

The background of the cover features a large, faded seal of Divine Mercy University. The seal is circular with a gold border. Inside the border, the words "DIVINE MERCY UNIVERSITY" are written in a gold, serif font. Below this, the Latin motto "S RATIO ACTIO" is visible in a smaller, gold font. The central part of the seal is a shield divided into four quadrants. The top quadrant is gold with a white cross. The bottom-left quadrant is teal with a white Psi symbol (Ψ). The bottom-right quadrant is maroon with a white flame. The top-right quadrant is maroon with a white flame.

# Divine Mercy University Academic Catalog

2022-2024

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# Welcome to Divine Mercy University

Thank you for taking the time to review our catalog and learn more about the unique and consequential programs we have at Divine Mercy University, both onsite in Sterling, VA and online. I am always inspired by the commitment of our students, faculty and alumni, and hope you are able to glimpse a bit of the meaningful mission and wonderful team we have.

Building programs which integrate the best of psychology, mental health counseling and related fields with the Catholic Christian vision of the person is a challenging task, yet we have made remarkable progress over a relatively short period of time:

- Our past and current students have come from 49 states, plus the District of Columbia, as well as 36 other countries.
- Our growing number of alumni are serving in many parts of our nation and abroad, bringing hope and healing to many different contexts.
- Our efforts have been recognized by Pope Benedict XVI (then Cardinal Ratzinger) and Pope John Paul II, among many other distinguished intellectuals of our day.
- In 2014, we expanded by introducing our first fully online Master's degree, a Master of Science in Psychology, designed for working professionals and those in pastoral ministry.
- In 2016, we added a new School of Counseling and launched our online M.S. in Counseling.
- In 2017, we began our Center for Trauma and Resiliency Studies which provides, in partnership with the Green Cross Academy, training and continuing education for trauma first responders.
- In 2018, we launched our certificate program in Spiritual Direction.
- In 2020, our faculty published *A Catholic Christian Meta-Model of the Person*, a foundational and award-winning text which serves as the pillar for all of our programs.
- In 2021, we started our Center for International Study of Spirituality and Mental Health, partnering with Harvard's McLean Hospital and a network of Catholic universities in Europe and Latin America.

Maintaining the highest educational, scientific and ethical standards, we are continuing to explore other programs to support and serve culture through our unique focus on helping the men and women of our time to flourish and reach their full, God-given potential.

I invite you to join us in this satisfying and impactful mission!

God bless,

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

## About DMU

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

The Divine Mercy University is governed by its Board of Directors, which has complete and final governing authority over the University. Currently, the board consists of the Bishop Emeritus of Arlington, Virginia, eight lay Catholic leaders, and two members of the Legionaries of Christ. The Legion sponsors the University by providing a president and a chaplain and helping to maintain the Catholic identity of the institution.

## DMU Vision

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

## DMU Mission

Divine Mercy University is an institution of higher education offering graduate degrees, continuing education and certificate programs globally. It is affiliated with the Legionaries of Christ. The University is dedicated to the renewal of the Catholic Christian intellectual tradition and the integration of the theoretical and empirical bases of psychology, professional counseling and related fields, with a Catholic Christian view of the human person through teaching and learning both knowledge and critical skills.

The University provides students an appropriate academic and educational environment that supports the integration of science, scholarship and a Catholic Christian understanding of the person through a rigorous, critical and objective search for truth. It

assists students intellectually, humanly and professionally as they prepare themselves to respond to their vocation as mental health professionals or as men and women in helping professions. The University's mission also involves dialogue about its integrative approach with practitioners, scholars and cultural leaders, nationally and internationally.

### **Statement of Identity**

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

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

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

We affirm that the human being has been created "in the image of God" (Genesis 1:27), and so every person has transcendent dignity. Created by God, who is Truth himself (John 14:6), the human person is called "to live the truth in love" (Ephesians 4:15). In Jesus Christ, the human person fully discovers himself as made in love and for love. Each person, in turn, can only find himself "through a sincere gift of self" (Gaudium et Spes [Joy and Hope, Pastoral Constitution on the Church in the Modern World of the Second Vatican Council], 1965, sec. 24).

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

The human person is further recognized as a free and responsible being (Catechism of the Catholic Church, 2nd ed., sec. 1738). God gave persons the possibility to accept or reject His love. In turn, we at the University honor the freedom of all people: students, faculty, staff, clients, and others. We recognize that the human person is fallen and is wounded by

sin, but is offered redemption in Jesus Christ through the Church and the grace of the Holy Spirit. In the light of faith, we live and affirm a vision of hope.

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

### **A Catholic Christian Vision of the Person**

A Catholic Christian vision of the person permeates all the University's teaching and training. This vision guides our programs, which form our students to meet the growing demand in today's culture for professionals who respect the dignity and uniqueness of every person. Our training emphasizes not only the understanding of individual, group and community problems and situations, but also how to direct them toward flourishing through understanding the God-given call to grow in virtue and live in communion.

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

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

### **Ex Corde Ecclesiae**

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

\*"The *mandatum* is fundamentally an acknowledgment by Church authority that a Catholic professor of a theological discipline is a teacher within the full communion of the

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

### **Board of Directors**

Mrs. Evelyn Auth	Naples, Florida
Mr. Thomas Cunningham, Chairman	Ellicott City, Maryland
Dr. Maria Lourdes Fernandez	Potomac, Maryland
Mr. Frank J. Hanna, III	Atlanta, Georgia
Fr. John Hopkins, L.C., Vice Chairman	Pasadena, California
Mr. Christopher Laconi	Cambridge, Massachusetts
Bishop Paul S. Loverde	Arlington, Virginia
Dr. G. Alexander Ross	Vero Beach, Florida
Fr. Charles Sikorsky, L.C., President	Ashburn, Virginia
Dr. Barry Sugarman	Los Angeles, California
Mr. Eugene Zurlo	Charleston, South Carolina



## Corporate Officers

Mr. Thomas Cunningham, Chairman	Ellicott City, Maryland
Fr. John Hopkins, L.C., Vice Chairman	Pasadena, California
Fr. Charles Sikorsky, L.C., President	Ashburn, Virginia
Antonio Maza, Corporate Treasurer	Chantilly, Virginia

## Degrees Offered

Divine Mercy University offers the following degrees:

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

## Degree Granting Authority/State Authorization

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

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

Divine Mercy University is authorized under National Council for State Authorization Reciprocity Agreements (NC-SARA) to offer online degree programs to students in 49 states (all but California), the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of SARA. Prospective students for the M.S. in Psychology and/or M.S. in

Counseling programs can check the NC-SARA website for assurance of their state's participation.

### **Regional Accreditation**

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

### **APA Accreditation**

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

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

*Office of Program Consultation and Accreditation*

*American Psychological Association*

*750 1st Street, NE, Washington, DC 20002*

*Phone: (202) 336-5979 / Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)*

*Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)*

### **Academic Excellence**

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

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

- All doctoral graduates who have applied for licensure have been licensed. They are employed throughout the country and around the world, in private practice, serving dioceses, conducting assessments and running therapy groups in various clinical settings, and writing and speaking on topics in the field of psychology;
- Doctoral students, in the course of their training, are placed in paid internship sites, which is validation of our rigorous and comprehensive curriculum and clinical training. The doctoral programs interns and externs consistently receive the highest ratings from their respective training directors and supervisors;
- The doctoral program in Clinical Psychology is accredited by the American Psychological Association (APA).

- The Psy.D. program has been recognized since 2006 as a National Register Designation program by the Association of State and Provincial Psychology Boards (ASPPB).
- The Board of Directors, faculty, staff, and administration of the University are committed to maintaining the highest academic standards in teaching and clinical training by supporting innovative programs and through an ongoing process of evaluation and continuous improvement.

### **Academic Freedom**

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

### **Board Policy on Diversity**

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

### **Harassment-Free Environment**

It is the policy of Divine Mercy University that no student, employee, or volunteer of DMU should be subject to unsolicited, unwelcome, abusive, or offensive conduct of either a verbal or physical nature. Harassment refers to behavior that is not welcome, is personally offensive, interferes with efficiency or creates uneasiness. Examples of harassment include, but are not limited to: repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal abuse of a racial nature; graphic, degrading, or demeaning ethnic comments about an individual or about his/her appearance; the display of sexually suggestive objects or pictures; or any other offensive or abusive verbal comments or physical contact. Further, students and employees will not be subjected to third party harassment, which is defined as behavior that is personally offensive to an observing party. Students or University representatives engaging in any act that harasses

or discriminates against another person because of age, race, color, national or ethnic origin, gender, religion, marital status, or the presence of a disability, shall not be tolerated. Such conduct is specifically prohibited. Appropriate action will be taken by the University administration.

### **Campus Facilities in Sterling, VA**

The DMU campus is located within the metropolitan area of Washington, D.C., at 45154 Underwood Lane, Sterling, Virginia 20166. The campus comprises approximately 45,000 sq. ft. on 5.1 acres near the Washington Dulles International Airport. The IPS Center training clinic, chapel and conference rooms are located on the first floor. Classrooms, the library, study areas, and the student lounge are located on the second floor. Faculty and administrative offices, conference rooms, and the President's office are located on the third floor of the building. Wireless technology is available throughout the facilities. The IPS Center for Psychological Services (IPS Training Clinic) has a dedicated entrance for clinician and patient use.

Hours of operation are Monday through Friday 7:00 a.m. – 7:30 p.m.

### **Statement of Non-Discrimination**

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

### **Admissions**

See programs for specific admissions criteria

### **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. Applicants failing to register for the semester for which they have received acceptance can request that their application remain active for up to one year, and can be renewed upon review for an additional year. In all cases, applicants understand that admission to a future semester is not guaranteed, and their application will be re-considered with the pool of applicants for the semester they choose to apply;

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

To activate a deferred application, applicants must notify Admissions, in writing, at least 30 days prior to the semester for which they desire to enroll. The deferred applicants must meet current admission and/or degree requirements adopted since their original application. Applicants are required to update any changes to the original application, and to update materials on file to reflect their work or study since the time of their original application, including:

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

### **Admissions Process for International Students**

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

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

### **Re-Application for Admission of Previously-Enrolled Students**

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

1. revised application form, including updated contact information;

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

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

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

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

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

### **Course-for-Credit or Audit**

#### **Degree seeking students**

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

#### **Non-degree students**

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

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

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

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

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

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

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

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

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

### **Criteria for Transfer of Credit**

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

### **Approved Transfer of Credit**

Students are notified when transfer credits are approved and the number credits remaining to complete the program. The approved transfer credits are included on the student’s educational record for the program and the academic credit is reflected on the student’s transcript. For students participating in the GI Bill or Veterans Educational Benefit program the Veterans Administration is also notified of approval and the number of credits remaining for the student to complete the program.

### **Life Experiences and Course Exemptions**

The University does not permit course exemptions for life experiences.



## **Registration for Classes**

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

Notification is given prior to the start of the term, if students do not wish to continue they must contact the Office of the Registrar.

## **Add/Drop Course Change Policy- Online Students**

Students are permitted to add or drop courses without incurring an academic record of the course throughout the published registration period and during the published add/drop period, with the approval of their academic advisor and registrar. This is six calendar days for eight week courses, and ten business days for sixteen week courses.

## **Psy.D. Add/Drop Policy**

Students are permitted to add or drop courses without incurring an academic record of the course throughout the published registration period and during the published add/drop period, with the approval of the Psy.D. program director and registrar. The add period ends the day before the second course session is held for each semester. The drop period is two days from the published start of term for five week courses, six calendar days for eight week courses, and ten business days for sixteen week courses. Please note that classes meeting in an intensive format or on a shortened semester calendar follow adjusted add/drop and refund schedules.

Course enrollment changes made after the published add/drop period will be recorded in the student's academic record (as described in the following paragraph) and require the approval of the instructor, academic advisor, and registrar. Course changes other than as described above, require the signature of the instructor, academic advisor, and registrar. All registration changes are subject to the registration change fee (add/drop fee) and the refund policy of their respective program.

A student who follows the published course change procedures may drop or withdraw from courses after the published add/drop period and prior to the published "last day to withdraw and receive a 'W'" and receive a final grade of withdrawal ("W"). After the published "last date to withdraw and receive a 'W'" each academic semester, a student who withdraws from a course will be assigned a final grade of either withdrawal passing ("WP") or withdrawal failing ("WF") by the instructor based upon actual work completed at the time of the withdrawal. A "W" or "WP" will not affect the student's cumulative grade point average. A WF is treated as a failing grade for grade point average computation.

## **Leave of Absence**

A student enrolled in a degree program of the University might find it necessary to interrupt active pursuit of their degree. A leave of absence is granted only for good



cause. Generally, a leave of absence is granted for a minimum of one academic semester for onsite programs or two consecutive terms for online programs, and for a maximum of one academic year. Requests will be considered prior to the beginning of an academic semester. For any request made during the academic semester, the final grade in any course will be assigned following the University's withdrawal policy.

Students seeking a leave of absence should discuss the need with their academic advisor and must petition the program director. A leave of absence must be approved in writing by the program director and/or the academic dean.

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

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

### **Withdrawal from the University**

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

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

## **Transcripts**

Official and unofficial academic transcripts are issued to designated parties by the Office of the Registrar, with the written approval of the student. Students may also obtain unofficial copies of their academics via their student portal. Academic transcripts cannot be transmitted by the University electronically. Students must have satisfied their student account for an official academic transcript to be issued.

## **Enrollment Verification**

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

## **International Student Visa Requirements**

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

- Enroll in a full-time course of study at the beginning of each session (excluding authorized break periods);
- Consult with their Primary Designated School Official (PDSO or DSO) before dropping below a full-time course of study for any reason;
- Report address changes to their DSO within 10 days of the Change;
- Report any changes in sources of financial support to the DSO;
- Seek the approval of the DSO and USCIS before engaging in employment or practical training;
- Report any changes in program of study to the DSO within 10 days of the Change;
- Report any changes of their academic status to the DSO within 10 days of the Change;
- Notify their DSO prior to traveling outside of the United States;
- Notify their DSO upon applying for a change in nonimmigrant status;
- Notify their DSO upon approval of an adjustment of status to an immigrant;
- Consult with their DSO to extend their program;
- Notify their DSO if they intend to transfer;
- Notify their DSO about changes in their dependent status.

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

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

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

## **Computer and Internet Requirements**

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

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

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

### *Screen Size*

Canvas is best viewed at a minimum of 800x600, which is the average size of a notebook computer. To view Canvas on a device with a smaller screen, DMU recommends using the Canvas mobile app.

### *Browser and Computer Requirements for Canvas:*

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

### *Mobile Operating System Native App Support*

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

### *Computer Speed and Processor*

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

### *Internet Speed*

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

### *Screen Readers*

- [JAWS](#) (latest version for Chrome/Firefox on Windows)
- [NVDA](#) (latest version for Chrome/Firefox on Windows)
- [VoiceOver](#) (latest version for Safari/Chrome on Macintosh and iOS mobile)
- [Talkback](#) (latest version for Android mobile)

## **Graduation Requirements**

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

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

The University confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors, five times a year: August, September, December, March, and May. Students whose degrees are conferred in August/September or December/May are encouraged to participate in the annual May commencement. Degree conferral and commencement dates are posted in the academic calendar. The graduation fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the commencement ceremony.

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

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

## **Clinical Programs**

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

## Academic Policies

### Academic Integrity

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

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

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

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

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

### Class Attendance

#### **For students in onsite programs:**

All students, whether full-time, part-time or auditing, are required to attend all scheduled classes. Full-time and part-time students are required to complete all examinations and other requirements. Penalties may be imposed for a student who

misses a class, unless the absence is due to serious and extenuating circumstances, and the student notifies the instructor in a timely manner.

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

#### **For students in online programs:**

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

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

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

### **Class Cancellations/Emergency Closing**

In the event of weather-related or other emergencies, students will be informed in the most expedient manner possible. When feasible, instructions will be provided to students via postings on bulletin-boards, in student mailboxes, by text message, and/or through announcements made in class. Updates will also be sent to the student's [divinemersey.edu](mailto:divinemersey.edu) email. The University also lists closings on [www.wtop.com](http://www.wtop.com) under "closings/delays." Every effort will be made to communicate the announcement of class cancellations or an emergency closing by 7:00 a.m. on each day impacted by such emergencies.

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

### **Papers and Publication Style**

The Publication Manual of the American Psychological Association, 7th edition (2020), should be utilized in all course requirements for papers, comprehensive examinations, dissertations, as well as other professional writing. The student may access the

manual and associated resources in the library or see the following website for assistance: [www.apastyle.org](http://www.apastyle.org)

## **Plagiarism**

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

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

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

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

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

Some obvious examples of plagiarism include:

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

Some less-obvious examples include:

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



## Copyright Policy

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

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

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

Copyright is defined by the United States Copyright Office as:

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

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

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



The United States Copyright Office further states the following:<sup>2</sup>

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

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

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

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

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

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

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

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

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

### **Language Requirements**

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

### **Final Examinations**

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

### **Course Evaluation by Students**

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

### **Grading Policy**

The University’s official grading policy is as follows:

<b>Grade</b>	<b>Grade Point Value</b>
A	4.0
A-	3.7
B+	3.3

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

### Grade Appeals

All grades recorded become a permanent part of the student's academic history. A student who believes a final grade has been miscalculated should ask the instructor to review the matter. If a grade change is warranted, the instructor should report this to the registrar. If the student is not satisfied with the instructor's response, the student

may submit a written request to the program director and/or academic dean. The dean/program director or 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/program director. However, requests for a grade change that will affect eligibility for graduation or academic honors or dismissal from the University must be made prior to these events respectively.

### **Academic Good Standing**

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

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

### **Academic Probation**

In the event of failure to meet the above standard for academic good standing, a student will be placed on academic probation. The registrar refers students on academic probation to the academic dean and the program director to develop a plan for remediation.

### **Academic Dismissal**

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

### **Student Records**

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

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

### **University FERPA Policy**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA sets forth requirements regarding the privacy of

student records. FERPA governs the release of records maintained by educational institutions as well as access to those records. FERPA rights are provided only to University applicants upon actual acceptance to and subsequent enrollment in classes at the University.

## **Introduction**

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

1. The right to inspect and review the student's education records within 45 days after Divine Mercy University (University) receives a request for access. A student should submit to the registrar, dean, program director, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record, should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without con-sent (see disclosures section below). Divine Mercy University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

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

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

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

### **Directory Information**

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

The University will disseminate “Directory Information” (as defined below) in accordance with FERPA, applicable State and Federal laws, and the University’s established procedures (Policy 2040, Adopted by the Board of Directors August 1, 2002).

In accordance with FERPA, the University has designated the following non-confidential information about students as public (“Directory”) information: Student name, address, email address, telephone number, program of study, dates of attendance, and DMU/IPS degrees.

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

### **Disclosures that postsecondary institutions may make without consent**

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

- To other school officials, including faculty, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced

institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

## **Privacy Protection for Students Enrolled in Distance Education and Accessing DMU Website**

### **Privacy Policy**

Divine Mercy University is committed to protecting the privacy of individuals accessing the DMU website. This policy describes what information DMU collects and how that information is protected and used.

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

### **Policy Protection Procedures**

What information does DMU collect?

*DMU* collects information from students when students register on the DMU site, request information about a program, subscribe to the DMU newsletter, respond to a survey or fill out a form.

When ordering or registering on the DMU site, as appropriate, students may be asked to enter name, email address, mailing address, phone number or credit card information (for distance education and continuing education courses). Students may, however, visit the DMU site anonymously.

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

What does DMU use student information for?

Any of the information DMU collects from students may be used in one of the following ways:

- To personalize the student experience
  - (student information helps DMU to better respond to student individual needs.)
- To improve the DMU website
  - (DMU continually strives to improve the website offerings based on the information and feedback DMU receives from students.)
- To improve customer service
  - (student information helps DMU to more effectively respond to customer service requests and support needs.)
- To process transactions



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

How does DMU protect student information?

DMU implements a variety of security measures to maintain the safety of student personal information when students place an order or enter, submit, or access personal information.

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

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

Does DMU use cookies?

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

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

Does DMU disclose any information to outside parties?

DMU does not sell, trade, or otherwise transfer to outside parties personally identifiable information. This does not include trusted third parties who assist DMU in operating its website, conducting its business, or servicing students, so long as those parties agree to keep this information confidential. DMU may also release student information when DMU believes release is appropriate to comply with the law, enforce its site policies, or protect DMU or others rights, property, or safety. However, non-personally identifiable visitor information may be provided to other parties for marketing, advertising, or other uses.

### Third party links

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

### California Online Privacy Protection Act Compliance

Because DMU values student privacy DMU has taken the necessary precautions to be in compliance with the California Online Privacy Protection Act. DMU therefore will not distribute student personal information to outside parties without their consent.

### Children's Online Privacy Protection Act Compliance

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

### Online Privacy Policy Only

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

### Consent

By using the DMU site, students consent to the DMU [online privacy policy](#).

### Changes to our Privacy Policy

If DMU decides to change its privacy policy, DMU will post those changes on this page.

### Questions regarding our Privacy Policy

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

Compliance  
Divine Mercy University  
45154 Underwood Ln.  
Sterling, VA 20166

### Student Contact Information

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

A student who submitted a written request to the University registrar to withhold release of the directory information (see FERPA) will not be included in the student contact information listing. If students would like to be included in the student contact information listing, they must amend their request to withhold student directory information with the University registrar.

## **Internet Use in the On-Campus Classroom**

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

## **Electronic Device Use Policy**

Cell phones, MP3 players, and other electronic devices shall not be used in the classrooms (including residency) or in the DMU library unless approved by a University official. Texting or using a cell phone as a camera device is not permitted in the classroom.

Utilizing a camera phone for the purposes of photographing test questions or other forms of academic misconduct or legal activity is prohibited. Additionally, taking photographs of others against their will is strictly prohibited.

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

## **Student Freedom of Expression**

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

## **Representing and Communicating about DMU**

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

## **Distribution of Materials**

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

## **Student Publications**

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

## **Official Communication**

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

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

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

## **University Assigned Accounts**

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

## **Student Grievance Process Policy**

### **Due Process for Student Grievances**

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

In a Catholic 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. 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 program director and/or dean who will provide guidance as to what additional steps, if any, should be taken. If resolution is not reached at this informal level, the student may then wish to file a formal grievance. At any point in the process described herein, the student filing a grievance will always have the option to withdraw the grievance. The University has established the following grievance resolution procedure for students to use for all

aspects of their experience with academic, student, and other support services of the University.

### **Confidentiality**

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

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

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

1. Filing a grievance: The complainant shall file a written grievance with the designated academic leader for the program/certificate (academic dean for IPS or director for MSP, MSC, or SDC). The complainant shall record with specificity the circumstances of his/her grievance.
2. Time limits: To use this procedure, the complainant must file the written complaint within 30 days from the action or event that forms the basis of the complaint. The 30 days are calendar days including weekends and days that classes are not in session.
3. Fact finding committee: The academic leader will appoint a fact finding committee consisting of three faculty members. A chair of the committee will be designated by the academic leader. If a conflict of interest or other valid reason prevents a committee member from serving, the academic leader shall select an alternate. The academic leader shall make every effort to ensure that a fair, impartial, and representative committee hears the matter.
4. 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.
5. 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.

6. Fact finding report: When, in the judgment of the committee, the positions of the complainant and respondent have been equitably heard, the committee shall submit a written fact finding report to the academic dean. The fact finding report shall contain the following:
  - a. a statement of the issues under review;
  - b. the positions of the parties;
  - c. a finding of the results of the investigation;
  - d. conclusion as to whether there is probable cause to believe that the grievance is valid; and,
  - e. recommendations for action(s) to be taken.

The total time period for the investigation, from the filing of a written grievance to submission of the fact finding report to the academic dean shall not exceed ninety (90) calendar days.

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

#### **Disposition of the Grievance and Disciplinary Action**

The academic dean will make the decision about action to be taken. The factual conclusions contained in the fact finding report shall be binding upon the academic dean for the purpose of this determination.

The academic dean will discuss the decision with the chair of the fact finding committee, prior to taking action, if the action to be taken is different than that recommended by the committee.

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

The decision of the academic dean will be made within ten (10) working days of the receipt of the fact finding report. The decision may be appealed in writing by either the complainant or the respondent to the president of the University; the appeal must be made no later than fifteen (15) working days from the date of the academic dean's notification of the decision.

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

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

### **Procedures for Veterans and Other Eligible Persons**

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

### **Student Grievance Resolution Procedures Involving Staff**

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

- a) the Vice President for Finance and Administration will serve in place of the academic dean; and,
- b) the fact finding committee will be appointed from either staff or faculty of the University.

### **Retaliation Prohibited**

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

## **Academic Resources**

### **Academic Advising and Mentoring**

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

### **Faculty Availability and Accessibility**

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

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

### **Disability Support Services**

In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a disability must contact the Disability Support Services ([DSS@divinemercy.edu](mailto:DSS@divinemercy.edu)) at the beginning of the first semester. Once the accommodations are approved, the student should inform the instructor in writing during the first week of class.

### **The Thelen Memorial Library**

The Thelen Memorial Library is dedicated to supporting the study, learning, teaching, research, and training needs of the University students, faculty, and staff.

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

- **Educating** students, faculty, and staff about the vast array of information resources and services available, emphasizing the critical importance of information and digital literacy skills for finding, evaluating, and using information.
- **Providing** extensive academic, technological, and scholarly resources as well as well-trained professional staff that support and complement the academic objectives of each DMU degree program, and student and faculty research worldwide.
- **Assisting** in the documentation and dissemination of Catholic Christian approaches to mental health.
- **Preserving** scholarly collections that support the three pillars of integration of clinical psychology and mental health theory and practice with a Catholic Christian view of the human person.

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



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

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

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

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

Additional information concerning library resources and other learning support services is available from the Thelen Memorial Library, on the University website, email: [Library@divinemercy.edu](mailto:Library@divinemercy.edu), or by calling the library at 703-416-1441 ext. 119.

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

### ***Regular Hours***

Monday-Thursday	7:00 a.m. to 6:00 p.m.
Friday	7:00 a.m. to 5:00 p.m.
Saturday & Sunday	Closed

### ***Holidays, Summer, and Between Semester Hours***

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

The library is closed on all days (including holidays) the University is closed.

### **Study Areas**

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

### **Computer Access Policy**

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

In making acceptable use of resources the students must:

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

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

Unacceptable use includes but is not limited to:

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

### **Tutoring and Writing Services**

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

## **Canvas Learning Management System**

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

## **The Blessed John Henry Cardinal Newman Lecture Series**

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

## **Financial Information**

### **Payment of Student Account**

The University requires students to satisfy their student account at the time of registration, prior to attending classes. Financial aid and the business office are available to assist students in obtaining resources for meeting these financial obligations.

### **Payment Plans**

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

### **Refund Policy, Onsite Programs**

#### **Spring & Fall**

Onsite students who reduce the number of credit hours using the University's course changes procedure, or who withdraw from the University using the University's withdrawal procedure, during the fall or spring semester are allowed a commensurate return of tuition and refundable fees. Students will generally not receive a removal of

tuition, course fees, and other associated fees until after the end of the published add/drop period. The University's Fall and Spring refund schedule is the following:

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

### **Summer**

Onsite students who reduce the number of credit hours for condensed summer courses, scheduled for six to five weeks, using the University's add/drop procedure or withdrawals using the University's withdrawal procedure are allowed a commensurate return of tuition and refundable fees. Students will generally not receive a removal of tuition, course fees, and other associated fees until after the end of the published add/drop period. The University's summer refund schedule is:

<b>Summer Withdrawal Date</b>	<b>% Refundable</b>
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.

### **Refund Policy, Online Programs**

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

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

\*Not valid for Maryland, North Dakota, or Tennessee residents. Please contact the student accounts office at [businessoffice@divinemercy.edu](mailto:businessoffice@divinemercy.edu) for specific policies for these states or consult the University's website.

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

### **Delinquent Accounts**

A student with a delinquent account or debt will be denied a transcript or diploma until all obligations are fulfilled. The student is responsible for attorney fees and other costs and charges necessary for the collection of any amount not paid when due. If previously enrolled students have a delinquent account they will not be allowed to

register for the next semester until the account is settled and cleared by the business office.

## **Financial Aid Overview**

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

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

## **Types of Aid**

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

### **Internal: Institutional Aid**

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

- Scholarship program: <https://divinemeracy.edu/financial-aid/scholarships/>
- Student assistantships

### **External**

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

- Tuition assistance/external scholarships and grants

### **Federal Financial Aid**

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

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

### **Private Funding**

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

### **Financial Aid Resources**

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

Related web links:

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

## **Applying for Financial Aid**

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

### **How to apply:**

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

DMU's school code is G38724.

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

2. Submit the University Application for Institutional Aid form to the Financial Aid Office via mail, email, or fax. The forms can be downloaded from the University website or obtained by emailing [financialaid@divinemeracy.edu](mailto:financialaid@divinemeracy.edu).

For financial aid purposes, online student full-time/part-time status will be determined by aggregate of credit hours enrolled in the semester. For example, if a student enrolls for the first time in the semester in the third sub-term, the number of hours the student takes in that sub-term will determine full-time/part-time status. A part-time student who adds courses for subsequent sub-terms of the same semester will still be considered part-time for the entire semester.

## **Financial Aid Application Deadlines**

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

## **Financial Aid for International Students**

International students applying for aid must fill out the financial aid application located in their application for admission, as well as an international student aid application. See the international student entry of the catalog for more information.

International students are required to maintain valid immigration status.



## **Award letters**

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

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

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

## **Federal Loan Eligibility Policies**

### **Federal Loan Enrollment Requirements**

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

### Doctor in Clinical Psychology

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

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

In addition any student only enrolled exclusively in PSY 899 for three or more dissertation credit hours *after* completing all other degree requirements (i.e., satisfactory completed all required coursework, oral examinations, externships, and internship); or engaged in a pre-doctoral internship is considered full-time for federal aid purposes. Any student who meets the conditions of the Continuous Enrollment Fee is considered half-time from the perspective of financial aid.

### Masters in Counseling

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

For summer enrollment, a student must be enrolled for a minimum of six credits to be full-time and a minimum of three credits are needed for a student to be half-time. Students

starting in the summer semester and students who have received approval from their academic advisor will be considered full-time with a minimum of three credits in summer.

### Masters in Psychology

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

### **Satisfactory Academic Progress (SAP)**

#### Requirements for SAP

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

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

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

#### Review of SAP

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

#### Appeal Process for SAP

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

The appeal letter should include the reason why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation. Reasons for appeal may include extenuating circumstances such as prolonged illness, hospitalization, death of an immediate family member, etc.

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

#### Withdrawal or Incomplete and SAP

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

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

#### Restoration of Federal Aid with SAP

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

#### **Courses Repeated**

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

Repeated courses count towards Satisfactory Academic Progress (SAP).

#### **Transfer Courses**

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

#### **Financial Aid Academic Year**

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

## **Verification**

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

## **Return of Title IV Funds**

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

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

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

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

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

## Veterans Affairs (VA) Payment Policy

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

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

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

## Financial Policies

### DMU Tuition and Fees 2022-2023

<b>Tuition</b>	<b>Per Credit Hour</b>
Psy.D. (122 Course Credits)	\$1,137
M.S. in Psychology (Online)(36 Course Credits)	\$826
M.S. in Counseling (66 Course Credits)	\$898
Audit Tuition	50% program tuition/credit hour
<b>Fees for all Programs</b>	<b>Per occurrence</b>
Application Fee	\$55

Late Registration Fee	\$60
Add/Drop Fee per course	\$20
Graduation Fee	\$75
Returned check fee (each service)	\$35
Diploma replacement fee	\$50
<b>Online Programs Only</b>	<b>Per course</b>
Technology Fee per Course	\$50
Residency Fee Counseling (COUN 510, COUN 580, COUN 690)	\$1,500
Residency Fee MSP Online residency	\$250
Lab Fees (COUN 540, COUN 620)	\$75
<b>Onsite Programs Only (Psy.D.)</b>	<b>Per Semester (unless specified otherwise)</b>
Student Activity fee (per semester)	\$30
Library Fee (per semester)	\$110
Lab Fee (PSY 608, PSY 613, PSY 836) \$130 for each lab	\$130
Technology Fee (per semester)	\$50
Psy.D. Continuous Enrollment Fee (per semester)	\$250
Parking decal Replacement fee (per occurrence)	\$5
Electronic Key Replacement fee (per occurrence)	\$25

## **Payment of Student Account**

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

## **Payment Plans**

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

## **Veterans Affairs (VA) Payment Policy**

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

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

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

## **Psy.D. 2022-2023 Estimated Cost of Attendance**

### **Program direct expenses: tuition and fees**

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

<b>Program Expenses</b>	<b>2022-2023 Estimate (based on first year typical sequence; 37 credits)</b>
Tuition (\$1137 per credit)	\$42,069
Library Fee (\$110 per semester)	\$330
Student Activity Fee (\$30 per semester)	\$90
Technology Fee (\$50 per semester)	\$150
Lab Fee (PSY 608, PSY 613, PSY 836, \$130 for each lab)	\$130
<b>Subtotal</b>	<b>\$42,639</b>

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

Please see estimated cost of attendance on the Psy.D. program's [Program Costs, Refund Policies, and Financial Aid](#) web pages.

**Program indirect expenses: tuition and fees**

<b>Program Expenses</b>	<b>Indirect Expenses for 2022-2023</b>
Books and Supplies	\$2,664
Room and Board	\$10,500
Transportation	\$5,520
Miscellaneous	\$9,216
Loan Fees	1.057%
Plus Loan Fees	4.228 %



<b>Total Indirect Expenses (without Plus Loan Fees)</b>	<b>\$27,900</b>
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#### **Psy.D. estimated total cost of attendance**

<b>Expense Type</b>	<b>2022-2023 Cost of Attendance</b>
Direct Expenses	\$42,639
Indirect Expenses	\$27,900
<b>Total</b>	<b>\$70,539</b>

#### **M.S. Psychology 2022-2023 Estimated Cost of Attendance**

##### **Program direct expenses: tuition and fees**

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

<b>Program Expenses</b>	<b>2022-2023 Estimate (based on first year typical sequence; 33 credits)</b>
Tuition (\$826 per credit)	\$12,390
Technology Fee (\$50 per course)	\$250
Residency Fee (PSY 550)	\$250
<b>Subtotal</b>	<b>\$12,890</b>

##### **Indirect Expenses: Potential Associated Expenses**

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

<b>Program Expenses</b>	<b>Indirect Expenses for 2022-2023</b>
Books and Supplies	\$2,664
Room and Board	\$10,500
Transportation	\$5,520
Miscellaneous	\$9,216
Loan Fees	1.057%
Plus Loan Fees	4.228 %
<b>Total Indirect Expenses (without Plus Loan Fees)</b>	<b>\$27,900</b>

#### **M.S. in Psychology Estimated Total Cost of Attendance**

<b>Expense Type</b>	<b>2022-2023 Cost of Attendance</b>
Direct Expenses	\$12,890
Indirect Expenses	\$27,900
Total	\$40,790

#### **M.S. Counseling 2022-2023 Estimated Cost of Attendance**

##### **Financial policies tuition and fees 2022-2023**

<b>Tuition</b>	<b>Per Credit Hour</b>
MS in Counseling (66 Course Credits)	\$898
Audit Tuition	50% program tuition/credit hour

<b>Fees for all Programs</b>	<b>Per occurrence</b>
Application Fee	\$55
Late Registration Fee	\$60
Add/Drop Fee per course	\$20
Graduation Fee	\$75
Returned check fee (each service)	\$35
Diploma replacement fee	\$50
<b>Online Programs Only</b>	<b>Per course</b>
Technology Fee per Course	\$50
Residency Fee (COUN 510, COUN 580, COUN 690)	\$1,500
Lab Fees per course: (COUN 540, COUN 620)	\$75

#### **Direct expenses: tuition and fees**

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

<b>Program Expenses</b>	<b>Direct Expenses for 2022-2023</b>
Tuition (\$898 per credit)	\$21,552
Technology Fee (\$50 per class)	\$400
Residency Fee (COUN 510, COUN 580, COUN 690 *includes double occupancy lodging fee)	\$1,500

Lab Fees per course: (COUN 540, COUN 620)	\$75
Subtotal	\$23,167

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

**Indirect expenses: potential associated expenses**

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

<b>Program Expenses</b>	<b>Indirect Expenses for 2022-2023</b>
Books and Supplies	\$2,664
Room and Board	\$10,500
Transportation	\$5,520
Miscellaneous	\$9,216
Loan Fees	1.057%
Plus Loan Fees	4.228 %
Total Indirect Expenses (without Plus Loan Fees)	\$27,900

**M.S. in Counseling Estimated Total Cost of Attendance**

<b>Expense Type</b>	<b>2022-2023 Cost of Attendance</b>
Direct Expenses	\$22,459

Indirect Expenses	\$27,900
Total	\$51, 067

Note that this is only an estimate of actual costs due to the inclusion of indirect expenses which vary from person to person. Also note that there is typically a 3% tuition increase per credit every fall which is not included in these figures.

## Student Support Services and Policies

### Student Support Services

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

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

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

### Student Leadership Committee

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

## **Chaplaincy / Campus Ministry**

DMU is committed to the integral formation of each student, staff and faculty member. Campus ministry and chaplaincy work together with the university to accompany each person on life's spiritual journey. The purpose of this journey is to know, love and serve God in order to be with him for all eternity!

Key Spiritual Components that Campus Ministry can help students with on this journey include:

- Encouraging and helping students to see/seek God in all people, places and things
- Sacraments: Daily Mass, Confession & Monthly Dinners & Holy Hours with Praise and Worship. Lectors, servers and sacristan assistance is welcomed.
- Spiritual Direction and/or Guidance.
- Discussions/Conversations dealing with the interaction between Church teaching, sacraments, the spiritual life and daily living.
- A personal spiritual plan to help students grow closer to God.
- Small group sessions (scriptural reflection, Lectio Divina, catechesis, popular devotions). Special sessions set up during Advent and Lent.
- Retreats and mornings/evenings of reflection.
- Mission outreach to the poor and homeless in collaboration with local Catholic parishes.

The spiritual health of students, faculty and staff is a constant prayer of the University community. The DMU chaplain is available to contact at any time for confession or any private spiritual questions at [chaplain@divinemercy.edu](mailto:chaplain@divinemercy.edu). The Campus Minister will help answer questions concerning ways to get involved; including making a spiritual life plan, small group activities, retreats, missions, etc.

## **Student Code of Conduct**

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

hope, charity, truth and goodness, scholarship and academic excellence, service and compassion, integrity and honesty, justice and responsible freedom, forgiveness and Reconciliation. Following from the general principles outlined above, a series of more specific standards may be stated to communicate more fully the expectations regarding moral life at Divine Mercy University. The listing of these standards is illustrative rather than exhaustive:

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

### **Proper Attire Policy**

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

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

### **Drug and Alcohol Use**

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

Penalties: Penalties for violating the University's policy may include expulsion from the school and referral for prosecution. Federal and state law also penalize the unlawful manufacturing, possession, use, and distribution of illicit substances. The penalties vary based on many factors, including the type and amount of the drug involved, and whether there is intent to distribute. Federal law holds that any person

who distributes, possesses with the intent to distribute, or manufactures a controlled substance on or within one thousand feet of an educational facility is subject to doubling of the applicable maximum punishments and fines.

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

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

### **Smoking Policy**

Smoking is not allowed within twenty-five (25) feet of Divine Mercy University. Smoking, as used in this policy, means the use of any tobacco-based or smoke-producing or vapor-producing item, including, but not limited to, cigarettes, e-cigarettes, cigars, pipes, bidis, kreteks and similar products.

### **Pet Policy**

As pets can pose various health and safety concerns to the campus community such as allergic reactions, excessive noise, animal bites, and disease transmission, only service animals are allowed at Divine Mercy University. While on campus property, service animals must be maintained on a leash of six feet or shorter, on a restraining harness, or enclosed. Owners are responsible for cleaning up any messes made by their animal and assume all financial responsibility for any damage to property or injury to individuals caused by the animal.

### **Parking**

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

### **Visitor Parking**

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



## **Student Housing**

As a commuter campus, with a large online population, the University does not offer onsite housing. Although students are responsible for securing housing for themselves while enrolled at the University, potential housing resources are listed on the University website under student resources.

## **Career Services**

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

Career placement services are also provided through DMU-sponsored workshops to help students build resume and job interviewing skills as well as through providing initial contact with potential employers. Current job openings, employment opportunities and other specialized opportunities in the field of clinical psychology, counseling and related human services are available through various means including but not limited to the following; on the bulletin board located in the student lounge, through the student's DMU email, and through the official DMU Community Facebook group.

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

## **Alumni Association**

The Alumni Association provides support through alumni programs and services, facilitates communication with alumni, and seeks to strengthen alumni bonds of fellowship, professional association and university affiliation. The Alumni Association leverages the resources, talents, and initiatives of alumni and friends to advise, guide, advocate for and support the association and the University in achieving their respective missions and goals.

The Alumni Association coordinates activities for advancing the university's academic, administrative, and outreach programs to include fundraising.

Services include:

- alumni website "Where our Alumni Serve", providing opportunities and referrals for graduates staying connected.

- the official alumni newsletter, “The Mercy Minute” is published bi-monthly and features graduate stories, events, career opportunities and upcoming events.
- the Alumni Association encourages advocates for the University to provide mentorship where needed and support the mission of DMU for the continued growth of the university.

The coordinator of the alumni association can be reached at [alumni@divinemercy.edu](mailto:alumni@divinemercy.edu)

### **Counseling Services**

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

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

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

Therapists Online Now: [www.betterhelp.com](http://www.betterhelp.com)

Students can consult the student support services for a list of local counseling service referrals.

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

### **International Students Support**

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

International students may contact the international student coordinator for applicable student support services.

### **Student Insurance**

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

### **Safety and Emergency Procedures**

The Safety and Emergency Procedures Manual is for students, faculty, and staff members at DMU. It provides reference information to assist the University

community with various safety guidelines. It can be found printed around campus and via the student resources in Canvas.

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

### **Emergency Treatment**

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

### **Social Activities**

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

### **University Administration and Staff**

**\* see individual programs for faculty**

<b>Divine Mercy Administration and Staff</b>	
<b>President</b>	<b>Rev. Charles Sikorsky, L.C.</b>
<b>University Administration - Academic Support</b>	
<b>VP for Finance and Administration</b>	TBD
Human Resources and Operations	Antonio Maza
Director of Accounting, Student Accounts Manager	Ali Meer
Student Accounts	Hermela Wogayehu
<b>VP for Enrollment and Marketing</b>	<b>Thomas Brooks</b>
Registrar	Katherine Coleson
Assistant Registrar	Ife Alexander-Caines
Director of Financial Aid	Toni Wormley
Financial Aid Administrator	Fernando Suarez

Alumni Relations	Michele Drennen
Director of Marketing	Natalia Alomani
Admissions Associate IPS	Bradley Cypher
Admissions Associate SOC	Julie Cipriano
Admissions Associate MSP	Maria Lees-Dunlap
Admissions Associate SDC	Greg Shapiro
<b>VP for Student and Academic Support Services</b>	<b>Dr. Laura Tucker</b>
Director of Library Services	Jeffrey Elliott
Assistant Librarian	Ingrid Hellstrom
Student Services	Merita McCormack
Disability Support Services	Merita McCormack
Chaplain	Fr. Walter Schu
Campus Ministry	Tony MacDonnell
<b>Academic Programs</b>	
<b>The Institute for the Psychological Sciences</b>	
<b>Psy.D. Dean</b>	<b>Dr. Lisa Klewicki</b>
Executive Assistant	Michelle Robbins
Assistant Program Director	Dr. Diane Graves
IPS Center Clinical Training Director	Sr. Mary Patrice Ahaern
Director IPS Center	Ian Masson
<b>Global Campus</b>	
<b>VP Academic Affairs for Digital Learning</b>	<b>Dr. Harvey Payne</b>
Executive Assistant	Laura Mayers
<i>CMHC Program Director</i>	<i>Dr. Fredericka Vyvlecka</i>
Associate Program Director	Jesscia Tappel, M.S.
<i>MSP Program Director</i>	<i>Dr. Julia Klausli</i>
Program Assistant	Jennifer Duthie
<i>Spiritual Direction Certificate Director</i>	<i>Maria Brackett, M.A.</i>
Program Assistant	Abigail Johnston

Digital Learning and Innovation	Matt Johansen
Online Help Desk	Andrew Lemoine
<b>DMU Staff and Administration</b>	
Executive Assistant to the President	Beth Kerin
Institutional Effectiveness Assistant	Dr. Patricia Camarero
Director of Advancement	Thomas Cronquist
Director of IT	Michael Kyriazi
Graphic Design	Alma Romero
Consultant - President's Office	Barry Sugarman

## Academic Programs

### The Institute for the Psychological Sciences (IPS)

#### Psy.D. Program Overview

##### IPS 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 as well as professionals in psychology-related fields and open new areas of research for psychological theories that explore the relationship of psychology and the Catholic Christian understanding of the human person.

##### IPS 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 or helping professionals. The Institute's mission also involves dialogue about its integrative approach with practitioners and scholars, nationally and internationally.

### **Objectives Institute for the Psychological Sciences**

1. Through its Master of Psychology (M.Psy.) 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 psychology and allied fields or for career choices appropriate for master's- level graduates.

2. 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 a wide variety of professional roles, leadership opportunities, and career choices available to psychologists trained at the doctoral level.

### **Overview**

The Psy.D. program is a five-year program consisting of 122 semester credit hours of coursework: 103 credit hours of psychology, 10 credit hours of integrative studies in philosophy and theology, and a minimum of 9 credit hours of dissertation research. The Psy.D program can be completed in five years. Students typically complete 14-17 credits per semester.

Students in the doctoral program must also: complete a minimum of 1,500 hours of clinical externship that includes 475 hours in direct service (with the initial year of practicum training in the IPS Center for Psychological Services and additional training in both secular and nonsecular off-site clinical settings); pass a comprehensive examination, author and defend a doctoral dissertation, and complete 2,000 hours in an APPIC-member pre-doctoral internship.

This program adopts as its training model the Practitioner-Scholar model, which is based upon guidelines developed by the National Council of Schools and Programs of Professional Psychology (NCSSP). The training model includes principles of the IPS Catholic Christian Meta-Model of the Person (CCMMP).

## **American Psychological Association (APA) Accreditation**

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

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

*Office of Program Consultation and Accreditation*

*American Psychological Association*

*750 1st Street, NE, Washington, DC 20002*

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

*Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)*

## **Doctor of Psychology Program Goals**

Six core areas of knowledge, skills, and competencies serve as the foundation of the University program goals and objectives and are embodied by the curricula:

### **Goal 1: Foundations in Psychological Sciences and Research**

Graduates will attain foundational psychological sciences knowledge of biological, cognitive, affective, social, and developmental aspects of the human person, as well as history and systems of psychology, psychological measurement, research design, and statistical methods. Graduates will have the skills necessary to conduct their own psychological research;

### **Goal 2: Integrity in Practice**

Graduates will be knowledgeable in the areas of diversity and ethics, and display critical thinking, self-aware/reflective practice, and self-care. Graduates will demonstrate responsiveness to supervision, collegiality, and professional comportment in professional practice;

### **Goal 3: Assessment and Diagnosis**

Graduates will be able to: conduct clinical interviewing; perform intake evaluation; demonstrate knowledge in the administration, scoring, and interpretation of psychological assessment; integrate multiple sources of test data and clinical interview information into a written report; diagnose; and develop a treatment plan;

#### **Goal 4: Therapeutic Intervention**

Graduates will be able to demonstrate case conceptualization, treatment planning, building and maintaining the therapeutic relationship, psychotherapy skills, crisis management of urgent and special circumstances, and discharge planning;

#### **Goal 5: Professional Roles**

Graduates will be able to function in a variety of required roles of professional psychologists to include consultant, educator, supervisor, practice manager and program evaluator. They will be able to work collaboratively within interdisciplinary teams and with clients; and

#### **Goal 6: Clinical Practice from a Catholic Integrative Perspective**

Graduates will have developed a Catholic understanding of human flourishing in the individual person and marriage and family life, and be able to integrate this with the Psychological sciences in clinical practice.

### **Admission**

#### **Psy.D. Admission Requirements**

The following are the requirements for admission to the doctoral program of psychology:

- a baccalaureate degree from a regionally accredited institution
- minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale, and a minimum of a 3.5 GPA for graduate degrees.

*Applicants with less than the minimum cumulative GPA may be considered for admission. An applicant with such circumstances should contact the admissions directly before completing the application process.*

*Preference will be given to applicants with an Undergraduate degree in psychology. To make up for these deficiencies, applicants admitted without a minimum of 18 undergraduate 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) are required to successfully complete the IPS general psychology course, which is a year-long overview course, required to be successfully completed during the first year of the program.*

- official GRE general test scores (DMU school code 5639) within the past five years. (The GRE score is required of all applicants; no preferred minimum score has been established for admission to the program.)
- application for Admission



- three Recommendations, at least two of which must be from current or former faculty having the ability to assess future success in doctoral-level clinical psychology education and training
- official transcripts from all post-secondary institutions attended
- essays (see Application for Admission)
- current Curriculum Vitae or Resume, inclusive of work/employment history
- non-refundable \$55 application fee
- on Campus Interview: After all paperwork listed above is submitted, competitive applicants will be invited to interview on site with a number of Psy.D. faculty. The on campus interview is required for admission to the Psy.D. Program.

*Note: Additional requirements may apply for international applicants. Please see the "Admission Process for International Students" section of the catalog for more information.*

### **Admission Process to the Doctor of Psychology**

Admission to the Doctor of Psychology (Psy.D.) in Clinical Psychology Program is open to applicants who have completed an undergraduate degree, preferably in psychology, at a regionally accredited institution of higher learning.

There are two phases of the admission process:

1. Application Packet: A completed application packet received in Admissions is required to progress to the second phase of the admission process.
2. On Campus Interview: Competitive applicants are selected for the final interview required for admission to the Psy.D program after submission of all application materials.

Please note that interviews are not guaranteed at any point in the process.

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).

Applicants to the Psy.D. Program should note that given the University's aim to integrate psychology and a Catholic philosophical and theological understanding of the human person, all students are required to complete 10 semester credit hours 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.

## Admission Requirements for International Students, Onsite Programs

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

- Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a “Course-by-Course” evaluation completed and sent directly to the University from a NACES approved evaluation service (i.e., [www.wes.org](http://www.wes.org) or [www.ece.org](http://www.ece.org)). In addition, official transcripts must also be sent directly to the University from the institution(s). Applicants holding degrees from outside the United States must demonstrate post-secondary education that is, at minimum, equivalent to a U.S. bachelor’s degree.
- 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 and the scores must be submitted directly to DMU by the testing agency (DMU school code 5639). 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.

## Enrollment

### Psy.D. Enrollment Status

The Psy.D. Program is a full-time program. Students are required to maintain full-time enrollment each semester, including summer semester.

A Psy.D. student is considered full-time when:

- a) enrolled in a minimum of nine credit hours each 15-week semester, or enrolled for a minimum of 4 credit hours during a 5-week semester; or
- b) enrolled in a minimum of six credit hours each 15-week semester and enrolled in a practicum/externship; or
- c) any student enrolled exclusively in PSY 899 for three or more dissertation credit hours after completing all other degree requirements (i.e., satisfactory completed all required coursework, oral examinations, externships, and internship); or
- d) engaged full-time in the approved pre-doctoral internship .

Students may need to enroll and successfully complete more than the minimum number of credit hours for full-time status in order to complete within the program’s Time to Complete requirements. The Psy.D. curriculum’s typical course sequence outlines the optimal course load required to meet the program’s time to complete requirements.

Students should be aware that courses in the Psy.D. program may be offered only once each academic year and often have prerequisites. Taking courses outside the established

sequence could postpone eligibility for externship, comprehensive examinations, dissertation completion, and internship, as well as graduation.

Students must be aware that there may be potential consequences of enrolling in and completing a reduced course load (i.e, either below full-time status or out of the typical course sequence). Consequences may include, but are not limited to, potential reduction of financial aid awards, SEVIS status, degree completion time, etc., The student is responsible for taking necessary action with the corresponding offices (i.e., Financial Aid, Student Accounts, International Student Office, Registrar, Academic Advisor) to comply with appropriate policies and requirements.

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' enrollment status is considered part-time.

### **IPS Courses Available for Audit and Non-Degree Students**

Only the following courses are eligible to be taken by (unless special permission is granted by the program director and academic dean): PHT 505, PHT 506, PHT 535, PHT 614, PHT 635, PSY 500, PSY 503, PSY 504, PSY 605.

### **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 University'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 University. No graduate credit can be awarded for undergraduate-level courses.

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 University 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 University, 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 505 Philosophical and Theological Anthropology I
- PHT 506 Philosophical and Theological Anthropology II
- PHT 535 The Catholic Vision of Spiritual Maturity
- PHT 614 Practical Reasoning and Moral Character
- 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 736 Child Psychopathology
- PSY 836 Advanced Personality Assessment

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

### **Psy.D. 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 information use and research. The Psy.D. curriculum consists of 103 credit hours in psychology, 10 semester credit hours of integrative studies in philosophy and theology, and a minimum of 9 credit hours of dissertation research. Students must also: complete a minimum of 1,500 hours of clinical externship (with the initial year of practicum training occurring in the IPS Center for the Psychological Services and additional training occurring in both secular and nonsecular off-site clinical settings), pass a comprehensive examination, author and defend a doctoral dissertation, and complete 2,000 hours in an APPIC-member pre-doctoral internship.

### **Psy.D. 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 must be enrolled on a full time basis throughout the completion of the Psy.D. Program.

Students should be aware that courses at the University are offered once each academic year and often have prerequisites. Taking courses outside the established sequence could postpone eligibility for externship/internship as well as graduation

Students normally enroll in 14-17 credit hours in the fall and spring semesters and 6-7 credit hours in the summer sessions. A typical course sequence for the completion of the program by students enrolled full-time is as follows.

<b>Academic Year I: Fall</b>
PSY 504 Psychological Measurement PSY 512 Law, Ethics, and Psychology PSY 516 Basic Interviewing and Clinical Skills PSY 610 Child Psychotherapy PHT 505 Philosophical and Theological Anthropology I LIB 500 Library: Information Use and Research
<b>Academic Year I: Spring</b>
PSY 507 Psychopathology PSY 608 Cognitive/Behavioral Assessment PSY 609 Adult Psychotherapy PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice PSY 832 Integrative Dissertation Seminar PHT 506 Philosophical and Theological Anthropology II
<b>Academic Year I: Summer</b>
PSY 605 Developmental Psychology PSY 721 Cognition & Emotion PSY 899 Dissertation I

<b>Academic Year II: Fall</b>
<p>PSY 601 Psy.D. Introductory Practicum I</p> <p>PSY 613 Personality Assessment</p> <p>PSY 718 Research Design for the Psychological Sciences</p> <p>PSY 822 Biological Bases of Behavior</p> <p>PSY 899 Dissertation II</p> <p>PHT 614 Practical Reasoning and Moral Character</p>
<b>Academic Year II: Spring</b>
<p>PSY 503 Personality Theories</p> <p>PSY 602 Psy.D. Introductory Practicum II</p> <p>PSY 611 Marital Psychotherapy</p> <p>PSY 836 Advanced Personality Assessment</p> <p>PSY 899 Dissertation III</p> <p>PHT 635 Theology of Marriage and Family</p>
<b>Academic Year II: Summer</b>
<p>PSY 603 Psy.D. Introductory Practicum III</p> <p>PSY 736 Advanced Child Psychopathology</p> <p>PSY 825 Social Psychology</p> <p>PSY 899 Dissertation IV</p>

<b>Academic Year III: Fall</b>
<p>PSY 500 History and Systems of Psychology</p> <p>PSY 701 Foundational Clinical Practicum/Externship I</p> <p>PSY 724 Advanced Adult Psychotherapy</p> <p>PSY 735 Advanced Adolescent and Family Therapy</p> <p>PSY 899 Dissertation V</p>
<b>Academic Year III: Spring</b>
<p>PSY 702 Foundational Clinical Practicum/Externship II</p> <p>PSY 820 Group Psychotherapy</p> <p>PSY 729 Advanced Statistical Methods</p> <p>PSY 897 ELECTIVE I</p> <p>PSY 899 Dissertation VI</p>
<b>Academic Year III: Summer</b>
<p>PSY 703 Foundational Clinical Practicum/Externship III</p> <p>PSY 760 Professional Roles and Issues</p> <p>PSY 899 Dissertation VII</p>
<b>Academic Year IV: Fall</b>
<p>PSY 801 Advanced Clinical Practicum/Externship I</p> <p>PSY 830 The Psychologist as Consultant, Supervisor, and Educator</p> <p>PSY 899 Dissertation VIII</p>

<b>Academic Year IV: Spring</b>
PSY 802 Advanced Clinical Practicum/Externship II PSY 897 ELECTIVE II PSY 899 Dissertation IX PSY 840 Human Sexuality
<b>Academic Year IV: Summer</b>
PSY 890 Pre-Doctoral Internship (off campus) PSY 899 Dissertation (if applicable)
<b>Academic Year V: Fall</b>
PSY 890 Pre-Doctoral Internship (off campus) PSY 899 Dissertation (if applicable)
<b>Academic Year V: Spring</b>
PSY 890 Pre-Doctoral Internship (off campus) PSY 899 Dissertation (if applicable)
<b>Academic Year V: Summer</b>
PSY 890 Pre-Doctoral Internship (off campus) PSY 899 Dissertation (if applicable)

### **Professional Competence and Evaluation Policy**

IPS 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).

As trainees in a profession such as psychology with high requirements of personal integrity, IPS students are evaluated by members of the learning community on professional performance, interpersonal and professional competence, active commitment to communicating professionally with others at the University and in the workplace, recognition of limitations and training needs, and ability to accept constructive criticism and to resolve conflict in various forms. Students' professional performance, functioning, and development may be evaluated in all settings.

Further information on professional competency and evaluation can be found in the handbooks of the respective academic programs.

Students will be alerted to concerns about professional performance or changes in the University or IPS policy and will receive advisement as deemed necessary.

## **Competencies**

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 IPS to serve as a gatekeeper for entrance into the profession. Students who are unable to meet clinical competencies are subject to remediation policies, which may include being dismissed from the program.

The Psy.D. competencies measure student attainment of the program's goals and objectives required to earn the Psy.D. degree. Each Psy.D. student is required to achieve, progress, and retain these competencies to graduate from the program. Further, each student is expected to demonstrate continuous and progressive proficiency in the wide variety of competencies as they respond to increasingly complex situations with a greater degree of independence across all levels of their education and training.

The progressive achievement of these competencies are assessed throughout all years of the program and generally fall under three classifications: 1) knowledge and application of the foundational scientific content areas of psychology, 2) clinical knowledge, attitudes and skills, and 3) knowledge and application of a Catholic understanding of the person in clinical work.

A wide variety of methodologies for assessing student competencies are utilized including: clinical rating scales in clinical courses, evaluation of course related assignments, evaluations from practica and internship supervisors, the Psy.D. comprehensive exam,

professionalism rating scales, and ratings made through the dissertation process. If a student does not meet the minimal level of achievement for any given competency probe, they must remediate the competency deficiency in keeping with the remediation policies outlined in the Psy.D. Program Clinical Training Handbook.

### **Academic Competency**

Course grades are one of the main methodologies used to assess student knowledge of the foundational scientific content areas of psychology and to assess their knowledge of a Catholic understanding of the person. To demonstrate competency of their knowledge of the foundational scientific content areas of psychology and integration courses, students must obtain a course grade of “B” or better in each of the following courses:

#### **Foundational Scientific Courses**

- PSY 500 History and Systems of Psychology
- PSY 503 Personality Theories
- PSY 504 Psychological Measurement
- PSY 507 Psychopathology
- PSY 512 Law, Ethics, and Psychology
- PSY 605 Developmental Psychology
- PSY 718 Research Design for the Psychological Sciences
- PSY 729 Advanced Statistical Methods
- PSY 736 Advanced Child Psychopathology
- PSY 760 Professional Roles and Issues
- PSY 820 Group Psychotherapy
- PSY 822 Biological Bases of Behavior
- PSY 825 Social Psychology
- PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice

#### **Integration Courses**

- PHT 505 Philosophical and Theological Anthropology I
- PHT 506 Philosophical and Theological Anthropology II
- PHT 614 Practical Reasoning and Moral Character
- PHT 635 Theology of Marriage and Family

In the event that a student receives a B- or C+ as the final grade in any of these courses, the student will be allowed one opportunity to demonstrate competency, which may include individual study with an alternative, comprehensive evaluation method (revised competency score) specified administered within 30 days of the date grades are due to the Registrar.

If the student’s revised competency score is a grade of “B” or better, the student will not be required to retake the course in question. In addition, the grade from the alternative

version of the competency score is for the purposes of documenting the student's competency only and will not result in any change of the course grade originally assigned by the instructor.

For final grades of C or lower, students must retake the course. Please see Grading Policy.

### **Clinical Competency**

Clinical competency is evaluated through clinical rating scales as well as clinical practicum/externship and pre-doctoral internship evaluations.

### **Clinical Skills Ratings**

Clinical skills ratings are progressive measures of student attainment of specific aspects of clinical practice and skills. Clinical skills are evaluated in specific courses, and are a program requirement separate from course grades. Functioning proficiency clinical skill ratings are required to successfully progress through the program. See Remediation and the Psy.D. Program Clinical Training Handbook for additional requirements.

### **Professional Competency**

Professionalism is a required competency for each student in the program and is evaluated each semester. Professionalism includes conduct in courses, practica settings, and interactions with others throughout the program. Functional proficiency professionalism ratings are required to successfully progress through the program. See Remediation and the Psy.D. Program Clinical Training Handbook for additional requirements.

### **Remediation**

The remediation process is intended to assist the student in meeting the required program competencies in a timely manner for continued progression through the program. A student who fails to meet the minimum clinical, course, and/or program competencies will be subject to remediative action. See the Psy.D. Program Clinical Training Handbook for a full description of the remediation process, procedures, and requirements.

### **Passing Grade Requirement**

For the Psy.D. program any course in which a student receives a grade of C or below must be retaken one time. Additionally, in the Psy.D. program, specific non-clinical courses receiving a grade lower than a B may require remediation and/or retake.

## **Retaking Courses**

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

## **Incomplete**

When a student receives an incomplete, they have a maximum of thirty days from the end of the last day of the course, to complete all outstanding course requirements. Failure to complete all course requirements will result in the instructor awarding a grade based upon work completed. Students are ineligible to start new coursework unless all incomplete course requirements are satisfied before the first day of the semester/term. If an incomplete is not satisfied by this time, an academic hold will be placed on the student's account and the student will be administratively withdrawn from the program and university. The student may be required to apply for re-entry to the program and university consistent with existing policies and procedures. Students who receive an incomplete, or do not satisfy the requirements for an incomplete, risk loss of financial aid for failure to meet the financial aid requirements for Satisfactory Academic Progress.

## **At-Risk and Dismissal from Program**

### **At-risk**

A student who fails to successfully complete a remediation plan, has multiple remediation plans, and/or errs in a matter of serious gravity (e.g., severe ethical violations), will be deemed at risk.

A student determined to be at-risk may be dismissed from the program.

### **Dismissal from program**

A Student who fails to successfully complete a Remediation: Clinically-At-Risk Plan, who is not making adequate progress in the doctoral program, or who engages in conduct that poses an extreme risk will be evaluated by the Student Professional Development Committee (SPDC) for a comprehensive academic and clinical review of relevant documentation provided by those involved in their training throughout the program. As part of this process the student will be invited to provide documentation on their behalf. Recommendations from the SPDC committee will be strongly considered in the determination of a program dismissal.

## **Full-Time Residence**

Students enrolled in the Psy.D. Program are expected to be in full-time residence throughout the entire course of the academic program (all years prior to the pre-doctoral internship).

### **Clinical Practicum / Externship**

In order to ensure that students are adequately formed in their clinical skills, in addition to clinical coursework, students are required to complete three years of clinical training that is continuous, progressive in nature, and graded in complexity for a minimum of 1,500 hours of clinical practicum/externship. This requirement must be met prior to beginning pre-doctoral internship training.

The initial year of practicum training occurs during the second year of the program in the IPS Center for the Psychological Services (IPS Center). An additional two years of clinical training occurs in both secular and nonsecular off-site externship clinical settings during the third and fourth years of the program.

Progression through the clinical practicum/externship is contingent upon successful academic progress and completion of all program requirements, including each practicum/externship training placement as outlined in this Catalog and in the Doctor of Psychology (Psy.D.) Program Training Handbook.

### **Psy.D. Clinical Comprehensive Exam**

In order to assess students' general competence in clinical psychology, comprehensive exams ("comps") are scheduled to be taken in the third year of the program. Successful completion of all sections of the comprehensive examinations at the 'Advanced Proficiency' level is a program requirement. Successful completion of both written and oral components of the comprehensive examination are required for successful progression in the Psy.D. program.

### **Doctoral Dissertation**

A doctoral dissertation must be completed and successfully defended. This requires a minimum of nine credit hours. 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 developed in close consultation with the student's dissertation chair and a dissertation committee. The dissertation proposal must be approved by the student's dissertation committee prior to applying for a pre-doctoral internship. The dissertation is expected to meet scholarly standards and be of publishable quality. To be successfully completed, the written dissertation must be approved by the dissertation committee and successfully defended orally before the dissertation committee.

Psy.D. students must begin enrollment for dissertation credit in the semester following the completion of PSY 832: Integrative Dissertation Seminar, typically taken during the spring semester of their first year of the Psy.D. curriculum. After successful completion of PSY 832, students must be continuously enrolled and registered for PSY 899 until all dissertation requirements are completed, or will be considered withdrawn from the program.

Guidelines for the doctoral dissertation are further explained in the Psy.D. Program Dissertation Handbook.

### **Pre-Doctoral Internship**

Students in the Psy.D. Program must obtain and successfully complete a year-long pre-doctoral internship. Prior to accepting an Internship position, students must meet the following requirements: complete all coursework, pass all components of the comprehensive examinations, , and successfully defend the dissertation proposal.

In addition, students who are required to complete clinical skills remediation plans 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.

### **Psy.D. Degree Time Limit**

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' enrollment status is considered part-time.

### **Master of Psychology Awarded En Route**

Students who completed 62 credits in the Psy.D. program and have maintained a 3.00 (B) GPA in the Psy.D. program are eligible to apply for the Master of Psychology (MPsy) degree at the conclusion of the fifth semester of study (i.e., Spring term of their second year). Students are expected to complete courses according to the typical course sequence.

### **Course Descriptions**

#### **PSY 500 History and Systems of Psychology**

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. (3 credit hrs)

#### **PSY 503 Personality Theories**

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. (3 credit hrs)

### **PSY 504 Psychological Measurement**

This course establishes a solid foundation of knowledge about psychological testing, a practice that impacts virtually every corner of modern life – from education to vocation to remediation. Covering all variations of testing and exploring social issues that are raised by testing, students will gain extensive knowledge about the characteristics, objectives, and wide-ranging effects of psychological testing. (3 credit hrs)

Additionally, this course covers the application of statistical thinking to the measurement of psychological phenomena. It presents statistical concepts basic to psychometrics. Classical reliability theory, generalizability theory, item response theory, and others are all examined. Scaling, central tendency, individual differences and correlation, principles of test development and standardization, and the various forms of reliability and validity and the threats posed to them by design and respondent characteristics are addressed. Practical issues in psychometrics are presented.

### **PSY 507 Psychopathology**

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-V classification system. It also examines how spiritual and moral pathology affect the quality of life. (3 credit hrs)

### **PSY 512 Law, Ethics, and Psychology**

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. (3 credit hrs)

### **PSY 516 Basic Interviewing and Clinical Skills**

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. (3 credit hrs)

**PSY 597 Psychology Overview Seminar I**

This course is specifically directed toward entering students who have little or no prior educational background in psychology, or who wish to refresh their psychology background or training. It seeks to provide a foundational basis for understanding in basic content areas such as psychology's history and methods and psychology's approaches to physiology, sensation and perception, learning, language, consciousness, and memory. (1 credit hr)

**PSY 598 Psychology Overview Seminar II**

This course represents a continuation of the self-directed study primarily for those entering students who have little or no prior educational background in psychology, or who wish to refresh their psychology backgrounds and/or training. The course continues to provide a foundational basis for understanding in psychology's basic content areas, such as intelligence and associated controversies, nature and nurture, lifespan development, emotion and motivation, social psychology, personality, and psychological disorders and their treatment. (1 credit hr)

**PSY 601 Introductory Clinical Practicum I**

This course is the first course of a 3-semester course sequence which also includes PSY 602 and PSY 603. During these three courses, students gain their introductory clinical experience at a practicum site. In this first course of the 3-course sequence, students build on their foundational skills in basic interviewing and diagnostics by acquiring new knowledge and skills in behavioral therapy, including functional behavioral assessment, treatment planning and treatment implementation, and an understanding of the provision of services from an integrated Catholic perspective. The students will also gain introductory skills in clinical case presentation. (2 credit hrs)

**PSY 602 Introductory Clinical Practicum II**

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (2 credit hrs) (Prerequisite: PSY 601)

**PSY 603 Introductory Clinical Practicum III**

This course is the third of the 3-course sequence for introductory clinical experience. (2 credit hrs) (Prerequisite: PSY 602)

**PSY 605 Developmental Psychology**

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. (3 credit hrs)

**PSY 608 Cognitive/Behavioral Assessment**



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. (3 credit hrs)(Prerequisites: PSY 504, PSY 516)

### **PSY 609 Adult Psychotherapy**

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. (3 credit hrs)  
(Prerequisite: PSY 507 and PSY 516)

### **PSY 610 Child Psychotherapy**

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 play therapy, behavioral techniques, parenting skills training, and family therapy. Also examines ethical and diversity issues related to the practice of child and family therapy. (3 credit hrs)

### **PSY 611 Marital Psychotherapy**

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. Also examines ethical and diversity issues related to the practice of marital therapy. (3 credit hrs)

### **PSY 613 Personality Assessment**

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. (4 credit hrs)(Prerequisites: PSY 507, PSY 608)

### **PSY 648 Diagnosis & Treatment of Substance Abuse Disorders**

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, physiological 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. (3 credit hrs)

**PSY 696 Independent Study**

Individualized plan of study during the first two years of the program designed through agreement between the instructor and student, and approved by the program director. 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 faculty advisor and program director) (1-3 credit hrs)

**PSY 697 Psychology Seminar**

This seminar course offered to a group of students during the first two years of the program on a topic or topics specified by the instructor and approved by the program director. The seminar format typically includes regularly scheduled class meetings in which the instructor gives lectures and/or facilitates discussion. Students are limited to a maximum combination of two independent study and psychology seminar courses per degree program (1-3 credit hrs)(Prerequisite: consent of faculty advisor and program director)

**PSY 701 Foundational Clinical Practicum/Externship I**

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (2 credit hrs) (Co-requisite: Placement in the IPS Center)

**PSY 702 Foundational Clinical Practicum/Externship II**

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (2 credit hrs)(Prerequisite: PSY 701)

**PSY 703 Foundational Clinical Practicum/Externship III**

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (2 credit hrs)(Prerequisites: PSY 701 & PSY 702)

**PSY 718 Research Design for the Psychological Sciences**

Building on the foundations of PSY 504, this course examines some of the underlying foundations of measurement and the quantitative method. A variety of research methodologies are examined: experimental, quasi-experimental, qualitative, secondary data analysis, as well as the use of unobtrusive measures. Specific emphasis is upon critical understanding of research literature for application to clinical practice. Program

evaluation is then examined as an application of design methodology in a practical setting, and the students propose a program evaluation. (3 credit hrs)(Prerequisite: PSY 504)

### **PSY 721 Cognition & Emotion**

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 are examined. (3 credit hrs)

### **PSY 724 Advanced Adult Psychotherapy**

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. (4 credit hrs) (Prerequisite: PSY 609)

### **PSY 729 Advanced Statistical Methods**

This course builds on the basic concepts presented in PSY 504 to examine more advanced statistical analyses. These include factorial and multivariate analysis of variance, multiple 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. (3 credit hrs)

### **PSY 735 Advanced Adolescent and Family Therapy**

This advanced clinical seminar explores the physical, psychological, social, cultural, and spiritual dimensions of adolescence and family functioning, with a focus on direct psychotherapeutic practice with youth and families in contemporary society. Close attention will be paid to issues of diversity, as well as understanding the lived experiences of youth today. Socio-cultural contexts will be examined, including social networking relevant to at-risk teenagers. This course emphasizes empirically-supported treatments and the development of direct practice skills in working with adolescents, families, and relevant environmental systems. Ethical issues when working with adolescent clients along with professional roles and practical skills to establish appropriate boundaries with their families will be highlighted. (3 credit hrs) (Prerequisites: PSY 610, PSY 611)

### **PSY 736 Child Psychopathology**

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. (2 credit hrs)

### **PSY 760 Professional Roles and Issues**

This seminar examines the multiple career opportunities and professional roles of professional 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. (2 credit hrs)

### **PSY 801 Advanced Clinical Practicum/Externship I**

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 the University faculty on how these experiences interface with the perspective of the University training model. (Corequisite: Placement in an program approved externship. Typically completed by students in their fourth year of the Psy.D. Program. (3 credit hrs)(Prerequisite: PSY 703)

### **PSY 802 Advanced Clinical Practicum/Externship II**

Second of two required semesters of advanced clinical experience at the externship site. This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (3 credit hrs) ( Prerequisite: PSY 801)

### **PSY 803 Advanced Clinical Practicum/Externship III**

This is an ad hoc course designed for students who have not begun the pre-doctoral internship and who are in an advanced clinical experience at the externship site during the summer semester. This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (3 credit hrs)(Prerequisite: PSY 802)

### **PSY 815 Psychology of Religion**

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. (3 credit hrs)

### **PSY 820 Group Psychotherapy**

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. (3 credit hrs)

### **PSY 822 Biological Bases of Behavior**

This course introduces students to the structure and functions of the central nervous system, the autonomic nervous system, and the endocrine system. It is designed to introduce students to the “bio” in “biopsychosocial.” Areas covered include sensory and perceptual processes, physiological regulation of the sleep and waking cycles, eating behaviors, motivation, and affect. The etiology of psychopathology will be considered from a biological perspective, and students' understanding of the influences of biological systems on clinical disorders. (3 credit hrs)

### **PSY 825 Social Psychology**

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, antisocial and prosocial 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. (3 credit hrs)

### **PSY 827 Cultural, Religious, and Individual Diversity in Clinical Practice**

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. (3 credit hrs)

### **PSY 830 The Psychologist as Consultant, Supervisor and Educator**

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. (3 credit hrs)

### **PSY 832 Integrative Dissertation Seminar**

As the first phase of the dissertation process, this course focuses on selecting a topic, developing research questions, and reviewing relevant literature. As the course progresses, students assess the social and clinical relevance of their work and identify appropriate investigative methods or theoretical approaches using an integration framework. Successful completion of this course prepares students for continued development of the Doctoral Research Proposal. (3 credits)

**PSY 836 Advanced Personality Assessment**

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. (4 credit hrs)(Prerequisite: PSY 613)

**PSY 840 Human Sexuality**

This course provides an introduction to the science of human sexuality which is 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 psychological, philosophical, and theological issues related to human sexuality, the science of human sexuality, and the application of knowledge of human sexuality to clinical practice. The course includes a blend of lecture and discussion as applied to clinical practice. (2 credit hrs)

**PSY 890 Pre-Doctoral Internship**

This is a non-credit course for doctoral students completing their pre-doctoral internship. Students participating in off-site internship will be considered enrolled full-time. (0 credit hrs)

**PSY 896 Independent Study**

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. (1-3 credit hrs)(Prerequisite: consent of faculty advisor and program director)

**PSY 897 Psychology Seminar**

This seminar course is offered to a group of students on a topic or topics specified by the instructor and approved by the program director. The seminar format typically includes regularly held class meetings in which the instructor gives lectures and/or facilitates discussion. Students are limited to a maximum combination of two Independent Study and Psychology Seminar courses per degree program. (1-3 credit hrs) (Prerequisite: consent of faculty advisor and program director)

**Topics include:****Contemporary Cognitive and Behavior Therapies**

This is an interactive course that is designed to teach students practical psychotherapy skills in Rational Emotive and Cognitive Behavioral Therapy (RE & CBT) and Dialectical Behavior Therapy (DBT).

### **Existential Issues in Psychology and Psychotherapy**

This course surveys existential issues from its roots in philosophy and literature to its specification in the field of psychology and psychotherapy. Among the issues covered are the existence of the 'I' and its meaning, love and suffering, freedom, isolation, and death. While this course is principally theoretical in nature, case studies and clinical methodology will be discussed in order to facilitate integration into clinical work. (3 credit hrs)(Prerequisite: consent of faculty advisor and program director)

### **Emotion-Focused Therapy for Individuals and Couples**

This clinical seminar will cover an introduction to the theory, research, and practice of the Emotion-Focused Therapy (EFT) model for individuals and couples. A focus will be on understanding how emotional awareness, comfort to distress with emotion, levels of emotional expressiveness, and regulation of emotions are shaped by early and ongoing systemic, developmental, and transactional processes. Specific techniques for treatment will be examined, viewed, and role-played. Techniques will include exploring emotions through visceral sensations and deep empathy, developing emotional tolerance, accessing primary underlying emotions, understanding emotions in the context of attachment and identity needs, identifying key interactional cycles, and having corrective emotional experiences. The underlying scientific and philosophical presuppositions and the clinical techniques of this treatment model will be examined in light of a Catholic Christian understanding of human flourishing and languishing. (2 credit hrs)(Prerequisite: consent of faculty advisor and program director)

### **Psychopharmacology**

This course develops an understanding of psychopharmacology with respect to the pathological basis for treatment, drug nomenclature, mechanisms of action and side-effects, drug-drug interactions, preliminary treatment considerations, and ethical-legal issues related to pharmacologic treatment. (2 credit hrs)(Prerequisite: consent of faculty advisor and department chair)

### **PSY 899 Dissertation**

Registration for dissertation hours is required for all Psy.D. students from the time the Dissertation Chair is appointed until their dissertation is defended. (1-3 credit hrs)

### **PSY 901 Advanced Clinical Practicum/Externship IV**

This is an ad hoc course designed for students who have not begun the pre-doctoral internship and who are in an advanced clinical experience at the externship site. This course may be repeated as needed. This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (3 credit hrs)(Prerequisite: PSY 801)

### **PSY 902 Advanced Clinical Practicum/Externship V**

This is an ad hoc course designed for students who have not begun the pre-doctoral internship and who are in an advanced clinical experience at the externship site. This

course may be repeated as needed. This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (3 credit hrs)(Prerequisite: PSY 902)

### **PSY 903 Advanced Clinical Practicum/Externship VI**

This is an ad hoc course designed for students who have not begun the pre-doctoral internship and who are in an advanced clinical experience at the externship site during the summer semester. This course may be repeated as needed. This course reflects time spent gaining clinical experience at the externship site. Students also attend and present 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. (3 credit hrs)(Prerequisite: PSY 902 for additional details)

### **PHT 505 Philosophical and Theological Anthropology**

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 classic philosophical psychology. The course promotes integrative competencies for understanding 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 the IPS, it provides an introduction to the most important philosophical and theological concepts, arguments, and texts that are pertinent to the practice of clinical psychology. This course is the first of two on the topic of integrative anthropology. (2 credit hrs)

### **PHT 506 Philosophical and Theological Anthropology**

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 classic philosophical psychology. The course promotes integrative competencies for understanding 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 the IPS, it provides an introduction to the most important philosophical and theological concepts, arguments, and texts that are pertinent to the practice of clinical psychology. This course is the second of two on the topic of an integrated anthropology. (2 credit hrs)

### **PHT 614 Practical Reasoning and Moral Character**

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 the University, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology. (3 credit hrs)



### **PHT 635 Theology of Marriage and Family**

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 University, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology. (3 credit hrs)

### **LIB 500 Library and Information Use & Research**

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. (0 credit hrs)

## **Psy.D. Faculty**

### **Full-time/Part-time Faculty**

**Ahearn, Sr. Mary Patrice, RSM, Psy.D.** Training Director of the IPS Center, Assistant Professor, Clinical Supervisor, Psy.D, Institute for the Psychological Sciences at Divine Mercy University (Clinical Psychology) [mpahearn.ips@divinemercury.edu](mailto:mpahearn.ips@divinemercury.edu)

**Bond, Antony, Psy.D.**, Assistant Director of Clinical Training, Assistant Professor, Clinical Supervisor, Psy.D., Institute for the Psychological Sciences, (Clinical Psychology) [abond.ips@divinemercury.edu](mailto:abond.ips@divinemercury.edu)

**Farreras, Ingrid, Ph.D.**, Professor, Ph.D., University of New Hampshire (History of Psychology), [ifarreras.ips@divinemercury.edu](mailto:ifarreras.ips@divinemercury.edu)

**Graves, Diane, Ph.D.** Assistant Psy.D. Program Director, Professor, Ph.D. University of Washington, (Child Clinical Psychology), [dgraves.ips@divinemercury.edu](mailto:dgraves.ips@divinemercury.edu)

**Grundman, Stephen, Ph.D.** Assistant Professor of Integrative Studies. Ph.D., Catholic University of America, (Philosophy), [sgrundman.ips@divinemercury.edu](mailto:sgrundman.ips@divinemercury.edu)

**Hollman, Suzanne, Psy.D.**, Associate Professor, Clinical Supervisor, Psy.D. George Washington University, (Clinical Psychology), [shollman.ips@divinemercury.edu](mailto:shollman.ips@divinemercury.edu)

**Klewicki, Lisa, Ph.D.**, Dean, Associate Professor, Clinical Supervisor, Psy.D, Fuller Graduate School of Psychology, (Clinical Psychology), [lklewicki.ips@divinemercury.edu](mailto:lklewicki.ips@divinemercury.edu)

**Marmarosh, Cheri, Ph.D.**, Professor, Psy.D. Director of the Divine Mercy University Center for the International Study of Spirituality and Mental Health. Ph.D. Virginia Commonwealth University, (Clinical Psychology), [cmarmarosh.ips@divinemercury.edu](mailto:cmarmarosh.ips@divinemercury.edu)

**Morse, Rebecca, Ph.D.** Director of Research Training, Associate Professor, Psy.D., George Mason University, (Psychology-Applied Developmental Psychology),  
[rmorse.ips@divinemeracy.edu](mailto:rmorse.ips@divinemeracy.edu)

**Nordling, William, Ph.D.** Professor, Clinical Supervisor, Psy.D., University of Maryland, (Clinical Psychology), [wnordling.ips@divinemeracy.edu](mailto:wnordling.ips@divinemeracy.edu)

**Orellana, Helena, Psy.D.**, Director of Clinical Training, Assistant Professor, Clinical Supervisor, Psy.D. Institute for the Psychological Sciences; (Clinical Psychology),  
[horellana.ips@divinemeracy.edu](mailto:horellana.ips@divinemeracy.edu)

**Piette, Jeanne, Ph.D.**, Associate Professor, Clinical Supervisor, Psy.D., Loyola University of Chicago, (Clinical Psychology), [jpiette.ips@divinemeracy.edu](mailto:jpiette.ips@divinemeracy.edu)

**Scrofani, Philip , Ph.D., ABPP**, Professor, Clinical Supervisor, Psy.D., Catholic University of America, (Clinical Psychology), [pscrofani.ips@divinemeracy.edu](mailto:pscrofani.ips@divinemeracy.edu)

**Stefani, Kristi, Psy.D.**, Assistant Director, Clinical Supervisor, F IPS Center, Adjunct Professor, Psy.D., Institute for the Psychological Sciences; (Clinical Psychology),  
[kstefani.ips@divinemeracy.edu](mailto:kstefani.ips@divinemeracy.edu)

**Vitz, Paul, Ph.D.**, Senior Scholar and Professor, Psy.D., Stanford University, (Experimental Psychology), [1vitz.ips@divinemeracy.edu](mailto:1vitz.ips@divinemeracy.edu)

### **Adjunct Faculty**

**Blanchfield, Colleen, M.D.**, Adjunct Faculty, M.D., St. George's University School of Medicine, (Doctor of Medicine) [cblanchfield.ips@divinemeracy.edu](mailto:cblanchfield.ips@divinemeracy.edu)

**Lee, Su Li, Psy.D.**, Adjunct Faculty, Clinical Supervisor, Psy.D. Institute for the Psychological Sciences, (Clinical Psychology), [slee.ips@divinemeracy.edu](mailto:slee.ips@divinemeracy.edu)

**Masson, Ian, M.S.**, Director of the IPS Center, Institute of the Psychological Sciences, (Clinical Psychology) [imasson.ips@divinemeracy.edu](mailto:imasson.ips@divinemeracy.edu)

# Global Campus

## Master of Science in Psychology

### Program Overview

The Master of Science in Psychology (M.S. in Psychology) program, part of the Institute for Psychological Sciences (IPS), is offered as a graduate program within DMU's Global Campus.

### 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 as well as professionals in psychology-related fields and open new areas of research for psychological theories that explore the relationship of psychology and the Catholic Christian understanding of the human person.

### Mission

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 or helping professionals. The Institute's mission also involves dialogue about its integrative approach with practitioners and scholars, nationally and internationally.

### Program Mission

The Master of Science in Psychology program allows students to explore the richness of understanding behaviors, emotions, and thoughts through the study of psychology to aid self and others in flourishing. Uniquely grounded in a Catholic Christian vision of the person, the program provides its students with a broad knowledge base in psychology's core domains, knowledge of psychology as a science, and advanced knowledge in an area

of concentration. Graduates are prepared for further graduate studies in psychology and careers where graduate training in psychology would be an important asset.

### **Program Philosophy**

This program is designed to prepare graduates to be professionals and transformational leaders that employ social and behavioral sciences and a habit of evidential reasoning to promote human flourishing in a wide variety of applied contexts.

### **Program Goals and Outcomes**

The University has identified five program goals and ten outcomes embodying the competencies that are the foundation of the M.S. in Psychology Program curriculum. Graduates of the MSP program will achieve the following outcomes in pursuance of the program goals.

**Goal 1: Knowledge Base in Psychology:** The M.S. in Psychology graduate demonstrates a broad knowledge of psychology's core domains, knowledge of psychology as a science, and advanced knowledge in an area of concentration. Graduates will be able to

- **Outcome 1:** Analyze and deepen knowledge of the major concepts, theories, and methodologies in psychology for science and applied practice.
- **Outcome 2:** Develop a holistic, Catholic Christian understanding of the flourishing person that permeates all aspects of psychological study.
- **Outcome 3:** Synthesize the Catholic Christian vision with contemporary philosophical, theological, and psychological theories, research, and interventions.

**Goal 2: Scientific Mindedness:** Graduates apply appropriate techniques to identify and answer research questions and to make informed decisions as knowledgeable consumers of the research literature. Graduates will be able to

- **Outcome 4:** Utilize psychological literacy and scientific methodology and mindedness to formulate plausible psychological explanations for behavior and to solve problems as transformational leaders employing culturally appropriate, innovative approaches in diverse settings.

**Goal 3: Ethical and Social Responsibility in a Diverse World:** Graduates of the MSP recognize and embrace the ethical standards of the discipline. Graduates will be able to

- **Outcome 5:** Evaluate critically their own biases, assumptions, attitudes, etc., and their effect on decision-making, planning, interpersonal communication, and working in teams.
- **Outcome 6:** Engage in behavior that is in accordance with the ethical standards of the discipline and the dignity of the person in order to bring about flourishing.

**Goal 4: Communication:** Graduates demonstrate competence in written, oral, and interpersonal communication skills in multiple formats and contexts. They express

psychological concepts clearly and with culturally appropriate adaptations for different audiences. Graduates will be able to

- **Outcome 7:** Develop human interpersonal skills for working with individuals from culturally diverse backgrounds either in person or through the use of technology.
- **Outcome 8:** Articulate insights effectively and empathically to individuals and groups.

**Goal 5: Personal and Professional Development:** Individuals with a master's degree in psychology are able to apply their knowledge and skills to achieve personal growth and professional success. Graduates will be able to

- **Outcome 9:** Exhibit continuous self-reflection and improvement of professional knowledge, skills, and abilities for authentic development and growth in personal and professional identity.
- **Outcome 10:** Evaluate the attitudes, skill sets, and strategies for being a transformational leader in a variety of applied settings.

### **Program Description**

The Master of Science (M.S.) in Psychology is a 33-credit graduate program offered fully online that is designed to be completed in 16 to 26 months of full-time enrolled study. The program provides competency in psychology's core domains while developing an integrative understanding of the flourishing person for application in a variety of settings. It is not a license-eligible program intended to prepare psychotherapists or other clinicians.

### **Program Overview**

Through the University's unique curriculum, students will become psychologically literate professionals committed to the flourishing of individuals, groups, organizations, and society, strengthened by Catholic Christian teachings on human dignity and informed by foundations in modern psychology.

The University specializes in a Psychology curriculum that roots every course in a Catholic Christian understanding of the human person. By understanding the whole person and not just their behaviors, graduates will be prepared to:

- Understand behaviors, cognitions, and emotions in themselves and others
- Grow personally and professionally
- Think scientifically and critically
- Communicate clearly
- Lead individuals and groups from diverse backgrounds to flourishing.

## Admission Requirements for MSP Program

Admission to the Master of Science in Psychology Program requires that a student submit a completed application and have completed a baccalaureate degree and graduated from a regionally-accredited academic institution with a cumulative grade point average (GPA) of at least 2.5 on a 4.0 scale. To be competitive, students should have at least a 2.75 GPA. Less competitive students may wish to submit GRE scores as well. Overall, the faculty Admission Committee considers the following factors: cumulative GPA; letters of recommendation; resume; written statement of intent; scholastic aptitude; and TOEFL or IELTS scores (where applicable). Students with lower GPAs or lower TOEFL scores may be admitted conditionally and must maintain a 3.0 GPA for the first nine (9) credit hours of study for full admission to the program.

### Admission Process

Admission to the Master's Program in Psychology requires that an applicant submit a completed application and provide the following information:

- Online application found on: <https://enroll.divinemeracy.edu/m-s-in-psychology/apply-now/>
- Transcripts that document a bachelor's degree from a regionally-accredited academic institution, or an internationally recognized institution.
- Resume (including employment or other volunteer history; significant managerial or equivalent experience may compensate for a less competitive GPA)
- Two letters of recommendation
- Written statement of intent (indicating how your goals align with the goals of the program)
- Non-refundable application fee (\$55)

Students wishing to have their GRE scores considered, to make them more competitive, may submit those as well. Once the online application has been submitted, prospective students are put in touch with an admissions advisor to continue the application process.

### Criteria for Transfer of Credit

Students admitted to the online M.S. in Psychology (MSP) may transfer a maximum of six (6) credit hours coming from a graduate program of an institution of higher education accredited by an agency recognized by the U.S. Department of Education or a maximum of eighteen (18) credit hours from another DMU graduate program. Courses considered for transfer must have been completed within a period of six years prior to acceptance into the MS program. 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 Divine Mercy University. No graduate credit can be awarded for undergraduate-level courses.

Transfer of graduate credits earned at other institutions is not automatic. Only graduate credit for courses determined to be equivalent to courses offered in the MSP (also in terms of faculty credentials and topics covered, etc.) are eligible to 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. DMU also reserves the right to limit the number of credits that are transferred for a given course, to only those components that are consistent with the applicable course offered here.

Applicants should note that given the unique mission of the DMU and the integrated nature of the online MSP program, certain courses completed at other academic institutions may differ significantly in content, although a similar title is given to the course at both institutions. If transfer credit is granted for a core course, it does not exempt the student from completing the required capstone project components that are in the MSP program's course. It should be noted that the capstone topic is declared in the second core course (PSY 560) and that parts of the capstone project are completed in all subsequent core courses of the MSP program. If transfer credit is granted for an MSP core course with a capstone component, the student must register for and complete PSY 599 - Capstone Writing Course (1-credit) in which the student will successfully complete missing capstone papers. The student is responsible to enroll in this course with the registrar. In addition, the following courses typically are not eligible for transfer from another institution:

- PSY 550: Helping People Flourish: A Catholic Christian Approach to Psychology
- PHT 508: The Catholic Christian Vision of Flourishing-Vocations and Virtues (students who have successfully completed PHT 513 and PHT 523 in DMU's Counseling program or PHT 506 in DMU's Psy.D. program may petition to take a one credit hour independent study to complete their integrative capstone assignment instead of PHT 508)
- PSY 585 Research Methodology and Design, Evidence-based Practice, and Program Evaluation

Students wishing to apply for transfer of credit must be enrolled in the online MSP degree program and must submit the appropriate transfer of credit form (obtained from the Office of Registrar) to the program director prior to enrolling in the third course in the online MSP degree program. This request will be reviewed by the M.S. Psychology program director who will notify the student of the decision regarding the request

### **M.S. in Psychology Courses Available for Audit**

A limited selection of courses may be taken on an audit basis, with a maximum of 3 courses possible per student. Courses for audit are meant to be a supplement for degree-seeking students who wish to add to their required course load, for example by exploring another elective. Courses for audit are not open for non-degree seeking students, except for graduates of the University. Only the following courses are eligible to be taken for audit (unless special permission is received from the program director):



- PHT 533 Flourishing in Relationships
- PSY 520 Marriage and Family Systems Theory
- PSY 530 Marriage and Family Interventions
- PSY 595 Transformational Leadership
- PSY 590 Leading People, Programs, and Organizations
- PSY 615 Applied Leadership Skills

### **M.S. in Psychology Courses Available for Non-degree Seeking Students**

A limited selection of courses may be taken on a course-for-credit basis, with a maximum of 4 course-for-credit courses possible per student. Students receiving permission to register course-for-credit are not admitted nor guaranteed admission to a program. The following courses are eligible to be taken by non-degree seeking students (unless special permission is received from the program director):

- PSY 550 Helping People Flourish: A Catholic-Christian Approach to Psychology
- PSY 560 Human Growth and Development Across the Lifespan
- PSY 565 Developmental Psychopathology: Risk and Resilience
- PSY 515 Cognition, Emotion, and Motivation
- PHT 508 The Catholic-Christian Vision of Flourishing: Vocations & Virtues
- PHT 533 Flourishing in Relationships
- PSY 570 Statistical Analysis for Psychology and the Social Sciences
- PSY 575 Social Psychology, Groups, and Diversity
- PSY 520 Marriage and Family Systems Theory
- PSY 530 Marriage and Family Interventions
- PSY 595 Transformational Leadership
- PSY 590 Leading People, Programs, and Organizations
- PSY 615 Applied Leadership Skills
- PSY 555 Relationship and Intervention Skills Theory and Application

### **Incompletes**

Incompletes are to be seen as an academic exception for emergency situations on a case by case basis. Should students have experienced extraordinary circumstances during a course that have made finishing the course material unlikely by the end of the term, they may petition the professor for an incomplete which, if the professor agrees, will allow them up to another term to finish the assignments. Students must have participated actively in and



have a passing grade for the first five weeks of the course to be eligible for an incomplete grade. Students who wish to petition for an incomplete must reach out to their instructor and discuss their need for an incomplete and a plan for finishing the course material. The instructor will then request the incomplete approval form from the registrar, complete the form indicating missing assignments, and sign it. After the form has been signed and submitted, the registrar will send the form to the student for an electronic signature. The registrar must have the signed form no later than 12 noon the day grades are due. If assignments are not completed by the end of the following term, the grade for the course will become an 'F', and students will need to repeat the course.

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 students' overall grade point average and lowers their credit hours attempted-to-completed ratio; either or both factors can create a failure to meet the financial aid requirements for Satisfactory Academic Progress.

## **Program Requirements**

### **M.S. in Psychology - Degree Requirements**

To earn the Master of Science in Psychology degree, students must complete 33 credit hours as outlined in the curriculum, with a minimum cumulative GPA of 3.0. Students must complete eight (8) required core courses and three elective courses that support their personal interests and career goals.

### **M.S. in Psychology Curriculum**

#### **Core Courses (24 credit hours)**

- PSY 550 People Flourish: A Catholic Christian Approach to Psychology with Virtual Residency
- PSY 560 Human Growth & Development Across the Lifespan
- PSY 565 Developmental Psychopathology - Risk and Resilience
- PSY 515 Cognition and Emotion across the Lifespan
- PSY 570 Statistical Analysis for Psychology and the Social Sciences
- PSY 575 Social Psychology, Groups, and Diversity
- PSY 585 Research Methodology and Design, Evidence-based Practice, and Program Evaluation
- PHT 508 The Catholic Christian Vision of Flourishing: Vocations & Virtues

### **Marriage and Family Studies Electives** (9 credit hours)

Select three (3) courses

- PSY 520 Marriage and Family Systems Theory
- PHT 533 Flourishing in Relationships
- PSY 530 Marriage and Family Interventions

### **Leadership Studies Electives** (9 credit hours)

- PSY 590 Leading People, Programs, and Organizations
- PSY 596 Transformational Leadership
- PSY 615 Applied Leadership Skills

### **Human Service Counseling Electives** (non-licensed) (9 credit hours)

- PSY 545 Group Counseling and Group Work
- PSY 555 Relationship and Intervention Skills Theory and Application
- PSY 580 Personality, Individual Differences, and Intelligence

### **PrePhD Studies Electives** (9 credit hours)

- PSY 620 Research and Writing (students will register for this 1-credit course for six consecutive terms (Required))

Students will be assigned a thesis advisor who will guide the student through the process of planning and implementing a research project. Students can choose one other elective in addition to the 6 1-credit courses.

*Note: Electives are not offered every term.*

### **Virtual Residency**

PSY 550 includes a mandatory two-day virtual residency. The residency takes place in week seven of PSY 550, Friday and Saturday from 10am to 5pm EST. Goals of the residency are to develop an online learning community, introduce students to DMU's integrative approach to psychology, and help students develop relating skills essential for work and ministry settings of any kind. Participation in the entire residency is mandatory for all students. Since the residency includes group activities and missing parts would be disruptive for the overall learning environment, attending the entire time is obligatory in order to receive credit for the residency. If a student is not able to participate in the residency, they can attend the next scheduled residency. The student will receive an incomplete for PSY 550 until the residency has been completed successfully. However, if a

student misses the residency a second time, a hold will be placed on their account and they will not be able to register for further courses until they have completed the residency.

### **MSP Degree Time Limit**

The maximum time to complete the program is five years.

### **Passing Grade Requirement**

For the MS PSychology program, any course receiving a grade of C+ or below must be retaken. Students may repeat a course 2 times (total of 3 attempts) before being placed on scholastic suspension.

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

### **Retaking Courses**

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

### **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 the students to successfully fulfill all of their degree requirements, as detailed in each respective program section of the catalog published at the time of their enrollment in the degree which they seek.

In addition to the academic requirements, it is necessary for students to be cleared of all library obligations and to present a satisfactory clearance of financial accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcripts, education/degree verifications.

The University confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors five times a year: December, March, May, August, and September. Students whose degrees are conferred in August, September, December or March are encouraged to participate in the annual May commencement. Students who will complete graduation requirements by the end of the summer semester may participate in the preceding May ceremony. Degree conferral and Commencement dates are posted in the Academic Calendar. The Graduation Fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the Commencement ceremony.

Students who are eligible for graduation (degree candidates) must submit an application to graduate form to the registrar, and pay the applicable graduation fee, at the time of registration for their final semester to obtain a final degree audit and receive the approval of their respective program director. The graduation fee covers all aspects of the degree completion process and will be applied to all student accounts of degree candidates, regardless of participation in the Commencement ceremony.

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

### **M.S. Psychology Course Descriptions**

All courses are three (3) credit hours unless otherwise specified.

#### **PHT 508 The Catholic Christian Vision of Flourishing: Vocations and Virtues (Core Course)**

The vision of human flourishing that one adopts is crucial for understanding and concretely addressing human problems. This course develops the Catholic Christian vision of personal and interpersonal flourishing in terms of vocations and virtues, and human and spiritual resources. First, students explore three levels of vocation and their discernment: (1) a call to goodness and holiness; (2) a call to being single, married, ordained or religious (consecrated); and (3) a call to work and to service to one's neighbors. Emphasis is placed on courtship and on marriage, which is understood as a natural and divine institution that serves to support and protect individuals, families, and society. Second, students explore the rich teaching on achieving personal growth and freedom through building up their practical reasoning, moral character, and spiritual life of faith, hope, and charity, which have an impact on everyday life, the helping professions, and vocational commitments. Students examine how Catholic Christian practices can be sources of relationship, support, growth, healing, and flourishing. Lastly, the course will identify psychological theory, evidence, and interventions that support this vision of human flourishing, a life of virtue, and committed vocations.

#### **PHT 509 Independent Study in Integrative Studies (PrePhD Elective)**

Individualized plan of study designed through agreement between the instructor and student, and approved by the program director. 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 one independent study course per degree program. (Pre-PhD concentration only; Prerequisite: consent of faculty advisor and program director)

#### **PHT 533 Flourishing in Relationships (Marriage and Family Studies Elective)**

PHT 533 Flourishing in Relationships introduces students to the nature and discernment of vocational states of being single, married, ordained, or religious (consecrated). Emphasis is placed on courtship and on marriage, which is understood as a natural and

divine institution that serves to support and protect individuals, families, and society. Students will examine the continuity and development of Catholic Christian teaching on marriage and family in a historical, bio-psycho-social- cultural, philosophical, and theological context. Students will analyze several issues that are especially pertinent to clinical mental health counseling, including not only disorders and difficulties related to singleness, romance, marriage, and family life, but also supporting strengths and practices.

### **PSY 515 Cognition, Emotion, and Motivation (Core Course)**

The Cognition, Emotion, and Motivation course introduces a basic understanding of the terminology, foundation, theory, and research of cognitive psychology and the neurosciences. Emphasis is on the interrelatedness of cognition, emotion, behavior, and motivation across the lifespan. Students evaluate concepts of self-agency and morality through a neuroscience lens integrated with the Catholic Christian vision of the human person. Students focus on developing an awareness of the complexities of cognitions, emotions, and motivations in themselves and others. Students will be able to appraise interventions that address these complexities informed by the Catholic Christian vision of the human person.

### **PSY 520 Marriage and Family Systems Theory (Marriage and Family Studies Elective)**

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

### **PSY 545 Group Counseling and Group Work (Human Services)**

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

**PSY 530 Marriage and Family Interventions (Marriage and Family Studies Elective)**

Marriage, Couple, and Family Interventions introduces models and methods of intervention with couples and families to develop effective professional skills for working with couples and families. Interventions and strategies will be researched, discussed, and practiced to develop preventive approaches as well as approaches to facilitate optimal functioning in the midst of various challenges in marriage, couple, and family life (e.g., step family issues, divorce/remarriage, extramarital affairs, etc.). A special emphasis will be placed on facilitator training for relationship education programs and on working with and training mentor couples.

**PSY 550 Helping People Flourish: A Catholic Christian Approach to Psychology (Core Course)**

In this course, students explore the richness of understanding behaviors, emotions, and thoughts through the study of psychology—informed by philosophy and theology—to aid self and others in flourishing. Students engage in exercises in reflection and practical application using resources that are present throughout their graduate study of psychology, and work toward building a foundation for academic and professional success as scholar-practitioners and agents of positive change. Students also learn to integrate a Catholic Christian vision of the person with best practices in psychological theory, research, and intervention. This holistic view affirms the person as possessing intrinsic dignity, as free and able to make responsible choices, relational and connected to others and society, and as seeking psychological well-being, moral character, and spiritual growth. Finally, students assess the benefits of the graduate study of psychology for their personal and professional goals through creating a professional development plan. The course concludes with a two day mandatory online residency to deepen students' understanding of these foundational concepts together as a virtual learning community.

***This course includes a mandatory 2 day virtual residency.***

**PSY 555 Relationship and Intervention Skills Theory and Application (Human Services Elective)**

The focus of this course is on developing the competencies (knowledge, attitudes, and skills) necessary for becoming an effective helping professional. These competency areas include interviewing skills, skills for building and maintaining helping relationships with clients, case conceptualization, intervention planning, case management, and group facilitation skills. Students will also consider interpersonal skills such as de-escalation, negotiation, and crisis intervention. Knowledge of ethical principles and models of decision making, related to the helping professions are covered. Students also learn to identify and consider diversity issues in the context of providing services as a helping professional.

**PSY 560 Human Growth and Development Across the Lifespan (Core Course)**

Students in this course explore the biological, psychological, and social factors of human growth and development through the lifespan from conception through aging and end of

life. Students examine basic processes and theories, and evaluate the developmental milestones that occur across the lifespan. Topics covered include emotional, cognitive, interpersonal, moral, and spiritual development. This course presents a special focus on flourishing across the lifespan and the application of developmental insights to practical issues that arise within the helping professions.

### **PSY 565 Developmental Psychopathology — Risk and Resilience (Core Course)**

Developmental Psychopathology — Risk and Resilience introduces students to the concept of developmental psychopathology along the continuum of stress, distress, and disorder with focus on behavioral, experiential, and relational manifestations of mental health. This course reinforces the comparative distinctions between normative and psychopathological developmental pathways from infancy through adolescence. The current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) is introduced as a method for categorizing symptoms and for classifying psychopathology. A variety of perspectives on psychopathology are presented to form an integrative and systemic context for diagnostic considerations. Emphasis is placed on understanding cultural, biological, social, and spiritual / religious domains, along with the factors of risk and human resilience in the development of psychiatric disorders. Students will be able to develop an understanding of clients through this comprehensive model of psychopathology.

### **PSY 570 Statistical Analysis for Psychology and the Social Sciences (Core Course)**

Statistical Analysis for Psychology and the Social Sciences introduces the student to foundational concepts of statistics such as scales of measurements, descriptive statistics, hypothesis testing, and basic univariate inferential statistics. Students learn to perform basic statistical analyses choosing the appropriate analysis for a given research question using statistical software. Finally, students approach the study of statistics from a practical problem-solving and intelligent, critical consumer of research literature perspective in order to be scientifically minded when selecting appropriate assessment instruments, and programs and interventions.

### **PSY 575 Social Psychology, Groups, and Diversity (Core Course)**

In this course, students use the lens of social psychology and human diversity to examine both social perceptions/thoughts and social behavior—phenomena that pertain to the individual in society. Students explore the topics of forming impressions, stereotyping, social influence, attitude development and change, bias and discrimination, antisocial and pro-social behaviors, affiliation and attraction, and sex role behaviors, and consider how knowledge of these topics can be used to promote positive social change. The course also emphasizes how the various types of diversity impact the helping professionals and interventions chosen to assist clients. Areas of diversity include but are not limited to: culture, ethnicity, religion, socioeconomic status, gender, age, and those who are differently enabled.

### **PSY 585 Research Methodology and Design, Evidence-based Practice, and Program Evaluation (Core Course)**

This course introduces students to quantitative and qualitative research methodology and design as well as basic concepts of psychometrics. Concepts are applied to being an evidence-based practitioner and being a critical evaluator of programs and services. In examining these topics, this course focuses on reading current research with a critical eye as well as designing and planning research studies that can evaluate effectiveness of programs and interventions. Finally, students consider ethical and fair yet thorough approaches to research design, program evaluation, and outcome research. Such skills promote increased effectiveness and efficiency in a variety of settings.

### **PSY 590 Leading People, Programs, and Organizations (Leadership Elective)**

This course covers two key areas: (1) leading teams, programs, and organizations and (2) the psychology of organizational leadership. Students examine the core competencies that leaders need to address in challenges they face, and to make a greater difference in the communities they serve. A broad range of skills and approaches are discussed: autonomy, supporting work environments, human dignity in the workplace, leading with empathy, Tuckman stages of group formation, relationship between performance and pressure, as well as the supervision of staff and volunteers. Finally, students learn the framework, theories, and process of program planning and execution. They learn how to assess organizational needs and how to address those effectively.

### **PSY 595 Transformational Leadership (Leadership Elective)**

In this course the student analyzes the principles and the evidence base of transformational leadership from a Catholic Christian perspective. Students (1) appraise the value of transformational leadership for accomplishing an organizational mission and handling stressful situations; (2) develop authenticity and role modeling skills required to be a transformational leader; (3) evaluate the importance of being a role model and a servant leader; (4) analyze various motivational strategies for working with individuals and groups and strategies for building a learning organization and fostering personal and professional growth in others; and (5) demonstrate their understanding of the importance of lifelong learning by identifying specific goals for professional involvement and service beyond the completion of their studies at the University.

### **PSY 599 - Capstone Writing Course**

In this course students follow an individualized plan of study focused on the writing of the capstone project. Students who transferred into the program or students who require additional time and support for the writing of the different parts of their capstone project will receive support in this course. In depth instruction on APA format and academic writing as applied to the capstone project will be the focus of this course. Students who received a grade below a B- in any of their major capstone sections (introduction, integrative literature review, psychological literature review, decision making and motivation paper, implementation and evaluation plan, and target population papers) will



be required to take PSY 599 as a 1-credit course. Students receiving a grade below a B or desiring to improve their academic writing towards excellence are strongly encouraged to enroll in the course.

### **PSY 600 - Capstone Advisement Course**

With the capstone project, students synthesize knowledge they have gained throughout the program and apply that knowledge to an applied setting. Seven of the twelve courses in the MSP program contain an assignment that is part of the capstone project. Course instructors grade and provide detailed feedback on these assignments within the course. Students must have a grade of a B- or above on these assignments. The graded assignments are uploaded into the Capstone Advisement course as part of their capstone portfolio. (0 credit hrs) (Pass/Fail)

### **PSY 615 Applied Leadership Skills (Leadership Elective)**

In this course students appraise tenets of self leadership by examining personal biases, using critical self reflection, and evaluating self-regulatory behaviors affirming the fundamental goodness and innate dignity of the person. Students learn interpersonal skills relevant to a variety of leadership settings. Students analyze ethical principles and models of decision making related to the self, group, and organizational leadership. Students identify diversity issues especially relevant to leadership settings. The course emphasizes the value of leading with humility, authenticity, and self-sacrificial behaviors to promote flourishing in others.

### **PSY 620 Thesis Research and Writing (Pre-Ph.D. Elective)**

This course is required for students in the pre-Ph.D. concentration and guides them through all the phases of planning and executing a scientific project that results in a master's thesis. The thesis must have an applied science emphasis informed by the Catholic Christian vision of the person with the overarching goal of supporting the flourishing of the whole person. Through this thesis work students have the unique opportunity to further explore scientifically at a deeper level a topic related to an area of interest, work, or ministry. The topic may be informed by but is not required to be related to prior work on the capstone project. Students will generate research knowledge that can be shared professionally with others through their thesis, conference presentations, or peer-reviewed published articles to engage with the scientific and broader community. PSY 620 is a 1-credit course; students in the pre-Ph.D. concentration will register for this course for six consecutive terms which will take the place of two elective courses.

## **MSP Faculty**

### **Full-time/Part-time**

**Christopher Gross, Ph.D.** Assistant Professor, Ph.D. (Religious Studies with specialization in Moral Theology/Ethics), Catholic University of America, [cgross.ips@divinemeracy.edu](mailto:cgross.ips@divinemeracy.edu)

**Julia Klausli, Ph.D.** Director of the M.S. Psychology Program, Assistant Professor, Ph.D. (Human Development and Communication Sciences), University of Texas at Dallas, [jklausli.ips@divinemercury.edu](mailto:jklausli.ips@divinemercury.edu)

**Anna Pecoraro, Psy.D.** Associate Professor, Psy.D. (Clinical Psychology), Widener University, [apecoraro.ips@divinemercury.edu](mailto:apecoraro.ips@divinemercury.edu)

**Robin Treptow, Ph.D.** Assistant Professor, Ph.D. (Clinical Psychology), University of Nebraska-Lincoln, Ph.D. (Infant and Early Childhood Development), Fielding Graduate University; [rtreptow.ips@divinemercury.edu](mailto:rtreptow.ips@divinemercury.edu)

### **Adjunct Faculty**

**Barboza, Jessica, Ph.D. (ABD).** Adjunct Faculty, (Human Development), Utah State University, [jbarboza.ips@divinemercury.edu](mailto:jbarboza.ips@divinemercury.edu)

**Laura Cusmano, Psy.D.** Adjunct Faculty, Psy.D. (Clinical Psychology) Divine Mercy University, [lcusumano.ips@divinemercury.edu](mailto:lcusumano.ips@divinemercury.edu)

**Derby, Kevin, Ph.D. (ABD)** Adjunct Faculty, Psy.D. (Leadership) University of the Cumberlands, [kderby.ips@divinemercury.edu](mailto:kderby.ips@divinemercury.edu)

**Christopher Ewing, Ph.D.** Adjunct Faculty, Ph.D. (Psychology) Capella University, [cewing.ips@divinemercury.edu](mailto:cewing.ips@divinemercury.edu)

**Sadewo, Giovanni, Ph.D.** Adjunct Faculty, Ph.D. (Social Psychology), La Trobe University, [sgiovanni.ips@divinemercury.edu](mailto:sgiovanni.ips@divinemercury.edu)

**Angela Williamson, Ph.D.** Adjunct Faculty, Ph.D. (Human Development and Communication Sciences), University of Texas at Dallas, [awilliamson.ips@divinemercury.edu](mailto:awilliamson.ips@divinemercury.edu)

## **Master of Science in Counseling**

### **Program Overview**

#### **School of Counseling Vision**

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

## **School of Counseling Mission**

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

Students will be prepared to:

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

## **Clinical Mental Health Counseling Program Accreditation**

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

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

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

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

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

Institutional accreditation applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's

objectives. The regional and national accreditors perform institutional accreditation (U.S. Department of Education, 2016, June 15, ¶ 13).

### **Programmatic Accreditation**

The Clinical Mental Health Counseling program curriculum is aligned with premier industry programmatic standards. The DMU-SOC CMHC program is not yet accredited by CACREP. DMU cannot hold any promise or guarantee of becoming CACREP accredited; however, DMU is committed to applying for CACREP accreditation in the design, preparation and deployment of the program.

### **Clinical Mental Health Counseling Program Mission**

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

### **Clinical Mental Health Counseling Philosophy**

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

### **M.S. in Counseling Program Description**

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

### **M.S. Counseling Program Goals (Aspirational)**

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

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

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

### **Program Goals (Student Learning Outcomes)**

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

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

## **State Licensure Regulation Overview**

### **State Licensing, National Certification and Certificates**

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

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

<http://www.nbcc.org/Certification/CertificationorLicensure>.

### **State Authority and Counseling License Regulations**

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

Students are required to explore and determine the license requirements of their state in the first course of the program, COUN 510, Foundations and Ethics of Clinical Mental Health Counseling.

### **Tiered Licensing**

Obtaining a license to practice as a professional, clinical mental health counselor often involves “layers” of licensing. For example, some states may offer an opportunity to obtain an initial post-graduation license. After a specified amount of experience that is sometimes defined by calendar years, service hours, and/or continuing education

requirements, individuals may qualify and apply for advanced levels of licensure. State law and licensure categories vary by state.

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

### **Preferred License Examinations**

In order to be licensed in many states, students must take and pass the National Counselor Examination (NCE), and/or the National Clinical Mental Health Counselor Examination (NCMHCE), a product of the National Board for Certified Counselors (NBCC). The examination requirements are determined by the student's state of residence, or country of jurisdiction, and may be taken before graduation from the DMU program. In order to take the exams, students should direct inquiries to their state licensing board rules and regulations, and their state license application process. License examinations and state licenses require a fee that is not included in any enrollment fees or costs associated with the DMU CMHC program. License exam and license fees are the sole responsibility of the student, and are not covered by financial aid.

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

### **State Authority and License Regulations**

Clinical Mental Health Counseling is a state regulated professional field requiring licensure by the state of residence in order to practice as a licensed professional counselor. Each state retains regulatory rights to license requirements, which in turn vary by state as does the title of the particular license. For example, states may title counselors as Licensed Professional Counselors, Clinical Mental Health Counselors, Licensed Clinical Mental Health Counselors, and/or Licensed Professional Clinical Counselors. *It is the students' responsibility to determine the license requirements for their respective state, and to meet the requirements of their state for licensure.* Students are required to explore and determine the license requirements of their state in the first course of the program, COUN 510, *Foundations and Ethics of Clinical Mental Health Counseling*.



## **Licensure Disclaimers**

### **Disclaimer for students who move from their current state of residence**

Students who move during their course of study to another state where DMU also offers the CMHC program may need to sign another enrollment agreement if the state regulations for the new state differ from their previous state. Students who move out of state are required to check with the Office of the Registrar to determine if a new enrollment agreement is needed.

The University does not offer the clinical mental health counseling program in the states of Alabama, Arkansas, Delaware, Florida, Illinois, Kansas, Kentucky, Missouri, New York, North Carolina and Oregon. Due to the educational requirements for counseling licensure in these states, if students move to any of these states prior to graduation they will not be able to proceed with the CMHC program. Additionally, if students move to one of these states after graduation, the CMHC program will not meet the education requirements for professional licensure in those states.

### **Practicum/internship site disclaimer**

Students are responsible for finding their own site, under the supervision of their Director of Training and Internship, to complete their practicum and internship hours. Please see the Program Handbook for details regarding the site approval process. Prior to enrollment, potential students who live in remote or rural areas should consider whether or not a sufficient opportunity exists to complete their practicum and internship hours, and to do so with proper supervision. In other words, if the nearest counseling center is 100 miles away, students need to carefully assess their ability to consistently complete the commute needed to complete their practicum and internship hours. The completion of practicum and internship is mandatory for every student and cannot be waived.

### **State-specific disclaimer list**

Please note the disclaimers below for state-specific exceptions to the total credit hours and/or total practicum/internship hours required for this degree. The student is responsible for staying up-to-date on the State Specific disclaimers and notices regardless of what is listed herein.

### **Disclaimer for US territories and countries outside of the USA**

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

### **Disclaimer for Alabama**

The CMHC program is no longer offered for new students in the state of Alabama as of the 2022-2023 academic year due to state licensure restrictions.



**Disclaimer for California**

In California, counseling students must complete a course in Psychopharmacology in order to meet the educational requirements for licensure. To meet this requirement, DMU counseling students in the state of California are required to complete an additional course: COUN 730 (Psychopharmacology).

In California, several post-graduate continuing education units are required to be completed as a condition of licensure. Please review the information from the following link from the California Board of Behavioral Sciences for specific information regarding the topics and hours required:

[https://www.bbs.ca.gov/pdf/forms/lpc/lpcc\\_oos\\_req\\_guide.pdf](https://www.bbs.ca.gov/pdf/forms/lpc/lpcc_oos_req_guide.pdf)

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

**Disclaimer for Florida**

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

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

**Disclaimer for Hawaii**

In Hawaii, counseling students must complete 300 hours of client contact with a licensed supervisor in practicum/internship. The University standard curriculum requires 40 hours of direct service for practicum and 240 hours for internship = 280 hours. To meet this requirement, the University counseling students in the state of Hawaii need to complete an additional 20 hours of direct service/ client contact.

**Disclaimer for Idaho**

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

**Disclaimer for Indiana**

In Indiana, counseling students must complete a course in Contextual Dimensions in order to meet the educational requirements for licensure. To meet this requirement, the University counseling students in the state of Indiana are required to complete an

additional course: COUN 710 (Clinical Supervision and Consultation for Community Mental Health).

### **Disclaimer for Maine**

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

### **Disclaimer for Ohio**

In Ohio, counseling students must complete a course in Evaluation of Mental & Emotional Disorders in order to meet the educational requirements for licensure. To meet this requirement, DMU counseling students in the state of Ohio are required to complete an additional course: COUN 750 (Advanced Evaluation of Mental and Emotional Disorders).

### **Disclaimer for Rhode Island**

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

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

### **Disclaimer for Rhode Island - future applicants**

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

### **Disclaimer for Utah**

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

### **Disclaimer for Wisconsin**

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

## **Admission M.S. Counseling**

### **Admission Requirements and Process**

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

Admission requirements are:

1. Bachelor's Degree: Have completed a bachelor's degree from an institution accredited by an agency recognized by the US Department of Education with a minimum overall 3.0 GPA on a 4.0 scale, or 3.0 GPA in their major field of study, or a minimum 3.0 GPA for the last 60 credits in their undergraduate degree.
  - a. International applicants must have completed the equivalent of a U.S. bachelor's level degree. Applicants holding degrees from outside the United States must submit any international transcript(s) to a NACES approved evaluation service for a course-by-course evaluation of their transcripts. For more information, please visit the NACES website at: [www.naces.org](http://www.naces.org).
  - b. International Students whose first language is not English or who have not completed a degree in which English was the medium of instruction must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. TOEFL scores must be at least 100 on the Internet-based version (IBT), 250 on the computer-based version (CBT), and 600 on the paper-based version (PBT). Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0.
  - c. Students with a lower GPA may document their ability to succeed in a graduate program in one of the following ways:

- i. Score above the 50<sup>th</sup> percentile on the GRE (verbal reasoning, quantitative reason, and analytic writing)
  - ii. Complete a minimum of nine (9) graduate-level credit hours from an institution accredited by an agency recognized by the US Department of Education with a minimum overall 3.0 GPA on a 4.0 scale and a minimum 3.0 ("B") grade in each course.
  - iii. Have completed a master's degree from an accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale.
2. GRE: Submit scores on the Graduate Record Examination (GRE) General Test that includes all three sections (verbal reasoning, quantitative reason, and analytic writing).
  3. Potential Fit: Show evidence of potential success in forming effective and culturally appropriate interpersonal relationships in individual and small-group contexts and career goals relevant to the CMHC program. Please see the application for a list of requirements such as letters of recommendation, essays, etc.
  4. Individual Interview: Following the receipt of all application items, applicants meeting the initial requirements will be invited to participate in an individual phone, personal, and/or online video interview.
  5. Group Interview: After a successful individual interview, applicants will be invited to participate in an online video group interview with DMU-SOC faculty. Admission will not be granted to those who do not participate in the group interview. Special arrangements may be made for exceptional cases.

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

## Enrollment

### M.S. Counseling Enrollment Status

A student in the M.S. Counseling Program is considered full-time if the student is: a) enrolled in a minimum of nine credit hours for two of the three previous semesters or b) enrolled in a minimum of six credit hours each semester and is enrolled in a practicum or internship course.

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

This definition of part-time and full-time is to be used for academic and scholarship purposes only. If a reduced course load changes a student's enrollment status from

full-time to part-time, it is the student's responsibility to recognize the possible consequences (i.e. potential reduction of financial aid awards, SEVIS status, degree completion time, etc.) and take necessary action with the corresponding office (financial aid, international student coordinator, registrar, academic advisor, etc.).

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

A limited selection of courses may be taken on a course-for-credit or audit basis, with a maximum of 4 course-for-credit courses possible per student. Only the following courses are eligible to be taken by non-degree students (unless special permission is received from the Dean):

- PHT 513 The Flourishing Person,
- PHT 523 Moral Character and Spiritual Flourishing,
- PHT 533 Flourishing in Relationships,
- COUN 520 Theories and Models of Counseling and Personality,
- COUN 530 Human Growth and Development across the Lifespan,
- COUN 560 Social and Cultural Diversity,
- COUN 570 Marriage and Family Systems Theory,
- COUN 710 Clinical Supervision and Consultation for Community Mental Health,
- COUN 720 Human Sexuality,
- COUN 730 Psychopharmacology,
- COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling
- COUN 750 Advanced Evaluation of Mental and Emotional Disorders

and any additional courses added to fulfill state regulatory requirements. Students receiving permission to register course-for-credit or audit are not admitted nor guaranteed admission to a program.

### **Transfer of Credits for Counseling**

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

1. A maximum of 12 graduate credits will be considered for transfer from another institution accredited by an agency recognized by the US Department of Education or approved (non-U.S.) graduate program. No graduate credit can be awarded for undergraduate-level courses.
  - a. No transfer of credit will be accepted for the following courses: PHT 513 The Flourishing Person, PHT 523 Moral Character and Spiritual Flourishing, PHT 533 Flourishing in Relationships, COUN 510 Foundations and Ethics of Clinical Mental Health Counseling, COUN 580 Counseling Skills and Helping Relationships, COUN 630 Clinical Diagnosis and Treatment Planning, COUN 690

Counseling Practicum/Advanced Clinical Intervention Skills, and COUN 691 & COUN 692 Counseling Internship 1 & 2.

- b. All transferred courses must be a grade of "B" or above, and must have been completed within the last five (5) years.
  - c. Transfer credit must be approved by the dean and registrar.
2. A maximum of 24 credits will be considered for graduate level students transferring from DMU Institute for the Psychological Sciences programs in psychology.
- a. Students who have graduated from DMU Institute for the Psychological Sciences programs in psychology must have graduated within the last five (5) years.
  - b. No transfer of credit will be accepted for the following courses: COUN 510 Foundations and Ethics or Clinical Mental Health Counseling, COUN 580 Counseling Skills and Helping Relationships, COUN 630 Clinical Diagnosis and Treatment Planning, COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills, and COUN 691 & COUN 692 Counseling Internship 1 & 2.
  - c. All transferred courses must be a grade of "B" or above, and must have been completed within the last five (5) years.
  - d. Transfer credit must be approved by the dean and registrar.

## **Program Requirements**

### **M.S. Counseling Degree Requirements**

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

- 1. Complete all practicum, and internship requirements.
- 2. Complete all required hours of specified coursework with a minimum GPA of 3.0 and no grade lower than a "B" (86%).
- 3. Fulfill the course requirements of COUN 500 Counseling Advisement each semester.
- 4. Take and pass the Counselor Preparation Comprehensive Examination (CPCE) with a minimum raw score of 88 (65% Correct) to graduate from the program.
- 5. Submit proof of attendance of a live, in-person counseling association conference at the state, regional, national, or international level during their enrollment.
- 6. Receive a satisfactory faculty recommendation based upon the final Professional Performance Review. See the Program Handbook for information on the Professional Performance Review process.

## Core Curriculum Content

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

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

## M.S. Counseling Course List

(Non-SEQUENTIAL ORDER)

COURSE NUMBER	COURSE TITLE
COUN 500	Counseling Advisement
COUN 510	Foundations and Ethics of Clinical Mental Health Counseling (ends with a 4 day Residency)
COUN 520	Theories and Models of Counseling and Personality
COUN 530	Human Growth and Development across the Lifespan

COUN 540	Career Development
COUN 550	Research and Program Evaluation
COUN 560	Social and Cultural Diversity
COUN 570	Marriage and Family Systems Theory
COUN 580	Counseling Skills and Helping Relationships (includes a 4 day Residency)
COUN 600	Developmental Psychopathology -- Risk and Resilience
COUN 610	Group Counseling and Group Work
COUN 620	Assessment and Testing across the Lifespan
COUN 630	Clinical Diagnosis and Treatment Planning
COUN 640	Crisis & Trauma -- Prevention and Treatment
COUN 650	Addictions Counseling
COUN 660	Child and Adolescent Counseling
COUN 670	Marriage, Couple, and Family Counseling
COUN 690	Counseling Practicum/Advanced Clinical Intervention Skills (10 week course; includes a 4 day Residency)
COUN 691	Counseling Internship 1 (16 weeks - 2 terms)



COUN 692	Counseling Internship 2 (16 weeks - 2 terms)
PHT 513	Vocations and Virtues: The Flourishing Person
PHT 523	Moral Character and Spiritual Flourishing
PHT 533	Flourishing in Relationships

### **Semester Model, Course Length, and Credit Hours**

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

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

### **Program Practicum and Internship Hours**

1. The Master of Science in Counseling program requires 66 credit hours for graduation.
2. A practicum experience of 100 hours with a minimum of 40 hours of direct services and an internship of 600 hours with a minimum of 240 hours of direct service are required as part of the 66 course credits. Practicum service hours are separate from internship hours. Students may not move forward with internship until all Practicum (COUN 690) course requirements are fulfilled. The total clinical placement minimum is 700 hours.
3. A few states may require more than 600 hours of Internship. COUN 693 is available for those students. Students are responsible for verifying state license requirements for internship completion in their respective state of residence.

## **Professional Behavior Expectations and Requirements**

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

## **Remediation and Dismissal From Program\***

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

The remediation process begins with the identification of a clinical skill and/or an academic deficiency by a clinical supervisor and/or clinical course instructor and/or clinical training director. The identification of the deficiency is followed up by a meeting between the clinical supervisor/course instructor together with the clinical training director who meet to clarify the deficiency and consider necessary criteria for remediation. Following this protocol, a meeting is held to obtain student input and to finalize a formal remediation plan which is then signed by all parties. Once all the steps in the remediation plan are completed, the clinical training director drafts a remediation completion document which is signed by the student and the clinical training director. The signing of this document officially marks the successful completion of remediation for the skill deficiency identified. The remediation plan will outline distinct objectives with timelines for reaching each targeted deficiency.

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

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

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

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

### **Residency Information and Attendance**

There are three 4-day residencies embedded within 3 courses within the 22 course program. The in-person workshops provide opportunities to interact with faculty and peers, to practice counseling skills and professional presentations, to enhance aspects of professional development, and to network within the counseling community. Students are required to travel to the arranged location for each residency workshop and attend the full duration of the residency.

COUN 510 and 580 Residencies begin on Wednesday with an informal Meet and Greet. Classroom instructions begin on Thursday and conclude the following Sunday at approximately 1:30 pm. Students must arrange flight schedules to arrive on Wednesday afternoon or evening, and depart the residency with flight times no earlier than 4:00 pm on Sunday.

COUN 690 Residency begins with a mandatory meeting on Wednesday evening. Classroom instructions continue through the week and conclude the following Sunday at 10 am. COUN 690 students must arrange flights scheduled to arrive on Wednesday early afternoon and can depart the residency with flight times no earlier than 12 noon.

Arriving late or leaving early is unacceptable constituting an unexcused absence and will result in a failed grade for the course. Residency attendance is not optional. Attendance for each day’s full agenda is required. Absences from any part of a

residency will result in a failed grade for the class associated with the residency. Students should plan their travel arrangements accordingly.

All costs related to travel, and meals for the in-person portion of the residency courses are the sole responsibility of the student and are not covered by financial aid. Students are required to stay at the hotel hosting the residency. Lodging costs (double occupancy) are a direct expense and are covered by financial aid.

Residencies are included in the following courses:

- COUN 510 -- Foundations and Ethics for Clinical Mental Health Counselors  
Beginning of year 1
- COUN 580 -- Counseling Skills and Helping Relationships Beginning of year 2
- COUN 690 -- Counseling Practicum and Advanced Clinical Intervention Skills First week of Practicum

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

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

### **Students who cannot attend COUN 510 and COUN 580 residency**

- Students who are not passing COUN 510/COUN 580 by the end of the 4th week will not attend residency.
- Students will be notified by their instructors of this decision.

### **Students who fail COUN 510/COUN 580/COUN 690**

- Students who fail COUN 510 cannot take additional coursework until they have successfully completed COUN 510, with a maximum of 3 attempts allowed

Provisionally admitted students who fail COUN 510 will be dismissed from the program after the first attempt according to the conditions of their admission.

- Students who fail COUN 580 cannot take additional coursework until they have successfully completed COUN 580, with no more than 3 attempts allowed
- Students who fail COUN 690 cannot begin their practicum and internship until they have successfully completed COUN 690 with a maximum of 3 attempts allowed.

### **Candidacy for Clinical Placement**

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

### **Counselor Preparation Comprehensive Examination (CPCE)**

1. Students must take and pass the CPCE with a minimum raw score of 88 (65% Correct) to graduate from the program.
2. Students should note that they must study and prepare for this test. The following courses are required to take the CPCE.
  - COUN 510 Foundations and Ethics of Clinical Mental Health Counseling - Professional Counseling Orientation and Ethical Practice
  - COUN 530 Human Growth and Development across the Lifespan - Human Growth and Development
  - COUN 540 Career Development - Career Development
  - COUN 550 Research and Program Evaluation - Research and Program Evaluation
  - COUN 560 Social and Cultural Diversity - Social and Cultural Diversity
  - COUN 580 Counseling Skills and Helping Relationships - Counseling and Helping Relationships

- COUN 610 Group Counseling and Group Work - Group Counseling and Group Work
  - COUN 620 Assessment and Testing across the Lifespan - Assessment and Testing
3. The CPCE must be taken before the end of the semester when the student is enrolled in COUN 691, Counseling Internship I. Students must upload their CPCE test results in order to pass COUN 691.
  4. Students who fail the CPCE, must contact their advisor to go over the results of the exam. They must identify needed areas of improvement and work toward preparing for their next exam attempt.
  5. After meeting with their advisor, students may take the CPCE two (2) more times. If a student fails the CPCE three (3) times, the student may be placed on a remediation plan or dismissed from the program.
  6. Regardless of when a student passes the CPCE, each student must upload their CPCE test with passing scores in order to pass COUN 692.
  7. For test information, go to:

<http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

### **Attendance of Counseling Conference**

As part of the development of a strong professional counselor identity, students are required to attend one live, in-person counseling association conference at the state, regional, national, or international level during the course of their enrollment. The conference is required to be a minimum of one full day (6 hours of seminar, presentation, etc.) and related to the field of clinical mental health counseling. Proof of attendance can be provided through a certificate of attendance, an ID badge or card, or registration confirmation. Although attendance at a conference can be anytime during your program, the required documentation is uploaded during the COUN 692 Internship course.

### **Degree Time Limit**

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

## **Passing Grade Requirement**

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

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

## **Retaking Courses**

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

## **Incomplete**

A student may petition an instructor to be assigned an incomplete as a grade when one or more course requirements have not been completed by the end of the course, due to extraordinary circumstances. The awarding of an incomplete is at the discretion of the instructor. To be awarded an incomplete, the student and instructor must complete and sign the incomplete course agreement form and the instructor must deliver it to the Registrar at the time that grades are due. The instructor is responsible for notifying the Office of the Registrar of the final grade assigned upon completion of all course requirements.

When a student has been assigned an incomplete the student must complete all outstanding course requirements up to three months (90 days) following the end of the semester or term of registration for the course. Failure to complete all course requirements will result in the instructor awarding a grade based upon work completed. Students who receive financial aid and who carry a grade of incomplete into a subsequent semester risk loss of financial aid for that semester. Carrying an incomplete course grade reduces the student's overall grade point average and lowers the credit hours attempted-to-completed ratio – either or both factors can create a failure to meet the financial aid requirements for Satisfactory Academic Progress.

## **Course Descriptions**

### **CMHC Counseling Program Orientation Course**

CMHC Counseling Program Orientation Course covers the initial orientation to the School of Counseling and the Clinical Mental Health Counseling program. This course also introduces new students to the knowledge, skills, and characteristics related to being successful in the program. Students gain an understanding of the conceptual framework

that guides the program and review important elements of the Clinical Mental Health Counseling program handbook. (0 credit hrs) (Pass/Fail)

### **COUN 500 Counseling Advisement**

COUN 500 Counseling Advisement must be taken each semester a student is enrolled in the School of Counseling. Students are encouraged to visit the online course website at least once a week. Program, professional, and advising meetings may be scheduled during the student's course of study within this course. This course provides informational resources to support students in the program. Resources include information on residencies, faculty, textbooks, syllabi, program handbook, and the academic catalog. (0 credit hrs) (Pass/Fail)

### **COUN 510 Foundations and Ethics of Clinical Mental Health Counseling**

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

### **COUN 520 Theories and Models of Counseling and Personality**

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

### **COUN 530 Human Growth and Development across the Lifespan**

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



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

### **COUN 540 Career Development**

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

### **COUN 550 Research and Program Evaluation**

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

### **COUN 560 Social and Cultural Diversity**

COUN 560 Social and Cultural Diversity introduces students to profession accepted counseling techniques to address the diverse, cultural context of individuals and their relationships between and within groups, as well as issues and trends in a diverse society. The counselor's role in social justice and client advocacy are investigated with a focus on heritage, attitudes, beliefs, understandings, and acculturative experiences. Comprehensive, advanced knowledge of diversity factors that include age, ethnicity, nationality, spirituality, religious preferences, gender, sexual orientation, mental and physical characteristics, and socioeconomic status are assessed. Students will assess their own global orientation to different individual and familial worldviews through this study of history and development of cultural values and behaviors and demonstrate their knowledge of effective counselor multicultural assessment, diagnoses, and interventions. (3 credit hrs)

**COUN 570 Marriage and Family Systems Theory**

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

**COUN 580 Counseling Skills and Helping Relationships**

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

**COUN 600 Developmental Psychopathology -- Risk and Resilience**

COUN 600 Developmental Psychopathology -- Risk and Resilience introduces students to the concept of developmental psychopathology along the continuum of stress, distress, and disorder with focus on behavioral, experiential, and relational manifestations of mental health. This course reinforces the comparative distinctions between normative and psychopathological developmental pathways from infancy through adolescence. The current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) is introduced as a method for categorizing symptoms and for classifying psychopathology as necessary for diagnosis, conceptualization, and treatment of mental disorders. A variety of perspectives on psychopathology are presented to form an integrative and systemic context for diagnostic considerations. Emphasis is placed on understanding cultural, biological, social, and spiritual / religious domains, along with the factors of risk and human resilience in the development of psychiatric disorders. Students will be able to develop an understanding of clients through this comprehensive model of psychopathology. (3 credit hrs)(Prerequisite: COUN 580)

**COUN 610 Group Counseling and Group Work**

COUN 610 Group Counseling and Group Work introduces students to a range of theoretical and experiential group counseling structures and strategies involving group development, group processes, and group dynamics in clinical settings. An in-depth exploration is focused on group formation including recruiting, screening and selecting group members. A focus on group developmental theories, group member roles and

behaviors, leadership styles, types of groups and professional standards for group leaders prepares students for advanced work in group counseling interventions. Students are required to engage in diverse, culturally relevant direct group experiences defined within a small group activity approved by the instructor of the course within the School of Counseling guidelines, and to document at least 10 clock hours of group work during this course. (3 credit hrs) (Prerequisite: COUN 580)

### **COUN 620 Assessment and Testing across the Lifespan**

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

### **COUN 630 Clinical Diagnosis and Treatment Planning**

COUN 630 Clinical Diagnosis and Treatment Planning reinforces assessment and diagnostic skills necessary for the diagnosis of psychopathology with a focus on differential diagnosis, case conceptualization, client-engaged treatment planning, and clinical mental health intervention. Students synthesize understanding and critical thinking skills required to clinically assess, diagnose and treat atypical symptoms, multiple diagnoses, and co-occurring criteria. Students will conduct in-depth exploration of the legal and ethical use of appropriate surveys, instruments and tests accepted in the industry when rendering diagnoses aligned with current DSM criteria. Students will demonstrate the knowledge and ability to assess and develop working diagnoses and treatment plans including for behaviors of potential harm to self and others. (3 credit hrs) (Prerequisite: COUN 600)

### **COUN 640 Crisis & Trauma -- Prevention and Treatment**

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

**COUN 650 Addictions Counseling**

COUN 650 Addictions Counseling introduces students to an overview of the challenges associated with substance abuse, addictions, and its widespread impact on individuals, families and communities. This course is designed to address the various dynamics, models, etiologies, dual diagnosis, psychopathologies, and recovery strategies related to addiction counseling. Emphasis will be placed on drug and alcohol addiction; however, other types of addictions will be covered. Students will identify the empirically supported assessment and treatment interventions shown to be effective for individuals, families, groups, and diverse populations, as well as be familiar with the emerging issues in the field based upon current research to include exploration of co-occurring and trauma-related disorders. (3 credit hrs) (Prerequisite: COUN 610)

**COUN 660 Child and Adolescent Counseling**

COUN 660 Child and Adolescent Counseling introduces students to the basic principles of assessment and counseling children and adolescents within the context of developmental, self-regulation, family, school, and diverse socio-cultural and religious systems. The emphasis is on students developing their own individual style in forming therapeutic relationships with children and adolescents, and selecting and using evidence-based therapeutic skills and techniques, including therapeutic mediums such as toys, audio/visual aids, games, cognitive treatment, and behavioral programs. A special focus is given to parent training and parents as co-therapists. Legal and ethical issues specific to working with children are addressed. Students will acquire introductory knowledge of different therapy models, assessments for counseling, and skills related to working with children and adolescents. (3 credit hrs) (Prerequisite: COUN 610)

**COUN 670 Marriage, Couple, and Family Counseling**

COUN 670 Marriage, Couple, and Family Counseling introduces models and methods of intervention with couples and families to develop effective professional skills for working with couples and families. Techniques, assessments, interventions, and strategies will be researched, discussed, and practiced to develop preventive approaches as well as approaches to facilitate optimal functioning in the midst of various challenges in marriage, couple, and family life (e.g., marriage preparation, sexuality issues, birth of a child, reproductive loss, religiously minded couples, separation or divorce, remarriage, etc.). A special emphasis will be placed on families and change, coping with stressful events and transitions in family life. Students will acquire introductory knowledge of relationship dynamics, assessment, and skills related to working with couples and families. (3 credit hrs) (Prerequisite: COUN 610)

**COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills**

COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills provides students with an initial experience in delivering counseling services to diverse individuals, couples, families, and groups. This experience requires a minimum of 100 hours onsite in a clinical placement setting, 40 of which must be direct service, face-to-face with clients conducting intake / assessments, treatment planning, and interventions. Students will participate in

individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of the course. Students will be able to demonstrate the necessary clinical and ethical competencies in the areas of diagnostic interviewing and assessment, case conceptualization, diverse / cultural contextualization, goal setting, treatment planning, counseling intervention, and case management. The course begins with a 4 day residency to assess and deepen students understanding and practice of the needed professionalism and clinical skills for a counseling practicum. (3 credit hrs) (Pass/Fail)

### **COUN 691 & COUN 692 Counseling Internship 1 & 2**

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

### **COUN 694 Supplemental Counseling Internship**

COUN 694 Supplemental Counseling Internship is designed for students who are currently seeing clients and have not completed their required supervised internship hours and/or are currently not enrolled in any regular internship course. This course provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience from COUN 692 Counseling Internship 2 or COUN 693 Advanced Counseling Internship 3 that requires direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. This course may be repeated as needed and is offered based on student need. Internship site supervision and the classroom component are required until internship hour requirements for COUN 692 Counseling Internship 2 or

COUN 693 Advanced Counseling Internship 3 are met and the internship contract is fulfilled. (1-3 credit hours based on projected need for student) (Pass/Fail)

### **PHT 513 The Flourishing Person**

PHT 513 Vocations and Virtues: The Flourishing Person introduces students to a Catholic Christian integrative vision of personal and interpersonal flourishing through vocations and the virtues and its application to counseling. This course explores how the vision of human flourishing that one adopts is crucial for understanding and promoting human development and addressing human problems. The course addresses the theory and implications of: the human person's dignity in the light of being created in the image of God as male and female; the effects of sin and redeeming grace; a vocation and virtue approach; a personalist and natural law approach; the person as a spiritual unity of body and soul that is relational, emotional, rational, and free. Students will learn how to take a holistic and transformative approach, which integrates Biblical/theological, philosophical, and bio-psycho-social-cultural perspectives into a global understanding of the human person and flourishing. Students will develop the mindset and competencies needed to understand and assess the integrative potential of different models of the person. (3 credit hrs) ***REQUIRED SECOND COURSE***

### **PHT 523 Moral Character and Spiritual Flourishing**

PHT 523 Moral Character and Spiritual Flourishing introduces students to a Catholic Christian vision of personal and interpersonal flourishing in terms of vocations and virtues, and human and spiritual resources. The importance of a multidimensional model of vocation and virtue for everyday life and counseling will be explored. Students will examine how Catholic Christian practices can be sources of relationship, support, growth, healing, and flourishing. Students will develop skills for achieving personal growth and freedom through building up their practical reasoning, moral character, and spiritual life of faith, hope, and charity, which have an impact on everyday life, mental health counseling, and vocational commitments. Students will reinforce their moral and spiritual formation, through personal reflections, and a cohort community of spiritual practice and interaction. (3 credit hrs)

### **PHT 533 Flourishing in Relationships**

PHT 533 Flourishing in Relationships introduces students to the nature and discernment of vocational states of being single, married, ordained, or religious (consecrated). Emphasis is placed on courtship and on marriage, which is understood as a natural and divine institution that serves to support and protect individuals, families, and society. Students will examine the continuity and development of Catholic Christian teaching on marriage and family in a historical, bio-psycho-social-cultural, philosophical, and theological context. Students will analyze several issues that are especially pertinent to clinical mental health counseling, including not only disorders and difficulties related to singleness, romance, marriage, and family life, but also supporting strengths and practices. (3 credit hrs)

## **Elective Courses/State of Residency Requirements**

### **COUN 693 Advanced Counseling Internship 3**

COUN 693 Advanced Counseling Internship 3 is designed for students who for state licensure require a total of 1,000 clock hours consisting of one (1) practicum of 100 hours (COUN 690 Counseling Practicum), one (1) internship of 600 hours (COUN 691 & COUN 692 Counseling Internship 1 & 2), and one (1) advanced internship of 300 hours (COUN 693 Counseling Internship 3). This course provide students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience of COUN 691 & COUN 692 Counseling Internship 1 & 2 and requires a minimum of 300 hours onsite, with at least 100 hours of face to face supervision, and 120 hours of which must be direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. (3 credit hours) (Pass/Fail)

### **COUN 710 Clinical Supervision and Consultation for Community Mental Health**

COUN 710 Clinical Supervision and Consultation for Community Mental Health introduces clinical supervision and consultation theories and practice within various health and human services systems, including mental health hospital facilities, educational institutions, community counseling agencies, and private practice. Concepts, processes, and styles of clinical supervision and consultation within public and private sectors are explored. This course provides the knowledge and skills necessary to engage within interdisciplinary treatment teams in consultation, negotiation/mediation, and systems-level intervention in mental health settings. Students will be introduced to theoretical and practical approaches to administrative leadership in community mental health agencies, including finance, budgeting, and cost control. Students will acquire knowledge of the professional developmental issues of both supervisors and their supervisees, and methods that can be used to enhance competency and best practices in professional counseling clinical supervision and consultation. (3 credit hrs)

### **COUN 720 Human Sexuality**

COUN 720 Human Sexuality introduces students to the relationship between mental health and human sexuality and the role of the professional counselor. Students are introduced to a foundational model of addressing sexual issues in counseling, sexual biology, development, and dysfunction. Students will explore the intersection of personal and professional values in counseling clients for sexuality related issues through an

examination of social, cultural, philosophical, and theological perspectives. Students will utilize case conceptualization to demonstrate their understanding of the physiological, psychological, social, and cultural variables of human sexuality in diverse clinical situations and to evaluate and assess possible counseling interventions and referrals. (3 credit hrs)

### **COUN 730 Psychopharmacology**

COUN 730 Psychopharmacology introduces students to the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications. Attention will be paid to the professional counselor's role in the effective, multiculturally-competent, and ethical approaches to psycho-active medications (e.g., referral, consultation, monitoring, aftercare) when psychopharmacological interventions are part of treatment. Students will demonstrate their understanding of psychopharmacology by identifying clients in case studies who should be referred for medical evaluation and ongoing follow-up. (3 credit hrs)

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

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

### **COUN 750 Advanced Evaluation of Mental and Emotional Disorders**

COUN 750 Advanced Evaluation of Mental and Emotional Disorders provides advanced training in the assessment of client's mental and emotional health status. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement. Focus will be given to both formal and informal assessment strategies and will include assessment of personality disorders and severe and persistent mental illness. Ethical and legal implications of testing and assessment will be covered, along with the impact of cultural and disability issues on assessment and how to use assessment data in an ethical manner with diverse populations. Students will develop advanced skills in assessment strategies in the context of differential diagnosis and treatment planning. (3 credit hrs)



## Counseling Faculty

### Full-time Faculty

**Gabriel Dy-Liacco, Ph.D.** Associate Professor, Ph.D. Loyola University (Pastoral Counseling), M.S. Loyola University, A.B. Ateneo de Manila University. [gdy-liacco@divinemeracy.edu](mailto:gdy-liacco@divinemeracy.edu)

**Kathie Erwin, Ed.D.**, Professor, Ed.D, Argosy University (Counseling Psychology), M.A. Liberty University, B.A. Eckerd College. [kerwin@divinemeracy.edu](mailto:kerwin@divinemeracy.edu)

**Mark Gerig, Ph.D.**, Professor, Ph.D., University of Toledo, (Counselor Education) M.A. Trinity Evangelical Divinity School, B.A. Purdue University. [mgerig@divinemeracy.edu](mailto:mgerig@divinemeracy.edu)

**Leah Herod, Ph.D.**, Adjunct Professor, Ph.D, Auburn University (Clinical Psychology), M.S. Auburn University, B.A. University of Alabama-Tuscaloosa. [lherod@divinemeracy.edu](mailto:lherod@divinemeracy.edu)

**Camille Humes, Ph.D.** Adjunct Professor, Ph.D. Governors State University (Counselor Education and Supervision). M.A. Governors State University. B.A. Washington University. [chumes@divinemeracy.edu](mailto:chumes@divinemeracy.edu)

**Benjamin Keyes, Ph.D, Ed.D.** Director of Training and Internships – Eastern States, Professor, Ph.D. International College (Rehabilitative Counseling), Ed.D. University of Sarasota (Counseling Psychology) M.A. University of South Florida, B.A. University of South Florida. [bkeyes@divinemeracy.edu](mailto:bkeyes@divinemeracy.edu)

**Matthew McWhorter, Ph.D** Assistant Professor; Ph.D. Ave Maria University (Theology/Religious Studies), M.A. Georgia State University, B.A. University of Georgia. [mmcwhorter@divinemeracy.edu](mailto:mmcwhorter@divinemeracy.edu)

**Harvey Payne, Psy.D.**, Associate Professor, Psy.D. William James College (formerly Massachusetts School of Professional Psychology) (Clinical Psychology), M.A. Denver Seminary, B.S. Lancaster College. [hpayne@divinemeracy.edu](mailto:hpayne@divinemeracy.edu)

**Amanda Salgado, Ph.D.** Assistant Professor, Ph.D. University of Holy Cross (Counselor Education & Supervision) M.S. North Carolina A & T State University; B.S. Middle Tennessee State University. [asalgado@divinemeracy.edu](mailto:asalgado@divinemeracy.edu)

**Stephen Sharp, Ph.D.**, Director of Training and Internships – Western States, Associate Professor, PhD, Capella University (Human Services; Professional Counseling Specialization), M.S. Capella University, B.S. Utah State University, [ssharp@divinemeracy.edu](mailto:ssharp@divinemeracy.edu)

**Jessie Tappel, LPC, ACS, CMHC** Associate Program Director, M.S., Institute for the Psychological Sciences; B.A., Franciscan University of Steubenville. [jtappel@divinemeracy.edu](mailto:jtappel@divinemeracy.edu)

**Craig S. Titus, S.Th.D. , Ph.D.** Associate Professor, S.Th.D. , Ph.D. University of Fribourg. (Moral Theology and Ethics) S.T.L University of Fribourg. M.A. Dominican School of Philosophy and Theology, GTU, B.A. Arizona State University.  
[cstitus@divinemeracy.edu](mailto:cstitus@divinemeracy.edu)

**Fredericka Vyvlecka, Ph.D.** CMHC Program Director; Ph.D. Texas A&M-Corpus Christi (Counselor Education), M.S. Our Lady of the Lake University, M.A. Saint Mary's University, B.A. Saint Mary's University. [fvyvlecka@divinemeracy.edu](mailto:fvyvlecka@divinemeracy.edu)

**Cathy Warn, M.A., LMFT-S, LPC-S** Associate Director of Training & Internship, Associate Professor, M.A Gordon-Conwell Seminary (Christian Counseling), B.A. Montreat College. [cwarn@divinemeracy.edu](mailto:cwarn@divinemeracy.edu)

**Mallory Wines, Ph.D.** Assistant Professor, Ph.D. Duquesne University (Counselor Education and Supervision), M.S. Youngstown State University, B.A. Kent State University. [mwines@divinemeracy.edu](mailto:mwines@divinemeracy.edu)

### **Adjunct and Clinical Faculty**

**Nicole Deems, LMFT**, Adjunct Faculty, Ed.S. University of South Carolina, (Counselor Education); B.A. University of South Carolina, [ndeems@divinemeracy.edu](mailto:ndeems@divinemeracy.edu)

**Alabama Hager, Ph.D.** Adjunct Faculty, Ph.D. (Clinical Child Psychology) Auburn University, M.S. Auburn University, B.A. Vanderbilt University.  
[ahager@divinemeracy.edu](mailto:ahager@divinemeracy.edu)

**Linda Hall, Ed.D**, Adjunct Faculty, Ed.D. University of Arizona (Educational Administration-Higher Education) Ph.D. ABD, University of Arizona (Counseling: Concentration in Marriage and Family Counseling,) M.Ed. University of Arizona. B.A. University of Arizona. [lhall@divinemeracy.edu](mailto:lhall@divinemeracy.edu)

**Ian Masson, LPC**, Adjunct Faculty, M.S. Institute for the Psychological Sciences, (Clinical Psychology), B.A., George Mason University. [imasson@divinemeracy.edu](mailto:imasson@divinemeracy.edu)

**Eric Perry, Ph.D.** Adjunct Faculty, Ph.D. Duquesne University (Counselor Education and Supervision), M.A. Slippery Rock University, B.A. Ashford University.  
[eperry@divinemeracy.edu](mailto:eperry@divinemeracy.edu)

**Rev. Walter Schu, S.Th.D.**, Adjunct Faculty, S.Th.D. Regina Apostolorum Pontifical Athenaeum (Moral Theology) S.T.L., Regina Apostolorum Pontifical Athenaeum; S.T.B., Regina Apostolorum Pontifical Athenaeum; B.A. University of Dallas.  
[wschu@divinemeracy.edu](mailto:wschu@divinemeracy.edu)

**Susanna Varghese, LPC**, Clinical Faculty, M.A. Columbia International University (Clinical Counseling); B.S. Women's Christian College, Chennai, India.  
[svarghese@divinmeracy.edu](mailto:svarghese@divinmeracy.edu)

**John West, Ph.D.**, Adjunct Faculty, Ph.D. University of Colorado (Educational Leadership, Research, and Policy), M.S. University of Phoenix, B.S. Baptist Bible College. [jwest@divinemeracy.edu](mailto:jwest@divinemeracy.edu)

**Tiffany Gunnells, Ph.D.**, Adjunct Faculty, Ph.D. Ohio University (Counselor Education) M.A. Denver Seminary, B.A. Psychology University of Northern Colorado. [tgunnells@divinemeracy.edu](mailto:tgunnells@divinemeracy.edu)

## Spiritual Direction Certificate

Welcome to the Spiritual Director Certificate (SDC) program, This program is designed to provide the knowledge, skills, and beginning supervision for future spiritual directors. The program seeks to respond to the ongoing need for the followers of Jesus Christ to assist one another on their path of becoming more faithful disciples of the Lord every day.

*As she has always done, today the Church continues to recommend the practice of spiritual direction not only to those who desire to follow the Lord closely but to every Christian who wishes to live responsibly his or her Baptism, that is, new life in Christ. Everyone, in fact, especially those who have heeded the divine call to follow Christ closely, needs to be accompanied personally by a guide reliable in doctrine and expert in the things of God, this guide can help people to watch out for facile forms of subjectivism, making available their own knowledge and experience lived in the following of Jesus.*

Address of Pope Benedict XVI to the Pontifical Theological Faculty  
“Teresianum”, Rome, 19 May 2011

### Spiritual Direction Certificate Overview

The SDC program prepares candidates with the requisite knowledge, human interaction skills, and supervision tools that will enable them to be spiritual directors with the heart and mind of Jesus Christ and in the tradition of the Church’s tried and tested experience. These are the three pillars of the program: theological content; human formation (interpersonal skills); accountability (through supervision).

### Student Learning Outcomes

Graduates of the SDC will be able to:

1. Exhibit a vibrant spiritual director identity with the requisite foundational knowledge and skills.

2. Enter the directee's life with compassion and respect.
3. Develop Christ-centered and person-centered approach to spiritual direction
4. Employ basic social and behavioral skills and a habit of solid theological reasoning, to promote deep spiritual flourishing.
5. Embody a vision of the flourishing person that inspires them, as spiritual directors, and their directees to have courage to trust, hope and love.

### **Theological and Philosophical Underpinnings**

Every program of studies, especially those which focus on the human experience, have a theological \ philosophical framework in which they operate, either explicitly or implicitly. That framework involves a conception:

- Theologically, of: God; his self-revelation; and his call to each of us to know and love Him; and
- philosophically, of: human nature; what constitutes well-being, health, and human flourishing; of the development process toward (spiritual) flourishing.

The theological \ philosophical underpinnings of this program are those that have arisen as a result of the reflection of the Catholic Christian intellectual and spiritual tradition, and as articulated in the premises of Divine Mercy University.

### **A View of Spiritual Direction**

The SDC sees the following elements as important constituents of the spiritual direction process:

#### **Spiritual Direction as Accompaniment**

Assisting people on their path to the Lord requires "being there" for them, in service both to them and to the Lord. Pope Francis articulates the role of accompaniment in *Evangelii Gaudium*, 169.

*169. In a culture paradoxically suffering from anonymity and at the same time obsessed with the details of other people's lives, shamelessly given over to morbid curiosity, the Church must look more closely and sympathetically at others whenever necessary. In our world, ordained ministers and other pastoral workers can make present the fragrance of Christ's closeness and his personal gaze. The*

*Church will have to initiate everyone – priests, religious and laity – into this “art of accompaniment” which teaches us to remove our sandals before the sacred ground of the other (cf. Ex 3:5). The pace of this accompaniment must be steady and reassuring, reflecting our closeness and our compassionate gaze which also heals, liberates and encourages growth in the Christian life.*

In a certain sense, we can describe the whole of Christian life as *accompanying*. When we reflect upon what has been called the *Principle and Foundation* of Christian life, or the *eternal truths*, we encounter the reality that the Lord God made the human person for no other reason than to enter into a loving relationship with the Creator and other men and women. This relationship, whose essence is *being there for the other* is in a sense *accompaniment*. Here we are not so much speaking about a sociological reality, but a deeply theological reality, and in this way, spiritual direction can rightly be called *accompaniment*. This *being there for the other* is based upon Christ-like charity. My existence is for others, and I am willing to go to the Cross for their well-being.

True Christ-like accompaniment implies respecting the other’s silence and solitude. Understood in too human a fashion, accompaniment can degenerate into the extremes of intrusion or cold-hearted aloofness. In the former case, the director thinks too highly of his presence and being there, to such a point that he or she inserts the self without the permission of the other. In the latter case, spiritual direction takes on the air of an esoteric process of consulting a medium or aloof guru.

### **Spiritual Direction as Pilgrimage toward God**

As the name implies, spiritual direction is not accompanying for accompanying sake, but in order to make Christ present, and facilitate and catalyze the walk toward God, with Christ. Again Pope Francis summarizes this important element in *Evangelii Gaudium*, 170.

*170. Although it sounds obvious, spiritual accompaniment must lead others ever closer to God, in whom we attain true freedom. Some people think they are free if they can avoid God; they fail to see that they remain existentially orphaned, helpless, homeless. They cease being pilgrims and become drifters, flitting around themselves and never getting anywhere. To accompany them would be counterproductive if it became a sort of therapy supporting their self-absorption and ceased to be a pilgrimage with Christ to the Father.*

### **Spiritual Direction as Formation in Mission**

The Presence of Jesus Christ at once summons (“Come Follow Me”), forms (“He taught them”) and sends forth (“Go Out”). Spiritual Direction, accompanying others in this process, also involves these dynamics of summoning, formation, and mission, dynamics inherent in following Jesus Christ. If in the strict sense of

the term, there is reason not to consider the spiritual director as a formator, even so, if spiritual direction does not initiate and sustain a process of Christ-like transformation for the directee, something is amiss with that spiritual direction. Pope Francis notes in *Evangelii Gaudium*, 173,

*173. Genuine spiritual accompaniment always begins and flourishes in the context of service to the mission of evangelization. Paul's relationship with Timothy and Titus provides an example of this accompaniment and formation which takes place in the midst of apostolic activity. Entrusting them with the mission of remaining in each city to "put in order what remains to be done" (Tit 1:5; cf. 1 Tim 1:3-5), Paul also gives them rules for their personal lives and their pastoral activity. This is clearly distinct from every kind of intrusive accompaniment or isolated self-realization. Missionary disciples accompany missionary disciples.*

## Constitutive Elements of the Program

Based upon the view of spiritual direction noted above, the SDC seeks to integrate key ingredients.

### Spiritual (Theological) Formation

Pope Benedict XVI (Address to the Pontifical Theological Faculty "Teresianum", Rome, 19 May 2011) notes the importance of spiritual theology, the know-how of the spiritual life, without which one cannot responsibly undertake the role of spiritual direction.

*A thorough in-depth study of Christian spirituality, starting with its anthropological presuppositions, is of great importance in the contemporary context. The specific formation it provides is certainly significant, for it equips and trains the student to teach this discipline and constitutes an even greater grace because of the know-how it brings concerning the sensitive task of spiritual direction.*

### Human Formation: Learning and Developing Requisite Skills

Pope Francis articulates it well in *Evangelii Gaudium* 171-172:171. *Today more than ever we need men and women who, on the basis of their experience of accompanying others, are familiar with processes which call for prudence, understanding, patience and docility to the Spirit, so that they can protect the sheep from wolves who would scatter the flock. We need to practice the art of listening, which is more than simply hearing. Listening, in communication, is an openness of heart which makes possible that closeness without which genuine spiritual encounter cannot occur. Listening helps us to find the right gesture and word which shows that we are more than simply bystanders. Only through such*

*respectful and compassionate listening can we enter on the paths of true growth and awaken a yearning for the Christian ideal: the desire to respond fully to God's love and to bring to fruition what he has sown in our lives. But this always demands the patience of one who knows full well what Saint Thomas Aquinas tells us: that anyone can have grace and charity, and yet falter in the exercise of the virtues because of persistent "contrary inclinations". [S. Th., I-II, q. 65, a. 3, ad 2: "propter aliquas dispositiones contrarias".] In other words, the organic unity of the virtues always and necessarily exists in habitu, even though forms of conditioning can hinder the operations of those virtuous habits. Hence the need for "a pedagogy which will introduce people step by step to the full appropriation of the mystery". [John Paul II, Post-Synodal Apostolic Exhortation Ecclesia in Asia (6 November 1999), 20: AAS 92 (2000), 481.] Reaching a level of maturity where individuals can make truly free and responsible decisions calls for much time and patience. As Blessed Peter Faber used to say: "Time is God's messenger".*

*172. One who accompanies others has to realize that each person's situation before God and their life in grace are mysteries which no one can fully know from without. The Gospel tells us to correct others and to help them to grow on the basis of a recognition of the objective evil of their actions (cf. Mt 18:15), but without making judgments about their responsibility and culpability (cf. Mt 7:1; Lk 6:37). Someone good at such accompaniment does not give in to frustrations or fears. He or she invites others to let themselves be healed, to take up their mat, embrace the cross, leave all behind and go forth ever anew to proclaim the Gospel. Our personal experience of being accompanied and assisted, and of openness to those who accompany us, will teach us to be patient and compassionate with others, and to find the right way to gain their trust, their openness and their readiness to grow.*

## **Supervision**

Supervision has now become standard in most spiritual director's formation programs. Supervision at once respects the particular style, formation, and experience of the individual spiritual director while providing an important venue for self-reflection and examination, feedback and input, growth and development of the spiritual director. Supervision in its various formats - individual, group, or peer - presents an invaluable aid for the spiritual director, not only during training, but also in a well-established practice.

## **Ongoing Formation and Local Engagement**

Upon completion of the SDC, students will have acquired the requisite knowledge, learned the key skills, and be in a supervision relationship that will enable them to continue as a spiritual director. Their work as a spiritual director however, will depend upon their fruitful engagement in their local Church community (parish or church, diocese, religious community, ecclesial movement, and so forth).

As part of the ongoing development as a spiritual director, students are required to continue cultivating a deep spiritual life, receiving spiritual direction themselves, have a



supervisor, or take part in a peer-supervision group. These key elements to the program are also essential for the ongoing development and formation of the spiritual director upon completion of the program.

## Financial Information

### Spiritual Direction Certificate: Tuition & Costs

Tuition	Cost
Course Tuition	\$778
Audit Tuition	50% program tuition/credit hour \$389
Application Fee	\$25
Returned check fee (each service)	\$35 per occurrence
Residency Fee (SDC 300, 500)	\$1,000

### Tuition and Fees

Tuition for courses must be paid at least 1 week prior to the start of a course, and residency fees are due at least 2 weeks prior to the start of residency.

### Expenses

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

### Withdrawal Refund

Students who withdraw from a course might be eligible for full or partial refund, depending on the timing of withdrawal. Please consult the program website for pertinent information.

Students dropping a course after classes have begun are subject to partial tuition fees based on the point at which the class was dropped, according to the following scheme:

- Withdrawal up to Calendar Day 6: 100%
- Withdrawal up to Calendar Day 11: 80%



- Withdrawal up to Calendar Day 17: 60%
- Withdrawal after Calendar Day 17: 0%

Residency refunds will also be assessed based on when a student cancels prior to residency start.

\*Please note, the SDC program is not eligible for federal financial aid.

## **Admission to the SDC Program**

### **Admission Requirements and Process**

Prospective students must complete the application process, including procuring the required letters of recommendation, as noted on the program website. Subsequently, an interview will be scheduled, and upon successful completion and acceptance, applicants will be offered admission into the program. Applicants who are accepted by admissions then become students of the program and may register for courses.

### **Transfer Policies**

Given the integral nature of the courses, residencies, and practicum of the SDC program and content and skills scaffolding that occurs across the courses, transfers into the program are generally not accepted. They will be considered on a case-by-case basis.

### **New Student Orientation and Preparation for the Program**

Prior to beginning the SDC program, students receive a brief online orientation via the University's learning management system.

Online course work requires a substantive commitment to independent study with active engagement in group work. Students are expected to demonstrate attitudes, knowledge, and skills appropriate to the study of and training of spiritual direction. Spiritual directors are expected to exceed minimum requirements and assume responsibility in pursuing lifelong learning.

### **Time Interval from Acceptance to Matriculation**

Once prospective students are accepted into the SDC program, they are free to matriculate/register for classes. A student who has been accepted to the program must register and start a class within the calendar year of acceptance. Students who do not register and start within the year must apply anew to the program.

## Certificate Completion Policies

### Program Completion Requirements

In order to qualify for SDC, students must successfully complete and pass all their courses, residencies included, fulfill the spiritual exercises requirement and complete their practicum hours. All financial accounts must also be satisfied.

### Program Practicum

Students are required to complete the spiritual direction practicum as specified in the program handbook.

### Candidacy for Practicum

To begin practicing spiritual direction for the first time in a supervised fashion, students must successfully complete the SDC 500 residency as well as be enrolled in SDC 500.

### Program Sequence

The normal sequence of the program is to take courses in sequence (from SDC 100 through SDC 600). Successful completion of prior courses is a prerequisite for subsequent courses.

Students may elect to interrupt their course of studies and take a *leave of absence* for a legitimate reason, upon prior consultation with the program administration.

### Leave of Absence

University policy stipulates that should students enrolled in an academic program of the University find it necessary to interrupt active pursuit of their certificate, they should discuss the need for a leave of absence with their academic advisor and must petition the program director in writing. Generally, a leave of absence is granted for good cause, and for a minimum of one academic term and limited to one academic year. Requests will be considered prior to the beginning of an academic term. For any request made during the academic term, the grade assigned will follow the University's withdrawal policy when applicable.

The right to make use of the University's facilities is suspended while the leave of absence is in effect. The student who discontinues active enrollment in courses without being granted a leave of absence, or a student granted a leave of absence who does not return to active enrollment in courses at the close of the approved period of time will be considered withdrawn, must apply for readmission to the 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 completion if they were not completed within the time allowed for program completion.

## **Time Limitation**

There is a three-year (3) limit from the moment students take their first course in the SDC program to their successful completion of the practicum and the other program requirements.

## **Auditing**

Applicants can be accepted as auditors in the SDC. Applicants need to be accepted into the SDC and may subsequently audit one or more courses, contingent upon availability of seats. No certificate is granted for auditing nor can audited courses be used as part of the SDC certificate of completion. Program residencies may not be audited. Auditors have access to course material, but receive no assessment or feedback for any work they elect to do, nor do they have access to consultation with the course instructor. Auditors must take the courses in the usual, prescribed order. As with fully-enrolled students, they may take a total of 3 leaves of absences, and must finish their classes within the three-year limit.

## **Graduation**

As a non-degree program, there is no requirement to participate in a commencement ceremony at the end of the program; however, all students who complete the program and successfully obtain the certificate are invited to take part in the annual commencement exercises (Mass and Ceremony) for Divine Mercy University.

## **Certificate of Program Completion**

Students who fulfill all program completion requirements receive a Certificate of Completion. This certificate is a declaration that the student has successfully completed the course of training, which includes content, skills mastery, and supervised practicum. Spiritual direction, unlike clinical professions such as psychology, counseling, or social work, does not have an officially recognized licensing board that acts as a legal and ethical gateway to the spiritual direction “profession”. It is a Christian ministry and a professionally unregulated field. Consequently, obtaining the Certificate of Completion does not mean that students automatically become an officially recognized Catholic or Christian Spiritual Director. It does mean that the student who has successfully concluded the program has attained the sufficient mastery of content, interpersonal skills, and initial spiritual direction practice that could be reasonably expected for someone beginning ministry as a spiritual director.

Each Church, diocese, parish, religious order, congregation, or other Church entity might have specific oversight and requirements for spiritual directors who wish to exercise within their ecclesiastical boundaries or jurisdiction. Students are encouraged to be in touch with their local pastors or faith community leaders regarding their participation in the program and inform themselves about any local church requirements. The SDC faculty and staff are available to assist, but it is incumbent upon the student to personally take responsibility for their future exercise of the ministry or apostolate of spiritual direction.

## **SDC Program Curriculum: Course Descriptions**

### **SDC 100: Ongoing Conversion, Deepening Discipleship, and the Foundations of Spiritual Direction**

SDC 100: Ongoing Conversion, Deepening Discipleship, and the Foundations of Spiritual Direction introduces students to God's plan for the human person and His desire that we "have life and life in abundance" (John 10:10). Students delve into the Catholic understanding of the human person and the progressive development and complete flourishing that are part of God's plan for each of us. This fundamentally positive model views the person as possessing intrinsic dignity, as free and able to make responsible choices, relational and connected to others and society, and as seeking well-being, moral character, and spiritual growth; meanwhile, each person also experiences the mysterious reality of sin. Students then consider the nature of spiritual direction, its history, and the identity of a spiritual director. Finally, students assess the relationship of the program to their personal goals and begin to create a development plan that they refine throughout their course of studies.

### **SDC 200 Human Development for Spiritual Direction**

SDC 200 Human Development for Spiritual Direction explores the biological, psychological, social, and spiritual facets of human growth and development. This course focuses on basic processes and theories involved in the development of human relationships, as they illuminate challenges and opportunities in the spiritual life and in the spiritual direction relationship. Students will learn how awareness of human development can enlighten the process of spiritual growth and the dynamics of spiritual direction.

### **SDC 300: Relating Skills for Spiritual Direction (with Residency in week 7)**

SDC 300: Relating Skills for Spiritual Direction (with Residency in week 7) introduces foundational skills essential to become an effective spiritual director. Students focus on developing listening skills and building healthy relationships with directees. Emphasis is on empathetic listening, developing and deepening directee narratives, the nature and boundaries of the spiritual direction relationship, and its correlation with other helping professionals. Students will participate in sessions with peers in order to practice and demonstrate basic spiritual direction skills. The course ends with a 4-day residency to assess and deepen these skills. On completion of this course, students are asked to begin accompanying 2 people on a monthly basis for 1 year as spiritual companions.

### **SDC 400: Discernment and Spiritual Growth: Theory and Practice**

SDC 400: Discernment and Spiritual Growth: Theory and Practice builds on the previous courses and looks specifically at the factors that contribute toward or impede spiritual development and flourishing, including the growth and influence of vice and virtue, sin and grace, as well as the human and social realities that can affect growth of the supernatural life. Students are introduced to recognizing the movements of the Holy Spirit within their own interior and that of others, and thus distinguishing what arises from psychological or emotional factors from the spiritual.

### **SDC 500: Advanced Spiritual Direction Skills and Practicum: Putting Out into the Deep (with Residency in Week 2)**

SDC 500: Advanced Spiritual Direction Skills and Practicum: Putting Out into the Deep (with Residency in Week 2) provides students with an initial experience in ministering to directees from diverse backgrounds. This experience requires 48 hours of direct service face-to-face, beginning in Week 3, and continuing through SDC 600; conducting introductory sessions and initial meetings, developing an appropriate spiritual direction relationship, and conducting regular sessions. Students will participate in supervision groups in which they will anonymously review their spiritual direction sessions for discussion and evaluation. Student progress is monitored throughout the course and includes a formal evaluation at the middle and end of the course. Students will be able to demonstrate the necessary competencies in the areas of relating with the directee, review of personal history, summarizing the work of the Spirit in the person's life, use of different methods of spiritual direction, and managing workload and schedule. The course begins with a 4-day residency in Week 2 to assess and deepen students' understanding, practice, and embodiment of the needed spiritual direction skills.

### **SDC 600: Advanced Prayer and Situations**

SDC 600: Advanced Prayer and Situations explores mature stages of spiritual growth, including the ongoing development and stages of prayer, passive purifications of the spirit, and the spiritual movements of persons as they develop more deeply in their walk with the Lord. Students focus on the growth of Christ within the soul and union with God through the different stages of this growth and the collaboration that the person can contribute through a life of grace, prayer and discernment, living of virtue, and service to others. Students also learn how to recognize and refer problems requiring psychological counseling or other specialized interventions.

### **SDC Faculty**

**Maria Brackett, M.A.**, Program Director, M.A. Regina Apostolorum (Religious and Pastoral Studies), M.A. University of Dallas, B.S. Anahuac University, B.A. Thomas More College. [mbrackett@divinemeracy.edu](mailto:mbrackett@divinemeracy.edu)

**Marial Corona, Ph.D.**, Adjunct Professor, Ph.D. University of Navarra (Philosophy), M.A. University of Navarra, B.A. Mater Ecclesiae College. [mcorona.sdc@divinemeracy.edu](mailto:mcorona.sdc@divinemeracy.edu)

**Anthony Flores, M.S., C.T.**, Adjunct Professor, M.S. Divine Mercy University (Counseling), B.A. Saginaw Valley State University. [aflores.sdc@divinemeracy.edu](mailto:aflores.sdc@divinemeracy.edu)

**Rachel Gehring, M.A.**, Adjunct Professor, M.A. Holy Apostles College and Seminary (Pastoral Studies), B.A. St. Joseph's College of Maine. A.A. Franciscan University of Steubenville. [rgehring.sdc@divinemeracy.edu](mailto:rgehring.sdc@divinemeracy.edu)

**Thaddeus Kozinski, Ph.D.**, Adjunct Professor, Ph.D. The Catholic University of America (Philosophy), M.A. St. John's College Graduate Institute, B.S. Villanova University. [tkozinski.sdc@divinemeracy.edu](mailto:tkozinski.sdc@divinemeracy.edu)

**Maria Munoz, M.A., M.S., LAPC**, Adjunct Professor, M.S. Divine Mercy University (Clinical Mental Health Counseling), M.A. University of Georgia, B.S. Georgetown University. [mmunoz.sdc@divinemercury.edu](mailto:mmunoz.sdc@divinemercury.edu)

**Kathleen Musslewhite, J.D., Psy.D.**, Adjunct Professor, Psy.D. Institute for the Psychological Sciences (Clinical Psychology), J.D. American University, Washington College of Law, B.S. Drexel University. [kmusslewhite.sdc@divinemercury.edu](mailto:kmusslewhite.sdc@divinemercury.edu)

**Fr. John Pietropaoli, L.C., S.T.L.**, Adjunct Professor, S.T.L. Regina Apostolorum University, B.A. Regina Apostolorum University (Theology), B.A. Regina Apostolorum University (Philosophy). [jpietropaoli.sdc@divinemercury.edu](mailto:jpietropaoli.sdc@divinemercury.edu)

**Fr. Robert Presutti, L.C., Ph.D.**, Adjunct Professor, Ph.D. Pontifical Athenaeum Regina Apostolorum, Ph.L. Gregorian University. [rpresutti@divinemercury.edu](mailto:rpresutti@divinemercury.edu)

**Jennifer Ristine, M.A.**, Adjunct Professor, M.A. Catholic Distance University (Theology), B.A. Regina Apostolorum, B.S. Western Illinois University. [jristine.sdc@divinemercury.edu](mailto:jristine.sdc@divinemercury.edu)

**Matthew Rochefort, Psy.D., PLP, LMHP**, Adjunct Professor, Psy.D. Institute for the Psychological Sciences (Clinical Psychology), M.S. Institute for the Psychological Sciences, B.A. Ave Maria University. [mrochefort.sdc@divinemercury.edu](mailto:mrochefort.sdc@divinemercury.edu)

**Fr. Walter Schu, L.C., S.Th.D.**, Adjunct Professor, S.Th.D. Regina Apostolorum (Moral Theology), Ph.L. Regina Apostolorum, B.A. Gregorian University, B.A. Regina Apostolorum, B.A. University of Dallas. [wschu@divinemercury.edu](mailto:wschu@divinemercury.edu)

## Regarding the Academic Catalog

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

at the time of their enrollment in the degree which they seek. This catalog is in effect until the fall semester of 2024.

## **Notification of Policy Changes to Students**

As policies or revisions are approved, the President of the University or designee will inform the Executive Leadership Team and the changes will be entered into the Divine Mercy University Policies and Procedures Manual. The Leadership Team will also see that it is published in the appropriate handbooks of the University; notify the DMU community of the approval and the effective date.



# Divine Mercy University

## ACADEMIC CALENDAR

### 2022 - 2023

#### ON-SITE (PsyD & CTRS)

##### Fall 2022

All Faculty Orientation	August 10 & 11
New Student Orientation	August 12
First Day of Class	August 15
Student Retreat	TBD
Add/Drop Period Ends	August 24
CTRS Training Session	August 26-27
DMU CLOSED for Labor Day	September 5
President's Picnic	TBD
GCAI Conference	Sept 8, 9, 10
Degree Conferral	September 9
CTRS Training Session	September 23
CTRS Training Session	September 24
CTRS Training Session	September 30-Oct 1
Mass & Lunch with Bishop Burbidge	September 29th
Last Day to Drop and Receive "W"	October 7
Fall break (no classes)	October 5-11
DMU Closed for Columbus Day	October 10
University Town Hall Meeting	TBD
CTRS Training Session	October 21-22
CTRS Training Session	November 11-12
Thanksgiving Break (No Classes)	November 23-25
DMU closed for Thanksgiving	November 24-25
Last Day of Classes	December 9th
Reading Day	November 29
CTRS Training Session	December 2-3
Christmas Break	Dec 10 – Jan 8
Grades Due to Registrar	December 16
DMU CLOSED for Christmas	December 23 & 26
Degree Conferral	December 30
DMU CLOSED for New Year's	Dec 30 - Jan 2

##### Spring 2023

Classes Begin	January 9
CTRS Training Session	January 13
CTRS Training Session	January 14
Add/Drop Period Ends	January 18
DMU CLOSED for MLKing, Jr. Day	January 16
March for Life	January 27
PsyD Student Symposium	January 28
CTRS Training Session	February 10-11

#### ON-LINE (MSP, Coun, SDC)

##### Fall 2022

All Faculty Orientation	August 10 & 11
Term #1 Begins	August 17
Add/Drop period ends	August 22
SDC Residency (SDC 500)	August 24 - 28
DMU CLOSED for Labor Day	September 5
Conferral Date	September 9
President's Picnic	TBD
Last Day to Drop and Receive "W"	September 16
SDC Residency (SDC 300)	Sep 28 - Oct 2
MS-Coun Residency (510, 580, 690)	October 5-9
DMU Closed for Columbus Day	October 10
Term #1 Ends	October 11
Fall Break (no classes)	October 12-18
Grades Due to Registrar	October 17
Fall Break (no classes)	October 12-18
University Town Hall Meeting	TBD
Term #2 Begins	October 19
Add/drop Period Ends	October 24
Last Day to Drop and Receive "W"	November 18
DMU closed for Thanksgiving	November 24-25
Term #2 Ends	December 13
Grades Due to Registrar	December 19
Winter Break	Dec 14 – Jan 10
DMU CLOSED for Christmas	December 23 & 26
Degree Conferral	December 30
DMU CLOSED for New Year's	Dec 30 & Jan 2

##### Spring 2023

Term #1 Begins	January 11
DMU CLOSED for MLKing, Jr. Day	January 16
Add/Drop Period Ends	January 17
SDC Residency (SDC 500)	Jan 18-22
Last Day to Drop and Receive "W"	February 10
DMU CLOSED for Pres. Day	February 20
SDC Residency (SDC 300)	Feb 22 - 26
MS-Coun Residency (COUN 510 & 580)	March 1-5



DMU CLOSED for Pres.Day	February 20
Spring Break	February 20-24
Last Day to Drop and Receive "W"	February 24
CTRS Training Session	March 24
CTRS Training Session	March 25
Easter Break (No Classes)	April 5 - 11
DMU CLOSED Good Fri. & Easter Mon.	April 7 & 10
CTRS Training Session	April 14
CTRS Training Session	April 15
Last Day of Classes	May 9
Reading Day	May 2
3rd Year Comps (written)	May 11-12
DMU Graduation	May 20
Grades Due to Registrar	May 15
Mid-Year Break	May 10-21
CTRS Training Session	May 19-20

### **Summer 2023**

Classes Begin	May 22
Add/Drop Period Ends	May 25
DMU CLOSED for Memorial Day	May 29
Last Day to Drop and Receive "W"	June 2
CTRS Training Session	June 9-10
3rd Year Comps (Oral)	TBD
Last Day of Class	June 26
IPS Center Externship Ends ('22-'23)	June 30
Grades Due to Registrar	July 3
DMU Closed for Independence Day	July 4
IPS Center Externship Begins ('23-'24)	July 5
Degree Conferral	August 4
Degree Conferral	September 8

Term #1 Ends	March 7
Spring Break	March 8- 14
Grades Due to Registrar	March 13

Term #2 Begins	March 15
MS-Coun Residency (COUN 690)	March 15-19
Add/Drop Period Ends	March 20
Last Day to Drop and Receive "W"	April 14
DMU CLOSED Good Fri. & Easter Mon.	April 7 & 10
Term #2 Ends	May 9
DMU Graduation	May 20
Grades Due to Registrar	May 15
Mid-Year Break	May 10-23

### **Summer 2023**

Term #1 Begins	May 24
MS-Coun Residency (COUN 690)	May 24-28
DMU CLOSED for Memorial Day	May 29
Add/Drop Period Ends	May 30
SDC Residency (SDC 500)	May 31-June 4
Last Day to Drop and Receive "W"	June 23
DMU Closed for Independence Day	July 4
SDC Residency (SDC 300)	July 5-9
MS-Coun Residency (510 & 580)	July 12-16
Term #1 Ends	July 18
Grades Due to Registrar	July 24
Degree Conferral	August 4
Degree Conferral	September 8

*Please Note: Dates are current as of 5/17/2022, and subject to change.*