with philosophical and theological insights about the person from the Catholic faith. This training model also emphasizes the particular vocations of both the therapist and the client. It views the mental health professional as having a vocation to heal, and believes that the many elements of each client's specific state in life – single, married, raising a family, professional, member of the clergy – play an integral role in the therapeutic process. By understanding the whole person, clinicians can provide more effective treatment.

The curriculum at the Institute for the Psychological Sciences was developed according to criteria established by licensing laws and best practices guidelines established on the national level by professional associations.

ACADEMIC EXCELLENCE

The success of the IPS program can be witnessed on a number of levels:

- **100%** of IPS doctoral graduates have been able to obtain licensure in the jurisdiction in which they have applied and are employed throughout the country and around the world, in private practice, serving dioceses, conducting assessments and running therapy groups in various clinical settings, and writing and speaking on topics in the field of psychology;
- **100%** of IPS doctoral students, in the course of their training, have been placed in APA-or APPIC-accredited internship sites, which is validation of our rigorous and comprehensive curriculum and clinical training. IPS interns and externs consistently receive the highest ratings from their respective training directors and supervisors;
- in 2005 IPS received regional accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). IPS' accreditation was reaffirmed in 2010, meaning that the program continues to be in full compliance with all academic, administrative and governance standards required of institutions of higher education; and,

- in 2006, IPS was recognized as a National Register Designation program by the Association of State and Provincial Psychology Boards (ASPPB), and in December 2011 applied for accreditation with the American Psychological Association (APA).

The Board of Directors, faculty, staff, and administration of IPS are committed to maintaining the highest academic standards in teaching and clinical training by supporting innovative programs and through an ongoing process of evaluation by its students, faculty, and consultants.

Degrees Offered

The Institute offers the Master of Science (M.S.) in General Psychology, Master of Science (M.S.) in Clinical Psychology, and the Doctor of Psychology (Psy.D.) in Clinical Psychology.

Degree-Granting Authority

The Institute for the Psychological Sciences was formed, chartered, and established in the Commonwealth of Virginia, has maintained a main campus under the same ownership for 11 years, has remained fully accredited by an accrediting body recognized by the U.S. Department of Education, and is therefore exempt from the requirements of certification or approval by the State Council of Higher Education for Virginia (SCHEV). The exemption entitles IPS to conduct academic affairs or business without seeking or obtaining SCHEV approval. The resulting scope of the institutional autonomy includes:

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

Accreditation

The Institute for the Psychological Sciences is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) to award master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of the Institute for the Psychological Sciences.

ASPPB/National Register Designated Program

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

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program completed meets the educational requirements for credentialing by the

National Register. However, there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Providers in Psychology.

American Psychological Association

IPS submitted its initial application for accreditation of the Psy.D. Program with the APA in December 2011.

Statement of Non-Discrimination

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

Board Policy on Diversity

The Board of Directors of the Institute for the Psychological Sciences is committed to a diverse and inclusive educational environment. The Institute is associated with the Roman Catholic Church which teaches that every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language or religion is to be overcome and eradicated (Vatican Council II, *Gaudium et Spes*, 29, 1965). While a preference for persons adhering to the religious purpose/affiliation of the Institute exists, this preference does not preclude the admission, hiring or retention of individuals because of personal and demographic characteristics. The Board of Directors recognizes that a broad range of perspectives is crucial to the success of our organization and seeks to develop strategies to ensure that our workforce is reflective of the greater community by supporting diversity initiatives within the organization.

Institute Milieu

At the core of the standard of conduct of the Institute for the Psychological Sciences is the teaching of the Catholic Church regarding the transcendent dignity of every human person, created "in the image of God" (Gn 1:27; CCC 1700). This dignity calls the members of the IPS community to respond to each other above all with charity, seeking always the true good of the other person (CCC 1822-29). Created by God, who is Truth Himself (Jn 14:6), the human person is called furthermore "to live the truth in love" (Eph. 4:15; cf. CCC 2465). As an academic community rooted in the life of the Church, the members of the IPS community are to pursue and defend the truth in all their endeavors. Finally, made in God's image, the human person is recognized as a free and responsible being (CCC 1738). Within the boundaries of civil law, IPS' institutional policies, and Catholic moral and religious teaching, this freedom for excellence is to be respected and encouraged by all members of the IPS community. The IPS core values include: faith, hope, charity, truth and goodness, scholarship and academic excellence, service and compassion, integrity and honesty, justice and responsible freedom.

Ex Corde Ecclesiae

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

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

A Brief History of the Institute for the Psychological Sciences

IPS was founded in 1997 by a group of mental health professionals, academicians, and clinicians, under the leadership of Gladys M. Sweeney, Ph.D., who perceived a need for a proper understanding of the interrelationship between psychology and its philosophical foundations. Originally called the Institute for Faith and Psychological Sciences, the Institute sponsored workshops in Bethesda, Maryland, for licensed mental health professionals, integrating philosophy and psychology.

1999

- The Institute for Faith and Psychological Sciences changes its name to the Institute for the Psychological Sciences (IPS or the Institute) and begins offering instruction leading to the Master of Science (M.S.) Degree in Clinical Psychology.
- Classroom and office space are leased on the first floor of its current location in Arlington, Virginia.
- IPS is dedicated to Our Lady of Guadalupe during a ceremony officiated by the Most Rev. Paul S. Loverde, D.D., Bishop of Arlington, Virginia.
- The Mary S. Thelen Library is opened.

2000

- The State Council of Higher Education for Virginia (SCHEV) grants provisional approval to confer the Master of Science (M.S.) and the Doctor of Psychology (Psy.D.) degrees in Clinical Psychology.
- The first degrees are awarded in the Master of Science (M.S.) Program and the first students enroll in the Doctor of Psychology (Psy.D.) Program.
- The Blessed John Henry Cardinal Newman Lecture Series is founded to advance the integration of modern social, psychological, and Catholic thought.
- The John Paul II Award Dinner is created to recognize individuals who exemplify the Holy Father's teachings on the nature and dignity of the human person. George Weigel and Mary Cunningham Agee are the first John Paul II Award recipients.

2001

- The Scholarly Research Center is founded to sponsor various research projects of special relevance to the mission of the Institute. The Human Nature Project and the Anthropology Project are established at this time.
- The faculty present at a conference on Catholic psychology at the Anáhuac University in Mexico City, Mexico.
- Daniel N. Robinson, Ph.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2002

- Library and classroom spaces are expanded on the first floor and administrative and faculty offices are moved to the fifth floor of the same building.
- Robert P. George, J.D., Ph.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2003

- Rev. Richard Gill, L.C., S.T.L., is appointed by the IPS Board of Directors as the first president of IPS.
- The faculty travel to Rome to offer a week-long session of classes in the psychology program at the Pontifical Athenaeum *Regina Apostolorum*.
- The faculty present at a week-long conference on Catholic psychology in Naples, Italy.
- Rev. Richard John Neuhaus delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2004

- The Centre for Philosophical Psychology opens in collaboration with Blackfriars Hall at the University of Oxford in England.
- The IPS Press is established to publish approaches to psychological sciences that are integrated with a Catholic view of the human person and the moral life.

2005

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

2006

- The Psy.D. Program is recognized as an Association of State and Provincial Psychology Boards (ASPPB)/National Register Designated Doctoral Program in Psychology.
- The Master of Science (M.S.) Program in General Psychology is added.
- The campus expands to include increased classroom, library, and student services space, making possible the opening of the IPS Training Clinic for student practicum experiences.
- The IPS Press releases its first publication, *The Person and the Polis: Faith and Values within the Secular State*.
- Rev. Benedict Groeschel, C.F.R., Ed.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2007

- Rev. Charles Sikorsky, L.C., J.D., J.C.L., is appointed as the third president of IPS.
- The largest class graduates, including the largest number of Psy.D. recipients.
- The Summer Program at the University of Oxford is offered.
- The annual Priestly Formation Seminar is established as a support to priests, religious, deacons, and laity involved in spiritual direction and seminary formation, bridging the fields of psychology and pastoral service.
- Two faculty members become founding board members of the Catholic Psychotherapy Association (CPA).
- Edmund Pellegrino, M.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2008

- The first Psy.D. graduates are licensed as clinical psychologists.
- Five students are selected to present their research findings at the 16th Annual Society of Catholic Social Scientists' Conference (SCSS).
- Archbishop Pietro Sambi, S.T.D., J.C.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2009

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

2010

- IPS is reaffirmed for accreditation for another 10 years by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC), successfully meeting all 86 SACS COC standards and requirements.
- Rev. Romanus Cessario, O.P., S.T.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2011

- Classroom, library, office and chapel spaces are enlarged. The Training Clinic is expanded and upgraded.
- IPS submits its application to the American Psychological Association (APA) for accreditation of the Psy.D. Program.
- IPS Online Seminars are launched to begin offering distance learning opportunities.
- The faculty begin the development of a "handbook" of cases exemplifying a Catholic integrative approach to clinical practice, as a result of the Quality Enhancement Plan (QEP). When completed, the handbook will be utilized in the curriculum of all its degree programs.
- The IPS Diversity Committee is established, comprising faculty, students and staff, offering a series of seminars .
- IPS faculty are featured in *Psychology Today* online series on Psychology and Religion.
- William E. May, Ph.D., delivers the commencement address and is conferred an Honorary Degree of Doctor of Humane Letters.

2012

- The IPS Board of Directors appoints its first non-clergy Chair, and adds three lay members, including an IPS alumna.
- The Master's Program in Clinical Psychology is enhanced to broaden licensure opportunities at the master's level in a shorter time.

ACADEMIC RESOURCES

The Institute occupies two floors in office space located at 2001 Jefferson Davis Highway. Classrooms, library, and the training clinic may be found on the ground floor. Wireless connectivity is available throughout the Institute. The faculty and administrative offices of the Institute are located on the fifth floor of the building (Suites 508 and 511) and are accessible between 9:00 a.m. and 5:00 p.m. Access to this area outside of these hours requires security key access, available through the Business Office.

The Mary S. Thelen Library

The Mary S. Thelen Library is located on the first floor (Suite 102). It is dedicated to supporting the study, research, training, and instructional needs of the Institute's students and faculty. The Thelen Library collections are focused on materials related to clinical psychology and other areas of psychology, while also developing special collections in the areas of Catholic psychology (also referred to as integration), theology, and philosophy.

The Library is continuously expanding and improving the resources available to students and faculty. The collections include the Circulating Collection, Reference Collection, Reserves Collection, Serials Collection (print and electronic journals and other serial publications), the Psychological Test Collection, the Media Collection, and the Archives and Special Collection. In addition, the Library provides access to psychology, behavioral sciences, theology, and philosophy online databases; computer workstations with high-speed internet access; audio and video equipment; and laptops. Remote access to Library databases and electronic journals is provided to all current IPS faculty, staff, and students.

The Thelen Library also facilitates access to the collections of other libraries through cooperative agreements with two academic institutions in the Metropolitan Washington area; the Dominican College Library at the Dominican House of Studies, and selected branches of the George Mason University Library System. IPS also has membership in the Virtual Library of Virginia/Virginia Independent College and University Library Association (VIVA/VICULA).

Additional information concerning Library resources and other learning support services is available from the Mary S. Thelen Library, on the IPS website or by calling the Library at (703) 416-1680.

The IPS Training Clinic

The IPS Training Clinic is a training center for IPS doctoral students. It is staffed by student externs who have already completed their master's degree and are pursuing their doctoral degree. All the work carried out by our doctoral externs is supervised by experienced, licensed clinical psychologists who are on the faculty of the Institute.

The IPS Training Clinic is committed to providing high quality mental health services consistent with a Catholic understanding of the person, marriage and

family life. At the heart of such treatment is a deep respect for the dignity of the client and commitment to providing appropriate services without discrimination and within the context of the client's culture, race, religion, gender, and developmental level.

The IPS Training Clinic operates August through June, and is closed during the month of July. Arrangements for continuity of care during this period are made by referral, according to the client's needs.

Appointments may be made with a therapist by calling (703) 418-2111 to leave a confidential voicemail for our administrative staff. Phone calls will be returned promptly. The IPS Training Clinic is an outpatient clinic and does not provide emergency services. In case of emergency, please call 911 or go to the nearest medical facility. The Clinic is located at 2001 Jefferson Davis Highway, Suite 101, Arlington, Virginia 22202, one block from the Crystal City Metro stop on the Blue and Yellow lines.

STUDENT SUPPORT SERVICES

Consistent with its mission, the Institute provides a variety of student support programs, services, and activities that promote student learning and enhance the development of its students. The Dean of Students and the Coordinator of Student Services seek to assist students with social, spiritual, and other support services while enrolled at the Institute.

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

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

A student directory is published through the Office of Student Services with student names, addresses, telephone numbers, and e-mail addresses. Students must give approval in order for their personal information to be included in the student directory in compliance with the federal guidelines of the Family Educational Rights and Privacy Act (FERPA).

Student Lounge

The student lounge is located on the first floor in Suite 100. It is equipped with a kitchenette and wireless connectivity. Bulletin boards with information relating to specific degree programs, as well as academic, spiritual, and social activities are located in the student lounge and throughout the first floor.

Housing

IPS is a commuter campus. Although students are responsible for securing housing for themselves while enrolled at IPS, the Office of Student Services is able to direct students to resources that may assist them in finding housing. Other resources are listed on the IPS website.

Dining

The Institute is located in an area that offers a wide variety of food services. Many of the establishments are listed in the IPS Student Guide distributed at student orientation. An updated directory of services for the Crystal City area can be obtained from the Office of Student Services.

Career Services

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

Career placement services are also provided through Institute-sponsored workshops to help students build résumé writing skills and job interviewing skills as well as through providing initial contact with potential employers. Current job openings, employers, and graduate programs in the field of clinical psychology are available on the bulletin board located in the student lounge and are often e-mailed to students. Additional job resources on the IPS website.

Counseling Services

Occasionally students may wish to seek counseling for themselves. They can contact the Office of Student Services for a list of local counseling services.

Student Insurance

Students seeking insurance policies can consult the IPS website for a list of companies providing insurance for students. International students are required to obtain insurance once they are in the United States.

Emergency Treatment

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

Disability Support

In compliance with the Americans with Disabilities Act (ADA), the Institute is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability may seek access to necessary accommodations by contacting the Office of Enrollment Services.

Writing Resources Service

The IPS Writing Resources Service (WRS) offers to interested students one-on-one assistance with all stages of the writing process. Staffed by IPS students who have received training in writing assistance, the WRS assists students with all types of writing assignments, including essays, research papers, dissertations, personal statements, résumés or curriculum vitae. The staff of the WRS also provides help with APA format and offers a variety of handouts covering problems in writing commonly encountered by students.

STUDENT LIFE

Campus Ministry

Based on the mission and vision of the Institute, the Office of Student Services facilitates numerous opportunities for IPS students to grow in their faith formation. Included among these opportunities are daily Mass, weekly Eucharistic Adoration, occasional retreats and evenings of reflection. These activities provide the students, staff, and faculty of IPS with a valuable experience of shared worship. A schedule of dates and times for all activities is posted on the Office of Student Services Bulletin Board on a regular basis. The chapel is located on the first floor of the Institute.

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

Student Life Concerns Committee

The Student Life Concerns Committee (SLCC) plans social and spiritual activities for students and serves as the formal channel of communication between the student body and the Institute's administration. The SLCC is the recognized student leadership and student governance body of the Institute and works closely with the Office of Student Services.

The SLCC is made up of eight current members of the IPS student body. There are two types of members: officers and representatives. The four officer positions are president, vice president, secretary, and treasurer. Of the four representatives, two facilitate the social life of the IPS student body, one is a member of the Library Committee, and one serves to promote the spiritual aspects of the IPS mission. Members and officers of the SLCC are elected by the student body in the spring semester and serve one-year terms. In support of the student life programs and services, a student activity fee is paid each semester by students enrolled at IPS.

Student Activities

The Office of Student Services maintains and distributes a calendar of activities that are of interest to students. Updates of this calendar are posted on the IPS website.

Diversity Committee

The Diversity Committee is composed of representatives from the faculty, administration, staff, and student body to discuss issues related to diversity on campus and in the larger field of psychology. The mission of the Diversity Committee is to promote an appreciation of diversity on campus through dialogue, didactic opportunities, and self-reflection. The Committee sponsors a formal lecture series on diversity issues. This initiative is open to all IPS students.

Living the Call Speaker Series

Living the Call is a speaker series designed to challenge IPS students to look beyond their formal education as they prepare to live out their vocations as Catholic mental health practitioners. The topics and speakers are selected to provide valuable experience and guidance to students on topics such as maintaining balance between family and professional responsibilities, and how to flourish professionally, spiritually, emotionally and mentally.

Social Activities

To facilitate community life, the Institute regularly sponsors social gatherings of students, faculty, staff, and their families. The Student Life Concerns Committee coordinates many of these functions and student attendance is encouraged and welcomed. Details are circulated by the Office of Student Services and are posted on student bulletin boards, sent via e-mail, distributed to students' mailboxes, and posted on the IPS website. Some activities include the President's Picnic, Chili Cook-off, Advent Soup Lunch, Capitol Tour, Edible Encouragement (for exam week), and the SLCC Spring Picnic.

Mind Matters e-Newsletter

Mind Matters is an electronic newsletter that is produced by the Marketing Department and is distributed to the IPS community, as well as to prospective students, friends, and supporters of IPS. *Mind Matters* features student and graduate news, faculty announcements, program highlights, and other newsworthy IPS events.

THE SCHOLARLY RESEARCH CENTER

The Scholarly Research Center seeks to promote creative reflection, conferences and publications that develop an integrated theoretical understanding of the human person and society. From within the context of a multidisciplinary dialogue with modern research, its projects seek to renew the Christian intellectual tradition and remain faithful to the rich teaching of the Catholic Church.

At present, under the Center's aegis, the Institute has four research initiatives: The IPS Model: Faculty Integration Project, The Blessed John Henry Cardinal Newman Lecture Series, the IPS Press, and The Anthropology Project.

I. The IPS Model: Faculty Integration Project

Clinical psychology promotes the mental health and well-being of the human person. It therefore should be guided by a sound understanding of the complete reality of the person. In order to articulate such an integrated vision, the IPS faculty meet regularly in a research group called the "Faculty Integration Project." Because these meetings involve not only psychologists - both clinicians and theoreticians - but also statisticians, sociologists, philosophers and theologians, they are inherently multidisciplinary. Moreover, they are collegial in the best sense of the word.

The Faculty Integration Project builds upon a decade of integrative training and research. After elaborating a basic training approach for integrating a Catholic understanding of the human person and psychology, the IPS faculty has articulated a series of basic principles about the human person, which serve integrative reasoning and clinical practice. This endeavor has resulted in "The IPS Model" of integration, which includes a working definition of a Catholic approach to psychotherapy, a set of anthropological principles, as well as a growing number of articles and other publications. A major book on the IPS Model's theoretical foundations and clinical applications is forthcoming.

The Faculty Integration Project has also given rise to ideas for new research paradigms; integrated psychological assessment tools; new therapeutic modalities; and helpful ways of relating theology, philosophy and psychology. The IPS faculty have planned collaborative research initiatives, to be carried out by the Faculty Integration Project over the next several years, which will embody an integrated understanding of the human person. It is hoped that these initiatives will yield further evidence of the value of the IPS Model in integrating psychology and a Catholic understanding of the human person.



Director: Craig Steven Titus, S.T.D., Ph.D.

Associate Professor, Director of Integrative Studies,
Editor-in-Chief for the IPS Press

S.T.D., Ph.D., University of Fribourg (Switzerland)

S.T.L., University of Fribourg (Switzerland)

M.A., Dominican School of Philosophy and Theology
(Berkeley, California)

Dr. Titus' current interests include virtue theory, moral development, psychology of virtue, philosophical psychology and the integration of

psychological sciences, philosophy, and theology, especially concerning philosophical and theological anthropology, marriage and family. His recent book sets up a dialogue between virtue theory and the psychological and sociological research on resilience and overcoming difficulty: *Resilience and the Virtue of Fortitude: Aquinas in Dialogue with the Psychosocial Sciences* (CUA Press, 2006). He is co-editor of *The Pinckaers Reader: Renewing Thomistic Moral Theology* (CUA Press, 2005) and has edited nine other books and has published numerous articles.

II. The Blessed John Henry Cardinal Newman Lecture Series

The Blessed John Henry Cardinal Newman Lecture Series is an annual program hosted by the Institute for the Psychological Sciences. Now in its eleventh year, the Newman Lectures feature speakers who are widely recognized for their contributions to the fields of psychology, moral and political philosophy, theology, and law. The Institute promotes this interdisciplinary dialogue to advance the integration of modern, social, psychological and Catholic thought. Lectures are free to the public and students are encouraged to attend.

Director: Gladys M. Sweeney, M.Ed., Ph.D.

Academic Dean, Professor

Ph.D., Pennsylvania State University

M.Ed., Pennsylvania State University

Psychologist Degree, Universidad Católica de Chile

Dr. Sweeney is the founder of the Institute for the Psychological Sciences, and has served as its Academic Dean since 1998. She has lectured at the North American College and at the Pontifical

University *Regina Apostolorum* in Rome and has been a faculty member of the Division of Child Psychiatry, Department of Pediatrics, at Johns Hopkins University School of Medicine. She also served as the Executive Director of the Catholic Institute for the Psychological Sciences from 1997 to 1998.

III. The IPS Press

The Institute's academic press is committed to publishing first-class books in areas relevant to the Institute's mission, especially the areas of integrated psychology, psychology and faith, philosophical psychology, clinical psychology, and philosophical anthropology.

Gladys Sweeney, M.Ed., Ph.D., Director and Editor

Craig Steven Titus, S.T.D., Ph.D., Editor-in-Chief

Fr. Romanus Cessario, O.P., S.T.D., Editor

Paul C. Vitz, Ph.D., Editor

The IPS Press has two series:

1. The Blessed John Henry Cardinal Newman Series

This lecture series is held under the sponsorship of The Institute for the Psychological Sciences, and seeks to promote an international conversation among various disciplines that treat the human person. Each lecture series is published with an eye toward building a body of learned discussion that is catholic, both in its breadth of research and in its dialogue with contemporary Catholic thought. The published volumes appear under the patronage of St.

Catherine of Alexandria in order to demonstrate the conviction of those responsible for the Newman Lecture Series that the human person flourishes only when the Creator of heaven and earth is loved above all things.

The Person and the Polis: Faith and Values within the Secular State (IPS Inaugural volume, 2007), with essays by Hadley P. Arkes, Ph.D., Rev. Romanus Cessario, O.P., S.T.D., Robert P. George, J.D., Michael Novak, M.A., Daniel N. Robinson, Ph.D., Kenneth L. Schmitz, Ph.D., and Paul C. Vitz, Ph.D.

On the Wings of Faith and Reason: The Christian Difference in Culture and Science (2008), with essays by Edmund D. Pellegrino, M.D., Rev. Kevin L. Flannery, S.J., D.Phil., Monsignor Robert Sokolowski, Ph.D., Jude P. Dougherty, Ph.D., Rev. Richard John Neuhaus, Peter J. Kreeft, Ph.D., and John M. Haas, Ph.D.

Christianity and the West: Interaction and Impact in Art and Culture (2009), with essays by John J. Haldane, Ph.D., Stanley Hauerwas, Ph.D., Ralph M. McInerny, Ph.D., Daniel N. Robinson, Ph.D., Rev. Guy Bedouelle, O.P., Rev. Peter John Cameron, O.P., and Carroll William Westfall, Ph.D.

The Psychology of Character and Virtue (2009), with essays by Robert Audi, Ph.D., Fred D. Miller, Jr., Ph.D., John Rist, F.R.S.C., Daniel N. Robinson, Ph.D., Richard G. Swinburne, F.B.A., and Charles Taliaferro, Ph.D.

Philosophical Psychology: Psychology, Emotions, and Freedom, (2009), with essays by Rev. Kevin L. Flannery, S.J., D.Phil., Rev. Benedict Ashley, O.P., Roger Scruton, Ph.D., Rev. Ceslas Bernard Bourdin, O.P., Rev. Aidan Nichols, O.P., Richard R. K. Sorabji, Ph.D., and Daniel N. Robinson, Ph.D.

God, Religion, and Civil Governance, (Forthcoming) with essays by Hadley P. Arkes, Ph.D., John M. Finnis, Ph.D., Robert P. George, J.D., Monsignor Livio Melina, Daniel N. Robinson, Ph.D., and Roger Scruton, Ph.D.

2. The IPS Monograph Series

The IPS Monograph Series publishes original scholarly works that promote studies in the broad field of the psychological sciences. The Institute espouses the view that interdisciplinary conversations among experts in psychology, philosophy, and religion serve to advance our understanding of what constitutes both the mental well-being and the spiritual flourishing of the human person.

Rev. Fergus Kerr, O.P., F.R.S.E., ***‘Work on Oneself’: Wittgenstein’s Philosophical Psychology*** (2008)

Kenneth L. Schmitz, Ph.D., ***Person and Psyche*** (2009)

Rev. Benedict Ashley, O.P., ***Healing for Freedom: A Christian Perspective on Personhood and Psychotherapy*** (forthcoming).

Rev. Kevin Flannery, S.J., D. Phil., ***Catholic Moral Action*** (forthcoming)

Addresses for Placing Orders

In the United States:

The Catholic University of America Press
C/O Hopkins Fulfillment Service (HFS)
P. O. Box 503703
Baltimore, MD 21211
Tel: 1-800-537-5487 Fax: 1-410-516-6998
E-mail: hfscustserv@press.jhu.edu

In Europe, Middle East, and Africa:

The Catholic University of America
C/O Eurospan University Press Group
Henrietta Street, Covent Garden
London WC2E 8LU England
Tel. (207) 240-0856 Fax (207) 379-0609
Web: www.eurospanbookstore.com

In Canada:

The Catholic University of America Press
C/O Scholarly Book Services
289 Bridgeland Ave., Unit 105
Toronto, Ontario M6A 1Z6
Tel. (800) 847-9736 Fax (800) 220-9895
Email: customerservice@sbookscan.com
Web: <http://www.sbookscan.com/>

IV. The Anthropology Project

The Anthropology Project has aimed to identify those elements of the Catholic tradition that remain indispensable for sustaining a proper dialogue between Christianity and secular psychology. The invited members have sought to promote the development of a common language among theologians and psychologists that will enable the two constituencies to share a proper understanding of the human person. The encyclical letter of Pope John Paul II, *Fides et Ratio*, guides the work of the project. The project has produced a manuscript, *Philosophical Virtues and Psychological Strengths: Building a Bridge* (forthcoming).

Co-Directors: Rev. Romanus Cessario, O.P., S.T.D., & Gladys M. Sweeney, Ph.D.

Co-Editors: Craig Steven Titus, S.T.D, Ph.D., Rev. Romanus Cessario, O.P., S.T.D., & Paul C. Vitz, Ph.D.

Director and Co-Editor: Rev. Romanus Cessario, O.P., S.T.D.



Fr. Romanus Cessario was ordained for the Eastern Province of the Dominicans in 1971. After finishing theological studies at the Pontifical Faculty of the Immaculate Conception in Washington, D.C., where he earned a Licentiate in Sacred Theology in 1972, Fr. Cessario served on the faculty and administration of Providence College (Providence, Rhode Island). He completed doctoral studies in theology at the University of Fribourg (Switzerland) in 1982. He also holds an M.A. in Philosophy from St. Stephen's College (Dover, Massachusetts). In 1979, Fr. Cessario began teaching at the Dominican House of Studies in Washington, D.C., where he served as Academic Dean from 1979 to 1987. Since 1988, he has lectured in both the United States and Europe. In the fall of 1995, Fr. Cessario joined the faculty of St. John's Seminary (Brighton, Massachusetts) where he currently serves as Professor of Systematic Theology. Fr. Cessario is author of *The Moral Virtues and Theological Ethics, Introduction to Moral Theology, Christian Faith and the Theological Life*, and *The Virtues or The Examined Life*. Fr. Cessario has also published many essays and articles, serves on the editorial boards of several journals, and is senior editor of the monthly worship aid *Magnificat*.



Co-Editor: Paul C. Vitz, Ph.D.

Dr. Vitz is Professor and Senior Scholar at the Institute for the Psychological Sciences. He is Director of the Master of Science (M.S.) Program in General Psychology, and Editor of the IPS Press. Dr. Vitz' teaching and research is focused on the integration of Christian theology and psychology, breaking from the secular humanism and post-modern relativism prevalent today.

Dr. Vitz' books include: *Psychology as Religion: The Cult of Self-Worship*; *Sigmund Freud's Christian Unconscious*; *Modern Art and Modern Science: The Parallel Analysis of Vision*; and *Faith of the Fatherless: The Psychology of Atheism*. He was Professor of Psychology at New York University for many years prior to joining the Institute.

Co-Editor: Craig Steven Titus, S.T.D., Ph.D.

Dr. Titus is Associate Professor and Director of Integrative Studies at IPS. His current interests include virtue theory, moral development, philosophical psychology and the integration of psychological sciences and a Catholic philosophical and theological vision of the human person. His recent book sets up a dialogue between virtue theory and psychosocial research on resilience and overcoming difficulty: *Resilience and the Virtue of Fortitude: Aquinas in Dialogue with the Psychosocial Sciences* (CUA Press, 2006). He is co-editor of *The Pinckaers Reader: Renewing Thomistic Moral Theology* (CUA Press, 2005) and has edited nine other books and published numerous articles.

ADMISSION INFORMATION

Please refer to the individual program sections below for the applicable admission requirements.

Applicants desiring a Doctor of Psychology (Psy.D.) degree but lacking a master's degree in a mental health field must apply to the Master's Program in Clinical Psychology.

Once enrolled in the Master's Program in Clinical Psychology, students may apply to the Psy.D. Program during the spring semester of their first year (provided they have completed the required number of credit hours, see details below).

ADMISSION – Master's Programs

There are two parts to the application process: the application materials and the personal interviews. Interviews are required for the Clinical Program; they may be requested for the General Program.

Once each application is complete and approved by the Admission Committee, which is comprised of faculty and appointed by the Department Chair, applicants are invited to interview. Please note these important deadlines for the following fall semester (applications are not accepted for January admission):

Early decision deadline: Applications completed by December 20, interview completed by January 31, decisions received by February 15. The application fee is waived for early applicants.

Deadline to apply to be considered for financial aid: Applications completed by February 1, interviews completed by March 15, decisions received by March 25. (The deadline to apply for financial aid is March 15).

If there is still space available, applications will be accepted until May 30th.

Students wishing to take only a single course-for-credit and students desiring to audit may apply for a limited selection of classes and register as space allows. (See the section on Course-for-Credit and Audit for instructions).

Admission Process – Master's Programs:

The Admission Committee reviews completed applications only, for each applicant seeking admission. For an application to be considered complete, each applicant must submit the following to the Office of Admissions:

- a completed application form with personal statements as instructed on the form (form can be downloaded from the IPS website, or is available from the Office of Admissions);
- letters of recommendation from three individuals capable of evaluating the applicant's academic preparedness for graduate work in psychology, philosophy, and theology;
- official transcripts from all undergraduate and graduate studies
- GRE scores – General Test Score – taken within the last five years, submitted directly to the Institute from the Educational Testing Service (IPS school code 5639);

- the required application fee (\$55); and,
- test scores of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS), if applicable, submitted directly to IPS by the testing agency (IPS school code 5639).

Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a "Course-by-Course" evaluation completed and sent directly to IPS from an approved evaluation service (i.e., www.wes.org or www.ece.org). In addition, official transcripts must also be sent directly to IPS from the institution(s).

It is the applicant's responsibility to arrange for the forwarding of official transcripts from all undergraduate and graduate schools attended, and to ensure that all required application materials reach the Office of Admissions before the intended deadline(s).

Once all required forms, fees, and documents are received, the Admission Committee will contact all qualified applicants to the M.S. Program in Clinical Psychology to schedule onsite personal interviews. Interviews may also be requested for applicants to the M.S. Program in General Psychology. The applicant is responsible for all personal transportation costs associated with these interviews. Scheduling of interviews is done through the Office of Admissions and must take place by the indicated deadline(s).

Admission Requirements – Master's Programs

Admission to the Master's Program in General Psychology, as well as the Master's Program in Clinical Psychology, requires that a student submit a completed application and have completed a baccalaureate degree from a regionally-accredited academic institution with a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale.

In considering applicants to the M.S. Programs, the faculty Admission Committee considers the following factors: cumulative undergraduate GPA (and graduate GPA if applicable); GRE scores; letters of recommendation; essay answers on the application; interview responses (for the clinical program, and general program if required), clinical suitability (for the clinical program), and TOEFL or IELTS scores (where applicable).

Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years. TOEFL scores must be at least 100 on the internet-based TOEFL (iBT), 250 on the computer-based (CBT), and 600 on the paper-based (PBT) version. Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0. Test results must be sent directly from the testing agency, which only make them available for up to two years from the test date.

IPS recommends, but does not require, that applicants complete a minimum of 18 credit hours of coursework in basic psychology content areas (e.g. abnormal, developmental, experimental, physiological, and social psychology, statistics, tests

and measures, learning and motivation, or personality theory) prior to entering the program. However, applicants with little or no previous coursework in psychology will be considered for admission. If admitted, such applicants will be required to take additional coursework offered by the Institute during the first year of their program to make up for these deficiencies.

ADMISSION – Psy.D. Program:

The application process is different for IPS students and external applicants.

Admission Process: Current IPS Student Applicants to the Psy.D. Program

Students currently enrolled in the IPS Master's Program in Clinical Psychology must have completed a minimum of 24 semester credit hours in order to apply (or have completed their fall semester of 13 credit hours and be enrolled for 12 credit hours in the spring when they make their application). Application materials will be distributed by the director of the Psy.D. Program and the Office of Enrollment Services. Deadline for submission is March 1. Interviews will be held throughout March and admission decision letters will be sent out in late April.

Because the admission process is focused on the individual, personal interviews will be arranged with all applicants meeting the published academic criteria. These interviews are typically scheduled in March, and must be conducted in person. The applicant is responsible for all personal transportation costs associated with these interviews.

In considering IPS student applicants to the Psy.D. Program, the Admission Committee considers the following factors: academic and/or clinical performance in any previous graduate work, cumulative undergraduate GPA, scores on the GRE, three letters of recommendation, the interview process, personal statements and essays from the applicant, clinical suitability, and commitment to and potential to fulfill the mission of the Institute and the Psy.D. Program objectives. For all applicants, a cumulative grade point average of at least 3.5 (on a 4.0 scale) is required in order to be competitive in the admission process.

Admission Process: External Applicants to the Psy.D. Program

The early application deadline for submission is January 10 for the following fall semester, and interviews are held for approved candidates by February 7. Early admission decisions will be mailed February 12. There is a second deadline of March 1, with interviews held throughout March and admission decisions given in late April.

External applicants to the Psy.D. Program must have earned a graduate degree from a regionally accredited program in a mental health discipline, e.g. psychology, counseling, clinical social work, or marriage and family therapy.

Because the admission process is focused on the individual, personal interviews will be held with those students meeting the published academic criteria. These interviews must be scheduled through the Office of Admissions, and must be conducted in person. The applicant is responsible for all personal transportation costs associated with these interviews.

The Admission Committee reviews only completed applications for each applicant seeking admission. For an application to be considered complete, each applicant must submit the following to the Office of Admissions:

- a completed application form with personal statements as instructed on the form (form can be downloaded from the website, or is available from the Office of Admissions);
- letters of recommendation from three individuals capable of evaluating the applicant's academic preparedness for doctoral work in psychology, philosophy, and theology;
- official transcripts from all undergraduate and graduate studies;
- GRE scores – General Test Score only – taken within the last five years, and submitted directly to the Institute from the Educational Testing Service (IPS school code 5639);
- the required application fee (\$55);
- test scores of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS), if applicable, submitted directly to IPS by the testing agency (IPS school code 5639); and,
- one-page statement of clinical and research interests (form available from the Office of Admissions).

Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a "Course-by-Course" evaluation completed and sent directly to IPS from an approved evaluation service (i.e., www.wes.org or www.ece.org). Official transcripts must also be sent directly to IPS from the institution(s).

Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years. TOEFL scores must be at least 100 on the internet-based TOEFL (iBT), 250 on the computer-based (CBT), and 600 on the paper-based (PBT) version. Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0. Test results must be sent directly from the testing agency, which only make them available for up to two years from the test date.

It is the applicant's responsibility to arrange for the forwarding of official transcripts from all undergraduate and graduate schools attended, and to ensure that all required application materials reach the Office of Admissions before the intended deadline(s).

Once all required forms, fees, and documents are received, the Admission Committee will contact all qualified applicants to schedule onsite personal interviews. All arrangements will be made through the Office of Admissions and must take place by the indicated deadline(s). In considering external applicants to the Psy.D. Program, the Admission Committee considers the following factors: cumulative undergraduate GPA, academic and/or clinical performance in any previous graduate work, GPA in social science courses (undergraduate and graduate), scores on the GRE and TOEFL or IELTS (where applicable), three letters of recommendation, the interview process, personal statements and essays from the applicant, clinical suitability, and commitment to and potential to fulfill the mission of the Institute and the Psy.D. Program objectives. For all applicants, a

cumulative grade point average of at least 3.5 (on a 4.0 scale) is required in order to be competitive in the admission process.

Applicants to the Psy.D. Program should note that given the Institute's aim to integrate psychology and a Catholic philosophical and theological understanding of the human person, all students are required to complete four courses in the areas of theology and philosophy in order to graduate. Students who apply should be prepared to undertake rigorous graduate level studies in philosophy and theology in areas relevant to psychology.

Background Check

Students should be aware that they will be required to be fingerprinted and to pass a background check prior to beginning work with clients in their practicum at the IPS Training Clinic or prior to working in external practica or internships.

INTERNATIONAL STUDENTS

The Institute can accept foreign applicants who are in the United States as dependents of someone in the country on a work visa. The Institute can also accept students in the country on F-1 and R-1 visas. International students are required to maintain valid immigration status throughout their stay at the Institute. In most cases, this requires that the student be enrolled full-time for two consecutive semesters out of every year. A person whose immigration status is not valid is not considered a current student, and cannot register for classes, participate in the Institute's activities, or apply for readmission or admission to a degree program.

For any coursework completed outside the United States, please see instructions for the translation and/or evaluation of foreign transcripts.

OTHER ADMISSION POLICIES:

Course-for-Credit or Audit

A limited selection of master's-level courses may be taken on a course-for-credit or audit basis by non-degree seeking students holding an appropriate baccalaureate degree. Any person wishing to apply to register on a course-for-credit or audit basis must submit a completed application, official undergraduate and graduate (if applicable) transcript(s), and the required application fee (\$35). Personal statements, GRE scores, letters of recommendation and interviews are not required. The application is reviewed and approved by the Chair of the department and registration will be subject to the enrollment limitations that follow.

Only the following courses are eligible to be taken by non-degree students (unless special permission is received from the Department Chair and Academic Dean): PHT 502, PHT 535, PHT 614, PHT 633, PHT 635, PSY 500, PSY 503, PSY 504, PSY 605. Students receiving permission to register course-for-credit or audit are not admitted nor guaranteed admission to a degree program. Enrollment is subject to limitations of class size, with priority given to students enrolled for credit, any special requirements for auditing a particular class, and the exclusion of auditors from a particular class or a given type of class.

For students registering on a course-for-credit or audit basis, attendance is required (see "Class Attendance"). Auditing students will not be obliged to

complete any of the class requirements. No academic credit is awarded for auditing a course.

A student currently taking a course on an audit basis may petition to take the course on a course-for-credit basis through the Office of Enrollment Services. The petition must be presented and approved prior to the commencement of the third scheduled week of classes. Students who have previously audited a class for which they later wish to receive credit may later re-enroll in the same course, for credit, by registering and paying the regular registration fee. Students who have previously audited a class, and who are now taking the course for credit are required to complete the assignments for the course as outlined by the current syllabus for that class, including any requirements for class participation, papers, and examinations. The student may, however, petition the instructor and Academic Dean in writing for a modification of the class attendance requirement of the Institute.

Criteria for Transfer of Credit

Graduate credits are transferable from regionally accredited institutions. Courses considered for transfer must have been completed within a period of six years prior to acceptance into the Institute's programs. Exceptions to this time limit may be granted for applicants who have been actively involved in the field in which the degree was earned on a continuous basis prior to admission. Extension, continuing education, or in-service courses that are not intended by the institution offering the courses as part of a degree program are not acceptable for transfer credit to the Institute. No graduate credit can be awarded for undergraduate-level courses.

Students admitted to the M.S. Program in Clinical Psychology or General Psychology may transfer a maximum of nine credit hours. Students admitted to the Psy.D. Program may petition for the transfer of a maximum of 18 credit hours. All transfer courses must have been earned at a graduate-level program in a regionally accredited college or university.

Transfer of graduate credits earned at other institutions is not automatic. Only graduate credit for courses determined to be equivalent to courses offered at the Institute can be transferred for course credit. In addition, only courses for which a grade of B (3.0) or better is obtained will be considered for transfer.

Applicants should note that given the unique mission of the Institute, certain courses completed at other academic institutions may differ significantly in content, although a similar title is given to the course at both institutions. Therefore, the following courses typically are not eligible for transfer from another institution:

- PHT 502 Philosophical and Theological Anthropology
- PHT 535 The Catholic Vision of Spiritual Maturity
- PHT 614 Practical Reasoning and Moral Character
- PHT 633 Major World Philosophies and Religions
- PHT 635 Theology of Marriage and Family
- PSY 512 Law, Ethics, and Psychology
- PSY 516 Basic Interviewing and Clinical Skills
- PSY 609 Adult Psychotherapy
- PSY 610 Child Psychotherapy
- PSY 611 Marital Psychotherapy

- PSY 724 Advanced Adult Psychotherapy
- PSY 734 Advanced Child, Marriage, and Family Therapy I
- PSY 735 Advanced Child, Marriage, and Family Therapy II
- PSY 736 Child Psychopathology
- PSY 836 Advanced Personality Assessment

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

Life Experiences and Course Exemptions

IPS does not permit course exemptions for life experiences.

Deferral of Enrollment

Admission is granted only for the semester to which the applicant applies. Deferral of enrollment does not guarantee deferral of financial aid package. Those failing to register for the semester for which they have received acceptance can request that their application remain active for up to two years from the year for which they originally applied, provided:

- 1) the applicant understands that admission to a future semester is not guaranteed and their application will be re-considered with the pool of applicants for the year they choose to apply;
- 2) the request to maintain an active application file must be received in writing by the Office of Admissions prior to August 15 of the year for which they were offered enrollment;
- 3) the applicant confirms to the Office of Admissions his or her desire to be re-considered for admission prior to January 1 of the year for which they would like to enroll. This confirmation comprises updated materials for their file to reflect their work or study since the time of their original application, including:
 - a. personal Statement “A” explaining how their current goals coincide with study at IPS;
 - b. official transcripts reflecting any academic work completed since the original submission;
 - c. at least one letter of recommendation from a professor or employer which reflects the applicant’s accomplishments or abilities;
 - d. test scores (GRE, and TOEFL or IELTS, if applicable). Students must re-take tests if test scores have expired prior to enrollment
 - e. admission or degree requirements adopted since original application may be required as well;
 - f. application fee of \$55; and,
- 4) interviews may or may not be required at the discretion of the Admission Committee.

Re-Application for Admission of Previously-Enrolled Students

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

should be prepared to submit the following:

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

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

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

Students who have financial obligations to the Institute are ineligible until these obligations are satisfied.

Statement of Non-Discrimination

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

APPLICATION DEADLINES FALL 2013

M.S. early admission application deadline	December 20
External Psy.D. application deadline	January 10
M.S. early admission interview deadline	January 31
M.S. standard application deadline (to be considered for financial aid)	February 1
External Psy.D. interview deadline	February 7
External Psy.D. decision letters mailed	February 12
M.S. early admission decision letters mailed	February 15
Financial aid deadline for current IPS students	March 1
Psy.D. application deadline for IPS students and external applicants	March 1
M.S. interview deadline (to be considered for financial aid)	March 15
Financial aid deadline for applying students	March 15
M.S. admission decision letters mailed	March 22
Financial aid letters mailed	March 30
Deposit due for incoming students	May 1
Final M.S. application deadline (space permitting)	May 30

FINANCIAL INFORMATION

Tuition and Fees for the 2012-2013 Academic Year

Tuition (per credit hour)

Master's	\$855
Psy.D.	\$865
Audit	\$428
Psy.D. Continuous Enrollment Fee	\$250

Standard Fees

Library Fee (per semester)	\$110
Student Activity Fee (per semester)	\$30
Lab Fee (per course for PSY 608, PSY 613, PSY 836)	\$130
Late Registration Fee	\$60
Add/Drop/ Fee (per course)	\$21
Graduation Fee	\$75
Returned Check Fee (each service)	\$35
Parking	\$125

Admission Fees

Application Fee (non-refundable) (waived before Dec. 20)	\$55
Audit/Course-for-Credit Application Fee (non-refundable)	\$35
Enrollment Deposit (applied toward tuition)	\$250

Expenses

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

Payment of Student Account

The Institute requires students to satisfy their student account at the time of registration, prior to attending classes. The Financial Aid Office and the Business Office are available to assist students in obtaining resources for meeting these financial obligations.

Deposit

A deposit of \$250 is required of newly admitted students to secure their place in the class for the upcoming fall semester. This deposit is due by May 1 of the preceding spring semester (or within three weeks of receiving notice of acceptance into the program, whichever is later). The deposit is applied to the tuition for the following fall semester and is non-refundable.

Payment Plans

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

IPS Refund Policy: Fall and Spring Semesters

A student who reduces the number of credit hours using the Institute's add/drop procedure or withdraws using the Institute's withdrawal procedure is subject to the following refund schedule:

Withdrawal Date	Percentage Refundable
First Week	80%
Second Week	60%
Third through Fourth Week	50%
Fifth through Eighth Week	25%
Later than Eighth Week	0%

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

IPS Refund Policy: Summer

A student who reduces the number of credit hours for condensed summer courses, scheduled for six weeks or less, using the Institute's add/drop procedure or withdraws using the Institute's withdrawal procedure is subject to the following refund schedule:

Summer Withdrawal Date	Percentage Refundable
First Week	80%
Second Week	50%
Third Week	25%
Later than Third Week	0%

For summer courses less than five weeks, a student who reduces the number of credit hours or withdraws will receive an 80% refund if they complete the add/drop or withdrawal procedure by close of business on the second day of class and a 0% refund if they complete the procedure at any time after that.

Delinquent Accounts

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

FINANCIAL AID

To make graduate education more affordable for its students, the Institute has developed a financial aid program to assist students in meeting the costs of attending the Institute. IPS encourages its students to take primary responsibility for financing their graduate education. To this end, self-help financial aid in the form of loans, assistantships, and work-study are the primary, though not sole, sources of financial assistance available to students. Financial aid is any grant, scholarship, loan, assistantship, or federal work-study offered for the purpose of helping a student to meet educational expenses.

Applying for Financial Aid

Planning early and researching all options are keys to financing one's education. The more applicants know about how financial aid works, the better prepared they are to fund their studies at IPS. The Cost of Attendance Calculator, available on the IPS website, helps estimate annual expenses. There are other scholarship resources available on the website which list various organizations and foundations offering funding to students pursuing graduate studies in psychology. The formula to determine financial aid eligibility or need is:

$$\begin{array}{r} \text{Cost to attend IPS} \\ - \text{Expected Family Contribution (EFC)} \\ \hline = \text{Student's financial need} \end{array}$$

How to apply:

1. **Submit the FAFSA:** Students must demonstrate financial need as calculated by federal methodology for all need-based financial aid. This is done by completing the Free Application for Federal Student Aid (FAFSA) located at the website: <http://www.fafsa.ed.gov>. IPS' school code is G38724, and the FAFSA will automatically be transmitted to our office.
 - Note: Submit the FAFSA as soon as possible after January 1st as this is what determines the Expected Family Contribution (EFC).
2. **Submit the IPS Application for Institutional Aid form** with essays and recommendation to the Office of Financial Aid via mail, email, or fax. The forms can be downloaded from the IPS website.

Deadlines to apply

While students can apply for a loan at anytime, applicants for IPS Institutional Aid should send everything at the same time. The annual deadlines to apply for aid for the following academic year are:

Returning students: **March 1**

Incoming students: **March 15**

Award letters

By the first week in April, applicants will receive an official award letter based on FAFSA results and other applications submitted (institutional aid form, etc.). Upon receipt of this letter students have fourteen days to accept or reduce any part of the awarded aid. Failure to meet this deadline indicates the student is declining the offered aid, and IPS will not process anything.

In order to accept the awarded aid, students should sign the award letter and return it to the Financial Aid Office, as well as complete the **required** entrance counseling and Master Promissory Notes (MPNs) for each type of loan they are interested in receiving. These requirements can be completed online at www.studentloans.gov, where students can sign in using the pin created for the FAFSA application. The school will be notified when these documents have been completed and will then be able to process the loans. **Please note that a student is not eligible to receive loans until these tasks are completed.**

Student loans are certified at the beginning of the fall, spring and summer semesters. Once the loans are certified, they are disbursed directly to the school and are applied to the institutional costs for the semester (tuition, fees, etc.). If there is money remaining after it has been applied to the student account up to, but no later than, fourteen days after the loans are certified, you will receive a check for the difference of the funds requested minus institutional charges.

Types of Aid

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

Institutional Aid

IPS assists students based on merit and need through assistantships and a limited scholarship fund.

IPS Scholarships

IPS scholarships are gift aid to students, and do not need to be repaid.

Assistantship Program

Depending on the award amount, assistantships require between 7-10 hours of work per week, for a total of 98-140 hours for each semester, respectively. Teaching, research, and clinical assistantships are available to Psy.D. students; research and administrative assistantships are available to M.S. students. The assistantship assignments are determined by a team of faculty and staff. All student workers are required to submit bi-weekly time records, signed by their supervisor, to the Financial Aid Office in order to earn the full amount of the tuition reduction associated with their assistantship award. The amount of the tuition reduction associated with each assistantship award varies, and all awards are primarily merit-based, and secondarily need-based. Students apply for assistantships by submitting an Application for Institutional Aid, available in the Financial Aid Office and on our website.

Private funding

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

GI Bill Funding Eligibility

IPS programs are now approved for veterans benefits under the GI Bill. Go to <http://www.gibill.va.gov/> for more information

Federal Financial Aid

Students attending IPS have access to federal student financial aid programs, including the Federal Work-Study Program and the William D. Ford Federal Direct Loan Program.

The Institute has a program participation agreement with the United States Department of Education to participate in the Title IV Federal Financial Aid Program (Title IV). For both programs, the application deadline for the 2012-2013 Academic Year is March 15, 2012.

- **Federal Work-Study Program**

The Federal Work-Study Program is need-based, and positions and hours per week vary. Time records, signed by the supervisor, are required for this program, which is paid by the hour in the form of a bi-weekly paycheck. The total amount of the award is stated in the award letter, and is determined by the level of need and type of position in which the student will work.

- **Federal Loans**

IPS participates in the William D. Ford Federal Direct Loan Program, through which Title IV federal student loans are available to assist eligible students in meeting their educational costs. These federal aid funds include Stafford unsubsidized loans up to a maximum award of \$20,500 for the academic year. Grad Plus loans or private loans are available for the remaining cost of attendance should the student desire these options. For information about Direct Loans, please go to the following website: <https://studentloans.gov>. Information and examples of Refunds for Title IV Funds can be found at the end of the Financial Aid section of the catalog.

Enrollment Policies for Federal Loan Eligibility

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

For the fall and spring semesters, to be considered full-time for purposes of obtaining federal loans, a master's student must be enrolled in a minimum of nine credit hours per semester, and a doctoral student must be: a) enrolled in a minimum of nine credit hours per semester; b) enrolled in a minimum of six credit hours per semester, three hours of which include enrollment in a practicum/internship; c) actively working on a dissertation (i.e., enrolled for dissertation credit hours); or d) engaged in a pre-doctoral internship. To be considered half-time, a student must take a minimum of six credit hours.

For the period of summer enrollment, to be considered full-time for financial aid a student must take a minimum of four credits or one dissertation credit. To be considered half-time for financial aid, a student must take less than four credits and a minimum of two credits.

Students enrolled at least half-time during the summer are eligible to receive funds to cover their tuition and living expenses. The funds for living expenses during the summer are calculated in the following way:

$$\begin{array}{r} \text{Living expenses for a 12 month period} \\ - \text{Living expenses for the fall and spring semesters} \\ \hline = \text{Aid available for summer living expenses} \end{array}$$

If at any time during the summer a student drops a class, calculations must be performed to see what funds must be returned. If a student remains enrolled at least half-time during the summer session, only the funds in the amount of the dropped credits must be returned. If a student drops below half-time, he/she loses eligibility for summer funding, and all loan funds must be returned. If a student withdraws from the Institute during the period of summer enrollment, the Title IV refund policy must be put into effect to determine the amount of aid the student earned and any unearned aid must be returned. An example is provided at the end of this section. Please note that for both dropping a class and withdrawals, the IPS Refund Policy will also be put into effect. Due to the condensed timeframe for summer classes, the policy for summer classes is slightly different. (See IPS Summer Refund Policy above; or Title IV Refund Policy for Summer, listed at the end of this section).

1) Satisfactory Academic Progress for Financial Aid Recipients

All students must meet Satisfactory Academic Progress (SAP) requirements to receive federally-sponsored financial aid at the Institute. SAP for financial aid recipients is a policy distinct from the Institute's Academic Standing policy. The Institute's SAP includes both qualitative and quantitative components in compliance with federal regulations, and is assessed at the end of each period of enrollment. Students must maintain a cumulative Grade Point Average (GPA) of 3.0 or higher and must earn at least 50 percent of their attempted credit hours each semester. They must also complete the coursework for their specific program of study within the maximum time frame designated in the academic catalog degree requirements sections. Students who do not comply with these standards become ineligible for federal financial aid.

SAP is evaluated at the end of each period of enrollment. If a student is found not to meet SAP requirements after this evaluation, they will receive a letter from the Financial Aid Office informing them that they have been placed on financial aid warning. A student with this status may receive financial aid for the next enrollment period, but must meet SAP requirements by the end of that period. If the student fails to meet SAP the second time, after the financial aid warning period, they will lose their financial aid for the next period of enrollment. If there are extenuating circumstances involved, students who fall below the SAP requirements for the second time may submit a written appeal to the Financial Aid Office within 30 days of their ineligibility notification. The appeal letter should include the reason why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation. Reasons for appeal may include such extenuating circumstances as prolonged illness, hospitalization, death of an immediate family member, etc. The Financial Aid Office will review the appeal and notify the student in

writing of the outcome of their appeal. If the appeal is granted, the student is considered on financial aid probation, and their aid may be continued for one period of enrollment. If the student has not met the SAP requirements by the end of the probation period, he/she is no longer eligible for federally-sponsored financial aid. Restoration of federally-sponsored financial aid becomes possible when the student achieves SAP requirements, based on official end-of-semester grade reports.

2) Withdrawal and Incompletes

Withdrawal from courses and/or Incompletes will not be considered satisfactorily completed. Each of these types of courses will be considered courses attempted but not completed.

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

3) Repeated Courses

Repeated courses are eligible for financial aid and count towards SAP.

4) Transfer Courses

Transfer courses, both those a student completed prior to admission to IPS and those accepted while a student is enrolled at IPS, are not factored in when calculating a student's IPS financial aid eligibility. Both types of transfer courses may count towards SAP as credit hours attempted and completed if the student has completed the transfer of credit process (outlined in the academic catalog's Criteria for Transfer of Credit section).

5) Financial Aid Academic Year

The academic year consists of fall, spring and summer semesters.

Return of Title IV Funds

Federal law and regulations require that IPS calculate a refund of tuition and fees for any student who withdraws from the Institute's programs.

In addition, the Institute must calculate a return of Title IV funds for any student receiving financial aid used for the student's tuition and fees for the period. The calculation is based on the percentage of the enrollment period completed and the amount of the Title IV aid disbursed. The return of Title IV funds calculation is separate from the Institute's tuition refund policy. The Institute utilizes worksheets provided by the United States Department of Education (ED) to calculate the Return of Title IV funds. The following paragraphs describe the procedure and basis for the calculations.

The Institute calculates the return of Title IV funds based upon the official withdrawal information as determined by the Office of the Registrar. Using ED worksheets, the Institute divides the number of days completed by the number of days in the enrollment period to identify the percentage of time the student has

completed in the enrollment period. If 60 percent or more of the semester has been completed, there is no return of the Title IV funds for the period.

When a return of funds to ED becomes necessary, the Institute multiplies the amount of funds disbursed to the student in Title IV funds by the percentage of time the student has completed. Then, the Institute subtracts the total amount of aid earned from the amount of aid disbursed. The Institute calculates its share of money to return by subtracting the amount the school must return from the total amount due. If the amount due to ED from the Institute is greater than the tuition and fees owed to the Institute, the school returns the greater amount. If the calculation shows a return of less than the refund calculation, the school returns the difference to the student.

In addition to the possibility of returning Title IV funds not earned during an enrollment period, students are required to repay loans obtained through the lender, based on the terms and conditions detailed in their promissory note(s). The student and the Institute are both required to return appropriate amounts to ED. A student's failure to return funds they are not eligible to receive will result in the student being ineligible for further financial aid. In addition, the Institute and ED are required under federal regulations to seek legal action against the student to collect any funds the student is not entitled to retain.

The order in which ED will receive returned funds is as follows: Grad Plus Loan funds first, if received, then unsubsidized Stafford loan funds. The Institute will return unearned Title IV funds to ED by electronic transfer or draft to the Institute's federal account within 30 days of determining that a student has withdrawn from the Institute.

Examples of these calculations are provided below.

Refund Information for Title IV Recipients

Students receiving Title IV federal financial aid who withdraw are subject to the Higher Education Act of 1965 as changed by the 1998 Reauthorization of the Higher Education Act. This act requires calculation to determine the amount, if any, of the Title IV funds to be returned to the Title IV program(s). Please note that this policy is distinct from the Institute's refund policy, described earlier.

The first step in the calculation determines the amount of financial aid the student earned based upon the dates of enrollment. The second step in the calculation determines the amount of unearned federal financial aid. Unearned Title IV federal financial aid must be returned to the appropriate Title IV program.

Example of a Title IV Refund Calculation

A student withdrew from the Institute on the 60th day of the 105 day academic semester, completing 57 percent of the semester, having received 100 percent of the federal financial aid disbursements for the semester, with no further refund allowable under Institute policy. Actions prior to withdrawal:

Charges on Student Account

Tuition (12 hrs x \$855/per credit hour)	\$10,260.00
Fees (Student Activity + Library fees)	+ \$140.00
Total Charges	\$10,400.00

Title IV Aid

Unsubsidized Stafford Loan	\$10,250.00
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Total Federal Title IV Aid	\$10,250.00
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Refund Calculation

Title IV Aid (see above)	\$10,250.00
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Amount Earned (57% semester completed x Title IV aid, [\$10,250])	<u>- \$5,842.50</u>
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Title IV Aid to be returned	\$4,407.50
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Amount Owed by Student to Institute (Total Charges, see above)	\$10,400.00
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Less Title IV Aid Amount Earned (see above)	<u>- \$5,842.50</u>
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Amount Owed to Institute from Student	\$4,558.50
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In this example, the Title IV Aid will be returned to the Unsubsidized Stafford Loan. If an amount greater than the Unsubsidized Stafford Loan needs to be returned, the amount returned would be applied first to the Graduate Plus Loan, and the balance applied to the Unsubsidized Stafford Loan.

Under Institute policy, the student in this example is required to pay IPS \$4,558.50 at the time of the withdrawal from the Institute and complete exit counseling.

Example of a Summer Title IV Refund Calculation

A student withdrew from the Institute on the 16th day of the 32 day summer session, completing 50 percent of the semester, having received 100 percent of the federal financial aid disbursements for the semester, with no further refund allowable under Institute policy. Actions prior to withdrawal:

Charges on student account

Tuition (4 hrs x \$855/per credit hour)	\$3,420.00
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Tuition due after IPS refund policy applied (Student withdrew in 3rd week, 25% refund)	<u>\$2,565.00</u>
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Total charges	\$2,565.00
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Title IV Aid

Grad-Plus Loan (tuition + living expenses)	\$8,799.00
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Total Federal Title IV Aid	\$8,799.00
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Refund calculation

Title IV aid (see above)	\$8,799.00
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Amount earned (50% of enrollment period completed x Title IV aid [8,799.00])	<u>- \$4,396.00</u>
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Title IV aid to be returned	\$4,403.00
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Amount Owed by Student to Institute (Total charges, see above)	\$2,565.00
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Less Title IV aid amount earned (see above)	<u>- \$4,403.00</u>
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Amount Student may keep for living expenses	\$1,838.00
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In this example, the student earned enough aid to cover what he/she owes the Institute and was still eligible to keep funds for living expenses.

Student Rights and Responsibilities as Financial Aid Recipients

Please visit the IPS website for the link entitled (HEOA) Higher Education Opportunity Act for details regarding student consumer information.

<http://ipsciences.edu/pages/about-ips/heoa.php>

ACADEMIC POLICIES

Academic Integrity

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

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

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

In cases where a violation of academic integrity has been verified, the faculty member has the responsibility for determining the academic consequences, which may include assigning a failing grade for the assignment, exam, or course, or non-acceptance of the thesis or dissertation. The faculty member also may recommend a formal review of the violation by the Academic Dean, at which time the responsibility for determining the academic consequences will pass to the Academic Dean. Consequences can include probation from the Institute for a designated period of time, and in extreme cases, permanent dismissal from the Institute.

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

Academic Freedom

Besides the teaching, research, and service common to all institutes of higher education, the Institute for the Psychological Sciences, as a Catholic institution, brings to the educational endeavor the inspiration and light of the Christian faith. Catholic insights, ideals and truths inform its scholarly and pedagogical activities in accordance with the proper nature and autonomy of these activities. Each faculty member is guaranteed academic freedom in this regard to pursue his or her respective discipline in accordance with the principles and proper methods of each

discipline, and insofar as it is consistent with the common good of the Institute and its mission, and the normative teaching of the Roman Catholic Church.

Academic Advising and Mentoring

IPS strives for an academic community that allows for an opportunity to support personal and scholarly development. Academic, personal, and scholarly advising and mentorship by both faculty and staff occur at various levels within the educational process at IPS. Academic advising, relative to curriculum, is conducted by the respective directors of the various academic programs (i.e., director of the Psy.D. Program or director of the M.S. Programs). Mentorship is an on-going process and occurs through formal and informal interactions with faculty, staff, and peers, who strive to provide a nurturing and supportive educational experience.

Faculty Availability and Accessibility

The Institute is deeply concerned about each student's individual progress within its programs. Timely instructor input, feedback, and guidance benefits the student's decision making and facilitates academic progress. To ensure adequate availability and accessibility of instructors, the Institute requires faculty members offering a course to hold a minimum of two office hours per week for each course taught. An instructor's office hours will be distributed at the first class meeting and any changes to the office hours will be announced in class meetings.

To ensure equitable and effective use of both the student and instructor's time, students are required to make an appointment when they would like to utilize an instructor's office hours. Each instructor will inform the students during the first class meeting what process he or she wishes to maintain in scheduling appointments for office hours.

GRADING POLICY

Course Grades

To ensure that grades are awarded with justice and on a uniform basis, all members of the faculty are required to make clear to their students at the beginning of each course the principles which they will employ in determining final grades. A clear statement of grading principles offered by the instructor is the student's strict right and the instructor's serious duty. The Institute allows instructors to define numerically what each grade requires as well as assign finer distinctions such as A-, B+, etc. On official transcripts, grade points will be reflected as follows:

Grade	Grade Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0.0
NC (No Credit Earned)	None
INC (Incomplete)	None
IP (In Process)	None

W (Withdrawal)	None
WP (Withdrawal Passing)	None
WF (Withdrawal Failing)	None

Any course in which a student receives a grade below C must be re-taken.

Incomplete

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

Academic Good Standing

To remain in good academic standing, students must maintain a minimum cumulative grade point average of 3.0. A 3.0 grade point average is required to graduate. Cumulative grade point criteria do not apply until the student has completed six or more credits. The status of the student will be reviewed at the end of each semester by the Registrar who will refer students not meeting the required 3.0 GPA average to the Academic Dean and the respective director of the student's program, which may lead to the development of a plan for remediation.

Academic Probation

In the event of failure to meet the above standard for good academic standing, a student will be placed on academic probation. Students placed on academic probation for two consecutive semesters will be subject to academic dismissal. Students affected by this policy may request exceptions to the policy by presenting a written description of their extenuating circumstances and their plan for re-establishment of good academic standing to the Academic Dean. Generally, the Academic Dean will consult with the appropriate program director and Department Chair prior to granting any exceptions. The student will be advised in writing of the Academic Dean's decision, which will be final.

Clinical Skills Ratings

For courses that involve learning and demonstration of clinical skills, students will receive ratings on attainment of specific aspects of clinical practice and skills. The clinical skills ratings are provided in addition to regular course grades. An example of the rating form is available in the *Clinical Training Handbook*.

The clinical courses at the master's level include PSY 507, PSY 516, PSY 608, PSY 609, PSY 610, PSY 611, and PSY 613. Additional clinical ratings are made for clinical courses in the Psy.D. Program.

Clinical "At-Risk"/Termination/Due Process

Graduation with a degree in clinical psychology requires more than adequate grades and scholarly ability. Students must reach adequate levels of competency

in psychological assessment and psychotherapy, and possess the ability to exercise good clinical judgment, ethical reasoning, respect for diversity and professionalism. It is the solemn responsibility of the Institute to serve as a gatekeeper for the profession and to ensure that students who are unable to meet these standards be terminated from the program.

During each end-of-semester review of students, the Director of Clinical Training will bring to the attention of the faculty any feedback from instructors, and where applicable externship and internship sites, which indicates that a student is significantly deficient in their professional development. In such cases the Director of Clinical Training will work with the appropriate course instructors and/or placement sites to develop a remediation plan which will include specific areas in which remediation is necessary, and the actions to be taken by the student and by the program to remediate deficiencies. It will also include criteria by which remediation success is to be judged and a time frame by which remediation must be completed. Such a remediation plan will be reviewed with the student. In cases where skill deficiencies are noted by the instructor of a clinical course, the remediation plan developed may include the requirement that the student retake the course even if their overall grade was above a C-.

When such a remediation plan is developed, the Director of Clinical Training and clinical faculty members, following consultation with relevant course instructors and/or placement supervisors, will determine whether the deficiencies are of a serious enough nature as to deem the student to be “at-risk” for termination from the program. If deemed to be “at-risk” the student will be formally notified of such status.

A student determined to be “at-risk” who fails to meet the remediation plan requirements in the designated time is eligible for termination from the program. In such cases, the Director of Clinical Training and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being dropped from the program. The student will be notified in writing of the decision.

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

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

Examinations

Final examinations are scheduled during regular class hours of the final week each semester and on the last day of each summer session. In case of serious illness or emergency, arrangements may be made with the instructor to take an exam at another time. Postponement of a final examination beyond the last day of the semester or of the summer session requires the issuance of an Incomplete grade designation.

Papers

Students are expected to write all papers in a manner consistent with the expectations of the academic psychology community. Therefore, the *Publication Manual of the American Psychological Association, 6th Edition (2010)*, should be utilized in all course requirements for term papers, as well as other professional writing. The student may access the Manual and associated resources in the library or see the following websites for assistance: <http://www.apastyle.org>, <http://www.wooster.edu/psychology/apa-crib.html>

Class Attendance

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

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

Class Cancellations or Emergency Closing

In the event of weather-related or other emergencies, students will be informed in the most expedient manner possible. When feasible, instructions will be provided to students via postings on bulletin-boards, in student mailboxes, and/or announcements made in class. Updates will also be sent using the IPSciences.edu email system, and will be available on the Institute's telephone recording, 703-416-1441, ext. 456. The Institute also lists closings on www.wtop.com under "closings/delays." Every effort will be made to post the announcement of class cancellations or an emergency closing on the Institute's telephone recording by 7:00 a.m. on each day impacted by such emergencies.

Internet Use in the Classroom

While the internet is a valuable source of information that can facilitate the learning process, the faculty have found that in the classroom setting it is often a distraction

to the important interpersonal activity and learning opportunities that occur there. Therefore, unless otherwise permitted in special cases by the instructor, students in the classroom during an active class session are not permitted to connect to the internet.

Course Evaluation by Students

Near the end of each semester, students are expected to complete a written evaluation of each course. All evaluations are anonymous and confidentiality is maintained. Student honesty in evaluation of the courses is critical, since the results contribute to improving class design and presentation. Instructors do not have access to the course evaluation results until after final grades are submitted.

Disability Support

In compliance with the Americans with Disabilities Act (ADA) the Institute is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability may seek access to necessary accommodations by contacting the Office of Enrollment Services.

Graduation Requirements

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

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

The Institute confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors, three times a year: August, December, and May. Students whose degrees are conferred in August or December are encouraged to participate in the following annual May Commencement. Degree conferral and Commencement dates are posted in the Academic Calendar. The Graduation Fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the Commencement ceremony.

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

Participation in the Commencement ceremony is allowed only if all coursework and degree requirements have been completed prior to the event. However, because of the unique schedule of some internship and practicum/externship experiences,

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

REGISTRATION

Registration for Classes

Attendance at any Institute class is not permitted unless the person is registered for the class. For planning purposes, summer and fall semester registration for returning students takes place in April of the preceding academic year and spring semester registration for returning students takes place in November of each year. New student registration opens in June. Any student registering for courses outside of the published registration period are subject to a late registration fee.

Students must meet with their academic advisor prior to registering each semester and have the academic advisor sign the completed registration form. It is the option of each new student admitted to make an appointment with an academic advisor prior to registering. Students whose accounts are not current will not be permitted to register for classes. Students registering for a course-for-credit or audit must register no later than the last day of the published add/drop period each semester.

Course-for-Credit or Audit

Any student enrolled in an IPS program may choose to audit a course during registration for a semester, with the approval of their academic advisor and subject to the enrollment limitations listed below. Audit tuition is approximately one-half of the current regular tuition.

A limited selection of master's-level courses may be taken on a course-for-credit or audit basis by non-degree seeking students holding an appropriate baccalaureate degree. Any non-degree person wishing to apply to register on a course-for-credit or audit basis must submit a completed application, official undergraduate and graduate (if applicable) transcript(s), and the required application fee (\$35). Personal statements, GRE scores, letters of recommendation and interviews are not required. The application is reviewed and approved by the Department Chair and registration will be subject to the enrollment limitations that follow.

Only the following courses are eligible to be taken by non-degree students (unless special permission is received from the Department Chair and Academic Dean): PHT 502, PHT 535, PHT 614, PHT 633, PHT 635, PSY 500, PSY 503, PSY 504, PSY 605. Students receiving permission to register course-for-credit or audit are not admitted nor guaranteed admission to a program. Enrollment is subject to limitations of class size, with priority given to degree candidates and students enrolled for credit, any special requirements for auditing a particular class, the exclusion of auditors or non-degree students from a particular class or a given type of class, and prerequisites.

For students taking a course-for-credit or audit, attendance is required (see “Class Attendance”). Auditing students will not be obliged to complete any of the class requirements. No academic credit is awarded for auditing a course.

A student currently taking a course on an audit basis may petition through the Office of Enrollment Services to switch to a “course-for-credit” basis. Such petition must be presented to and approved prior to the commencement of the third scheduled week of classes. Students who have previously audited a class for which they later wish to receive credit may later enroll in the same course, for credit, by registering and paying the regular tuition. Students who have previously audited a class, and who are now taking the course for credit are required to complete the assignments for the course as outlined by the current syllabus for that class, including any requirements for class participation, papers, and examinations. The student may, however, petition the instructor and Academic Dean in writing for a modification of the class attendance requirement of the Institute.

Criteria for Transfer of Credit

Graduate credits are transferable from regionally accredited institutions. Courses considered for transfer must have been completed within a period of six years prior to acceptance into the Institute’s programs. Exceptions to this time limit may be granted for applicants who have been actively involved in the field in which the degree was earned on a continuous basis prior to admission. Extension, continuing education, or in-service courses that are not intended by the institution offering the courses as part of a degree program are not acceptable for transfer credit to the Institute. No graduate credit can be awarded for undergraduate-level courses.

Students admitted to the M.S. Program in Clinical Psychology or General Psychology may transfer a maximum of nine credit hours. Students admitted to the Psy.D. Program may petition for the transfer of a maximum of 18 credit hours. All transfer courses must have been earned at a graduate-level program in a regionally accredited college or university.

Transfer of graduate credits earned at other institutions is not automatic. Only graduate credit for courses determined to be equivalent to courses offered at the Institute can be transferred for course credit. In addition, only courses for which a grade of B (3.0) or better is obtained will be considered for transfer.

Students should note that given the unique mission of the Institute, certain courses completed at other academic institutions may differ significantly in content, although a similar title is given to the course at both institutions. Therefore, the following courses typically are not eligible for transfer from another institution:

- PHT 502 Philosophical and Theological Anthropology
- PHT 535 The Catholic Vision of Spiritual Maturity
- PHT 614 Practical Reasoning and Moral Character
- PHT 633 Major World Philosophies and Religions
- PHT 635 Theology of Marriage and Family
- PSY 512 Law, Ethics, and Psychology
- PSY 516 Basic Interviewing and Clinical Skills
- PSY 609 Adult Psychotherapy
- PSY 610 Child Psychotherapy

PSY 611	Marital Psychotherapy
PSY 724	Advanced Adult Psychotherapy
PSY 734	Advanced Child, Marriage, and Family Therapy I
PSY 735	Advanced Child, Marriage, and Family Therapy II
PSY 736	Child Psychopathology
PSY 836	Advanced Personality Assessment

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

Enrollment Status

Students attending the Institute enroll in one of four categories:

Full-Time Status

Full-time students must be admitted to the M.S. in Clinical Psychology, M.S. in General Psychology, or Psy.D. Program. A student in either M.S. Program is considered full-time if a minimum of nine credit hours of coursework is taken per semester. A Psy.D. Program student is considered full-time if the student is: a) enrolled in a minimum of nine credit hours per semester; b) enrolled in a minimum of six credit hours each semester and is enrolled in a practicum/internship; c) actively working on a dissertation (i.e., enrolled for dissertation credit hours); or d) engaged in a pre-doctoral internship.

Part-Time Status

The Psy.D. Program is a full-time program. Although it is recommended that students admitted to the M.S. Program in Clinical Psychology or M.S. Program in General Psychology enroll full-time, approval for part-time status is considered on a case-by-case basis. A student in either M.S. Program is considered part-time if enrolled for eight or fewer credit hours per semester.

Students should be aware that courses at IPS are offered once each academic year and often have pre-requisites. Part-time attendance and/or taking classes outside the established sequence could postpone eligibility for externship as well as graduation. There is a five-year limit to complete either the Master's Program in Clinical Psychology or the Master's Program in General Psychology, and there is a seven-year limit to complete the Doctor of Psychology Program.

Course-for-Credit

Certain master's level courses may be taken on a course-for-credit basis by non-degree seeking students holding an appropriate baccalaureate degree. See Registration section above entitled "Course-for-Credit/Audit" for additional information about the courses available to be taken for credit by non-degree seeking students and related policies.

Audit

Students can audit a master's-level course offered by the Institute as long as they have an appropriate baccalaureate degree. See Registration section

above entitled “Course-for-Credit/Audit” for additional information about the courses available for audit and related policies.

Enrollment Status Changes

Leave of Absence

Should a student enrolled in a degree program of the Institute find it necessary to interrupt active pursuit of their degree, he or she should discuss the need for a leave of absence with their academic advisor and must petition the Dean in writing. Generally, a leave of absence is granted for good cause, and for a minimum of one academic semester, and limited to one academic year. Requests will be considered prior to the beginning of an academic semester. For any request made during the academic semester, the grade assigned will follow the Institute’s withdrawal policy.

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

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

Withdrawal from the Institute

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

A student who withdraws from the Institute and wishes to continue coursework at the Institute must re-apply for admission following all applicable procedures required and pay the appropriate re-application fees.

Student Records

The Institute maintains student records necessary for the educational guidance and/or welfare of students, for the orderly and efficient operation of the Institute, and as required by law. All information related to individual students will be treated in a confidential and professional manner. Student records are the property of the Institute but will be made available to appropriate parties in accordance with state and federal law. The Institute disseminates student information in accordance with applicable state and federal laws and the Institute's own established procedures. IPS follows FERPA (The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) which protects the privacy of student education records.

Permanent Academic Record Dispute Process

All grades recorded become a permanent part of the student's academic history. A student who believes a final grade has been miscalculated should ask the instructor to review the matter. If a grade change is warranted, the instructor should report this to the Office of Enrollment Services. If the student is not satisfied with the instructor's response, the student may submit a written request to the Academic Dean. The Academic Dean or his/her designee will then meet with the student and instructor, and will attempt to resolve the dispute about the grade. Failing such a resolution, the instructor's grade will stand. No grade change will be accepted after 30 days from the end of the semester unless authorized by the Academic Dean. However, request for a grade change that will affect eligibility for graduation or academic honors or dismissal from the Institute must be made prior to these events respectively.

Students may repeat certain courses in order to improve their grade. In such cases where a course is retaken both grades will be reported on their transcript, but the higher of the two will be used for the purpose of calculating the grade point average. (See Clinical "At-Risk"/Termination/Due Process Policy).

Transcripts

Official and unofficial academic transcripts are issued by the Office of Enrollment Services to the student or directly to their designated third party. With a completed and signed Transcript Request Form (available in the Office of Enrollment Services or on the IPS Website), students may request a hard copy of their academic transcript. Academic transcripts cannot be transmitted electronically.

Student Code of Conduct

The IPS Student Code of Conduct embraces the model training policy statement adopted by the Council of Chairs of Training Councils (CCTC) of the American Psychological Association (APA) and holds that:

It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive

examinations, and related program requirements, other aspects of professional development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).

For specific offenses please see the Student Code of Conduct distributed to students each fall semester. Students are required to sign that they have received and read the Code of Conduct.

Student Grievance Due Process Policy

Due Process

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

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

Confidentiality

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

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

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

1) Filing a Grievance: The complainant shall file a written grievance with the Academic Dean. The complainant shall record with specificity the circumstances of his/her grievance.

2) Fact-Finding Committee: The Academic Dean will appoint a Fact-Finding Committee consisting of three faculty members. A Chair of the committee will be designated by the Academic Dean. If a conflict of interest or other valid reason prevents a committee member from serving, the Academic Dean shall select an alternate. The Academic Dean shall make every effort to ensure that a fair, impartial, and representative committee hears the matter.

3) Notification: The Academic Dean shall give the respondent written notification that a grievance has been filed, as well as a copy of the grievance. The respondent may file a written response with the Fact-Finding Committee Chair. The Academic Dean shall provide a copy of the response to the complainant.

4) Investigation: The following standards for investigation will be observed:

- a) in conducting the investigation, the committee shall receive and review the grievance, the response, and other pertinent statements or documents;
- b) the complainant and respondent shall be given the opportunity to respond to one another's statements, and individually to present witnesses or concerned parties in conformity to the evidence presented; and,
- c) the committee will interview witnesses and concerned parties individually and in conformity with privacy requirements, as it deems necessary.

5) Fact-Finding Report: When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written Fact-Finding Report to the Academic Dean. The Fact-Finding Report shall contain the following:

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

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

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

Disposition of the Grievance and Disciplinary Action

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

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

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

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

Student Grievance Resolution Procedures Involving Staff

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

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

Retaliation Prohibited

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

Harassment-Free Environment

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

Student Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Student's verbal and written expression of opinion at the Institute is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are, however, expressly prohibited from the use of vulgar and/or offensive terms, images, or behaviors.

Distribution of Materials

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

Student Publications

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

Notification of Policy Changes to Students

As policies evolve, students will be informed by the Dean of Students who will disseminate these policies to the students through the Student Life and Concerns Committee (SLCC). The SLCC will then distribute the policy/ies to the student body and request feedback. This feedback will then be conveyed to the Dean of Students who [will](#) then consult with the faculty about any student concerns.

GRADUATE PSYCHOLOGY PROGRAMS

The IPS program of studies for both the general and clinical psychology degrees reflects a thorough education and training in the science of psychology, demonstrating how a Catholic understanding of the person, marriage, and family life provides a foundation for, and can be integrated with, psychological studies.

Students are provided graduate education in the basic science of psychology through courses on the history and various systems of psychological thought, personality and psychotherapy theories, statistics, and psychopathology (in the M.S. Programs); this graduate education is built upon by courses on research design, human development, learning, cognition, social, and biological aspects of psychological functioning (in the Psy.D. Program).

Students in the clinical psychology programs also are provided graduate-level education and training specifically in the clinical aspects of psychology through courses on the assessment and treatment of psychological problems. The assessment course sequence includes courses on interviewing, administration of standardized tests, and interpretation of test results (in the M.S. Program in Clinical Psychology), which is built upon by advanced training with additional assessment procedures (in the Psy.D. Program).

The treatment course sequence includes training in adult therapy, child therapy, and marital therapy (in the M.S. Program in Clinical Psychology), which is built upon by advanced courses in these areas, as well as family therapy and group therapy (in the Psy.D. Program). In addition, doctoral students are educated regarding other occupational roles such as teacher, consultant, and supervisor.

Finally, students in all degree programs are provided graduate-level education in the theological and philosophical underpinnings of psychology from the perspective of a Catholic anthropology. This is accomplished in two ways: first, each of the psychology content courses includes commentary and/or critiques regarding how the area is best understood from a Catholic view of the human person; second, the curriculum includes an integrative studies component which focuses more heavily on a theological and philosophical understanding, while still being directed towards the application of this knowledge by psychological professionals.

For degree programs at the Institute the integrative studies sequence includes courses covering philosophical and theological anthropology, theology of marriage and family, and moral theology. The curriculum of the Psy.D. program also includes a course in comparative religion, an integrative dissertation seminar, and a four-course series. Both the M.S. and Psy. D. Program also include a sequence of courses taken in conjunction with clinical practica that explore the application of an integrative Catholic approach to clinical practice.

GENERAL PSYCHOLOGY PROGRAM

Master of Science (M.S.) Program in General Psychology

The Master of Science (M.S.) Program in General Psychology reflects a thorough education and training in the science of psychology, demonstrating how a Catholic understanding of the person, marriage, and family life provides a foundation for, and can be integrated with, psychological studies. Students are provided graduate education in the basic science of psychology through courses on the history and systems of psychology, personality theories, psychopathology, statistics and research design, developmental psychology, social psychology, biological bases of behavior, and cognitive psychology.

Program Objectives

The objectives of the Master of Science (M.S.) Program in General Psychology are to help students:

- obtain a rigorous knowledge of and appreciation for the methods and theoretical perspectives of the science of psychology and the contributions of these perspectives to our understanding of the human person;
- develop a sophisticated understanding of Catholic anthropology of the person and its implications for the science and practice of psychology;
- acquire knowledge of the major and basic psychological science content areas existing within the field of psychology; and,
- acquire the knowledge and experience necessary to pursue careers in psychology-related fields or to continue their doctoral studies in psychology.

Students seeking to enroll in this program should be aware that they will be expected to demonstrate an ability to understand and express complex theological, philosophical, and psychological ideas. Students should also be aware that career opportunities in the field of psychology for individuals with a master's degree may be limited and may require a doctoral-level degree for specific jobs.

Admission Requirements

Please refer to the Admission Section of the catalog for application materials required, deadlines, etc.

Admission to the Master of Science (M.S.) Program in General Psychology requires that a student has completed a baccalaureate degree from a regionally-accredited academic institution with a cumulative grade point average (GPA) of at least 3.0 (on a 4.0 scale). The general test score of the Graduate Record Examination (GRE) taken within the past five years is also required. Official reports of the GRE score must be sent directly to IPS from the Educational Testing Service (school code 5639). The applicant must submit three letters of recommendation from individuals capable of evaluating the student's academic preparedness for graduate work in psychology, philosophy, and theology.

IPS recommends, but does not require, that applicants complete a minimum of 18 credit hours of coursework in basic psychology content areas (e.g. abnormal, developmental, experimental, physiological, and social psychology; statistics, tests and measures, learning and motivation, or personality theory) prior to

entering the program. However, applicants with little or no previous coursework in psychology will be considered for admission. If admitted, such applicants will be required to take additional coursework offered by the Institute during the first year of their program to make up for these deficiencies.

In considering applicants to the Master of Science (M.S.) Program in General Psychology, the following factors are considered: cumulative undergraduate GPA (as well as graduate GPA if available), GRE scores, letters of recommendation, answers to essays on the application, and TOEFL or IELTS scores (where applicable). Personal interviews may be required to determine the suitability of a given applicant for the M.S. Program in General Psychology.

For information on transferring credits to IPS, please refer to the Admission or Academic Policies section under “Criteria for Transfer of Credit.”

Degree Requirements

To earn a Master of Science (M.S.) in General Psychology degree, students must complete 48 credit hours as outlined in the curriculum for the Master of Science (M.S.) Program in General Psychology (with a cumulative GPA of 3.0), and complete a thesis.

Full-time students can complete all 16 courses in two academic years. All students admitted (part-time or full-time) must complete the 16-course (48 credit hours) sequence within five academic years (with an academic year comprising a fall semester and a spring semester).

Thesis

A thesis research project is required for the Master of Science (M.S.) in General Psychology. The thesis requires a minimum of six credit hours of coursework (PSY 690 Thesis Research) during which time the student develops a thesis proposal for approval by a thesis committee, conducts the thesis research, and submits a written report for approval by a thesis committee. The thesis topic must be defined in close consultation with the student’s advisor. Each student must have their thesis proposal approved by the committee prior to submitting the written report. The thesis research may take the form of a critical review and analysis of a topic or area in the field of psychology, or it may take the form of original research which can be either theoretical or empirical.

Curriculum

The Master of Science (M.S.) Program in General Psychology requires 48 credit hours and a non-credit course in library and information use and research. Students must also complete a thesis prior to graduation. There is one elective in the program. A typical schedule for full-time students who plan to complete the program in two years is:

ACADEMIC YEAR 1

LIB 500	Library and Information Use and Research
PHT 502	Philosophical and Theological Anthropology
PHT 535	The Catholic Vision of Spiritual Maturity
PHT 614	Practical Reasoning and Moral Character
PSY 500	History and Systems of Psychology
PSY 504	Psychological Measurement
PSY 507	Psychopathology
PSY 512	Law, Ethics, and Psychology
ELECTIVE (choose one):	
PSY 721	Cognitive Psychology
PSY 822	Biological Bases of Behavior

ACADEMIC YEAR 2

PHT 633	Major World Philosophies and Religions
PHT 635	Theology of Marriage and Family
PSY 503	Personality Theories
PSY 605	Developmental Psychology
PSY 690	Thesis Research (6 cr.)
PSY 718	Research Design for the Psychological Sciences
PSY 825	Social Psychology

Enrollment Status

Full-Time Status

Full-time students are students admitted to the Master of Science (M.S.) Program in General Psychology and enrolled for a minimum of nine credit hours of coursework during the semester.

Part-Time Status

Part-time students are students admitted to the Master of Science (M.S.) Program in General Psychology and enrolled for eight or fewer credit hours in the current semester.

CLINICAL PSYCHOLOGY PROGRAMS

The IPS Clinical Psychology Programs reflect a thorough education and training in the science of psychology, while demonstrating how a Catholic understanding of the person, marriage, and family life provides a foundation for, and can be integrated with, the training of psychologists.

The Institute offers two degree programs providing training in clinical psychology, a Master of Science (M.S.) Program and a Doctor of Psychology (Psy.D.) Program. Both the Psy.D. and M.S. Programs in Clinical Psychology adopt as their training model a modified version of the Practitioner-Scholar Model, a training model which is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSPP). Nine core areas of knowledge, skills, and competencies serve as the foundation of the program objectives of the IPS degree programs and are embodied by program curricula: 1) relationship skills, 2) assessment skills, 3) therapeutic interventions, 4) research and evaluation, 5) professional roles, 6) knowledge of basic psychological science content areas, 7) knowledge and application of ethical principles, 8) diversity issues, and 9) theory and application of an integrated Catholic approach to psychology.

The structure of the Psy.D. Program is such that students enrolled in the M.S. Program in Clinical Psychology may apply to the Psy.D. Program during the second semester of their first year (see Admission Requirements – Internal Applicants to the Psy.D. Program). Once accepted, they may apply all credits earned thus far from the M.S. Program toward the degree requirements for the Psy.D. Program, and are permitted to substitute up to 12 hours of upper-level coursework in order to meet the degree requirements for the conferral of the M.S. Clinical degree. The Psy.D. Program further allows a clinical opportunity for students to obtain advanced knowledge and receive advanced skills training in the nine competency areas. During the latter years of the Psy.D. Program, students participate in ongoing supervised clinical work and the emphasis moves from theory and basic skills formation to the application of theory and skills mastery.

Master of Science (M.S.) Program in Clinical Psychology

The Master of Science (M.S.) Program in Clinical Psychology admits students who wish to develop fundamental knowledge and skills in the field of clinical psychology, while recognizing the demand for practitioners who are informed and skilled in the integration of the Catholic faith and psychological science.

The Master of Science (M.S.) in Clinical Psychology is a rigorous 65-credit graduate program that is designed to be completed in two years and two summers of consecutive full-time study. The program provides a broad-based clinical experience for therapeutic work and emphasizes the academic, practical and personal knowledge that will enable each graduate to become competent in diagnosis, treatment planning, and psychological intervention with children, adults, couples, and families while remaining consistent with a Catholic understanding of the person, marriage, and family life.

An advanced clinical experience in the form of a full-year externship in the second year of study provides opportunities for all M.S. students to apply and practice clinical skills under direct supervision of licensed professionals in a variety of mental health settings. The thrust of the M.S. in Clinical Psychology program, therefore, is to enhance the professional opportunities for graduates at the Master's level. Mindful of what is relevant to what is happening in our world right now, students upon successful graduation may be qualified to apply for licensure at the Master's level in a variety of mental health capacities. It is most important to note, however, that licensing laws and requirements vary depending upon specialization and state but usually the requirements include the completion of a Master's degree and clinical experience. Thus, no guarantee for licensing is implied. Students are directed to thoroughly research licensing requirements in the state of choice to this end.

Our faculty is comprised of seasoned professionals, many of whom also teach what they do for a living. Thus, a balance between the academic and clinical components leads to a more realistic training experience. A further strength of the program is that students progress through the course sequence in a cohort, thus encountering the same group of students in each class. This setting serves as both a resource and a support group making it a more robust experience.

Program Philosophy, Goals, and Competencies

The Institute adopts a modified version of the Practitioner-Scholar Model for the education and training of students that is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSPP). The Department has identified nine core goals embodying the competencies that are the foundation of the M.S. Program curriculum and that are further advanced for those who seek doctoral studies at IPS.

1. Competency in building relationships. This competency includes the ability to form therapeutic relationships with children and adults, utilizing a variety of therapeutic formats including individual, couple, family, and group therapy.
2. Competency in assessment. This competency includes the ability to conduct intake interviews, administer and score a variety of commonly

used cognitive assessment instruments, and utilize basic and specialized screening instruments for the purposes of understanding the strengths and weaknesses of the client, diagnosis, treatment planning, and assessing therapeutic progress.

3. Competency in therapeutic intervention. This competency includes the development of foundational therapeutic skills for working with children and adults in a variety of therapeutic formats, including individual, couple, family, and group therapy for the purposes of promoting, restoring, sustaining, and/or enhancing positive functioning and a sense of well-being in clients.
4. Competency in research and evaluation. This competency includes the demonstration of knowledge in the area of psychological measurement.
5. Competency in professional roles. This competency includes the development of knowledge and skill sets that allow students to function in the roles available to master's-level clinicians.
6. Knowledge of basic psychological science content areas. This competency includes the development of knowledge in areas such as history and systems of psychology, personality theory, developmental psychology, and psychopathology.
7. Knowledge and competency in applying ethical and legal principles. This competency includes the development of knowledge of ethical and legal principles for the practice of psychology. The scope of training includes both general ethical guidelines as well as specialized ethical guidelines for specific therapeutic formats (e.g. couple therapy and group therapy), and specific clinical populations (e.g. children). This competency is integrally linked with the Institute's mission of the development of an approach to psychology that is consistent with a Catholic view of the human person because the broader application of philosophical and theological ethical principles is included. Students will develop the ability to utilize sound ethical decision-making in the application of principles in their clinical work and professional roles and activities.
8. Knowledge and competency in working with clients from diverse individual, cultural, and religious backgrounds. Respect for diversity is not a competency that stands alone but is manifested in other competencies such as building therapeutic relationships, psychological assessment, therapeutic interventions, applying ethical guidelines and principles, and in fulfilling professional roles such as consultation, education, supervision, and management. This competency is integrally linked with the Institute's mission of the development of an approach to psychology that is consistent with a Catholic view of the human person because it touches on fundamental Christian beliefs about the intrinsic dignity, uniqueness, and goodness of each person, human freedom, personal vocation, and conscience.
9. Knowledge and competency in understanding and practicing psychology from an integrated Catholic perspective. This competency includes the development of an understanding of an anthropology or view of the person consistent with the Catholic faith perspective and its

implications for the science and practice of psychology. This competency is also not a stand-alone competency, but is one that is formed throughout the curriculum and integrated with the other competencies.

Students seeking to enroll in this program should be aware that they will be expected to demonstrate an ability to understand and express complex theological, philosophical, and psychological ideas. In addition, students are expected to demonstrate the maturity, sensitivity, and professionalism necessary to function effectively in clinical settings.

Admission Requirements

Please refer to the Admission Section of the catalog for application materials required, interview information, deadlines, etc.

Admission to the Master of Science (M.S.) Program in Clinical Psychology requires that a student submit a completed application and has completed a baccalaureate degree from a regionally-accredited academic institution with a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale. In considering applications to the M.S. Program in Clinical Psychology, the faculty Admission Committee considers the following factors: cumulative undergraduate GPA (and graduate GPA if applicable); GRE scores; letters of recommendation; essay answers on the application; interview responses, clinical suitability, and TOEFL or IELTS scores (where applicable).

IPS recommends, but does not require, that applicants complete a minimum of 18 credit hours of coursework in basic psychology content areas (e.g. abnormal, developmental, experimental, physiological, and social psychology, statistics, tests and measures, learning and motivation, or personality theory) prior to entering the program. However, applicants with little or no previous coursework in psychology will be considered for admission. If admitted, such applicants will be required to take additional coursework offered by the Institute during the first year of their program to make up for these deficiencies.

For information on transferring credits to IPS, please refer to the Admission or Academic Policies section under “Criteria for Transfer of Credit.”

Degree Requirements

To earn the Master of Science (M.S.) in Clinical Psychology degree, students must complete 65 credit hours as outlined in the curriculum for the Master of Science (M.S.) Program in Clinical Psychology, with a cumulative GPA of 3.0, and the satisfactory completion of the M.S. Clinical Practicum/Externship and the M.S. comprehensive examination. Full-time students can complete all required courses in two academic years and two summers. Degree conferral is granted after the successful completion of all degree requirements.

M.S. Clinical students admitted to the Psy.D. Program are permitted to substitute up to 12 hours of upper-level coursework in order to meet the degree requirements for the conferral of the M.S. Clinical Degree.

M.S. Comprehensive Examination

The successful completion of the comprehensive examination process is required prior to graduation. The M.S. comprehensive examination consists of two components: Clinical Skill Probes and the Written Comprehensive Exam.

Clinical Skill Probes: For courses that involve learning and demonstration of clinical skills, students will receive ratings on attainment of specific aspects of clinical practice and skills in addition to regular course grades. An example of the rating form is available in the Clinical Training Handbook. The clinical courses at the master's level include PSY 516, PSY 608, PSY 609, PSY 610, and PSY 611.

Written Comprehensive Exam: This examination is given once per year to students who have completed a minimum of 48 hours of coursework, and focuses on the ability to synthesize learning from across the curriculum. These "synthesis" questions are designed to cover either basic psychology, with implications for integration with the Catholic view of the person, as well as clinical psychology, with implications for integration with the Catholic view of the person.

The student's responses are independently rated by two faculty members familiar with the content area of the question, and given marks of Pass with Distinction, Pass, or Fail in each of the three areas (general psychology, clinical psychology, or integration) as appropriate to the question. Should the two faculty-raters disagree, a third faculty member will independently score the question to determine the final rating. Students are given feedback regarding whether they pass with distinction, pass, or fail, in each area. Failure of any part of the comprehensive examination necessitates retaking that part of the exam. The student must retake that part within the next year.

Curriculum

The M.S. Program in Clinical Psychology requires 65 credit hours and a non-credit course in library and information use and research. Students must also complete a Clinical Practicum/Externship and pass a comprehensive examination prior to graduation. In addition to completing all coursework, clinical work, and M.S. comprehensive exam, students must also successfully complete any clinical skill remediation plans (see section Clinical "At-Risk"/Termination/Due Process Policy). There are no electives in the program. A typical schedule for full-time students who plan to complete the program in two years and two summers would be as follows:

ACADEMIC YEAR 1

LIB 500	Library and Information Use and Research
PHT 502	Philosophical and Theological Anthropology
PHT 614	Practical Reasoning and Moral Character
PSY 500	History and Systems of Psychology
PSY 504	Psychological Measurement
PSY 507	Psychopathology
PSY 516	Basic Interviewing and Clinical Skills
PSY 597	Psychology Overview Seminar I (if required)
PSY 598	Psychology Overview Seminar II (if required)
PSY 609	Adult Psychotherapy
PSY 610	Child Psychotherapy

Summer #1

- PSY 629 Career Counseling and Development: Theories and Techniques
PSY 680 Professional Roles and Clinical Competencies
in Counseling and Psychotherapy
PSY 820 Group Psychotherapy

ACADEMIC YEAR 2

- PHT 535 The Catholic Vision of Spiritual Maturity
PHT 635 Theology of Marriage and Family
PSY 503 Personality Theories
PSY 512 Law, Ethics, and Psychology
PSY 608 Cognitive/Behavioral Assessment
PSY 611 Marital Psychotherapy
PSY 691 M.S. Clinical Practicum/Externship I
PSY 692 M.S. Clinical Practicum/ Externship II
PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice

Summer #2

- PSY 605 Developmental Psychology
PSY 648 Diagnosis and Treatment of Substance Abuse Disorders

Enrollment Status

Full-Time Status

Full-time students are students admitted to the M.S. Program in Clinical Psychology who are enrolled for a minimum of nine credit hours during the current semester.

Part-Time Status

Part-time students are students admitted to the M.S. Program in Clinical Psychology and enrolled for eight or fewer credit hours during the current semester.

Approval for part-time studies in the M.S. Program in Clinical Psychology is considered on a case-by-case basis. Students should be aware that courses at IPS are offered once each academic year and often have pre-requisites, so scheduling classes outside the established sequence could postpone eligibility for externship as well as graduation. There is a five-year limit to complete the Master's Program in Clinical Psychology.

Doctor of Psychology (Psy.D.) in Clinical Psychology

Program Philosophy, Goals, and Competencies

As was indicated previously in the section introducing the clinical training programs, the Institute adopts a modified version of the Practitioner-Scholar model for the education and training of psychologists which is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSP). The Department has identified nine core goals embodying the competencies (knowledge and skills) which are the foundation of the Psy.D. Program within its curriculum:

1. Competency in building relationships. This competency includes the ability to form therapeutic relationships with children and adults, utilizing a variety of therapeutic formats including individual, couple, family, and group. In addition, it includes the ability to form working relationships in the areas of education, supervision, consultation, and management.
2. Competency in assessment. This competency includes the ability to conduct intake interviews, administer and score a variety of commonly used cognitive and personality assessment instruments, and utilize basic and specialized screening instruments for the purposes of understanding the strengths and weaknesses of the client, diagnosis, treatment planning, and assessing therapeutic progress.
3. Competency in therapeutic intervention. This competency includes the development of foundational therapeutic skills for working with children and adults in a variety of therapeutic formats, including individual, couple, family, and group for the purposes of promoting, restoring, sustaining, and/or enhancing positive functioning and a sense of well-being in clients.
4. Competency in research and evaluation. This competency includes the demonstration of knowledge and proficiency in psychological measurement, statistical analysis, and research design. Students will also develop skills in the areas of scholarly research, including reviewing scholarly literature, formulating research questions, and engaging in a process to address those questions.
5. Competency in professional roles. This competency includes the development of knowledge and skill sets which allow students to function in the many roles available to professional psychologists. These roles include, but are not limited to, consultation, education, teaching, supervision, and management. In addition, students are introduced to the importance of other professional activities, such as scholarly writing, and presentations at and involvement with professional associations.
6. Knowledge of basic psychological science content areas. This competency includes the development of knowledge in areas such as developmental psychology, personality theory, psychopathology, cognitive psychology, social psychology, and biological bases of behavior.

7. Knowledge and competency in applying ethical and legal principles. This competency includes the development of knowledge of ethical and legal principles for the practice of psychology. The scope of training includes both general ethical guidelines as well as specialized ethical guidelines for specific professional activities (e.g. teaching, research, supervision, consultation), specific therapeutic formats (e.g. couple therapy and group therapy), and specific clinical populations (e.g. children). This competency is integrally linked with the Institute's mission of the development of an approach to psychology that is consistent with a Catholic view of the human person because the broader application of philosophical and theological ethical principles is included. Students will develop the ability to utilize sound ethical decision making in the application of principles in their clinical work and professional roles and activities.
8. Knowledge and competency in working with clients from diverse individual, cultural, and religious backgrounds. Respect for diversity is not a competency that stands alone but is manifested in other competencies such as building therapeutic relationships, psychological assessment, therapeutic interventions, research and evaluation, applying ethical guidelines and principles, and in fulfilling professional roles such as consultation, education, supervision, and management. This competency is integrally linked with the Institute's mission of the development of an approach to psychology that is consistent with a Catholic view of the human person because it touches on fundamental Christian beliefs about the intrinsic dignity, uniqueness, and goodness of each person, human freedom, personal vocation, and conscience.
9. Knowledge and competency in understanding and practicing psychology from an integrated Catholic perspective. This competency includes the development of a sophisticated understanding of an anthropology or view of the person consistent with the Catholic faith perspective and its implications for the science and practice of psychology. This competency is also not a stand-alone competency, but is one which is formed throughout the curriculum and integrated with the other competencies.

Admission Requirements

Please note the application process is different for internal (IPS) students and external applicants.

Admission Process: Current IPS Student Applicants to the Psy.D. Program

Students currently enrolled in the IPS Master of Science (M.S.) Program in Clinical Psychology must have completed a minimum of 24 credit hours in order to apply (or have completed their fall semester of 13 credit hours and be enrolled for 12 credit hours in the spring when they make their application). Application materials will be distributed by the director of the Psy.D. Program and the Office of Enrollment Services. Deadline for submission is **March 1**; interviews will be held throughout March and admission decision letters will be sent out in late April.

Because the admission process is focused on the individual, personal interviews will be arranged with all applicants meeting the published academic criteria. These interviews are typically scheduled in March, and must be conducted in person. The applicant is responsible for all personal transportation costs associated with these interviews.

In considering IPS student applicants to the Psy.D. Program, the Admission Committee considers the following factors: cumulative undergraduate GPA, academic and/or clinical performance in any previous graduate work, clinical rating scores, scores on the GRE and TOEFL or IELTS (where applicable), three letters of recommendation, the interview process, personal statements, and essays from the applicant, and commitment to and potential to fulfill the mission of the Institute and the Psy.D. Program objectives. For all applicants, a cumulative grade point average of at least 3.5 (on a 4.0 scale) is required in order to be competitive in the admission process.

Once accepted, IPS student applicants may apply all credits earned thus far from the M.S. Program toward the degree requirements for the Psy.D. Program, and are permitted to substitute up to 12 hours of upper-level coursework in order to meet the degree requirements for the conferral of the M.S. Clinical degree.

Admission Process: External Applicants to the Psy.D. Program

The early application deadline for submission is **January 10** for the following fall semester, and interviews are held for approved candidates by **February 7**. Early admission decisions will be mailed **February 12**. There is a second deadline of **March 5**, with interviews held throughout March and admission decisions given in late April.

External applicants applying to the Psy.D. Program must have earned a graduate degree from a regionally-accredited degree program in a mental health discipline; e.g. psychology, counseling, clinical social work, marriage, and family therapy.

Because the admission process is focused on the individual, personal interviews will be held with those students meeting the published academic criteria. These interviews must be scheduled through the Office of Admissions, and must be conducted in person. The applicant is responsible for all personal transportation costs associated with these interviews.

The Admission Committee reviews completed applications only for each applicant seeking admission. For an application to be considered complete, the applicant must submit the following to the Office of Admissions:

- a completed application form with personal statements as instructed on the form (form can be downloaded from the website, or is available from the Office of Admissions);
- letters of recommendation from three individuals capable of evaluating your academic preparedness for doctoral work in psychology, philosophy, and theology;
- official transcripts from all undergraduate and graduate studies;
- GRE scores – General Test scores only, taken within the last five years and submitted directly to the Institute from the Educational Testing Service (IPS school code 5639);
- the required application fee (\$55);

- test scores of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS), if applicable; and,
- one-page statement of clinical and research interests (form available from the Office of Admissions).

Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a "Course-by-Course" evaluation completed and sent directly to IPS from an approved evaluation service (i.e., www.wes.org or www.ece.org). Official transcripts must also be sent directly to IPS from the institution(s).

Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years. TOEFL scores must be at least 100 on the internet-based TOEFL (iBT), 250 on the computer-based (CBT), and 600 on the paper-based (PBT) version. Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0. Test results must be sent directly from the testing agency, which only make them available for up to two years from the test date.

It is the applicant's responsibility to arrange for the forwarding of official transcripts from all undergraduate and graduate schools attended, and to ensure that all required application materials reach the Office of Admissions before the intended deadline(s).

Once all required forms, fees, and documents are received, the Admission Committee will invite all qualified applicants to schedule onsite personal interviews. All arrangements will be made through the Office of Admissions and must take place by the indicated deadline(s).

In considering external applicants to the Psy.D. Program, the Admission Committee considers the following factors: cumulative undergraduate GPA, academic and/or clinical performance in any previous graduate work, GPA in social science courses (undergraduate and graduate), scores on the GRE and TOEFL or IELTS (where applicable), three letters of recommendation, the interview process, personal statements and essays from the applicant, clinical suitability, and commitment to and potential to fulfill the mission of the Institute and the Psy.D. Program objectives. For all applicants, a cumulative grade point average of at least 3.5 (on a 4.0 scale) is required in order to be competitive in the admission process.

Applicants to the Psy.D. Program should note that given the Institute's aim to integrate psychology and a Catholic philosophical and theological understanding of the human person, all students are required to complete four courses in the areas of theology and philosophy in order to graduate. Students who apply should be prepared to undertake rigorous graduate level studies in philosophy and theology in areas relevant to psychology.

Transfer of Credit

For information on transferring credit to IPS, please refer to the Admission or Academic Policies section under “Criteria for Transfer of Credit.”

Degree Requirements

The Doctor of Psychology (Psy.D.) Program in Clinical Psychology consists of 122 credit hours of coursework and a non-credit course in library and information use and research. The Psy.D. curriculum consists of 101 credit hours in psychology, 15 semester credit hours of integrative studies in philosophy and theology, and a minimum of 6 credit hours of dissertation research. Students must also complete a minimum of 1,250 hours of clinical externship (750 of which occur in the IPS Training Clinic), pass a series of comprehensive exams, author and defend a doctoral dissertation, and complete a pre-doctoral internship. Typically students will also complete additional clinical placements in other sites outside of the Institute.

Time to Degree

All students admitted to the Psy.D. Program must complete all degree requirements within seven academic years from the date of admission to the Psy.D. program, with an academic year comprising a fall semester, spring semester, and summer semester. Doctoral students must remain continuously enrolled until they have completed all program requirements, including the dissertation and pre-doctoral internship. Those students who have completed all required coursework, including the dissertation, but are not yet enrolled in a pre-doctoral internship must follow the normal registration process each applicable semester and pay the Psy.D. Continuous Enrollment Fee to fulfill the continuous enrollment requirement. These students are considered part-time.

Residency

Students enrolled in the Psy.D. Program are expected to be in residence throughout the entire course of the academic program (all years prior to the pre-doctoral internship). Students must maintain full-time status at IPS for at least three of the four years of academic training. In rare cases where significant extenuating circumstances are present, students may petition the Dean to enroll part-time during academic training. However, this period must not exceed one academic year.

Clinical Externship

In order to ensure that students are adequately formed in their clinical skills, in addition to clinical coursework, students are required to complete a minimum of 1,250 hours of supervised clinical practice at an IPS-approved facility. The first 750 hours of this requirement are completed at the IPS Training Clinic during the third year of the program. Supervision will be provided by on-site supervisors, who will provide regular feedback to the student regarding their progress. After the first semester in the IPS Training Clinic, if the supervisors determine that the student is in need of remediation, the supervisors will convene a meeting with the student and a faculty committee by the fourth week of the spring semester to discuss the parameters of the remediation plan. (See “At-Risk”/Termination/Due Process Policy)

Clinical Comprehensive Exam Process

The evaluation of a student's clinical competency is an ongoing process. During the first and second years of training, clinical experiences occur in courses via in-class demonstrations and practice opportunities with volunteers from the greater Washington, D.C. community. In the third and fourth years, practicum experiences and accompanying practicum courses provide students, under supervision, with increased responsibility for assessment and treatment with actual clients. Clinical training is culminated during the pre-doctoral internship year. In addition to the regular rating of clinical skills and feedback obtained during the initial skills training courses, advanced clinical courses, and practicum evaluation, it is required that the student demonstrate basic clinical and diagnostic skills by successfully completing the clinical comprehensive exam process prior to applying for a pre-doctoral internship placement.

The Psy.D. clinical comprehensive exam process includes three components: Clinical Competency Probes; a Written Comprehensive Examination; and a Formal Case Presentation.

Clinical Competency Probes are ratings that are given by course instructors based on performance in various clinical courses in which students are expected to demonstrate specifically-defined areas of expertise (e.g. assessment skills, therapy skills, or ethical reasoning). Such clinical probes occur throughout the curriculum, during basic and advanced coursework centering on clinical skills.

The Written Comprehensive Examination covers areas such as basic science of psychology, ethics, theology and philosophy as applied to psychology, and basic clinical knowledge. The Written Comprehensive Examination is taken as part of the student's obtaining the M.S. degree from IPS and serves to qualify the student for Psy.D. Candidacy status within the Psy.D. Program.

The Formal Case Presentation requires the student to demonstrate the ability to integrate knowledge through a written document as well as through presenting a clinical case before an examining panel that consists of faculty members. The purpose of this component is to ensure that the student has adequately integrated their knowledge of psychology in order to competently provide services to the public, as well as to ensure that the student has the working ability to integrate the Catholic view of the person into their clinical work. Members of the examining panel will review a written report submitted by the student prior to the formal case presentation, and the student will orally defend their work during this meeting. Students will be rated by the examining panel on several parameters consistent with the Practitioner-Scholar Training Model and the Psy.D. Program objectives, including: diagnostic and assessment skills, case conceptualization, treatment planning and execution, ethical considerations, diversity issues, conceptualization and application of an integrated Catholic understanding of the person, and presentation skills.

Passing of the written comprehensive examination serves as a formal criteria for admission to Psy.D. Candidacy. Students may not attempt the formal case presentation component of the comprehensive examination process until they are admitted to Candidacy within the Psy.D. Program. Furthermore, completion of both the written comprehensive examination and formal case presentation

components of the comprehensive exam process must be completed prior to a student's application for the pre-doctoral internship.

Doctoral Dissertation

A doctoral dissertation must be completed and successfully defended. This requires a minimum of six credit hours taken consecutively over two years. The doctoral dissertation can take the form of a critical review and analysis of a topic or area in the field of psychology, or it may take the form of original research which can be either theoretical or empirical. The dissertation topic must be defined in close consultation with the student's Dissertation Chair and a dissertation committee.

Psy.D. students must begin enrollment for dissertation credit in the semester following the completion of PSY 832: Integrative Dissertation Seminar, taken during the spring semester of their second year of the Psy.D. curriculum. Once students have their Dissertation Chair appointed, they must be continuously enrolled and registered for PSY 899 until all dissertation requirements are completed, or will be considered withdrawn from the program. Students must have their dissertation proposal approved by their dissertation committee prior to applying for a pre-doctoral internship. The dissertation is expected to meet scholarly standards and be of publishable quality. It must be defended orally before the dissertation committee.

Pre-Doctoral Internship

Students in the Psy.D. Program must obtain and successfully complete a year-long pre-doctoral internship following the completion of all coursework as a requirement for graduation. In addition to the requirements of completing comprehensive examinations and successfully defending the dissertation proposal, all students who are required to complete clinical skills remediation plans (see section entitled Clinical "At-Risk"/Termination/Due Process Policy) must successfully complete the plans prior to applying for the pre-doctoral internship. In the case that the clinical skill remediation plans are developed following application for the pre-doctoral internship, all such plans must be successfully completed prior to beginning the internship.

Curriculum

The Psy.D. Degree requirements are designed to be completed in five years of full-time study, four years of academic coursework on-campus, and one year in a pre-doctoral internship site. Students are expected to enroll on a full-time basis throughout the completion of academic coursework. In rare cases where significant, extenuating circumstances are present, students may petition the Academic Dean for an exemption to enroll part-time; however, this exemption period must not exceed one academic year.

Students normally enroll in 12-14 credit hours in the fall and spring semesters and 5-6 credit hours in the summer sessions. A typical pathway for the completion of the program by students enrolled full-time is as follows:

ACADEMIC YEAR 1

LIB 500 Library and Information Use and Research

PHT 502 Philosophical and Theological Anthropology

- PHT 614 Practical Reasoning and Moral Character
- PSY 500 History and Systems of Psychology
- PSY 504 Psychological Measurement
- PSY 507 Psychopathology
- PSY 516 Basic Interviewing and Clinical Skills
- PSY 609 Adult Psychotherapy
- PSY 610 Child Psychotherapy
- PSY 721 Cognitive Psychology
- PSY 760 Professional Roles and Issues

ACADEMIC YEAR 2

- PHT 635 Theology of Marriage and Family
- PSY 503 Personality Theories
- PSY 512 Law, Ethics, and Psychology
- PSY 608 Cognitive/Behavioral Assessment
- PSY 611 Marital Psychotherapy
- PSY 613 Personality Assessment
- PSY 718 Research Design for the Psychological Sciences
- PSY 729 Advanced Statistical Methods
- PSY 825 Social Psychology
- PSY 832 Integrative Dissertation Seminar
- Electives

ACADEMIC YEAR 3

- PSY 701 Foundational Clinical Practicum/Externship I
- PSY 702 Foundational Clinical Practicum/Externship II
- PSY 724 Advanced Adult Psychotherapy
- PSY 734 Advanced Child, Marital, and Family Therapy I
- PSY 735 Advanced Child, Marital, and Family Therapy II
- PSY 736 Child Psychopathology
- PSY 822 Biological Bases of Behavior
- PSY 827 Cultural, Religious and Individual Diversity in Clinical Practice
- PSY 836 Advanced Personality Assessment
- PSY 899 Dissertation
- Electives

ACADEMIC YEAR 4

- PHT 535 The Catholic Vision of Spiritual Maturity
- PHT 633 Major World Philosophies and Religions
- PSY 605 Developmental Psychology
- PSY 801 Advanced Clinical Practicum/Externship I
- PSY 802 Advanced Clinical Practicum/Externship II
- PSY 820 Group Psychotherapy
- PSY 830 The Psychologist as Consultant, Supervisor and Educator
- PSY 899 Dissertation
- Electives

ACADEMIC YEAR 5

- PSY 890 Pre-Doctoral Internship (off campus)
- PSY 899 Dissertation

Enrollment Status

Full-Time Status

Students admitted to the Doctor of Psychology (Psy.D.) Program are considered full-time if the student is: a) enrolled in a minimum of nine credit hours per semester; b) enrolled in a minimum of six credit hours per semester, three hours of which include enrollment in a practicum/internship; c) actively working on a dissertation (i.e., enrolled for dissertation credit hours); or d) engaged in a pre-doctoral internship.

Psy.D. Student Outcomes

IPS graduated its first Psy.D. graduate in 2005. To date, a total of 14 Psy.D. students have graduated from the program; all are employed in the field or doing post-doctorates. All alumni are licensed in the state/province in which they have applied (or seeking licensure). All interns have been placed in either APA recognized or APPIC recognized sites.

Psy.D. Program

Enrollment, Graduated, Continuing Students, and Attrition by Year of Enrollment with Averages over Seven Years

Year of First Enrollment	Number Enrolled	Number (%) Graduated with Psy.D.	Number (%) Enrolled in Program	Number (%) no Longer Enrolled
2005	1	1 (100%)	0 (0%)	0 (0%)
2006	5	3 (60%)	2 (40%)	0 (0%)
2007	8	1 (12%)	3 (38%)	4 (50%)
2008	2	0 (0%)	2 (100%)	0 (0%)
2009	16	0 (0%)	14 (88%)	2 (12%)
2010	8	0 (0%)	7 (100%)	1 (12%)
2011	6	0 (0%)	6 (100%)	0 (0%)
Totals	46	5 (11%)	34 (74%)	7 (15%)
Mean	6.57	0.71	4.8	1
Media	4	0	3	0

Tuition and Fee Costs

AY 2004-2005 thru AY 2011-2012

Year	Tuition per semester	Tuition per credit hour	Other fees
2004-2005	\$7910	\$645	\$120
2005-2006	\$8150	\$665	\$120
2006-2007	\$8510	\$695	\$120
2007-2008	\$8722	\$716	\$130
2008-2009	\$9270	\$760	\$150
2009-2010	\$9570	\$785	\$150
2010-2011	\$9823	\$808	\$127
2011-2012	\$10167	\$836	\$125

COURSE DESCRIPTIONS

LIB 500 – Library and Information Use and Research (0 credit hours)

This course is required for all entering students and provides an in-depth review of library organization, collections, services, and online resources; presents the methodologies of information searching, strategy development, and evaluation; and reviews the evaluation of information and information sources.

PHT 502 – Philosophical and Theological Anthropology (4 credit hours)

This course examines the unity and complexity of the human person from a philosophical and theological perspective, with special attention to the Catholic tradition. It constitutes an introduction to classical philosophical psychology. The course promotes integrative competencies for adjudicating anthropological models and their treatment of: the human person and flourishing; moral agency and character; and the interaction of human nature, culture, and divine grace, while attending to relevance for psychotherapy. Together with the other integrative anthropological courses offered at IPS, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology.

PHT 535 – The Catholic Vision of Spiritual Maturity (2 credit hours)

This course examines the structure, dynamics, and mechanisms for spiritual progress as understood in the Catholic tradition. Students will become familiar with the major spiritual writers in the Catholic tradition, and also explore the similarities and differences between a Christ-centered spirituality and select schools of thought.

PHT 614 – Practical Reasoning and Moral Character (3 credit hours)

This course examines practical reasoning, moral character, and the virtues, in a philosophical and theological perspective, with special attention to the Catholic tradition and clinical psychology. Together with the other integrative anthropological courses offered at IPS, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology.

PHT 633 – Major World Philosophies and Religions (3 credit hours)

This course introduces students to the dominant philosophical and religious worldviews of men and women in the 21st century. It does not presume such worldviews are in all cases explicitly espoused, though they often are. It does presume that the cognitions and behaviors of clients are shaped by conceptions of reality: about the nature of what is real, about the self and the human person, about human values, about life, death, and afterlife. The course will consider in the case of each worldview its cosmology and metaphysics (e.g. whether the material universe is created, eternal, illusory); its anthropology, particularly its articulation and assessment of the problem of evil (e.g. of human limitation, disorder, suffering, and death); its ethic (specifically its answer to (solution to) the problem of evil); its epistemology (e.g. whether it is realist, idealist, esotericist, its

theory of knowing); and its eschatology (i.e., its view on the “four last things”- death, judgment, heaven, and hell). Other diversity considerations will include gender diversity, sexual diversity, and racial diversity.

PHT 635 – Theology of Marriage and Family

(3 credit hours)

This course will introduce the student to the nature, origins, and purposes of marriage and family life. It will examine the continuity and development of Catholic teaching on marriage and family. It will also put this doctrine in a historical, psychological, philosophical, and theological context. It will address several issues that are especially pertinent to the psychological sciences, including disorders and privations related to romance, marriage, and family life. Together with the other integrative anthropological courses offered at the IPS, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology.

PSY 500 – History and Systems of Psychology

(3 credit hours)

Behaviorism, psychoanalytical theory, and biologically-based theories (e.g. cognitive neuroscience) have been offered as coherent accounts of the nature of the human person. All derive support from versions of evolutionary theory. On this account, theories of motivation are of the survivalistic variety, conduct is understood as “adaptive,” and complex social phenomena are reduced to socio-biological processes. This course assesses these empirical and conceptual orientations.

PSY 503 – Personality Theories

(3 credit hours)

This course introduces the major theories of personality used in clinical/counseling psychology, including those schools of thought associated with Freud, Object-Relations Theory, Erikson, Jung, Adler, Horney, Rogers, Maslow, and Cognitive-Behavioral Theory. Emphasis is also put on relevant research findings and critical assessment of the validity and usefulness of the different theories.

PSY 504 – Psychological Measurement

(3 credit hours)

This course covers the application of statistical thinking and related graphical and other computational tools to the study and measurement of psychological phenomena. The first part of the course serves as an introduction to a wide range of topics related to basic statistical analysis. Building on this basic knowledge, the second part of the course examines basic concepts and computational methods related to test and survey design.

PSY 507 – Psychopathology

(3 credit hours)

This course provides an overview of the major theories, classification systems, and research in the area of psychopathology. It introduces students to diagnostic nomenclature, emphasizing the development of facility with the DSM-IV classification system. It also examines how spiritual and moral pathology affect the quality of life.

PSY 512 – Law, Ethics, and Psychology

(3 credit hours)

This course examines the ethical codes and guidelines developed within the mental health field. Special emphasis is placed on how these ethical guidelines, along with Christian principles, can be applied to the practice of psychology in a manner which holds the well-being of the client as primary. The course also examines professional issues relevant to the practice of psychology.

PSY 516 – Basic Interviewing and Clinical Skills

(3 credit hours)

This course provides an introduction to the art and science of basic clinical skills aimed at forming a comprehensive understanding of the person, with special emphasis on assessing dimensions consistent with a Catholic perspective. Specifically, this course will orient students to general philosophical issues related to clinical interviewing and present critical fundamentals of therapeutic relationship development. Instruction will also address particular challenges presented by high-risk clients, the need for mandatory reporting, and interviews with children, adolescents, couples, and culturally diverse populations. The course includes a blend of lecture, skill demonstration, and student practice.

PSY 597 – Psychology Overview Seminar I

(1 credit hour)

This weekly seminar is for entering M.S. students who have little or no prior educational background in psychology. Planned readings will cover abnormal, developmental, experimental, physiological and social psychology, learning and motivation, personality theory, sensory and perception, memory, assessment and treatment.

PSY 598 – Psychology Overview Seminar II

(1 credit hour)

This is a continuation of a weekly seminar for entering M.S. students who have little or no prior educational background in psychology. Planned readings will cover abnormal, developmental, experimental, physiological and social psychology, learning and motivation, personality theory, sensory and perception, memory, assessment and treatment.

PSY 605 – Developmental Psychology

(3 credit hours)

This course covers the major theoretical systems that seek to explain the development of the human person, and examines them from a variety of perspectives: physical, intellectual, emotional, spiritual, and moral. It also considers central aspects of Christian life such as the development of the conscience, the life of virtue, commitment to human relationships, and the discernment of one's vocation.

PSY 608 – Cognitive/Behavioral Assessment

(3 credit hours)

Offers an overview of the major theories of intelligence and develops basic skills in the administration of commonly-used standardized test instruments for assessing cognitive ability and achievement in children, adolescents, and adults. Also covers the basics of report writing and ethical issues pertaining to psychological assessment. (Prerequisites: PSY 504, PSY 516)

PSY 609 – Adult Psychotherapy

(3 credit hours)

The purpose of this course is to identify, develop, and practice core clinical skills and tasks in the treatment of adult psychopathology. This includes developing and maintaining therapeutic relationships with clients as well as the application of particular systems of psychotherapy in identifying and effectively working toward therapeutic goals. In addition, students will gain a greater ability to critique secular approaches to psychotherapy in light of a Catholic view of the human person and explore psychotherapeutic approaches informed by this anthropology. (Prerequisite: PSY 507)

PSY 610 – Child Psychotherapy

(3 credit hours)

This course develops an integrated Catholic framework for understanding family life and the role of parents in raising children. Provides training in basic skills for working with children in therapy including behavioral techniques, parenting skills training, and family therapy. Also examines ethical and diversity issues related to the practice of child and family therapy.

PSY 611 – Marital Psychotherapy

(3 credit hours)

This course develops an integrated Catholic framework for understanding the nature of marriage and marital relationships, provides training in basic skills used in the assessment and treatment of marital distress, and also examines ethical and diversity issues related to the practice of marital therapy.

PSY 613 – Personality Assessment

(3 credit hours)

This course offers instruction in basic skills in the administration of commonly-used personality tests, including both psychometric and projective approaches to personality assessment. It also offers instruction in report writing skills by examining the ways in which the results of cognitive/behavioral assessment and a variety of personality assessment instruments can be integrated. (Prerequisites: PSY 507, PSY 608)

PSY 629 – Career Counseling and Development: Theories and Techniques

(3 credit hours)

This course provides an analysis of the basic theories of career development including the educational, psychological, and social factors which influence educational and vocational decision making. The use of vocational and educational assessment to advise as to school, work, and college planning is included.

PSY 648 – Diagnosis and Treatment of Substance Abuse Disorders

(3 credit hours)

This course will provide an overview of the fundamental concepts in substance abuse and substance-induced disorders. A review of the historical, geographic, economic, socio-cultural and genetic factors that impact substance misuse and abuse will be covered. Treatment options, different intervention approaches and strategies applicable to substance abuse intervention, as well as barriers to treatment, will also be included.

PSY 680 – Professional Roles and Clinical Competencies in Counseling and Psychotherapy (2 credit hours)

This course will examine the varied professional roles and functions of the mental health professional. This will include an orientation to professional issues, scope of practice as well as professional preparation standards and credentialing. The course will also address critical clinical competencies necessary for a successful externship experience. Practical skill development in case conceptualization and consultation, writing progress notes and treatment plans, along with an understanding of HIPAA and other forms of confidentiality will be emphasized.

PSY 690 – Thesis Research (up to 6 credit hours)

Registration for thesis research is required for all M.S. General Psychology students. The thesis proposal is developed, submitted for approval, research conducted, and the written thesis submitted for approval by the thesis committee. Prerequisite: Departmental approval.

PSY 691 – M.S. Clinical Practicum/Externship I (3 credit hours)

This course is the first part of a two-part course sequence that also includes PSY 692. During these two courses students are placed in clinical practicum sites where they complete a nine-month practicum that provides for a minimum of 300 hours of supervised clinical practice. Students also attend regularly scheduled case consultation groups in which they discuss clinical practice from an integrated Catholic perspective.

PSY 692 – M.S. Clinical Practicum/Externship II (3 credit hours)

This course is the second part of a two-part course sequence that also includes PSY 691. During these two courses students are placed in clinical practicum sites where they complete a nine-month practicum that provides for a minimum of 300 hours of supervised clinical practice. Students also attend regularly scheduled case consultation groups in which they discuss clinical practice from an integrated Catholic perspective. (Prerequisite: PSY 691)

PSY 696 – Independent Study (Master’s Program) (1-3 credit hours)

Individualized plan of study designed through agreement between the instructor and student, and approved by the Department Chair. Such plans may include designated readings, viewing of videotaped learning resources, individual meetings for discussion with the instructor, research, and writing, as well as other types of assignments. The instructor determines in advance the requirements and criteria by which a grade is assigned and the number of credit hours to be awarded. (Prerequisite: Consent of Instructor, Faculty Advisor, and Department Chair)

PSY 697 – Psychology Seminar (Master’s Program) (1-3 credit hours)

This seminar course offered to a group of students on a topic or topics specified by the instructor and approved by the Department Chair. The seminar format typically includes regularly scheduled class meetings in which the instructor gives lectures and/or facilitates discussion. (Prerequisite: Consent of Faculty Advisor and Department Chair.)

PSY 701 – Foundational Clinical Practicum/Externship I

(3 credit hours)

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present at regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective.

(Co-requisite: Placement in the IPS Training Clinic)

PSY 702 – Foundational Clinical Practicum/Externship II

(3 credit hours)

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present at regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective.

(Prerequisite: PSY 701)

PSY 718 – Research Design for the Psychological Sciences

(3 credit hours)

This course presents concepts related to experimental design: validity and reliability, unobtrusive, quasi-experimental and experimental research design, as well as small-n methodology. Philosophy of science as it relates to data analysis will be examined. Survey research topics are covered. Research ethics and the writing of research reports are also addressed. (Prerequisite: PSY 504)

PSY 721 – Cognitive Psychology

(3 credit hours)

This is a survey course in modern cognitive psychology, including perception, attention, memory, knowledge, imagery, language, problem solving, reasoning, decision-making, and emotion and memory. Issues of emotion and memory, and the controversy over recovered/false memories is examined. Research concerning the cognitive science of religion is also surveyed.

PSY 724 – Advanced Adult Psychotherapy

(4 credit hours)

This is an advanced seminar on methods of individual psychotherapy, with a concentration on interpersonal psychotherapy. The instructor will draw from among the principles of interpersonal psychotherapy, object relations theory, attachment theory, cognitive therapy, family systems, and others. A Catholic Anthropology will be integrated into the subject matter. Issues concerning culture, ethnicity, gender, religious values, and other client characteristics will be addressed. The course will include didactic and experiential learning. Sessions from students' clinical caseloads will be reviewed and critiqued. (Prerequisite: PSY 609)

PSY 729 – Advanced Statistical Methods

(3 credit hours)

This course builds on the basic concepts presented in PSY 718 to examine more advanced statistical analyses. These include factorial and multivariate analysis of variance, multiple, and logistic regression, meta-analysis, and structural equation modeling. Primary emphasis in the class will be in understanding and critiquing the statistical analyses presented in clinical psychology journals as an adjunct to lifelong learning. (Prerequisites: PSY 504, PSY 718)

PSY 734 – Advanced Child, Marital, and Family Therapy I (3 credit hours)

PSY 734 (and its companion course PSY 735) promote mastery of basic knowledge and skills obtained in the earlier courses PSY 610 and PSY 611, as well as introducing advanced knowledge and training in the areas of child, marital, and family therapy. Methodologies and techniques covered in PSY 734 include play therapy, parenting skills training, family therapy with children, and marital therapy. The course also enhances students' understanding and application of the ethical issues and diversity issues involved in the utilization of these therapeutic interventions. Throughout the course, connections are made to practicing these methodologies from an integrated Catholic perspective. (Prerequisites: PSY 610, PSY 611)

PSY 735 – Advanced Child, Marital, and Family Therapy II (3 credit hours)

PSY 735 continues the work of its companion course PSY 734 by providing advanced training in the areas of child, marital, and family therapy. Methodologies and techniques covered include advanced skills in working individually with children and parents, family therapy with adolescents, and specialized formats of marital therapy (e.g. individual spouse, brief intensive, and crisis intervention therapies). The course also enhances students' understanding of and ability to apply the ethical issues and diversity issues involved in the utilization of these therapeutic interventions. Throughout the course, connections are made to practicing these methodologies from an integrated Catholic perspective. (Prerequisite: PSY 734)

PSY 736 – Child Psychopathology (2 credit hours)

This course provides a broad overview of child psychopathology initially focusing on understanding basic concepts, historical context, developmental influences, theoretical perspectives, research methodology, and issues related to assessment and classification. This will be followed by a comprehensive survey of the major categories of child psychopathological disturbances with an emphasis on empirically-supported interventions for treating the various disorders.

PSY 760 – Professional Roles and Issues (2 credit hours)

This seminar examines the multiple career opportunities and professional roles of psychologists. Topics include academic careers, clinical practice in a variety of settings, scholarly publishing and presentations, and involvement in professional associations. In addition, students construct a curriculum vitae and develop a strategic career plan.

PSY 801 – Advanced Clinical Practicum/Externship I (3 credit hours)

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present at regularly scheduled case consultation groups which focus on sharing the diversity of clinical experiences obtained through the variety of external site placements, with input from IPS faculty on how these experiences interface with the perspective of the Institute training model.

(Corequisite: Placement in an IPS approved externship. Typically completed by students in their fourth year of the Psy.D. Program.)
(Prerequisite: PSY 702)

PSY 802 – Advanced Clinical Practicum/Externship II

(3 credit hours)

Second of two required semesters of advanced clinical experience at the externship site (see Prerequisite: PSY 801 for additional details).

PSY 815 – Psychology of Religion

(3 credit hours)

This course will provide an overview of the empirical psychology of religion as well as more general social scientific perspectives on religion. Topics will include issues of measurement, faith development, religion in adolescence, its effects on health and at-risk behavior, religious coping styles, conversion, religious experience and mysticism, as well as the treatment of religion in attachment theory, evolutionary perspectives, the cognitive science of religion, and the spirituality and/or/versus religion debate. "New" religions, totalistic movements, and the "new atheism" will also be examined.

PSY 820 – Group Psychotherapy

(3 credit hours)

This course will cover evidence-based therapeutic factors that operate in most group interventions and the role of these in long-term, short-term and specialty groups. It will include didactic and experiential learning, case presentations, seminar discussion, and analysis of group research. The course will also illustrate how Catholic Anthropological principles might apply to group life.

PSY 822 – Biological Bases of Behavior

(3 credit hours)

This course serves as a general introduction for students to the field of physiological psychology, emphasizing a number of areas that are most useful in the practice of clinical psychology. These areas include the nervous system, behavioral genetics, and psychopharmacology.

PSY 825 – Social Psychology

(3 credit hours)

Serves as an overview of the major theories, areas of study, and research methodologies in the field of social psychology. Includes such topics as impression formation, attribution theory, social influence, attitude development and change, prejudice and discrimination, anti-social and pro-social behaviors, affiliation and attraction, and sex role behaviors. Behaviors strongly intertwined with affect, such as aggression, prejudice, and interpersonal attraction and intimate relations, as well as contemporary theories of affective influences are examined.

PSY 827 – Cultural, Religious, and Individual Diversity in Clinical Practice

(3 credit hours)

This course systematically covers the cultural, religious, and individual diversity considerations central to effective functioning of a clinical psychologist. In addition to reviewing the adjustments in clinical practice expected when working with individuals from diverse backgrounds, attention is given to the

need which often arises to coordinate treatment efforts with other professionals who are involved in caring for the client.

**PSY 830 – The Psychologist as Consultant, Supervisor, and Educator
(3 credit hours)**

As leaders, psychologists find themselves called to participate in many roles beyond those of clinical practice and research. This course introduces students to the leadership roles of consultation, supervision, and teaching. Students will be introduced to the literature concerning these areas, as well as being provided with opportunities for experiential learning about these roles.

**PSY 832 – Integrative Dissertation Seminar
(3 credit hours)**

This seminar is the final integration course in the Psy.D. curriculum. Its purpose is to review, refine, and further develop the students' understanding of psychology from an integrated perspective. The seminar also serves to assist students in adopting an integrated approach to the completion of their doctoral dissertation.

**PSY 836 – Advanced Personality Assessment
(4 credit hours)**

This course develops skills in the administration and interpretation of more advanced projective personality techniques such as the Rorschach. Report writing skills are developed further by examining the ways in which the results of a variety of psychological assessment instruments can be integrated and used to make diagnoses and treatment recommendations. (Prerequisite: PSY 613)

**PSY 896 – Independent Study (PsyD. Program)
(1-3 credit hours)**

Individualized plan of study designed through agreement between the instructor and student, and approved by the Department Chair. Such plans may include designated readings, viewing of videotaped learning resources, individual meetings for discussion with the instructor, research, and writing, as well as other types of assignments. The instructor determines in advance the requirements and criteria by which a grade is assigned and the number of credit hours to be awarded. Students are limited to a maximum combination of two Independent Study and Psychology Seminar courses per degree program. (Prerequisite: Consent of Instructor, Faculty Advisor and Department Chair)

**PSY 897 – Psychology Seminar
(1-3 credit hours)**

This seminar course is offered to a group of students on a topic or topics specified by the instructor and approved by the Department Chair. The seminar format typically includes regularly held class meetings in which the instructor gives lectures and/or facilitates discussion. (Prerequisite: Consent of Faculty Advisor and Department Chair)

**PSY 899 – Dissertation
(1-3 credit hours per semester)**

Registration for dissertation hours is required for all Psy.D. students from the time the Dissertation Chair is appointed until their dissertation is defended.

ADMINISTRATION

President	Rev. Charles Sikorsky, L.C., J.D., J.C.L.	csikorsky@ipsciences.edu
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President

J.C.L., Canon Law, Pontifical Gregorian University, Rome, Italy
J.D., University of Maryland School of Law
B.A., Johns Hopkins University

Fr. Charles Sikorsky, L.C., became the third President of the Institute for the Psychological Sciences in 2007. He has extensive experience working in the administration of educational institutions, working for 11 years in both South America and Rome, Italy. Fr. Sikorsky obtained his licentiate in canon law at the Pontifical Gregorian University, where his thesis focused on various issues relating to the legal compatibility of the observance of Canon Law and John Paul II's Apostolic Constitution *Ex Corde Ecclesiae* by Catholic Universities in the United States of America.

A native of Baltimore, Maryland, Fr. Sikorsky graduated from Johns Hopkins University and the University of Maryland School of Law. He practiced law in the state of Maryland prior to his entry into the seminary. He was ordained a Catholic priest in 2002.

FULL-TIME FACULTY



Gladys M. Sweeney, Ph.D.

Academic Dean/Professor

Ph.D., Pennsylvania State University

M.Ed., Pennsylvania State University

Psychologist Degree, Universidad Católica de Chile

Dr. Sweeney is the Founder and Academic Dean of the Institute for the Psychological Sciences, a position held since 1998. She served as the Executive Director of the Catholic Institute for the Psychological Sciences from 1997-1998. She has lectured at the North American College in Rome and at the Pontifical University *Regina Apostolorum* in Rome. She has been a faculty member of the Division of Child Psychiatry, Department of Pediatrics, at the Johns Hopkins University School of Medicine. Dr. Sweeney's area of interest is the integration of the psychological sciences with the Catholic view of the human person and she has published in this area. Dr. Sweeney has co-edited *Human Nature in its Fullness: A Roman Catholic Perspective* (CUA Press, July, 2006).



William J. Nordling, Ph.D.

Associate Professor/Chair, Department of Psychology/Director of Clinical Training

Ph.D., University of Maryland, College Park

M.A., University of Maryland, College Park

M.A., Duquesne University

B.A., University of Dallas

Dr. Nordling is one of the founding faculty members of the Institute for the Psychological Sciences. He is a licensed clinical psychologist in the states of Maryland and Virginia. He also holds a number of specialized credentials in child, marriage, and family therapy and teaches both basic and advanced coursework in these areas at IPS. Dr. Nordling is active as a scholar, and in addition to his many publications, he has conducted over 200 presentations and training workshops nationally and internationally. As a respected leader in the field, in 2010 he served as the President of the Association of Play Therapy, and he currently serves on the Board of Directors and as President of the Catholic Psychotherapy Association.



Stephen H. Hamel, Ph.D., ABPP

Associate Professor/Director of Master of Clinical Psychology Program

Ph.D., Fordham University
M.A., Seton Hall University
BSN, Felician College

Dr. Hamel is a licensed psychologist in the states of New Jersey and Virginia. He is a Diplomate in Behavioral Medicine at the International Academy of Behavioral Medicine, Counseling and Psychotherapy (IABMCP), as well as a Diplomate in Professional Counseling (IABMCP). In addition, Dr. Hamel is certified by the American Board of Professional Psychology (ABPP), is a licensed registered nurse, is a certified school psychologist, and is Trauma/Disaster certified by the American Red Cross.



Margaret Laracy, Psy.D.

Assistant Professor

Psy.D., Institute for the Psychological Sciences
M.S., Institute for the Psychological Sciences
B.A., University of Notre Dame, *Summa Cum Laude*

Dr. Laracy has clinical interests in individual, family, and group psychotherapy, as well as psychological testing. She completed her predoctoral internship in 2011 at the Outreach Community Counseling Center through the APA-accredited Chicago Area Christian Training Consortium. This year she teaches Law, Ethics, and Psychology; Cultural, Religious, and Individual Diversity in Clinical Practice; and an integrative case conceptualization seminar. She is also co-teaching Group Psychotherapy. Her scholarly interests include various topics in the relationship between Christian anthropology and clinical psychology. In particular, she is interested in the role of beauty in mental health and in psychotherapy, which was the topic of her doctoral dissertation. Dr. Laracy is pursuing her license as a clinical psychologist in the state of Virginia.



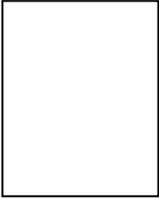
Su Li Lee, Psy.D.

Assistant Professor

Psy.D., Institute for the Psychological Sciences
M.S., Institute for the Psychological Sciences
M.Sc. (Dist.), University of Sussex
B.A., Ave Maria University

Dr. Lee's clinical interests are primarily in individual and group psychotherapy, as well as behavioral health consultation and psychological testing. She completed her

pre-doctoral internship at an APA-accredited consortium, with dual-site rotations at a community mental health center and a medical center. Su Li Lee's scholarly interests include the intersection of philosophy, theology, and psychology, as well as the nature of statistics in the psychological sciences. Her particular focus at present is on the philosophy of love and creation as gift, and how these affect psychotherapy and the person of the psychotherapist. Dr. Lee is pursuing licensure as a clinical psychologist in the states of Virginia and Maryland.



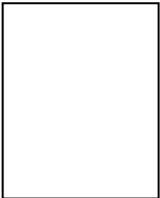
Holiday Rondeau, Psy.D.

Associate Professor/Director of the Psy.D. Program,
Director of the IPS Training Clinic

Psy.D., Minnesota School of Professional Psychology
M.A., Illinois School of Professional Psychology
BSN, University of Miami

Dr. Holiday Rondeau has been involved in clinical work for over 20 years in institutional, educational and private practice settings. Her specialty is Child and Adolescent Psychology and Assessment. She has worked as a school psychologist in Quebec, Canada following clinical training at McGill University. She has been the Director of the Developmentally Delayed Unit and Director of the In-home Services Program at the Barry Robinson Treatment Center in Virginia Beach, Virginia. At Regent University, Dr. Rondeau was an Associate Professor and Director of the Psychological Services Center where she trained doctoral students in assessment and therapy while administrating the university clinic.

Dr. Rondeau has held positions at the Institute for the Psychological Sciences as the Director of the M.S. Program and as the Dean of Students. She is currently the Director of the Psy.D. Program and the IPS Training Clinic. Dr. Rondeau has always enjoyed her private practice and working with children and families. Dr. Rondeau started out as a pediatric nurse. Her research interests include Integration of Psychology and Christianity, Play Therapy/Child Therapy, Assessment and Diagnostics, and Prayer and Healing.



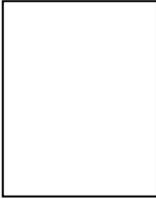
G. Alexander Ross, Ph.D.

Professor/Dean of Students

Ph.D., Ohio State University
M.A., Ohio State University
B.A., DePauw University

Dr. Ross teaches courses in social psychology and psychological measurement. His principal research interests include the impact of social and cultural change on the family and religious institutions. He holds a Ph.D. in Sociology from the Ohio State

University. Prior to joining the faculty of the Institute for the Psychological Sciences, he held faculty positions in sociology at colleges and universities in Ohio, Michigan, and Florida. He and his wife, Martha, have two daughters and are members of St. John of the Cross Catholic Church in Vero Beach, Florida.



Philip Scrofani, Ph.D., ABPP

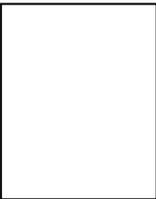
Associate Professor

Ph. D., The Catholic University of America

M.S., Xavier University

B.S., Seton Hall University

Dr. Scrofani is currently a full-time, Associate Professor at IPS. His expertise is in clinical psychology, cognitive-behavioral therapy, group therapy, and research review, and he teaches in these areas. He has been Board Certified by the American Board of Professional Psychology since 1990. Dr. Scrofani was the Director of Family Psychotherapy Training for five years and Director of Psychology for the Commission on Mental Health Services in Washington, D.C. for 12 years. In that capacity, he had oversight responsibility for approximately 100 clinical psychologists and administrative responsibility for an APA accredited psychology internship. He later accepted a faculty position with the Psychiatry Residency Training Program for the Department of Mental Health in Washington, where he continues to be involved in the training of 32 physicians in residency for psychiatry. He joined the faculty at IPS in 2004.



Craig Steven Titus, S.T.D., Ph.D.

Associate Professor/Director of Integrative Studies

Editor-in-Chief for the IPS Press

S.T.D., Ph.D., University of Fribourg (Switzerland)

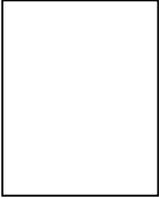
S.T.L., University of Fribourg (Switzerland)

M.A., Dominican School of Philosophy and Theology (Berkeley)

Dr. Titus teaches the integration courses pertaining to the nature of the human person; practical reason and moral character; and marriage and family life. In addition to these areas, his research interests include virtue theory, emotional and moral development, psychology of virtue, and the integration of psychological sciences, philosophy, and theology.

His book, *Resilience and the Virtue of Fortitude: Aquinas in Dialogue with the Psychosocial Sciences* (CUA Press, 2006), sets up a dialogue between virtue theory and the psychological research on resilience and overcoming difficulty. He has published numerous articles. He is co-editor of *The Pinckaers Reader: Renewing Thomistic Moral Theology* (CUA Press, 2005) and editor of nine other books.

Dr. Titus previously worked as Researcher and Instructor at the University of Fribourg, where he served as Vice-Director of the St. Thomas Aquinas Institute for Theology and Culture and Vice-Director of the Servais Pinckaers Archives.



Paul C. Vitz, Ph.D.

Professor and Senior Scholar*

Director of the M.S. Program in General Psychology

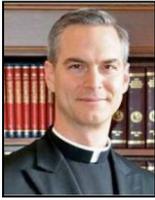
Ph.D., Stanford University

B.A., University of Michigan

Dr. Vitz' teaching and research is focused on the integration of Christian theology, especially Catholic anthropology, with psychology. This requires breaking from the modern secularism and post-modern relativism prevalent today. He is presently focused on the following special topics: The Psychology of Hatred and Forgiveness; The Psychology of the Virtues; The Psychological Importance of Fathers; and the Positive Relevance of Psychology for the Priesthood. Dr. Vitz' books include: *Psychology as Religion: The Cult of Self-Worship*; *Sigmund Freud's Christian Unconscious*; *Modern Art and Modern Science: The Parallel Analysis of Vision*; *Faith of the Fatherless: The Psychology of Atheism*; and *The Self: Beyond the Post-modern Crisis*. He was Professor of Psychology at New York University for many years prior to joining the faculty at the Institute for the Psychological Sciences.

* Senior Scholar is a designation used by the Institute to acknowledge individuals who have made significant contributions to their field, and who serve as mentors for more junior members of the faculty.

ADJUNCT FACULTY



Fr. John Bartunek, L.C., S.T.D.

Adjunct Professor

S.T.D., *Ateneo Pontificio Regina Apostolorum* (Italy)

B.A., Stanford University

Fr. John Bartunek, L.C., S.T.D., received his B.A. in History from Stanford University in 1990, graduating Phi Beta Kappa. He comes from an evangelical Christian background and became a member of the Catholic Church in 1991. Two years later he entered the religious congregation of the Legionaries of Christ and was ordained in 2003. In addition, he has since received ecclesiastical degrees in philosophy and theology. Fr. John provided spiritual support on the set of Mel Gibson's *The Passion of the Christ* while researching the 2005 Catholic best seller, *Inside the Passion*, the only authorized, behind-the-scenes explanation of the film. He has contributed news commentary regarding religious issues on CNN, Fox, and the BBC, and also served as the English-language press liaison for the Vatican's 2005 Synod of Bishops on the Eucharist. Fr. John's most recent book is called *The Better Part: A Christ-Centered Resource for Personal Prayer*. He currently resides in New York, where he is engaged in doctoral research, teaching Ecclesiastical History, and continuing his writing apostolate.



Hadley Bergstrom, Ph.D.

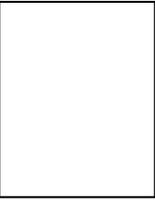
Adjunct Professor

Ph.D., George Mason University

M.A., George Mason University

B.S., University of Oregon

Dr. Bergstrom's primary research interest is the neurobiology of learning and memory. His past research includes the study of genetic factors that may mediate the risk for alcoholism and characterization of brain changes following nicotine exposure. He is currently researching whether cells involved in the formation of new fear memories are topographically organized in the brain. He has published research in a number of neuroscience-related journals including *Behavioral Neuroscience*, *Brain Research*, *Neuroscience*, *Physiology & Behavior*, *PLoS ONE* and *Synapse*. He is also an adjunct professor at George Mason University and postdoctoral fellow at the Uniformed Services University of the Health Sciences in Bethesda, Maryland.



Patrick Graveline, Psy.D.

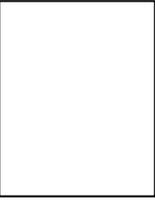
Adjunct Professor

Psy.D., Institute for the Psychological Sciences

M.S., Institute for the Psychological Sciences,

B.S., Magdalen College

Dr. Graveline is a licensed psychologist in the states of Maryland and Virginia. He is currently the Director of Programs within a community-based program where he oversees programs to ensure empirically-supported behavioral and instructional strategies are implemented to promote greater community inclusion for children, adolescents and adults with developmental disabilities. Additionally, he has a number of years of clinical experience working with individuals with substance abuse disorders, such as binge drinking, alcohol dependency, poly-substance abuse, and prescription drug abuse. His clinical and research interests include autism spectrum disorders, the functional assessment and treatment of challenging behaviors and treatment of co-occurring disorders. He is in the process of obtaining his board certification in applied behavior analysis.



Stephen P. Grundman, Ph.D.

Adjunct Professor

Ph.D., The Catholic University of America

B.A., Thomas Aquinas College

Dr. Grundman is a philosopher, historian of philosophy and educational administrator whose interests include classical and medieval theories of custom, moral development and human law; philosophical and theological anthropology; the role of rational persuasion in effective moral pedagogy and andragogy; emotions and the moral life; the role of religion and freedom in human flourishing; the psychology of philanthropy, and applications to contemporary discussions. In addition to his adjunct appointment as a Professor, Dr. Grundman is the IPS Director of Distance Learning, which is still in the early stages of development.

Regarding the Academic Catalog

This publication is prepared in advance of the academic year covered, which means some additional changes not included in this catalog may occur following its publication. Every effort has been made to provide accurate information. This catalog contains general academic and administrative information with specific course descriptions of the courses of study offered. All classes are offered subject to instructor availability and sufficient enrollment. A schedule of classes is available prior to the registration period each semester. The Institute for the Psychological Sciences (IPS) reserves the right to change any of its policies without prior notice, including but not limited to: tuition, fees, credit hour per course, course offerings, curricula, grading policies, graduation, program requirements, admission standards and policies. Students will be notified of changes as they occur, in a timely manner. This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be considered the official position of IPS, regardless of any policies stated in a previous catalog received by the student upon admission. This catalog and each subsequent catalog are supplemented by the rules and regulations stated in institutional publications and on the school website. When conflicts exist between any of these sources, the most recent rule, regulation or policy will be applied. The student is responsible to ensure that all graduation requirements for degrees are met in accordance with the catalog published at the time of their enrollment in the degree which they seek. This catalog is in effect for one academic year, beginning in the fall semester of 2012.

INDEX

A

Academic calendar, 2
Academic Dean
 Message from, 8
Academic excellence, 10
Academic freedom, 47
Academic good standing, 49
Academic Policies
 Academic freedom, 47
 Academic integrity, 47
 Advising, 48
 At-risk status, 49
 Class attendance, 51
 Class cancellation, 51
 Clinical skills, 49
 Code of conduct, 57
 Course evaluations, 52
 Disability support, 52
 Distribution of materials, 61
 Due process, 49
 Examinations, 51
 Emergency closing, 51
 Freedom of expression, 60
 Good standing, 49
 Grading, 48
 Incomplete, 49
 Graduation, 52
 Internet use, 51
 Notification of changes, 61
 Papers, 51
 Probation, 49
 Student grievances, 58
 Student publications, 61
 Termination, 49
Academic probation, 49
Academic resources
 Library, 17
Accreditation, 5, 11
ADA. *See* Americans with Disabilities Act
Administration, 90
Admission
 Audit, 32

 Course exemptions, 34
 Course-for-credit, 32
 Deadlines, 36
 Deferral, 34
 International students, 32
 Life experiences, 34
 Master's program, 28
 Psy.D. program, 30
 Re-application, 34
 Transfer credits, 33
Advising, 48
American Psychological Association,
 11, 12, 16, 51, 57
Americans with Disabilities Act, 52
Anthropology Project, 26
ASPPB/National Register Designated
 Program, 11
Audit, 28, 32, 37, 53, 55, 56

B

Background check, 32
Board of Directors, 90

C

Class attendance, 51
Class cancellations, 51
Clinical "At-risk"/Termination/Due
 process, 49
Clinical comprehensive exam, 77
Clinical externship, 76
Clinical skills ratings, 49
Code of conduct, 57, 58
Comprehensive examination, 70
Course descriptions, 81
Course evaluations, 52
Course exemptions, 34
Course grades, 48
Course-for-credit, 28, 32, 37, 53, 55,
 56
Curriculum, 64, 70, 78

D

Deferral, 34
Deposit, 37
Disability support, 52
Dissertation, 78, 79, 89
Distribution of materials, 61
Diversity, 12, 16, 21, 71, 79, 88, 93
Doctor of Psychology (Psy.D.) in
 Clinical Psychology, 72
Doctoral Program
 Psy.D. in Clinical Psychology
 Admission requirements, 73
 Clinical externship, 76
 Comprehensive exam, 77
 Curriculum, 78
 Degree requirements, 76
 Dissertation, 78
 Enrollment status, 80
 Philosophy, Goals,
 Competencies, 72
 Pre-doctoral internship, 78
 Residency, 76
 Student outcomes, 80
 Time to degree, 76
 Transfer credits, 76

E

Emergency closing, 51
Enrollment status, 55, 56, 65, 71, 80
Ex Corde Ecclesiae, 13, 91
Examinations, 51

F

Faculty
 Adjunct, 97
 Full-time, 92
Faculty Integration Project, 23
Federal Financial Aid
 Loans, 41
 Eligibility, 41
 Work study, 41
Fees, 37
Financial Aid, 39
 Award letters, 39
 Deadlines, 39

Federal student aid, 39
Incomplete courses, 43
IPS application, 39
Refund examples, 45
Repeated courses, 43
Return of funds, 43
Satisfactory academic progress, 42
Student rights, 46
Types of aid
 Federal, 41
 GI Bill, 40
 Institutional aid, 40
 Private, 40
 Withdrawal, 43
Financial information, 37

G

Graduate Programs
 M.S. in Clinical Psychology, 66
 Admission requirements, 69
 Comprehensive Exam, 70
 Curriculum, 70
 Degree requirements, 69
 Enrollment status, 71
 Philosophy, Goals,
 Competencies, 67
 M.S. in General Psychology
 Admission requirements, 63
 Curriculum, 64
 Degree requirements, 64
 Enrollment status, 65
 Objectives, 63
Graduation, 2, 3, 11, 37, 49, 52

H

Harassment, 60
HEOA. *See* Higher Education
 Opportunity Act
Higher Education Opportunity Act, 46

I

Incomplete, 49
Institute
 Accreditation, 11
 American Psychological

Association, 12
Degree-granting authority, 11
Degrees, 11
Diversity, 12
Ex Corde Ecclesiae, 13
History, 14
IPS model, 10
Mandatum, 13
Milieu, 12
Mission, 9
Objectives, 9
Statement of non-discrimination, 12
Vision, 9

Institute Milieu, 12
International students, 32
Internet use, 51
IPS Model, 10
IPS Press, 24

L

Library, 15, 16, 17, 38, 51, 52, 64, 70, 76, 81
Life experiences, 34
Living the Call Speaker Series, 22

M

Mandatum, 13
Master of Science (M.S.) in Clinical Psychology, 67
Master of Science (M.S.) in General Psychology, 63
Master's Programs
 M.S. in General Psychology
 Thesis, 64
Mind Matters e-Newsletter, 22

N

Newman Lecture Series, 24
Non-discrimination, 5, 12, 35

P

Papers, 51
Payment plans, 37
Policy changes, 61

Pre-doctoral internship, 78
President
 Welcome letter, 4
Psy.D. Program, 12, 15, 16, 28, 30, 31, 32, 33, 48, 49, 54, 55, 62, 66, 69, 72, 73, 74, 75, 76, 77, 78, 80, 88, 94

R

Refund policy, 38
Refund policy, 38
Registration
 Audit, 53
 Course-for-credit, 53
 Enrollment
 Full-time, 55
 Enrollment status
 Audit, 55
 Course-for-credit, 55
 Part-time, 55
 For classes, 53
 Leave of absence, 56
 Student records, 57
 Dispute process, 57
 Transcripts, 57
 Transfer of credit, 54
 Withdrawal, 56
Repeated courses, 43
Residency, 76

S

SAP. *See* Satisfactory Academic Progress
Satisfactory Academic Progress, 42
Scholarly Research Center
 Anthropology project, 26
 Faculty Integration Project, 23
 IPS Press
 Monograph Series, 25
 Newman Series, 24
 Newman Lecture Series, 24
SLCC. *See* Student Life Concerns Committee
Social Activities, 22
Student freedom of expression, 60
Student grievance, 58

Student life
 Activities, *21*
 Campus ministry, *21*
 Diversity committee, *21*
 E-newsletter, *22*
 Living the Call Speaker Series, *22*
 Student Life Concerns Committee,
 21
Student Life Concerns Committee, *19*,
 21, 22
Student publications, *61*
Student rights and responsibilities, *46*
Student records, *57*
Student services
 Career placement, *19*
 Counseling, *20*
 Dining, *19*
 Disability support, *20*
 Emergency treatment, *20*

Housing, *19*
Insurance, *20*
Lounge, *19*
Writing Resources Service, *20*

T

Time to degree, *76*
Training clinic, *17*
Training Clinic, *15, 16, 17, 18, 32, 76*,
 94
Transcripts, *57*
Transfer courses, *43*
Transfer of credit, *33, 76*
Tuition, *37, 45, 80*

W

Withdrawal, *38, 43, 49, 56*