



DIVINE MERCY
UNIVERSITY

2021-2022

INSTITUTE FOR THE
PSYCHOLOGICAL SCIENCES

MASTER OF SCIENCE
IN PSYCHOLOGY
PROGRAM

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DIVINE MERCY UNIVERSITY

Master of Science in Psychology 2021-2022 Catalog

Welcome

Thank you for taking the time to review our catalog and learn more about the dynamic programs we have here both onsite here in Sterling, VA and online. I am always inspired by the commitment of our students, faculty and alumni, and hope you are able to glimpse a bit of the incredible mission and team we have here.

Building a program which integrates the best of psychology and clinical mental health counseling with the Catholic- Christian vision of the person is a challenging task, yet we have made remarkable progress over these short years:

- Our past and current students have come from over 30 states as well as 13 other countries.
- Our alumni are serving in many parts of our nation and abroad, building Catholic psychology practices.
- Our efforts have been recognized by Pope Benedict XVI (then Cardinal Ratzinger) and Pope John Paul II*, among many other distinguished intellectuals of our day.
- In 2014, we introduced our first online Master's degree, the Master of Science in Psychology, designed for working professionals and those in pastoral ministry.
- In 2015, the institution changed its name to Divine Mercy University and announced the establishment of a School of Counseling to offer the Master of Science in

Counseling with a specialization in Mental Health
Counseling, beginning Fall 2016.

- In 2016, the Psy.D. program was granted accreditation by the American Psychological Association.
- On July 1, 2019, the University relocated to its new campus in Sterling, Virginia.
- The 2019-2020 academic year was our 20th anniversary.

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

I invite you to join us as we look forward to an exciting time in the field of psychology and counseling. Pursue your vocation to heal (or helping others pursue theirs), and transform our culture. Please come and visit us sometime or join our online community!

God bless,

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

** "Address of John Paul II to the Tribunal of the Roman Rota,"
February 7, 1987*

Master of Science in Psychology

2021-2022 Catalog

About Divine Mercy University

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

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

Vision

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

Mission

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

The University provides students an appropriate academic and educational environment that supports the integration of science, scholarship and a Catholic-Christian understanding of the person through a rigorous, critical and objective search for truth. It assists students intellectually, humanly and professionally as they prepare themselves to respond to their vocation as mental health professionals or as men and women in helping professions. The University's mission also involves dialogue about its integrative approach with practitioners, scholars and cultural leaders, nationally and internationally.

Statement of Identity

Divine Mercy University (University) is a Catholic institution formed to train leaders in the field of psychology and counseling. According to its mission statement, "the University is dedicated to the renewal of the Catholic-Christian intellectual tradition and the integration of the theoretical and empirical bases of psychology, professional counseling and related fields, with a Catholic-Christian view of the human person through teaching and learning both knowledge and critical skills."

The life of the University is rooted in and fully informed by the teaching of the Catholic Church. This vision involves every aspect of life at the University, including the training model, education in the classroom and the clinic, intellectual and

scholarly pursuits, and our common life as an academic community. The identity of the University finds its primary source in the word of God, which is expressed in the whole Tradition of the Catholic Church (Scripture and Magisterium) (Dei Verbum [The Word of God, Dogmatic Constitution on Divine Revelation of the Second Vatican Council], DV, sec. 7-10).

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

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

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

The human person is further recognized as a free and responsible being (Catechism of the Catholic Church, 2nd ed., sec. 1738). God gave persons the possibility to accept or reject his love. In turn, we at the University honor the freedom of all people: students, faculty, staff, clients, and others. We recognize that the human person is fallen and is wounded by sin, but is offered redemption in Jesus Christ through the Church and the grace of the Holy Spirit. In the light of faith, we live and affirm a vision of hope.

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

A Catholic Christian Vision of the Person

A Catholic Christian vision of the person permeates all the University's teaching and training. This vision guides our programs, which form mental health and helping professionals to meet the growing demand in today's culture for therapists who respect the dignity and uniqueness of every person. The University's clinicians go beyond simple symptom relief to facilitate true healing and growth for clients and their families. Our training emphasizes not only assessment and treatment of disorders, but also how to help clients develop virtues and respond to their callings to flourishing and communion. To assist in articulating this integrated understanding of reality and each person's spiritual, interpersonal, emotional, and temporal dimensions, the University faculty – mental health professionals (clinicians and theoreticians), bio-psycho-social

scientists, philosophers and theologians – meet regularly in a research group called the Faculty Integration Project. More than a decade of this multidisciplinary work has resulted in “The Catholic Christian Meta-Model of the Person”.

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

Ex Corde Ecclesiae

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

*”The *mandatum* is fundamentally an acknowledgment by Church authority that a Catholic professor of a theological discipline is a teacher within the full communion of the Catholic Church. The *mandatum*, therefore, recognizes the professor’s commitment and responsibility to teach authentic Catholic doctrine and refrain from putting forth as Catholic teaching anything contrary to the Church’s magisterium. The *mandatum*

should not be construed as an appointment, authorization, delegation or approbation of one’s teaching by Church authorities. Those who have received a mandatum teach in their own name in virtue of their baptism and their academic and professional competence, not in the name of the bishop or the Church’s magisterium.” (“Guidelines concerning the Academic Mandatum in Catholic Universities,” U.S.C.C.B.)

Board of Directors

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

Degrees Offered

Divine Mercy University offers the following degrees:

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

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

Certificate and Continuing Education Programs

Divine Mercy University offers courses and programs for certificate and continuing education credits. These courses and programs earn no degree credit and are not acceptable for transfer credit to any of Divine Mercy University's degree programs.

Degree Granting Authority/State Authorization

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

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

State Authorization Reciprocity

Divine Mercy University has been approved to participate in the National Council for State Authorization Reciprocity Agreements ([NC-SARA.org](https://www.nc-sara.org)).

Accreditation

Institutional Accreditation

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

Program Accreditation

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

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

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

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

Web: www.apa.org/ed/accreditation

Academic Excellence

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

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

- All doctoral graduates who apply for licensure are licensed. They are employed throughout the country and around the world, in private practice, serving dioceses, conducting assessments and running therapy groups in various clinical settings, and writing and speaking on topics in the field of psychology;
- Doctoral students, in the course of their training, are placed in paid internship sites, which is validation of our rigorous and comprehensive curriculum and clinical training. The doctoral programs interns and externs consistently receive the highest ratings from their respective training directors and supervisors;
- The Doctoral Program in Clinical Psychology is accredited by the American Psychological Association (APA).
- The Board of Directors, faculty, staff, and administration of the University are committed to maintaining the highest academic standards in teaching and clinical training by supporting innovative programs and through an ongoing process of evaluation and continuous improvement.

Academic Freedom

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

Board Policy on Diversity

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

Harassment-Free Environment

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

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

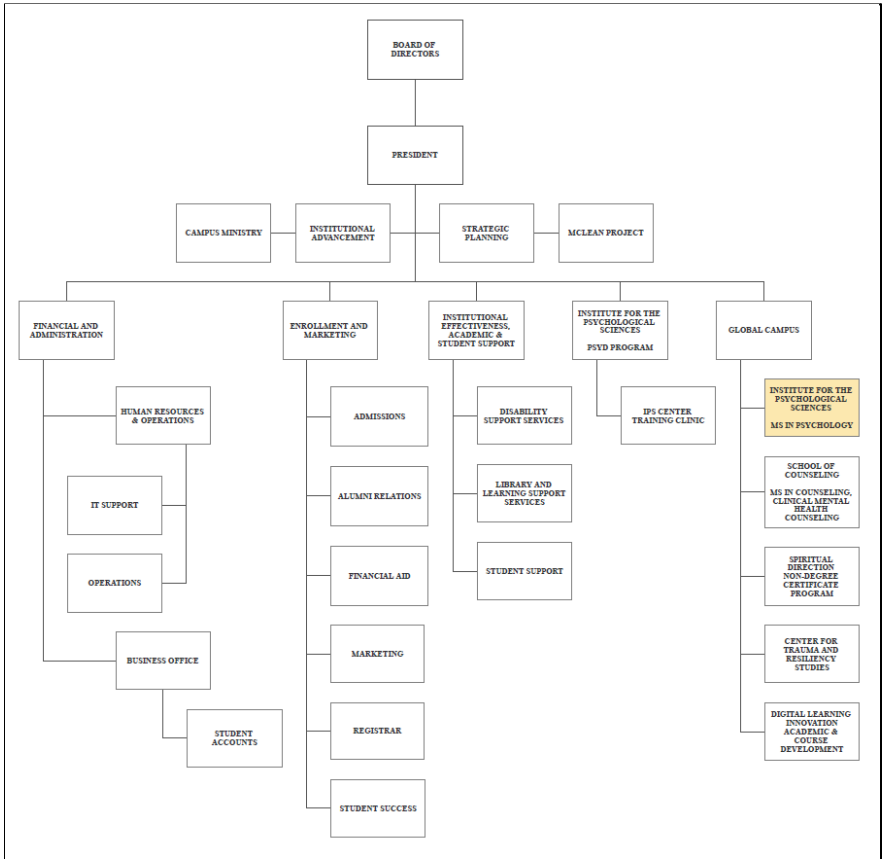
Campus Facilities in Sterling, VA

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

Master of Science in Psychology

The Master of Science in Psychology (MS in Psychology) program is offered as a graduate program within DMU's Institute for Psychological Sciences (IPS) through the Global Campus as presented in Figure 1: DMU Organizational Chart.

Figure 1: DMU Organizational Chart



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.

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 MS 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 (MS) in Psychology is a 33-credit graduate program offered 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

Admission Requirements

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 at:
<https://enroll.divinemercury.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 Counselor to continue the application process.

Applicants with Non-US Academic Degrees

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).

Non-Native English Language Applicants

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 within the past 24 months of application and sent to the DMU Admissions Office directly from the testing agency. Applicants with lower scores than required for admission may apply for conditional admittance providing other evidence of academic ability (e.g. graduation from an undergraduate or graduate program from an institution of higher education accredited by an agency recognized by the U.S. Department of Education).

Conditional Admittance

Students who are admitted conditionally must maintain a 3.0 GPA for the first nine (9) credit hours of study for full admission to the program.

DMU Statement of Non-Discrimination

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

Enrollment Deferral - Online Students

Admission is granted only for the semester to which the applicant applies. Deferral of enrollment does not guarantee deferral of financial aid package. Applicants failing to register for the semester for which they have received acceptance can request that their application remain active for up to one year, and can be renewed upon review for an additional year. In all cases, applicants understand that admission to a future semester is not guaranteed, and their application will be re-considered with the pool of applicants for the semester they choose to apply.

The request to maintain an active application file must be received in writing by the Office of Admissions prior to the

application deadline for the semester initially applied for admission.

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

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

Re-Applying for Admission

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

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

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

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

Students who have financial obligations to the University are ineligible for re-admission until their obligations are satisfied. Students who have left the program and who were not in good standing may apply for admission to the program following the normal admission process.

Enrollment

Enrollment Status

Students must meet the minimum enrollment requirements of their respective program to remain continuously enrolled in the University.

MS in Psychology students 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.

If a student takes a reduced course load, it is his or her responsibility to recognize the possible consequences (i.e. potential reduction of financial aid awards, degree completion time, etc.) and take necessary action with the corresponding offices (Financial Aid, International Services Office Business Office, Registrar, Academic Advisor, etc.).

Course-for-Credit or Audit

Degree seeking students

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

Non-degree students

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

To be accepted as a non-degree seeking student, applicants must submit a completed application, official undergraduate and graduate (if applicable) transcript(s), resume, and the

required application fee. Personal statements, GRE scores, letters of recommendation and interviews are not required. Applicants for non-degree seeking status must have an appropriate baccalaureate degree. The application for admission as a non-degree seeking student is subject to review and approval, prior to course registration, and registration is subject to the enrollment limitations that follow.

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

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

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

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

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

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

to fulfill all the course requirements while enrolled in the course for credit.

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

Criteria for Transfer of Credit

Students admitted to the online M.S. Program in Psychology (MSP) may transfer a maximum of six (6) credits 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 12 credits 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. The Institute 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 various parts of the Capstone project are completed in the third core course PSY 565 and most subsequent courses. If transfer credit is granted for an MSP course with a capstone component, the student must complete the capstone must petition the MSP program director to register for and complete the capstone assignment(s) in that course through a minimum of one credit hour Independent Study Course 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 PsyD 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 Enrollment Services) to the Program Director prior to enrolling in the third course in the online MSP degree program. This

request will be reviewed by the Academic Dean of the Institute for the Psychological Sciences, and the Program Director 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 the approval and the number of credits remaining for the student to complete the program.

Life Experiences and Course Exemptions

The University does not permit course exemptions for life experiences.

Registration for Classes

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

Registration occurs automatically for students enrolled in the MS Psychology program. Notification is given prior to the start of the term, if a student does not wish to continue they must contact Enrollment Services.

Add/Drop Course Change Policy

Students are permitted to add or drop courses without incurring an academic record of the course throughout the published registration period and during the published Add/Drop Period, with the approval of their Academic Advisor and Registrar. This is two days from the published start of term for five week courses, six calendar days for eight week courses, and ten business days for sixteen week courses. Please note that classes meeting in an intensive format or on a shortened semester calendar follow adjusted add/drop and refund schedules.

Course changes made after the published Add/Drop period will be recorded in the student's academic record (as described in the following paragraph) and require the approval of the instructor, academic advisor, and registrar. Course changes other than as described above, require the signature of the instructor, academic advisor, and registrar. All registration changes are subject to the Registration Change Fee (Add/Drop Fee) and the Refund Policy of their respective program.

A student who follows the published course change procedures may drop or withdraw from courses after the published Add/Drop Period and prior to the published "Last Day to Withdraw and Receive a "W" and receive a Final Grade of Withdrawal ("W"). After the published "Last Date to Withdraw and Receive a "W" each academic semester, a student who withdraws from a course will be assigned a Final Grade of either Withdrawal Passing ("WP") or Withdrawal Failing ("WF") by the instructor based upon actual work completed at the time of the withdrawal. A "W" or "WP" will not affect the student's cumulative grade point average. A WF is treated as a failing grade for grade point average computation.

Leave of Absence

A student enrolled in a degree program of the University might find it necessary to interrupt active pursuit of their degree. A leave of absence is granted only for good cause. Generally, a leave of absence is granted for a minimum of one academic semester for onsite programs or two consecutive terms for online programs, and for a maximum of one academic year. Requests will be considered prior to the beginning of an academic semester. For any request made during the academic semester, the final grade in any course will be assigned following the University's withdrawal policy.

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 both the Program Director and the Academic Dean.

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

Students receiving federal financial aid are required to receive counseling from the Financial Aid Office prior to being granted a leave of absence. While DMU policy may allow students a leave of absence of up to one calendar year, students who take advantage of this policy may be required to begin repayment of

Title IV federal loans. Students who are participating in Title IV federal financial aid programs may be granted a leave of absence of up to 180 days in a calendar year without entering repayment.

Withdrawal from the University

A withdrawal from the University is defined as dropping all registered courses or failure to enroll each semester prior to completing all requirements for graduation. To withdraw from the University at any time other than the close of the semester, students are required to consult their academic advisor and the Financial Aid Office, complete the University's withdrawal procedure with the Registrar and obtain official written notification of withdrawal.

Discontinuation of class attendance or notification to an instructor of withdrawal does not constitute an official withdrawal from the University.

Any student who completes the withdrawal procedure will be assigned a grade of Withdrawal (W), Withdrawal Passing (WP), or Withdrawal Failing (WF) as stated in the University's Add\Drop Course Change Policy. Refunds will be made in accordance with the University's refund policy. In instances where the University's withdrawal procedure is not completed, students will be responsible for the full payment of their accounts.

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

Transcripts

Official and Unofficial Academic Transcripts are issued to designated parties by the Office of Enrollment Services, with the

written approval of the student. Students may also obtain unofficial copies of their Academic Transcripts via their student portal. Academic Transcripts cannot be transmitted by the University electronically. Students must have satisfied 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 Registrar for the appropriate forms.

International Student Visa Requirements

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

- enroll in a full-time course of study at the beginning of each session (excluding authorized break periods);
- consult with their Primary Designated School Official (PDSO or DSO) before dropping below a full-time course of study for any reason;
- report address changes to their DSO within 10 days of the Change;
- report any changes in sources of financial support to the DSO;
- seek the approval of the DSO and USCIS before engaging in employment or practical training;
- report any changes in program of study to the DSO within 10 days of the Change;
- report any changes of their academic status to the DSO within 10 days of the Change;
- notify their DSO prior to traveling outside of the United States;

- notify their DSO upon applying for a change in nonimmigrant status;
- notify their DSO upon approval of an adjustment of status to an immigrant;
- consult with their DSO to extend their program;
- notify their DSO if they intend to transfer;
- notify their DSO about changes in their dependent status.

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

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

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

Computer and Internet Requirements

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

Canvas® and its hosting infrastructure are designed for maximum compatibility and minimal requirements. This is a list of basic computer system requirements to use Canvas®. It is always recommended to use the most up-to-date versions and better connections. Canvas® will still run with the minimum specifications, but the student may experience slower loading times.

Screen Size

Canvas® is best viewed at a minimum of 800x600, which is the

average size of a notebook computer. If the student wants to view Canvas® on a device with a smaller screen, we recommend using the Canvas® mobile app.

Operating Systems

- Windows 7 and newer (users on Windows 10 need to download the Windows 10 Anniversary Update to submit Canvas® assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

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

Computer Speed and Processor

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

Internet Speed

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

Screen Readers

- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas® in Chrome

Please use the following link for the latest specifications:

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

Program Requirements

MS 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 515 Cognition and Emotion across the Lifespan
- PSY 550 People Flourish: A Catholic-Christian Approach to Psychology
- PSY 560 Human Growth & Development Across the Lifespan
- PSY 565 Developmental Psychopathology - Risk and Resilience
- 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
- PSY 525 Human Sexuality
- 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

Pre-PhD Studies Electives (9 credit hours)

- PSY 620 Research and Writing (Required)
- PHT 509 - Independent Study in Integrative Studies
- PSY 630 – Independent Study in Psychological Studies

Students can choose two other electives instead of the independent studies

Note: Electives are not offered every term.

MSP Degree Time Limit

The maximum time to complete the program is five years.

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.

MS Psychology Course Descriptions

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

PSY 520 Marriage and Family Systems Theory

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

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.

PSY 525 Human Sexuality

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, basics of sexual biology and psychology, sexual development, sexual dysfunction, and informed by a Catholic-Christian vision of the person. Additionally, this course explores therapist values, attitudes, and beliefs about sexuality and sexual behavior and promotes practitioner self-awareness and self-reflection about the intersection of the personal and professional in counseling clients for sexuality related issues. Students will utilize case conceptualization to demonstrate their understanding of the physiological, psychological, and social-cultural variables of human sexuality in diverse clinical situations and to evaluate and assess possible therapeutic interventions.

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

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 required.***)

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.

PSY 515 Cognition, Emotion, and Motivation

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 530 Marriage and Family Interventions

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.

PSY 555 Relationship and Intervention Skills Theory and Application

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

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

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 615 Applied Leadership Skills

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 Research and Writing

The Research and Writing course gives students the opportunity to engage in advanced research and writing in the psychological sciences through the systematic review and application of the research literature and/or original research on a topic related to the student's Capstone project. Students develop advanced skills in reviewing and analyzing research literature, drawing conclusions about existing sources, and developing and answering relevant research questions. Students will build on their Capstone work from prior courses and develop a deeper understanding of problems addressed in the project. Students may choose to engage in original research including data collection and analysis and will need to get IRB approval prior to any data collection. Student efforts will culminate in a substantial, well articulated research paper.

PSY 630 – Independent Study

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. Students are limited to one independent study course per degree program. (Pre-PhD concentration only; ***Prerequisite: Consent of Faculty Advisor and Program Director required.***)

Academic Policies

Academic Integrity

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

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

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

students with a statement clarifying the application of the University academic integrity policy to his or her course.

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

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

Class Attendance

For students in onsite programs

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

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

For students in online programs

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

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

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

Class Cancellations/Emergency Closing

In the event of weather-related or other emergencies, students will be informed in the most expedient manner possible. When feasible, instructions will be provided to students by text message, and sent to the student's divinemercury.edu email. The University also lists closings on www.wtop.com under "closings/delays." For on campus classes and residencies, every effort will be made to communicate the announcement of class cancellations or an emergency closing by 7:00 a.m. on each day impacted by such emergencies.

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

Papers and Publication Style

The Publication Manual of the American Psychological Association, 7th Edition (2019), should be utilized in all course requirements for papers, comprehensive examinations, dissertations, as well as other professional writing. The student may access the Manual and associated resources in the library or see the following website for assistance: www.apastyle.org

Plagiarism

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

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

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

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

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

Some obvious examples of plagiarism include:

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

Some less-obvious examples include:

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

Copyright policy

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

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

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

Copyright is defined by the United States Copyright Office as:

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

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

The United States Copyright Office further states the following²

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This

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

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

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.

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.*

Course Evaluation by Students

Near the end of each semester/term, students are expected to complete an evaluation of each course. All evaluations are confidential and shared in aggregate only. Student honesty in evaluation of the courses is critical, since the results contribute to improving class design, content and presentation.

Instructors do not have access to the course evaluation results until after final grades are submitted.

Grading Policy

The University's official grading policy is as follows:

Grade	Grade Point Value
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.3
F	0.0
INC (Incomplete)	None
IP (In-Process)	None
W (Withdrawal)	None
WP (Withdrawal-Passing)	None
WF (Withdrawal-Failing)	None

Passing Grade Requirement

Any course in which a student receives a grade of "C" or below must be retaken. 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

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 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 the first five weeks of the course to be eligible for an incomplete grade. Students who wish to petition for an incomplete must request the incomplete by the end of the 7th module of the course from the course instructor. In addition students must meet with their course instructor to discuss a plan for completing the assignments, request the incomplete form from the registrar, and return the completed and signed form indicating missing assignments to the registrar. 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.

Grade appeals

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

Academic Good Standing

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

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

Academic Probation

In the event of failure to meet the above standard for academic good standing, a student will be placed on academic probation. The Registrar refers students on Academic Probation to the Program Director, to develop a plan for remediation.

Academic Dismissal

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

Student Records

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

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

University FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA sets forth requirements regarding the privacy of student records. FERPA governs the release of records maintained by educational institutions as well as access to those records. FERPA rights are provided only to University applicants upon actual acceptance to and subsequent enrollment in classes at the University.

Introduction

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

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

records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

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

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

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

Directory Information

“Directory Information” is non-confidential information about a student and may be released by the University upon request, without written permission from the student, unless notified otherwise in writing by the student (except as required by State and Federal laws). Please note that the University values and

protects the privacy of each student's information and is NOT in the practice of giving out any personally identifiable information.

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

In accordance with FERPA, the University has designated the following non-confidential information about students as public ("Directory") information: student name, address, e-mail address, telephone number, program of study, dates of attendance, and DMU degrees.

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

Disclosures that postsecondary institutions may make without consent

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

- To other school officials, including faculty, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer

predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

Privacy Protection for Students Enrolled in Distance Education

Privacy Policy

Divine Mercy University (University) is committed to protecting the privacy of individuals accessing our website. This policy describes what information we collect and how that information is protected and used.

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

Policy Protection Procedures

What information do we collect?

We collect information from you when you register on our site, request information about a program, subscribe to our newsletter, respond to a survey or fill out a form.

When ordering or registering on our site, as appropriate, you may be asked to enter your name, e-mail address, mailing address, phone number or credit card information (for distance education and continuing education courses). You may, however, visit our site anonymously.

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

What do we use your information for?

Any of the information we collect from you may be used in one of the following ways:

- To personalize your experience - Your information helps us to better respond to your individual needs.
- To improve our website - We continually strive to improve our website offerings based on the information and feedback we receive from you.
- To improve customer service - Your information helps us to more effectively respond to your customer service requests and support needs.

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

How do we protect your information?

We implement a variety of security measures to maintain the safety of your personal information when you place an order or enter, submit, or access your personal information.

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

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

Do we use cookies?

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

We use cookies to compile aggregate data about site traffic and site interaction so that we can offer better site experiences and tools in the future. We may contract with third-party service providers to assist us in better understanding our site visitors.

These service providers are not permitted to use the information collected on our behalf except to help us conduct and improve our business.

Do we disclose any information to outside parties?

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

Third party links

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

California Online Privacy Protection Act Compliance

Because we value your privacy we have taken the necessary precautions to be in compliance with the California Online Privacy Protection Act. We therefore will not distribute your personal information to outside parties without your consent.

Children's' Online Privacy Protection Act Compliance

We are in compliance with the requirements of COPPA (Children's Online Privacy Protection Act), we do not collect any information from anyone under 13 years of age. Our website,

products and services are all directed to people who are at least 13 years old or older.

Online Privacy Policy Only

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

Your Consent

By using our site, you consent to our [online privacy policy](#).

Changes to our Privacy Policy

If we decide to change our privacy policy, we will post those changes on this page.

Questions regarding our Privacy Policy

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

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

Student Contact Information

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

A student who submitted a written request to the University Registrar to withhold release of the directory information (see FERPA) will not be included in the Student Contact Information listing. If this student would like to be included in the Student Contact Information listing, the student must amend his or her Request to Withhold Student Directory Information with the University Registrar.

Electronic Device Use Policy

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

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

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

Student Freedom of Expression

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

Representing and Communicating about DMU

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

Distribution of Materials

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

Student Publications

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

Official Communication

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

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

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

University Assigned Accounts

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

Student Grievance Process Policy

Due Process for Student Grievances

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

In a Christian academic environment, every effort should be made to sustain a relationship of charity and cooperation between all members of the community. Occasionally, however, a student may have a grievance with a member of the faculty, staff, or fellow student/peer. The student with the grievance should endeavor first to meet with the other party to discuss the difficulty in an attempt to resolve the issue. If the student does not feel at ease approaching the individual, or is not satisfied with the results of such a meeting, he or she should consult the Vice President of Academic and Student Affairs who will provide guidance as to what additional steps, if any, should be taken. If resolution is not reached at this informal level, the student may then wish to file a formal grievance. At any point

in the process described herein, the student filing a grievance will always have the option to withdraw the grievance. The University has established the following Grievance Resolution Procedure for students to use for all aspects of their experience with academic, student, and other support services of the University.

Confidentiality

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

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

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

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

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

3. Notification: The Program Director or Academic Dean shall give the respondent written notification that a grievance has been filed, as well as a copy of the grievance. The respondent may file a written response with the Fact-Finding Committee Chair. The Program Director or Academic Dean shall provide a copy of the response to the complainant.
4. Investigation: The following standards for investigation will be observed:
 - a. In conducting the investigation, the committee shall receive and review the grievance, the response, and other pertinent statements or documents;
 - b. The complainant and respondent shall be given the opportunity to respond to one another's statements, and individually to present witnesses or concerned parties in conformity to the evidence presented; and,
 - c. The committee will interview witnesses and concerned parties individually and in conformity with privacy requirements, as it deems necessary.
5. Fact-Finding Report: When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written Fact-Finding Report to the Program Director or Academic Dean. The Fact-Finding Report shall contain the following:
 - a. a statement of the issues under review;
 - b. the positions of the parties;
 - c. a finding of the results of the investigation;
 - d. conclusion as to whether there is probable cause to believe that the grievance is valid; and,

- e. recommendations for action(s) to be taken.

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

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

Disposition of the Grievance and Disciplinary Action

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

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

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

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

(15) working days from the date of the Academic Dean's notification of the decision.

If the complainant is a student and the student has not received a satisfactory resolution after exhausting all available grievance procedures established by the institution, the student may contact the State Council of Higher Education for Virginia (SCHEV) as a last resort in the grievance process, using this link: <http://surveys.schev.edu/students/studentcomplaint.asp>

Student Grievance Resolution Procedures Involving Staff

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

a) the Chief Administrative Officer will serve in place of the Program Director or Academic Dean; and,

b) the Fact-Finding Committee will be appointed from either staff or faculty of the University.

Procedures for Veterans and Other Eligible Persons

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

Retaliation Prohibited

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

Academic Resources

Academic Advising and Mentoring

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

Faculty Availability and Accessibility

DMU is deeply concerned about each student's individual progress within its programs. Timely instructor input, feedback, and guidance benefits the student's decision making and facilitates academic progress. To ensure adequate availability and accessibility of instructors, DMU requires faculty members offering an online course to respond to student requests within 24 hours, during the workweek. To ensure equitable and effective use of both the student and

instructor's time, students are required to make an appointment when they would like to utilize an instructor's office hours or availability. Instructors will inform the students during the first week of classes of their office hours or times of availability, changes to these hours, and the process he or she wishes to maintain in scheduling appointments.

Disability Support Services

In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services Office, located in the Office of the Registrar (DSS@divinemercy.edu) at least 21 business days prior to the first day of classes to have accommodations by the first day of classes. Once documentation is complete, the student must inform the instructor in writing on the first day of class regarding accommodations made for particular class/classes.

The Mary S. Thelen Library

The Mary S. Thelen Library (or the University Thelen Library) is dedicated to supporting the study, learning, teaching, research, and training needs of the University students, faculty, and staff.

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

- **Educating** students, faculty, and staff about the vast array of information resources and services available,

emphasizing the critical importance of information and digital literacy skills for finding, evaluating, and using information.

- **Providing** extensive academic, technological, and scholarly resources as well as well-trained professional staff that support and complement the academic objectives of each DMU degree program, and student and faculty research worldwide.
- **Assisting** in the documentation and dissemination of Catholic Christian approaches to mental health.
- **Preserving** scholarly collections that support the three pillars of integration of clinical psychology and mental health theory and practice with a Catholic Christian view of the human person.

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

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

In addition, the Library provides access to full text electronic and online databases in the psychological, social and behavioral sciences, theology, and philosophy; computer workstations; audio/video equipment; and independent learning resources. The University will

continually make significant expansion of these resources and associated services in the upcoming academic years.

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

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

Additional information concerning Library resources and other learning support services is available from the Mary S. Thelen Library, on the University website, email: Library@divinemercy.edu, or by calling the Library at 703-416-1441 ext. 121.

Study Areas

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

Computer Lab

The computer lab is located on the second floor in the library

area. Students have access to the library materials, catalog, email, testing software and other common programs. Additionally, wireless is also available in all rooms.

Computer Access Policy

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

In making acceptable use of resources the student must:

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

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

Unacceptable use includes but is not limited to:

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

Electronic Textbooks & Media Resources

MSP students have access to electronic textbooks and media related to the course for which they are enrolled, with no additional fee. Students may wish to purchase copies of these

resources or textbooks through a third party vendor, at their own expense, if desired. Students will have access only to the electronic textbook(s) and media of the course in which they are currently enrolled. Once current classes have been concluded, the electronic text will be unpublished. Due to contractual limitations with electronic textbooks and media providers, it is not possible for students to access electronic textbooks or media for courses that they have already completed.

Tutoring and Writing Services

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

Canvas Learning Management System

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

The Blessed John Henry Cardinal Newman Lecture Series

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

and Catholic thought. Lectures are free to the public and students are encouraged to participate. Many lectures are recorded and available on the University website.

Financial Information

Financial Policies

Tuition and Fees, 2021-2022

Tuition and Fees	Rate
Tuition	\$773/per credit hour
Technology Fee	\$50 per class
Audit Tuition	50% program tuition/ credit hour
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

Expenses

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

Payment of Student Account

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

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 the 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).

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, Online Programs

Students who withdraw from the Masters of Science in Psychology program following the University's withdrawal procedure, are allowed a commensurate return of tuition owed

and refundable fees. Students will generally not receive a removal of tuition, course fees, and other associated fees until after the end of the published Add/Drop period as presented in the refund schedule that follows.

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

*Not valid for Maryland, North Dakota, or Tennessee residents. Please contact the student accounts office at businessoffice@divinemercury.edu for specific policies for these states or consult the University's website.

All monies owed the University at the time of withdrawal become due and payable immediately. To obtain a refund of tuition, students must also turn in all 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 a previously enrolled student has a delinquent account he/she will not be allowed to register for the next

semester until the account is settled and cleared by the Business Office.

Financial Aid

Cost of Attendance

Direct Expenses: Tuition and Fees

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

The direct program expenses for a full-time student MS Psychology student paid to DMU during the 2021-2022 academic year are presented in the table below.

Direct Program Costs	2021-2022 Estimate Total (33 credit hours)
Tuition (\$773 per credit)	\$25,509
Technology Fee (\$50 per class, 12 courses)	\$550
Total Direct Program Costs	\$26,059

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

Indirect Expenses: Potential Associated Expenses

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

Financial Aid Office to see if loan eligibility may be increased by the extenuating circumstances.

Program Expenses	Indirect Expenses for 2021-2022
Technology Maintenance (\$250 per class)	\$1,250
Loan Fees	6%
Subtotal	\$1,250

M.S. in Psychology Estimated Total Cost of Attendance 2021-2022

Expense Type	2021-2022 Cost of Attendance
Direct Expenses	\$12,190
Indirect Expenses	\$1,250
Total	\$13,440

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

Financial Aid Overview

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

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

Types of Aid

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

Internal: Institutional Aid

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

- Scholarship Program:
<https://divinemercury.edu/financial-aid/scholarships/>
- Student Assistantships

External Aid

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

Education Enhancement Program, also known as the Yellow Ribbon Program. The program agreement permits the school and the U.S. Department of Veterans Affairs (Veterans Affairs) to provide matching funds to apply toward the outstanding amount of established charges not covered under the Post-9/11 GI Bill.

- Americorp
- Tuition assistance/external scholarships and grants

Federal Financial Aid

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

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

<https://studentloans.gov>

Private Funding

Students are encouraged to obtain private sources of grants and loans whenever possible. Many private organizations and foundations provide grant funds to students. In addition, private educational loans are available to students based upon creditworthiness. Students are encouraged to visit the

Financial Aid section of the University website for more resources and information.

Financial Aid Resources

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

Related web links:

<https://studentloans.gov>

<http://www.benefits.va.gov/gibill>

<https://www.youtube.com/user/FederalStudentAid>

[19- 50 of the list for Graduate Students](#)

<https://www.fastweb.com>

Applying for Financial Aid

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

How to apply:

1. Submit the FAFSA: Students must demonstrate financial need as calculated by federal methodology for all need-based financial aid. This is done by completing the Free Application

for Federal Student Aid (FAFSA) located at the website:
<http://www.fafsa.ed.gov>.

DMU's school code is G38724.

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

2. Submit the University Application for Institutional Aid form to the Office of Financial Aid via mail, email, or fax. The forms can be downloaded from the University website or obtained by emailing financialaid@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 Office of Financial Aid cannot be held responsible if funds are not available for disbursement for the term. Delays can occur that are outside of the control of the Office of Financial Aid. Students must maintain all federal aid eligibility requirements for each term in which they are enrolled.

Financial Aid for International Students

International Students applying for aid must fill out the Financial Aid Application located in their application for

admission, as well as an International Student Aid Application. See the International Student entry of the catalog for more information.

International Students are required to maintain valid immigration status.

Award letters

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

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

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

Federal Loan Eligibility Policies

1. Federal Loan Enrollment Requirements

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

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.

2. Satisfactory Academic Progress (SAP)

Requirements for SAP

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

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

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

Review of SAP

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

Appeal Process for SAP

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

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

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

Withdrawal or Incomplete and SAP

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

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

Restoration of Federal Aid with SAP

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

3. Courses Repeated

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

Repeated courses count towards Satisfactory Academic Progress (SAP).

4. Transfer Courses

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

5. Financial Aid Academic Year

DMU uses the Borrower-Based Academic Year (BBAY) for financial aid. The BBAY at DMU consists of two consecutive trimesters and its progression follows the student’s progress through the program. A student’s annual limit for Direct Unsubsidized loans is in effect for the period of each BBAY.

Graduate Plus loans do not have annual limits but are awarded for the same BBAY as the Direct Unsubsidized loans.

6. Verification

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

7. Return of Title IV Funds

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

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

When a return of funds is determined necessary, the University will return the portion of unearned Title IV aid in its possession to the Department of Education (DOE) within thirty days. It will

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

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

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

Student Services and Policies

Student Support Services

Consistent with its mission, the University provides a variety of student support programs, services, and activities that promote student learning and enhance the development of its students assisting with support services. Information about student support services are available on the University's website.

The University strives to provide timely and accurate information to students regarding matters of interest, such as academic events, employment opportunities, lectures, social and spiritual activities. Notification of these events and activities is provided to students via email, in postings on the website and in Canvas, and other online notification means.

Chaplaincy / Campus Ministry

Based on the mission and vision of the University, the Offices of Chaplaincy and Campus Ministry facilitate numerous opportunities for the University students to grow in their faith formation. Included among these opportunities are daily Mass, weekly Eucharistic Adoration, occasional retreats, evenings of reflection, online prayer requests and spiritual retreats. These activities provide the students, staff, and faculty of the University with a valuable experience of shared worship. A schedule of dates and times for all activities is posted on the Office of Student Services Bulletin Board on a regular basis. The chapel is located on the first floor of the University. There is also an online Chapel available to students through Canvas® which allows them to partake of the spiritual life of the University from a distance.

In addition, spiritual direction and the sacrament of reconciliation with the Chaplain of the University are available to students, faculty, and staff. Other religious activities and

programs for students held during the year include a Student Retreat at the beginning of the year, Advent and Lenten Evenings of Reflection, and a Pilgrimage with the President.

Student Code of Conduct

At the core of the standard of conduct of Divine Mercy University is the teaching of the Catholic Church regarding the transcendent dignity of every human person, created “in the image of God” (Gn 1:27). This dignity calls the members of the DMU community to respond to each other above all with charity, seeking always the true good of the other person (CCC 1822-29). Created by God, who is Truth Himself (Jn 14:6), the human person is called furthermore “to live the truth in love” (Eph. 4:15;). As an academic community rooted in the life of the Church, the members of the University community are to pursue and defend the truth in all their endeavors. Finally, made in God’s image, the human person is recognized as a free and responsible being (CCC 1738). Within the boundaries of civil law, institutional policies of DMU, and Catholic moral and religious teaching (CCC 1691-2557), this freedom for excellence is to be respected and encouraged by all members of the DMU community. DMU core values include: faith, hope, charity, truth and goodness, scholarship and academic excellence, service and compassion, integrity and honesty, justice and responsible freedom, forgiveness and Reconciliation. Following from the general principles outlined above, a series of more specific standards may be stated to communicate more fully the expectations regarding moral life at Divine Mercy University. The listing of these standards is illustrative rather than exhaustive:

- charitable respect and tolerance for diverse backgrounds, traditions, personalities, and beliefs of students, faculty, staff, and clients;
- mutual service to others in the common search for truth;

- personal responsibility to participate in the life of the University, seek truth and wisdom, and develop right practical judgment;
- development of reverence for God and his creation;
- commitment to develop personal, moral, and spiritual character through academic efforts and personal reflection;
- dedication to accept responsibility for moral decisions and actions in terms of rewards and consequences;
- respect for the property of DMU and personal property of others on site at DMU;
- concern for preserving the peace and ensuring orderly procedures;
- shared responsibility for maintaining an appropriate academic and moral climate on campus;
- respect for others and oneself displayed by appropriate conduct.

Proper Attire Policy

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

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

Drug & Alcohol Use

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

Penalties: Penalties for violating the University's policy may

include expulsion from the school and referral for prosecution. Federal and state law also penalize the unlawful manufacturing, possession, use, and distribution of illicit substances. The penalties vary based on many factors, including the type and amount of the drug involved, and whether there is intent to distribute. Federal law holds that any person who distributes, possesses with the intent to distribute, or manufactures a controlled substance on or within one thousand feet of an educational facility is subject to doubling of the applicable maximum punishments and fines.

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

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

Smoking Policy

In keeping with DMU Building Rules and Regulations: "In consideration of the health, welfare and the morale of our tenants, the Building is smoke free. This includes any connecting arcades, concourses, shopping centers and walkways. [...] Smoking is not allowed within twenty-five (25) feet of building and retail entrances or in garages. [...] "Smoking," as used in this policy, means the use of any

tobacco-based or smoke-producing or vapor-producing item, including, but not limited to, cigarettes, e-cigarettes, cigars, pipes, bidis, kreteks and similar products.” Accordingly, smoking is not allowed within twenty-five (25) feet of Divine Mercy University.

Pet Policy

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

Parking

The DMU Campus offers parking on campus for all students, faculty, 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 on-site housing. Although students are responsible for securing housing for themselves while enrolled at the University, the Office of Student Services is able to direct students to resources that may assist them in finding housing. Potential housing resources are listed on the University website and are available from the Office of Student Life.

Career Services

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

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

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

Counseling Services

Occasionally students may wish to seek individual counseling. Students who experience personal difficulties as a motive for seeking counseling should explore the availability of services. Students can consult the Office of Student Support Services for a list of local counseling service referrals.

If you feel you are in danger, are a danger to yourself through self-harm, experiencing a mental health emergency, or are otherwise having a medical emergency, DIAL 911 immediately.

- National Suicide Prevention Hotline: 1 (800) 273-8255
- National Human Trafficking Resource Center: 1 (888) 373-7888
- Therapists Online Now: www.betterhelp.com

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

International Students Support

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

International Students may contact the International Student Coordinator and Office of Student Life for applicable student support services.

Student Insurance

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

Safety and Emergency Procedures

The Safety and Emergency Procedures Manual is for students, faculty, and staff members at DMU. It provides reference information to assist the university community with various safety guidelines. It can be found printed around campus and via the student resources in Canvas®.

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

Emergency Treatment

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

Social Activities

To facilitate community life, the academic programs and the University sponsor gatherings both on campus and streamed for students, faculty, and staff.

University Administration and Staff

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

University Administration

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

Administrative Assistant, Spiritual Direction Certificate (SDC)	Abigail Johnston
Alumni Relations Coordinator	Michele Drennen
Admissions Advisor	Julie Cipriano, BA
Admissions Advisor	Steven Showalter, BS
Admissions Advisor	Greg Shapero
Admissions Advisor	Christopher Garofalo

MSP Faculty

Full-time/Part-time MSP Faculty

Dudemaine, Kathleen, Ph.D. Human Development, Boston University, Psychology - Associate Professor, M.S. Psychology

Gross, Christopher, Ph.D. (Religious Studies with specialization in Moral Theology/Ethics), Catholic University of America, Assistant Professor, M.S. Psychology.

Klausli, Julia. Ph.D. (Human Development and Communication Sciences), University of Texas at Dallas, Director of the M.S. Psychology Program, Assistant Professor, M.S. Psychology.

Pecoraro, Anna, Psy.D. (Clinical Psychology), Widener University, Associate Professor, Psy.D., M.S. Psychology.

Treptow, Robin, Ph.D. (Clinical Psychology), University of Nebraska-Lincoln, Ph.D. (Infant and Early Childhood Development), Fielding Graduate University; Assistant Professor, M.S. Psychology Program.

Adjunct Faculty MSP Faculty

Ewing, Christopher, Ph.D. (Psychology) Capella University, Adjunct Faculty, M.S. Psychology

Henker, Raymond, Ph.D. (International Psychology), Chicago School of Professional Psychology, Adjunct Faculty, M.S. Psychology.

Schu, Walter, S.T.D., Regina Apostolorum University, Adjunct Faculty, M.S. Psychology.

Williamson, Angela, Ph.D. (Human Development and Communication Sciences), University of Texas at Dallas, Adjunct Faculty, MS Psychology

MS Psychology Academic Calendar

2021-2022

Fall Semester 2021	
All Faculty Orientation	August 11 & 12
Term #1 Begins	August 18
Add/Drop Period Ends	August 23
President's Picnic	August 21
University Town Hall Meeting	August 31
DMU CLOSED for Labor Day	September 6
Degree Conferral	September 10
Last Day to Drop and Receive "W"	September 17
Residency (MSP 550)	October 1 - 2
DMU CLOSED for Columbus Day	October 11
Term #1 Ends	October 12
Fall Break (no classes)	October 13-19
Grades Due to Registrar	October 18
Term #2 Begins	October 20
Add/Drop Period Ends	October 25
Last Day to Drop and Receive "W"	November 19
DMU CLOSED for Thanksgiving	November 25 - 26
Term #2 Ends	December 14
Grades Due to Registrar	December 20
Winter Break	Dec 15 - Jan 4
DMU CLOSED for Christmas	December 23 - 24
Degree Conferral	December 31
DMU CLOSED for New Year's	December 30 - 31
Spring Semester 2022	
Term #1 Begins	January 5
Add/Drop Period Ends	January 10
DMU CLOSED for ML King, Jr. Day	January 17

Last Day to Drop and Receive "W"	February 4
Residency (PSY 550)	February 18 - 19
DMU CLOSED for President's Day	February 21
Term #1 Ends	March 1
Spring Break	March 2 - 8
Grades Due to Registrar	March 7
Degree Conferral	March 11
Term #2 Begins	March 9
Add/Drop Period Ends	March 14
University Town Hall	March 22
Last Day to Drop and Receive "W"	April 8
DMU CLOSED Good Friday & Easter Monday	April 15 & 18
Term #2 Ends	May 3
Mid-Year Break	May 4-17
Grades Due to Registrar	May 9
DMU Commencement Ceremony	May 14
Summer Semester 2022	
Term #1 Begins	May 18
Add/Drop Period Ends	May 23
DMU CLOSED for Memorial Day	May 30
Last Day to Drop and Receive "W"	June 10
Residency (PSY 550)	July 1 - 2
Term #1 Ends	July 12
Grades Due to Registrar	July 18
Degree Conferral	August 5

Regarding the Academic Catalog

Every effort has been made to provide accurate information. This catalog contains general academic and administrative information with specific course descriptions of the courses of study offered. All classes are offered subject to instructor availability and sufficient enrollment.

A schedule of classes is available prior to the registration period each semester. Divine Mercy University reserves the right to change any of its policies without prior notice, including but not limited to: tuition, fees, credit hour per course, course offerings, curricula, grading policies, graduation, program requirements, admission standards and policies.

Students will be notified of changes as they occur, in a timely manner. This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be considered the official position of the University, regardless of any policies stated in a previous catalog received by the student upon admission. This catalog and each subsequent catalog are supplemented by the rules and regulations stated in institutional publications and on the school website. When conflicts exist between any of these sources, the most recent rule, regulation or policy will be applied. The student is responsible to ensure that all graduation requirements for degrees are met in accordance with the catalog published at the time of their enrollment in the degree which they seek. This catalog is in effect until the Fall semester of 2022.

Notification of Policy Changes to Students

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