



Divine Mercy University Academic Catalog

2025-2026

Updated 6/15/2025

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Welcome to Divine Mercy University

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

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

- Our past and current students have come from 49 states, plus the District of Columbia, as well as 36 other countries.
- Our growing number of alumni are serving in many parts of our nation and abroad, bringing hope and healing to many different contexts.
- Our efforts have been recognized by Pope Benedict XVI (then Cardinal Ratzinger) and Pope John Paul II, among many other distinguished intellectuals of our day.
- In 2014, we expanded by introducing our first fully online Master's degree, a Master of Science in Psychology, designed for working professionals and those in pastoral ministry.
- In 2016, we added a new School of Counseling and launched our online M.S. in Counseling.
- In 2017, we began our Center for Trauma and Resiliency Studies which provides, in partnership with the Green Cross Academy, training and continuing education for trauma first responders.
- In 2018, we launched our certificate program in Spiritual Direction.
- In 2020, our faculty published *A Catholic Christian Meta-Model of the Person*, a foundational and award-winning text which serves as the pillar for all of our programs.
- In 2021, we started our Center for International Study of Spirituality and Mental Health, partnering with Harvard's McLean Hospital and a network of Catholic universities in Europe and Latin America.
- In 2024, we started both the Ph.D. program in Psychological Sciences and the Ph.D. in Counseling Education and Supervision as part of the Global Campus.

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

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

God bless,

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

About DMU

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

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

DMU Address

Divine Mercy University
45154 Underwood Lane
Sterling VA 20166
703.416.1441
<https://divinemercy.edu/>

History of the University

Divine Mercy University (University) was founded in 1997 by a group of mental health professionals, academicians, and clinicians, who perceived a need for a proper understanding of the interrelationship between psychology and its philosophical foundations.

1998

The University was initially incorporated as The Institute for Faith and Psychological Sciences was in the Commonwealth of Virginia, sponsoring workshops for licensed mental health professionals, incorporating philosophy and psychology. It leased classroom and office space on the first floor of an office building located at 2001 Jefferson Davis Highway

in the Crystal City area of Arlington, Virginia, just across the Potomac River from Washington, D.C. After several years of experience sponsoring workshops, the founders became convinced of the need for a new degree-granting institution to educate and train future generations of psychologists integrating theology and psychology.

1999

The Institute for Faith and Psychological Sciences changed its name to the Institute for the Psychological Sciences and began offering instruction leading to the Master of Science degree in Clinical Psychology. The initial enrollment in this program was 17 students.

2000

The State Council of Higher Education for Virginia (SCHEV) granted provisional approval for the University to confer the Master of Science and the Doctor of Psychology degrees in Clinical Psychology. The University awarded its first degrees in the Master of Science program. The first students enrolled in the Doctor of Psychology degree program in Clinical Psychology.

2005

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) granted accreditation to award master's and doctoral degrees. The first doctoral degree in clinical psychology is awarded. Rev. John Hopkins, L.C., S.T.L., is appointed as the second president of the University.

2006

The Psy.D. Program is recognized as an Association of State and Provincial Psychology Boards (ASPPB)/National Register Designated Doctoral Program in Psychology. The campus expands to include increased classroom, library, and student services space, making possible the opening of the Center for Psychological Services for student practicum experiences.

2008

The first Psy.D. graduates are licensed as clinical psychologists.

2010

The University is reaffirmed for accreditation for another 10 years by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), successfully meeting all 86 SACSCOC standards and requirements.

2014

The University launched its M.S. in Psychology program online, with its focus on educating working professionals and giving them the practical tools they need to become transformational leaders in their workplace or ministry.

2015

The institution changed its name to Divine Mercy University and announced it would

offer the Master of Science in Counseling with a specialization in Mental Health Counseling, beginning Fall 2016.

2019

On July 1, 2019, the institution purchased and relocated its campus to Sterling, Virginia.

2024

The University starts two new doctoral programs; Ph.D. in the Psychological Sciences and Ph.D. in Counselor Education and Supervision.

Campus Facilities in Sterling, VA

The DMU campus is located within the metropolitan area of Washington, D.C., at 45154 Underwood Lane, Sterling, Virginia 20166. The campus comprises approximately 45,000 sq. ft. on 3.1 acres near the Washington Dulles International Airport. The chapel and conference rooms are located on the first floor. Classrooms, the library, study areas, and the student lounge are located on the second floor. Faculty and administrative offices, conference rooms, and the President's office are located on the third floor of the building.

Hours of operation are Monday through Friday 9:00 a.m. – 7:30 p.m.

DMU Vision

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

DMU Mission

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

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

Statement of Identity

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

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

The heart of the identity of the University is belief in the Trinitarian God who has revealed himself through Jesus Christ. Believing all things are created by God and bear resemblance to him, we view reality and each person as a gift. We recognize the primacy of God’s gift, which humanity is invited to receive and to give in turn. Therefore, we seek to promote and participate in an authentic “culture of life” (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 our students to meet the growing demand in today's culture for professionals who respect the dignity and uniqueness of every person. Our training emphasizes not only the understanding of individual, group and community problems and situations, but also how to direct them toward flourishing through understanding the God-given call to grow in virtue and live in communion.

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

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

Ex Corde Ecclesiae

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

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

the name of the bishop or the Church's magisterium. (Guidelines concerning the Academic Mandatum in Catholic Universities, U.S.C.C.B.)

Board of Directors

| | |
|---------------------------------------|-------------------|
| Sr. Mary Patrice Ahearn, RSM | Breuberg, Germany |
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| Mr. Frank J. Hanna III | Atlanta, GA |
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| Dr. G. Alexander Ross | Vero Beach, FL |
| Fr. Charles Sikorsky, L.C., President | Ashburn, VA |
| Dr. Barry Sugarman | Atlanta, GA |
| Fr. Jamie Workman | Arlington, VA |
| Mr. Eugene Zurlo | Charleston, SC |

Corporate Officers

| | |
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| Mr. Thomas Cunningham, Chairman | Ellicott City, MD |
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| Fr. John Hopkins, L.C., Vice Chairman | Pasadena, CA |
| Fr. Charles Sikorsky, L.C., President | Ashburn, VA |
| Antonio Maza, Corporate Treasurer | Manassas, VA |
| Fr. Lino Otero, L.C., Corporate Secretary | Ashburn, VA |

Degrees Offered

Divine Mercy University offers the following degrees:

- Master of Science in Clinical Psychology
- Doctor of Psychology in Clinical Psychology
- Master of Science in Psychology
- Doctor of Philosophy in Psychological Sciences
- Master of Science in Counseling
- Doctor of Philosophy in Counselor Education and Supervision

Authority and Accreditation

Degree Granting Authority/State Authorization

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

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

Divine Mercy University is authorized under National Council for State Authorization Reciprocity Agreements (NC-SARA) to offer online degree programs to students in 49 states (all but California), the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of SARA. Prospective students for the M.S. in Psychology and/or M.S. in Counseling programs can check the NC-SARA website (<https://nc-sara.org/directory>) for assurance of their state's participation.

Regional Accreditation

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

CACREP Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) (<https://www.cacrep.org/>), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the School of Counseling at Divine Mercy University: M.S. in Counseling, Clinical Mental Health Counseling.

APA Accreditation

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

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

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / Email: apaaccred@apa.org
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 have applied for licensure have been licensed. They are employed throughout the country and around the world, in private practice, serving dioceses, conducting assessments and running therapy groups in various clinical settings, and writing and speaking on topics in the field of psychology;
- Doctoral students, in the course of their training, are placed in paid internship sites, which is validation of our rigorous and comprehensive curriculum and clinical training. The doctoral programs interns and externs consistently receive the highest ratings from their respective training directors and supervisors;

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

Academic Freedom

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

Statement of Respect for Human Dignity

In alignment with the teachings of the Roman Catholic Church, Divine Mercy University believes 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). The Catholic Church continues to reaffirm her core teaching on the dignity of the human person with the recently promulgated *Dignitas Infinita* discussing contemporary challenges in society to protecting human dignity.

The University welcomes qualified students from both faith and non-faith-based worldviews; nonetheless, all students who seek admission must sincerely desire to share the University's mission and objectives and respect the University's Catholic Christian identity and approach. Given its distinct and unique goal of integrating human sciences with the Catholic view of the person, the degree programs at the University will differ from non-religious programs in their approach, while maintaining the rigor in both the quantity and quality of education and clinical training.

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 University's policy is to comply in all activities with all required federal, state and local laws concerning the recruitment of students and employment discrimination except laws determined by the University to violate its mission consistent with its rights of religious freedom as legally and constitutionally established in the United States of America. Accordingly, the University makes decisions for employees and student applicants without unlawful discrimination on the basis of race, color, religion, sex (including pregnancy,

childbirth, or related medical conditions such as miscarriage), age, physical or mental disability, military status, or any other category or characteristic protected by applicable law not in conflict with its mission and/or the teachings of the Catholic Church.

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, will not be tolerated. Such conduct is specifically prohibited. Appropriate action will be taken by the University administration.

Admissions

See programs for additional program specific admissions criteria

Deferral of Enrollment

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

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

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

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

Admissions Process for International Students

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

- Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a course-by-course evaluation completed and sent directly to the University from a University-approved evaluation service. In addition, official transcripts must also be sent directly to the University from the institution(s).
- Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Please see individual degree programs for required scores.

Re-Application for Admission of Previously-Enrolled Students

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

1. revised application form, including updated contact information;
2. revised personal statement 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.

Re-entry for U.S. Veterans

Following the student's release or return from military service, the student is entitled to reinstatement into the prior academic without having to re-qualify for admission if:

- The student returns to the same institution after a cumulative absence of not more than five years, and
- The student provides notice of intent to return to the institution not later than three years after completing the service period.

Advising will be provided to the student to determine the impact of absence from the program on the ability to resume study and advise the student of their options if the curriculum changed or the program no longer available or suitable.

Course-for-Credit or Audit

Degree seeking students

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

Non-degree students

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

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

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

Requirements for degree-seeking and non-degree-seeking students

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

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

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

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

See specific program for the selection of courses that may be taken on a course-for-credit or audit basis.

Criteria for Transfer of Credit

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

Approved transfer of credit

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

Life Experiences and Course Exemptions

The University does not permit course exemptions for life experiences.

Registration for Classes

Attendance at any University class is not permitted unless the person is registered for the class. Students whose accounts are not current will not be permitted to register for

classes. Students registering for a course-for-credit or audit must register no later than the last day of the published add/drop period each semester or term.

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

Add/Drop Policy

Online students

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

Psy.D. students

Students are permitted to add or drop courses without incurring an academic record of the course throughout the published registration period and during the published add/drop period, with the approval of the Psy.D. program director and registrar. PsyD students are required to maintain full-time status which includes a set number of credits in keeping with the enrollment status policy. The add period ends two calendar days after the start of a 5-week semester and 5 calendar days after the start of a 16-week semester. The drop period is two calendar days from the start of a five-week semester, and twelve days for sixteen-week semesters. Please note that classes meeting in an intensive format or on a shortened semester calendar follow adjusted add/drop and refund schedules.

Changes made after the add/drop period

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

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

Leave of Absence

A student enrolled in a degree program of the University might find it necessary to interrupt active pursuit of their degree. A leave of absence is granted only for good cause. Generally, a leave of absence is granted for a minimum of one academic semester

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

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

The right to make use of the University's facilities is suspended while the leave of absence is in effect.

Students will be withdrawn for the following reasons:

- Students granted a leave of absence who do not return to active enrollment in courses at the close of the approved period of time or within one calendar year.
- Students on administrative leave of absence for one calendar year. Students who discontinue active enrollment in courses without being granted a leave of absence will be placed on an administrative leave of absence.

These students must apply for readmission to the degree program, subject to the regulations and requirements then in force. In such cases, acceptance into the program is not guaranteed, and any courses taken prior to the interruption of enrollment may not count toward graduation if they were not completed within the time allowed for degree completion.

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

Leave of Absence for Military Personnel

In accordance with federal regulations, Divine Mercy University will promptly readmit servicemembers who seek readmission to a program that was interrupted due to a uniformed service obligation.

Eligibility

Students are eligible for readmission under this policy if, during an absence, the student performs uniformed service, voluntary or involuntary, in the Armed Forces, including the National Guard or Reserve, active duty, active duty for training or full-time National Guard (under federal authority). The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

Students must provide orders, or written notice by Commanding Officer, of a Uniformed Service Obligation, such as Temporary Duty (TDY), etc., to the Registrar as far in advance as

possible, unless precluded by military necessity. Such notice does not need to indicate when the student will return to the program.

Notification of intent to return

Students must also give written notice of intent to return to the University within three years after the completion of the period of service. Immediately upon the student's return to school, the student must provide notice that they may be entitled to the tuition and enrollment benefits outlined in this policy.

The student is required to provide official military obligation documentation to the Registrar.

Tuition and fees

A returning student must be charged the same tuition and fees in effect during the last academic year the student attended, unless veterans' education benefits or other service member education benefits will pay the amount in excess. For subsequent academic years, the returning student may not be charged tuition and fees in excess of what other students in the program are charged.

Readmission requirements

A returning student will be permitted to re-enroll in the next class(es) scheduled in the same academic program, unless the student requests a later date of re-enrollment or agrees to a different program. A returning student will be readmitted into the same academic program the student was enrolled in prior to the military service obligation. Returning students will be re-enrolled with the same enrollment status, number of completed credit hours and academic standing as the last academic year of attendance.

- As a general rule, students will be eligible for a full refund of tuition and fees for the courses enrolled in at the time of withdrawal.
- If readmitted to the same program, the student's tuition and fees for the first academic year in which the student returns will be the same as those that would have been charged during the year that the student left the school.
- Any re-enrollment fees or deposit requirements will be waived.

Circumstances when readmission is not possible

- Returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for readmission under this policy.
- An institution is not required to readmit a servicemember if it determines, after reasonable efforts, that the servicemember is not prepared to resume the program at the point where the student left off, or is unable to complete the program. In addition, an institution is not required to readmit a servicemember if it determines that there are no reasonable efforts it can take to prepare the servicemember to resume at the point where the student left off, or to enable the servicemember to complete the program.

- The institution must make reasonable efforts at no extra cost to the servicemember to help the student become prepared, or to enable the student to complete the program including, but not limited to, providing refresher courses and/or allowing the servicemember to retake a pretest. Reasonable efforts are actions that do not place an undue hardship on the institution.

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 unless the student is on an officially documented leave of absence. To withdraw from the University, students are required to consult their academic advisor and the Financial Aid Office, complete the University's withdrawal procedure with the Office of the Registrar, and obtain official written notification of withdrawal. Discontinuation of class attendance or notification to an instructor of withdrawal does not constitute an official withdrawal from the University. Any student who completes the withdrawal procedure will be assigned a grade of withdrawal (W), withdrawal passing (WP), or withdrawal failing (WF) as stated in the University's add\drop course change policy. Refunds will be made in accordance with the University's refund policy. In instances where the University's withdrawal procedure is not completed, students will be responsible for the full payment of their accounts.

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

Transcripts

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

Enrollment Verification

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

International Student Visa Requirements

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

- Enroll in a full-time course of study at the beginning of each session (excluding authorized break periods);

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

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

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

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

F-1 visas are for students who remain in the U.S. for the duration of their academic program, specifically the Psy.D. students, therefore DMU is only authorized to issue F-1 visas for the Psy.D. program.

PDSO/DSO: registrar@divinemeracy.edu

Computer and Internet Requirements

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

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

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

Screen Size

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

recommends using the Canvas mobile app.

Browser and Computer Requirements for Canvas:

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

Mobile Operating System Native App Support

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

Computer Speed and Processor

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

Internet Speed

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

Screen Readers

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

Graduation Requirements

In order to qualify for graduation, all coursework and curriculum requirements must be completed and all degree requirements met within the degree time-limit and by the official graduation date (also called conferral date). It is the responsibility of each student to successfully fulfill all of their degree requirements, as detailed in each respective program section of the catalog published at the time of their enrollment in the degree which they seek. In addition to the academic requirements, it is necessary for students to be cleared of all library obligations and to present a satisfactory clearance of financial accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcripts, diploma verifications, transfer credits, or enrollment in courses or for another program.

The University confers degrees upon the recommendation of the faculty and by the authority of the Board of Directors 12 times a year (monthly). Graduates will need to complete their graduation applications in Populi in their last term. Graduation applicants must meet all graduation requirements, including any financial obligations, and be approved by the program director and registrar. Generally degrees will then be

conferred on the 15th of the month after final grades of the student's last term are submitted. Degree conferral and commencement dates are posted in the academic calendar. All graduates are encouraged to participate in the annual May commencement exercises. Students who will complete graduation requirements by the end of the summer semester may participate in the preceding May ceremony.

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. The graduation fee will be applied to the student account upon approval.

For clinical programs

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

See Programs for specific graduation requirements.

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

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

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

Class Lectures and Handouts

In order to respect the academic integrity of the classroom the following are not allowed without the express prior consent of the instructor:

- No one except registered students are to attend the class (either in person or via Zoom)
- Handouts from the instructor may not be distributed to non-students
- Lectures may not be recorded by students

Plagiarism

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

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

Self-plagiarism

Self-plagiarism is the act of presenting the student's own previously published work as original. This also includes turning in a paper from another class without prior permission from the current instructor. It misleads readers and falsely inflates the number of publications on a topic.

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

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

Use of artificial intelligence in writing

The AI landscape is evolving rapidly. DMU does not consider the use of AI (e.g., ChatGPT) as a primary or secondary source (unless the topic under study is AI text output). At this time, it is unclear

- where an AI bot is drawing its information from,
- if the AI provides citations, whether the information is accurate, and
- whether any given content generated is plagiarized.

Students are permitted to utilize AI in their written work under the following conditions:

- Students may use AI for brainstorming purposes or to explore topics, but any text created from AI is not considered to be scholarship. Students are responsible for finding the primary sources where the information was derived. They must locate and read the original source of the AI output and must paraphrase and appropriately cite the original source content.
- Students are not permitted to turn in work for essays and assignments created by AI even if they paraphrase the AI generated content and cite the AI software as the source. An exception would be if AI generated content was being used as an example of AI text generation. In such a case, the AI would be cited as the source of the material.

In cases where a violation of plagiarism has been verified, the faculty member and the program director have the responsibility for determining the academic consequences which are determined by the degree of plagiarism and the frequency. (*Source: California Lutheran University*)

| Degree of Plagiarism | Description of Violation | Possible Consequences |
|----------------------|---|--|
| Minimal | Did the student insert verbatim phrases of several distinctive words without attribution? | Instructor should educate the student about plagiarism and/or refer them to the program director or dean's office |
| | Did the student substitute synonyms into the original sentence without attribution rather than rewriting the complete sentence? | The student may be allowed to rework and resubmit the assignment. Instructors would need to determine and communicate if their assignment grade is penalized or not. |
| | Did the student reorder the clauses of a sentence without attribution? | |
| | Did the student use the source's line of logic, thesis, or ideas without attribution? | The student receives a reduced grade on the assignment. |

| | | |
|-------------|---|--|
| | | The student would be informed that faculty in their program would be told of the infraction to know whether any student's plagiarism is a first time or one of multiple offenses. |
| Substantial | <p>Did the student insert verbatim sentences or longer passages from a source without attribution?</p> <p>Did the student combine paraphrasing with verbatim sentences to create a paragraph or more of text without attribution?</p> <p>Did the student repeatedly and pervasively engage in minimal plagiarism?</p> | <p><i>First offense in first course at DMU:</i> The student may be allowed to rework and resubmit the assignment</p> <p>The student receives a reduced grade on the assignment</p> <p><i>With subsequent offenses:</i> The student receives a failing grade on the assignment</p> <p>The Instructor submits an Academic Dishonesty Report to the program director and/or dean in which the course resides.</p> <p><i>Third Offense:</i> The student may be recommended for expulsion from the university. Action is taken at the discretion of the Dean or VPAA.</p> |
| Complete | <p>Did the student submit or present someone's complete published or unpublished work (paper, article, or chapter)?</p> <p>Did the student submit another student's work for an assignment, with or without that person's knowledge or assent?</p> | <p>The student receives a failing grade on the assignment and the instructor submits an Academic Dishonesty Report to the program director and/or dean in which the course resides.</p> <p>The student receives a failing grade in the course and an Academic Dishonesty report is submitted to the program</p> |

| | | |
|--|--|---|
| | <p>Did the student download or purchase a paper from a website or other source?</p> <p>Did the student reuse or modify a previously submitted paper (e.g. from another course) for a present assignment without obtaining prior approval from the instructors?</p> | <p>director and/or dean in which the course resides.</p> <p>The student is expelled from the university. Action is taken at the discretion of the Dean or VPAA.</p> |
|--|--|---|

(Source: Columbia International University)

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 following:²

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

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

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

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

The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: “quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news

1 United States Copyright Office. (2004). Circular 1 Copyright Basics. Washington, D.C. [Available online: <http://www.copyright.gov/circs/circ1.html>]
p1

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

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)

Class Attendance

For students in onsite programs:

All students are required to attend all scheduled classes. All students are required to complete all examinations and other course requirements as stipulated in each syllabus. Students may miss up to 2 classes total in a 15-week semester or 1 class total in a 5-week semester (e.g., for illness, celebration of sacraments, bereavement, and maternity/paternity needs). Students must promptly notify the instructor of their absence and are responsible for making up the in-class work that they will miss (or missed) in a timely manner following the direction of the faculty member. Students who miss more than 2 class sessions in a 15-week semester or 1 class session for a 5-week semester, will be automatically issued a withdrawal fail (WF) from the course.

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 will 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.

Papers and Publication Style

The Publication Manual of the American Psychological Association, 7th edition (2020), should be utilized in all course requirements for papers, comprehensive examinations, dissertations, as well as other professional writing. The student may access the manual and associated resources in the library or see the following website for assistance: www.apastyle.org

Language Requirements

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

Final Examinations

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

Course Evaluation by Students

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

Grading Policy

The University's official grading scale is listed below. Student grade points are not rounded up or down.

| Grade | Grade Point Value |
|--------------|--------------------------|
| A | 4.00 |
| A- | 3.70 |
| B+ | 3.30 |

| | |
|----------------------------|------|
| B | 3.00 |
| B- | 2.70 |
| C+ | 2.30 |
| C | 2.00 |
| C- | 1.70 |
| D+ | 1.30 |
| D | 1.00 |
| D- | 0.30 |
| F | 0.00 |
| INC (Incomplete) | None |
| IP (In-Process) | None |
| W (Withdrawal) | None |
| WP (Withdrawal Passing) | None |
| WF (Withdrawal Failing) | None |

Grade Appeals

All grades recorded become a permanent part of the student's academic history. A student who believes a final grade has been miscalculated should ask the instructor to review the matter. If a grade change is warranted, the instructor should report this to the registrar. If the student is not satisfied with the instructor's response, the student may submit a written grade appeal request to the program director and/or academic dean. The dean/program director or designee will then meet with the student and

instructor, and will attempt to resolve the dispute about the grade. Failing such a resolution, the instructor's grade will stand. No grade change will be accepted after 30 days from the end of the semester unless authorized by the academic dean/program director. However, requests for a grade change that will affect eligibility for graduation or academic honors or dismissal from the University must be made prior to these events respectively.

Academic Good Standing

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

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

Incomplete Policy

For students who request an incomplete from their instructor and the instructor permits an incomplete based on the policies below, all program instructors are to award a grade based upon work completed at the end of the incomplete time limit. Depending on what was completed / not completed this could be an F or a higher grade. If a grade change is not completed at the end of the time limit, the Office of the Registrar will turn the grade into an F.

- **PsyD 14 days**
 - When a student receives an incomplete, they have a maximum of fourteen (14) calendar days from the end of the last day of the course, to complete all outstanding course requirements. Failure to complete all course requirements will result in the instructor awarding a grade based upon work completed. Students are ineligible to start new coursework unless all incomplete course requirements are satisfied as noted above AND before the first day of the next semester/term. If an incomplete is not satisfied by this time, an academic hold will be placed on the student's account and the student will be administratively withdrawn from the program and university. The student may be required to apply for re-entry to the program and university consistent with existing policies and procedures. Students who receive an incomplete, or do not satisfy the requirements for an incomplete, risk loss of financial aid for failure to meet the financial aid requirements for Satisfactory Academic Progress
- **Global Campus is all the same (MSP, MSC, and the PhDs) 28 days**
 - A student may petition an instructor to be assigned an incomplete as a grade when one or more course requirements have not been completed by the end of the course, due to extraordinary circumstances. The awarding of an incomplete is at the discretion of the instructor and the student must have completed academic assignments through the end of week 5 and

passing the course. To be awarded an incomplete, the student and instructor must complete and sign the incomplete course agreement form and the instructor must deliver it to the registrar at the time that grades are due. The instructor is responsible for notifying the Office of the Registrar of the final grade assigned upon completion of all course requirements.

- When a student has been assigned an incomplete the student must complete all outstanding course requirements within 28 days following the end of the term of registration for the course. Failure to complete all course requirements will result in the instructor awarding a grade based upon work completed and outstanding assignments.
- When a student is assigned an incomplete, all outstanding course requirements must be completed within 28 days after the end of the term in which the course was taken. Late Discussion posts and responses to classmates cannot be made up or included in the incomplete. Absences for courses with mandatory course meetings cannot be made up through an incomplete. If the student fails to complete the remaining coursework, the instructor will assign a final grade based on the work completed and any outstanding assignments.
- Students who receive financial aid and who carry a grade of incomplete into a subsequent semester risk loss of financial aid for that semester. Carrying an incomplete course grade reduces the student's overall grade point average and lowers the credit hours attempted-to-completed ratio – either or both factors can create a failure to meet the financial aid requirements for Satisfactory Academic Progress. Students who have two incompletes are not eligible to begin the next term until the incomplete grades have been submitted.

Academic Probation

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

Individual programs may have additional policies regarding academic probation.

Academic Dismissal

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

Individual programs may have additional policies that result in 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).

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. Student academic records are retained for 15 years after the student's last semester.

University FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) 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 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.
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.
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.
4. School officials have a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the University. Officials may include: administrative, supervisory, academic, research, or support staff position; member of the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee.
5. 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.

Complaints can be directed to:

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.

In accordance with FERPA, the University has designated the following non-confidential information about students as public (directory) information:

- student name
- hometown
- address
- email address
- telephone number
- program of study
- photograph
- dates of attendance
- DMU/IPS degrees

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

Disclosures of PII

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions. 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, FERPA regulations require 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.
- 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.

- To authorized federal, state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs.
- 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.
- To organizations conducting studies for, or on behalf of, the school, in order to: develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as directory information
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, 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.

Student Contact Information

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

A student who submitted a written request to the University registrar to withhold release of the directory information will not be included in the student contact information listing. Students should be aware that if excluded from the directory information listing, no information can be given outside of the University without a specific written request.

For more information on the Department of Education FERPA policy, use the link below.

[FERPA Policy](#)

The Solomon Amendment

The Solomon Amendment is a federal law that allows military recruiters to request information about registered students, who are 17 and older, and who have not filed any FERPA restrictions.

The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release information included in the list of “student recruiting information,” which may or may not match DMU’s FERPA directory information list.

In accordance with this federal law, DMU will release information for military recruitment purposes. Information released will pertain to registered students from either the current or most previous semester.

What student recruiting information is released?

- Name
- Classification
- Major
- Age
- Address (Mailing and Permanent)
- Phone Number
- University Email Address

Who can request this information?

Military recruiters from the five branches of the U.S. Military may request a recruitment report once per semester.

- Army: Army, Army Reserve, Army National Guard
- Navy: Navy, Navy Reserve
- Marine Corps: Marine Corps, Marine Corps Reserve
- Air Force: Air Force, Air Force Reserve, Air Force National Guard
- Coast Guard: Coast Guard, Coast Guard Reserve

Privacy Protection

Privacy policy for online students and students accessing DMU website

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

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

Policy protection procedures

What information does DMU collect?

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

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

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

How does DMU use student information?

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

- To personalize the student experience
 - student information helps DMU to better respond to student individual needs.
 - To improve the DMU website
 - DMU continually strives to improve the website offerings based on the information and feedback DMU receives from students.
- To improve customer service
 - student information helps DMU to more effectively respond to customer service requests and support needs.
- To process transactions
 - Student information, whether public or private, will not be sold, exchanged, transferred, or given to any other company for any reason whatsoever, without student consent, other than for the express purpose of delivering the purchased product or service requested
- To send periodic emails
 - The email address student provides may be used to send student information, respond to inquiries, and/or other requests or questions.

How does DMU protect student information?

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

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

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

Does DMU use cookies?

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

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

Does DMU disclose any information to outside parties?

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

Third party links

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

California online privacy protection act compliance

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

Children's online privacy protection act compliance

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

Online privacy policy

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

Consent

By using the DMU site, students consent to the DMU online privacy policy.

Changes to DMU privacy policy

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

Questions regarding DMU privacy policy

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

Compliance

Divine Mercy University

45154 Underwood Ln.

Sterling, VA 20166

Student Freedom of Expression

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

Representing and Communicating about DMU

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

Distribution of Materials

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

Student Publications

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

Official Communication

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

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

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

University Assigned Accounts

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

Financial Information

Payment of Student Account

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

Payment Plans

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

Refund Policy, Onsite Programs

Spring and fall semesters

Onsite students who reduce the number of credit hours using the University's course changes procedure, or who withdraw from the University using the University's withdrawal procedure, during the fall or spring semester are allowed a commensurate return of tuition and refundable fees. Students will generally not receive a removal of tuition, course fees, and other associated fees until after the end of the published add/drop period. The University's Fall and Spring refund schedule is the following:

| Withdrawal/Course Change Date | % Refundable |
|--------------------------------------|---------------------|
| First week | 80% |
| Second week | 60% |
| Third through fourth week | 50% |
| Fifth through eighth week | 25% |
| Later than eighth week | 0% |

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

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

Summer

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

| Summer Withdrawal Date | % Refundable |
|-------------------------------|---------------------|
|-------------------------------|---------------------|

| | |
|-----------------------|-----|
| First week | 80% |
| Second week | 50% |
| Third week | 25% |
| Later than third week | 0% |

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

Refund Policy, Online Programs

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

| 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@divinemercy.edu for specific policies for these states or consult the University's website.

All monies owed the University at the time of withdrawal become due and payable immediately. To obtain a refund of tuition, students must also turn in all University 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.

Financial Obligation and Delinquency Policy

Students are expected to satisfy all financial obligations to the University, including tuition, fees, and any other institutional charges, at the time of registration, prior to attending classes.. Failure to do so may result in the student's account being placed in delinquent status.

In accordance with applicable federal and state laws, including guidance from the U.S. Department of Education, the University may withhold official transcripts and diplomas from students with past-due financial obligations, except where prohibited by law. Students will continue to have access to unofficial academic records regardless of account status.

Students experiencing financial hardship are encouraged to contact the Business Office within four (4) business days of receiving an invoice to discuss available payment plans. The University offers payment plans and limited emergency aid to assist students in fulfilling their obligations in accordance with criteria detailed in the Financial Aid section of this document. Students who enter into and remain in good standing on an approved payment plan may avoid transcript or diploma holds.

Delinquent accounts may also be referred to a third-party collection agency, and the student may be responsible for additional collection costs, including attorney fees and interest, as permitted by law.

To avoid delays in registration, graduation, or access to official records, students should monitor their account regularly and ensure all balances are resolved in a timely manner. Students with outstanding balances are not allowed to register for the next term until the account is settled and cleared by the Business Office.

Financial Aid Overview

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

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

funding, private grants and loans, limited fund institutional VA for qualified veterans via the GI Bill ®.

Types of Aid

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

Internal: Institutional aid

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

- Scholarship program: <https://divinemeracy.edu/financial-aid/scholarships/>
- Scholarship and Discount Terms and Conditions: <https://divinemeracy.edu/financial-aid/scholarships/scholarship-terms-and-conditions/>
- Student assistantships.

External

- Veteran Affairs Benefits

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. Visit <http://www.gibill.va.gov/> for more information. GI Bill® is a registered trademark of the U.S.

Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

- Americorp
- Tuition assistance/external scholarships and grants

Federal financial aid

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

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

Private funding and loans

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

Students may choose to use any eligible lender that offers private loans. The University does not recommend or endorse any private student loan programs or 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 from the following link

<https://www.elmselect.com/v4/school/1103/program-select>

Financial Aid Resources

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

How to apply:

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

DMU's school code is G38724.

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

If you are an international student and are not eligible for federal student loans the financial aid office will send you an International Aid Form to collect additional information as part of your financial aid welcome email.

2. Schedule a Financial Aid Overview Meeting to get a detailed explanation of your loans, discounts, and scholarship opportunities. This call is required as part of your Admission process and needs to happen before you receive an Enrollment Agreement.

3. Apply to the eligible scholarships or discounts by sending an email to financialaid@divinemercy.edu attaching all documents required like essays, verifications, as needed.

For financial aid purposes, online student full-time/part-time status will be determined by aggregate of credit hours enrolled in the semester. A part-time student who adds courses for subsequent terms of the same semester will still be considered part-time for the entire semester.

Financial Aid Application Deadlines

Students are required to begin the application process for financial aid as soon as they complete the admission application to a degree program. The deadline to complete the financial aid application process for scholarships and discounts is three weeks before the start of the semester. Any applications received after the deadline will be considered for future semesters. Financial aid is subject to eligibility policies as well as terms and conditions for each type of aid as described in this document and in the DMU Website (<https://divinemercury.edu/financial-aid/scholarships/scholarship-terms-and-conditions/>). 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 International Aid Form to collect additional information as part of your financial aid welcome email.

International students may be eligible for private loans based on requirements established by private lenders. See the international student entry of the catalog for more information.

Institutional Aid Award Letter

Once admitted, if you have applied for scholarships and discounts, the Financial Aid Office will send you an Institutional Aid Award letter. It will reflect the aid the DMU was able to award based on the eligibility and conditions listed on the website. This Institutional Award will be reflected on the invoice that student accounts will send for that semester. This award letter needs to be signed and accepted electronically by the student.

Federal Aid Award Letters

Once admitted into the program, students who have completed their financial aid process 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 after the end of the add/ drop period, 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 direct deposit using ACH will be processed for the difference of the funds requested minus institutional costs.

Federal Loan Eligibility Policies

Federal loan enrollment requirements

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

Doctor in Clinical Psychology

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

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

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

Doctor in Counseling, Education and Supervision

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

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

Masters in Counseling

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

For summer enrollment, a student must be enrolled for a minimum of six credits to be full-time and a minimum of three credits are needed for a student to be half-time. Students starting in the summer semester and students who have received approval from their academic advisor will be considered full-time with a minimum of three credits in summer.

Masters in Psychology

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

Satisfactory academic progress (SAP)

Requirements for SAP

All students must meet Satisfactory Academic Progress (SAP) requirements to receive federally sponsored financial aid at the IUniversity. 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 University informing them that they have been placed on financial aid probation. A student with this status may receive financial aid for the next enrollment period, but must meet SAP requirements by the end of that period.

Appeal Process for SAP

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

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

The Financial Aid Office will review the appeal and notify the student in writing of the outcome of their appeal. If the appeal is granted, the student is returned to financial aid probation, and their aid may be continued for one period of enrollment. If the student

has not met the SAP requirements by the end of the probation period, he/she is no longer eligible for federally-sponsored financial aid.

Withdrawal or Incomplete and SAP

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

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

Restoration of Federal Aid with SAP

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

Courses repeated

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

Transfer courses

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

Financial aid academic year

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

Verification

FAFSA's are marked during processing as needing to be verified and reviewed for information that is potentially erroneous. The Financial Aid office will notify each student who has been selected for verification, and the student will have 10 days from the time they receive notification to bring in supporting documents that attest to the

accuracy of the information on their FAFSA. Once verification is completed, the FAFSA will be corrected, and the student's eligibility to receive need-based aid will be assessed.

Return of Title IV funds

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

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

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

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

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

Veterans Affairs (VA) payment policy

Any Covered Individual who is entitled to education assistance under Chapter 31, Vocational Rehabilitation and Employment, chapter 33, Post-9/11 GI Bill Benefits, or Chapter 35, Dependents' Educational Assistance Program (DEA) 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 Chapters 31, 33, or 35 (a certificate of eligibility can also include a Statement of Benefits obtained from the Department of Veterans Affairs

(VA) website-eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on that earlier of the following dates:

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

In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Divine Mercy University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from Department of Veterans Affairs VA) education benefits under Chapter 31 (Vocational Rehabilitation & Employment), Chapter 33 (Post 9/11 GI Bill Benefits), Chapter 35 (Dependents' Educational Assistance).

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

Financial Policies

DMU Tuition and Fees 2025-2026

| Tuition | Per Credit Hour |
|---|---------------------------------|
| Psy.D. (122 Course Credits) | \$1,240 |
| M.S. in Psychology (Online) (36 course credits) | \$900 |
| Ph.D. in the Psychological Sciences (online) (60 course credits) | \$900 |
| M.S. in Counseling (online) (66 course credits) | \$980 |
| Ph.D. in Counselor Education and Supervision (online) (60 course credits) | \$1,000 |
| Audit Tuition | 50% program tuition/credit hour |
| Fees for all Programs | Per occurrence |

| | |
|---|--|
| Application fee | \$55 |
| Late registration / Add Drop Fee (once per term if applicable) | \$60 |
| Graduation fee | \$75 |
| Returned check fee (each service) | \$35 |
| Diploma replacement fee | \$50 |
| Online Programs Only | Per course |
| Technology fee per course | \$50 |
| Residency fee counseling (COUN 510, COUN 580, COUN 690) | \$1,700 |
| Residency fee MSP online residency | \$250 |
| Residency fee Ph.D. online residency | \$500 |
| Residency fee Ph.D. Counselor Education and Supervision residency (CES 890, CES 791, CES 899) | \$1,700 |
| Lab Fees (COUN 540, COUN 620, COUN 640 I, II, III, COUN 650, COUN 660) | \$75 |
| Onsite Programs Only (Psy.D.) | Per Semester (unless specified otherwise) |
| Student activity fee (per semester) | \$30 |
| Library fee (per semester) | \$110 |
| Lab fee per lab (PSY 516, PSY 608, PSY 610, PSY 611, PSY 613, PSY 836) | \$130 |
| Technology fee (per semester) | \$50 |
| Psy.D. continuous enrollment fee (per semester) | \$620 |

Payment of Student Account

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

Payment Plans

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

Psy.D. 2025-2026 Estimated Cost of Attendance

Program direct expenses: tuition and fees

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

| Program Expenses | 2025-2026 Estimate (based on first year typical sequence; 38 credits) |
|--|--|
| Tuition (\$1,240 per credit) | \$47,120 |
| Library fee (\$110 per semester) | \$330 |
| Student activity fee (\$30 per semester) | \$90 |
| Technology fee (\$50 per semester) | \$150 |
| Lab fee (PSY 516, PSY 608, PSY 610, PSY 611, PSY 613, PSY 836, \$130 for each lab) | \$130 |
| Subtotal | \$47,820 |

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

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

Program indirect expenses: tuition and fees

| Program Expenses | Indirect Expenses for 2025-2026 |
|-------------------------|--|
| Rent | \$10,500 |
| Meals | \$4,500 |
| Transportation | \$5,520 |
| Books | \$2,664 |
| Personal | \$7,500 |
| Loan Fees | \$3,000 |
| Subtotal | \$33,684 |

Psy.D. estimated total cost of attendance

| Expense Type | 2025-2026 Cost of Attendance |
|---------------------|-------------------------------------|
| Direct expenses | \$47,820 |
| Indirect expenses | \$33,684 |
| Total | \$81,504 |

M.S. Psychology 2025-2026 Estimated Cost of Attendance**Program direct expenses: tuition and fees**

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

| Program Expenses | 2025-2026 Estimate (based on first year typical sequence; 15 credits) |
|-------------------------|--|
|-------------------------|--|

| | |
|----------------------------------|-----------------|
| Tuition (\$900 per credit) | \$13,500 |
| Technology fee (\$50 per course) | \$250 |
| Residency fee (PSY 550) | \$250 |
| Subtotal | \$14,000 |

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 2025-2026 |
|---|--|
| Room and board | \$10,500 |
| Transportation | \$5,520 |
| Miscellaneous | \$9,216 |
| Loan fees | 1.057% |
| Plus loan fees | 4.228 % |
| Total indirect expenses (without Plus Loan Fees) | \$25,236 |

M.S. in Psychology estimated total cost of attendance

| Expense type | 2025-2026 cost of attendance |
|---------------------|-------------------------------------|
| Direct expenses | \$14,000 |
| Indirect expenses | \$25,236 |

| | |
|--------------|-----------------|
| Total | \$39,236 |
|--------------|-----------------|

Ph.D. in Psychological Sciences 2025-2026 Estimated Cost of Attendance

Program direct expenses: tuition and fees

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

| Program Expenses | 2025-2026 Estimate (based on first year typical sequence; 15 credits) |
|----------------------------------|--|
| Tuition (\$900 per credit) | \$17,100 |
| Technology fee (\$50 per course) | \$400 |
| Residency fee (PSYS 504) | \$500 |
| Subtotal | \$18,000 |

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 2025-2026 |
|-------------------------|--|
| Room and board | \$10,500 |
| Transportation | \$5,520 |
| Miscellaneous | \$9,216 |
| Loan fees | 1.057% |

| | |
|---|-----------------|
| Plus loan fees | 4.228 % |
| Total indirect expenses (without Plus Loan Fees) | \$25,236 |

Ph.D. in Psychological Sciences estimated total cost of attendance

| Expense type | 2025-2026 cost of attendance |
|---------------------|-------------------------------------|
| Direct expenses | \$18,000 |
| Indirect expenses | \$25,236 |
| Total | \$43,236 |

M.S. Counseling 2025-2026 Estimated Cost of Attendance

Program direct expenses: tuition and fees

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

| Program Expenses | Direct Expenses for 2025-2026 (based on first year typical sequence; 24 credits) |
|---|---|
| Tuition (\$980 per credit) | \$23,520 |
| Technology Fee (\$50 per class) | \$400 |
| Residency fee (COUN 510, COUN 580, COUN 690 *includes double occupancy lodging fee) | \$1,700 |
| Lab fees per course: (COUN 540, COUN 620, COUN 640 I, II, III) | \$150 |
| Subtotal | \$25,770 |

*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 2025-2026 |
|--------------------------------|--|
| Books and supplies | \$2,664 |
| Room and board | \$10,500 |
| Transportation | \$5,520 |
| Miscellaneous | \$9,216 |
| Loan fees | 1.057% |
| Plus Loan fees | 4.228 % |
| Total indirect expenses | \$27,900 |

M.S. in Counseling estimated total cost of attendance

| Expense type | 2025-2026 cost of attendance |
|---------------------|-------------------------------------|
| Direct expenses | \$25,770 |
| Indirect expenses | \$27,900 |
| Total | \$53,670 |

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.

Ph.D. in Counselor Education and Supervision 2025-2026 Estimated Cost of Attendance

Program direct expenses: tuition and fees

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

| Program Expenses | Direct Expenses for 2025-2026 (based on first year typical sequence; 26 credits) |
|---|---|
| Tuition (\$1,000 per credit) | \$26,000 |
| Technology Fee (\$50 per class) | \$550 |
| Residency fee (CES 890, CES 791, CES 899 *includes 2 residencies in first year - double occupancy lodging fee) | \$3,400 |
| Subtotal | \$29,950 |

Ph.D. in CES 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 2025-2026 |
|-------------------------|--|
| Books and Supplies | \$2,664 |
| Room and Board | \$10,500 |
| Transportation | \$5,520 |
| Miscellaneous | \$9,216 |

| | |
|--------------------------------|-----------------|
| Unsubsidized Loan Fees | 1.06% |
| Graduate Plus Loan Fees | 4.23% |
| Total Indirect Expenses | \$27,900 |
| | |

Ph.D. in CES Estimated Total Cost of Attendance

| Expense Type | 2025-2026 Cost of Attendance |
|---------------------|-------------------------------------|
| Direct Expenses | \$29,950 |
| Indirect Expenses | \$27,900 |
| Total | \$57,850 |

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 may not be included in these figures.

Student Support Services

Student Support Services Mission

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

The University strives to provide timely and accurate information to students regarding matters of interest, such as academic events, employment opportunities, lectures, social and spiritual activities. Notification of these events and activities is provided to students primarily via email, postings on the website, and through contact with student support services.

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

Student Services: Student Life

Student Housing

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

Parking

The DMU Campus offers parking on campus for all Faculty, Students, and Staff. Parking is available, free-of-charge, to those who have DMU parking tags 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 tags must be hung from the rear view mirror of their vehicle.

Visitor parking

Visitors to campus will be provided with a temporary parking pass. Temporary parking passes can be obtained through the operations manager.

Academic Advising and Mentoring

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

Faculty Availability and Accessibility

DMU is deeply concerned about each student's individual progress within its programs. Timely instructor input, feedback, and guidance benefits the student's decision making and facilitates academic progress. To ensure adequate availability and accessibility of instructors, DMU requires faculty members offering an onsite course to hold a minimum of two office hours per week for each course taught, and faculty of an online course to respond to student requests within 24 hours, during the workweek. To ensure equitable and effective use of both the student and instructor's time, students are required to make an appointment when they would like to utilize an instructor's office hours or availability. Instructors will inform the students during the first class meeting of their office hours or times of availability, changes to these hours, and the process for scheduling appointments.

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.

Social Activities

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

The Blessed John Henry Cardinal Newman Lecture Series

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

PsyD Program Student Leadership Committee

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

International Students Support

Divine Mercy University participates in the Student and Exchange Visitor Information System (SEVIS), 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 Office of the Registrar for applicable student support services.

Student Support Services- Health and Wellness

Counseling Services

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

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

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

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

Student Insurance

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

Safety and Emergency Procedures

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

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

Emergency Treatment

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

Chaplaincy / Campus Ministry

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

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

- Encouraging and helping students to see/seek God in all people, places and things
- Sacraments: Daily Mass, confession and monthly dinners and holy hours with praise and worship. Lectors, servers and sacristan assistance is welcomed.
- Spiritual direction and/or guidance.
- Discussions/conversations dealing with the interaction between Church teaching, sacraments, the spiritual life and daily living.
- A personal spiritual plan to help students grow closer to God.
- Small group sessions (scriptural reflection, Lectio Divina, catechesis, popular devotions). Special sessions set up during Advent and Lent.
- Retreats and mornings/evenings of reflection.
- Mission outreach to the poor and homeless in collaboration with local Catholic parishes.

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

Student Support Services- Technology

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.

Student Computer Support

Students - How problems with student owned computers or other digital devices are handled

- a. If the problem is determined to be related to the campus wired or wireless network, the Information Technology (IT) team will work to resolve the problem as soon as possible.

- b. If the problem is determined to be a part of the Learning Management System (Canvas) or other related software (e.g., Tevera, gmail and zoom), the Digital Learning and Innovation (DLI) team will work to resolve the problem as soon as possible.
- c. If the problem is determined to be hardware related, students will be referred to the vendor from whom they purchased the computer. They may also seek out a local computer repair vendor.
- d. If the problem is related to software they purchased and installed on their computer, they will be referred to the software manufacturer. If the problem is related to software drivers, updates, issues related to viruses, spyware, adware or other malicious software, we recommend they seek out either the manufacturer of the computer or a local computer repair vendor.
- e. Students can contact support@divinemeracy.edu for direct assistance or on recommendations when support is unable to assist.

Class Cancellations/Emergency Closing

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

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

Internet Use in the On-Campus Classroom

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

Electronic Device Use Policy

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

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

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

Computer Access Policy

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

In making acceptable use of resources the students must:

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

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

Unacceptable use includes but is not limited to:

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

Student Services Offices

Disability Support Services

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

The Thelen Memorial Library

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

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

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

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

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

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

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

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

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

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

Regular hours

| | |
|---------------------|--------------------|
| Monday-Friday | 8:30 am to 5:30 pm |
| Saturday and Sunday | Closed |

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

Career Services

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

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

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

Alumni Association

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

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

Services include:

- alumni website *Where our Alumni Serve*, providing opportunities and referrals for graduates staying connected.
- the official alumni newsletter, *The Mercy Minute* is published bi-monthly and features graduate stories, events, career opportunities and upcoming events.
- the Alumni Association encourages advocates for the University to provide mentorship where needed and support the mission of DMU for the continued growth of the university.

The coordinator of the alumni association can be reached at alumni@divinemercy.edu

Student Policies

Student Code of Conduct

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

- charitable respect and tolerance for diverse backgrounds, traditions, personalities, and beliefs of students, faculty, staff, and clients;
- mutual service to others in the common search for truth;
- personal responsibility to participate in the life of the University, seek truth and wisdom, and develop right practical judgment;
- development of reverence for God and his creation;
- commitment to develop personal, moral, and spiritual character through academic efforts and personal reflection;

- dedication to accept responsibility for moral decisions and actions in terms of rewards and consequences;
- respect for the property of DMU and personal property of others onsite at DMU;
- concern for preserving the peace and ensuring orderly procedures;
- concern for preserving the safety of other students and university employees;
- shared responsibility for maintaining an appropriate academic and moral climate on campus;
- respect for others and oneself displayed by appropriate conduct.

Proper Attire Policy

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

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

Drug and Alcohol Use

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

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

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

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

Smoking Policy

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

Service Dogs at DMU Facilities

Divine Mercy University is committed to providing equal access and opportunity for individuals with disabilities. DMU welcomes those visitors with documented disabilities who use trained and registered service dogs, as provided for under the Code of Virginia. To better serve you, we encourage (although do not require) proactive communication with our Disability Support Services (DSS) at DSS@divinemercy.edu or if you are an employee, with Human Resources (HR) at hr@divinemercy.edu.

Guidelines for Students, Employees, and Staff When Around Service Animals

[Under the Americans with Disabilities Act \(ADA\)](#), when unsure what service a dog provides, employees and other staff may only ask the following two questions:

- "Is the dog a service animal required because of a disability?"
- "What work or task has the dog been trained to perform?"

Employees and other Staff may not:

- Ask about the person's disability
- Require medical documentation
- Require special identification or training certification for the service dog
- Demand that the service dog demonstrate its ability to perform tasks

General Considerations

- Service dogs must be under the control of their handlers at all times. In general this means
 - Guide dogs for individuals who are blind or visually impaired must be in a harness.
 - Hearing dogs for individuals who are deaf or hard of hearing must be on a blaze orange (or safety orange) leash.
 - All other service dogs must be on a leash of six feet or shorter, in a service dog harness, backpack, or vest.
 - Under control means that the service dog must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service dog's work or the person's disability prevents the use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the dog. For example, a person who uses a wheelchair may use a long, retractable leash to allow her service dog to pick up or retrieve items.

- She may not allow the dog to wander away from her and must maintain control of the dog, even if it is retrieving an item at a distance from her.
- Under control also means that a service dog should not be allowed to bark repeatedly in a lecture hall, theater, library, or other quiet places. However, if a dog barks just once, or barks because someone has provoked it, this would not mean that the dog is out of control.
- Handlers are responsible for the care and behavior of their service dogs, cleaning up any messes made by their dog and assume all financial responsibility for any damage to property or injury to individuals caused by the dog.
- DMU reserves the right to remove a service dog that poses a direct threat to the health or safety of others, or that is not under the control of its handler.

A Note on DMU-related activities held at off site facilities

All residency programs must include a notification that service dogs are welcome at the site and in designated hotel accommodations, per American with Disabilities Act Guidelines and applicable state law. For the comfort of all individuals, students with a service dog will be provided a single room at the cost of a double room.

Emotional Support Animals

Emotional support animals that do not otherwise qualify as a service animal under the American with Disabilities Act or applicable state law are not permitted on campus or hotels with an applicable no pets policy.

No Other Animals Permitted on Campus

As pets can pose various health, safety, and general distraction concerns to the campus community, only service dogs are allowed at Divine Mercy University.

Student Grievance Process Policy

Due process for student grievances

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

In a Catholic Christian academic environment, every effort should be made to sustain a relationship of charity and cooperation between all members of the community.

Occasionally, however, a student may have a grievance with a member of the faculty, staff, or fellow student. The student with the grievance should endeavor first to meet with the other party to discuss the difficulty in an attempt to resolve the issue. If the student does not feel at ease approaching the individual, or is not satisfied with the results of such a meeting, he or she should consult the program director and/or dean who will provide guidance as to what additional steps, if any, should be taken. If resolution is not reached at this informal level, the student may then wish to file a formal grievance. At any point in the process described herein, the student filing a

grievance will always have the option to withdraw the grievance. The University has established the following grievance resolution procedure for students to use for all aspects of their experience with academic, student, and other support services of the University.

Confidentiality

In the grievance resolution process, every reasonable effort will be made to protect the privacy of all parties. All records pertaining to the investigation and to the disposition of the grievance will 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 will file a written grievance with the designated academic leader for the program/certificate (academic dean for IPS or director for M.S.P., M.S.C, or S.D.C.). The complainant will record with specificity the circumstances of his/her grievance.
2. Time limits: To use this procedure, the complainant must file the written complaint within 30 days from the action or event that forms the basis of the complaint. The 30 days are calendar days including weekends and days that classes are not in session.
3. Fact finding committee: The academic leader will appoint a fact-finding committee consisting of three faculty members. A chair of the committee will be designated by the academic leader. If a conflict of interest or other valid reason prevents a committee member from serving, the academic leader will select an alternate. The academic leader will make every effort to ensure that a fair, impartial, and representative committee hears the matter.
4. Notification: The academic dean will give the respondent written notification that a grievance has been filed, as well as a copy of the grievance. The respondent may file a written response with the fact-finding committee chair. The academic dean will provide a copy of the response to the complainant.
5. Investigation: The following standards for investigation will be observed:
 - a. in conducting the investigation, the committee will receive and review the grievance, the response, and other pertinent statements or documents;
 - b. the complainant and respondent will be given the opportunity to respond to one another's statements, and individually to present witnesses or concerned parties in conformity to the evidence presented; and,

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

The total time period for the investigation, from the filing of a written grievance to submission of the fact-finding report to the academic dean will 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 will be transferred to the Office of the Academic Dean at the time of disposition of the grievance. The records will be maintained in conformity with state and federal privacy and disclosure requirements, policies and procedures.

Disposition of the grievance and disciplinary action

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

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

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

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

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

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

Procedures for veterans and other eligible persons

The Student Grievance Process Policy should be followed by all students. Veterans and other eligible persons may report a grievance against the institution to the Virginia State Approving Agency and US Department of Veterans Affairs as required: “The Virginia State Approving Agency (SAA) approves education and Virginia training programs. 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 Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

Student grievance resolution procedures involving staff

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

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

Retaliation prohibited

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

Out-of-State Complaints Procedures for Online Students

State Authorization Reciprocity Agreement - SARA

Divine Mercy University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the complaint resolution policies and procedures outlined within the [SARA Policy Manual](https://nc-sara.org/student-complaints) and summarized here: <https://nc-sara.org/student-complaints>.

SARA consumer protection provisions require the institution’s home state, through its SARA State Portal Entity, **to investigate and resolve allegations of dishonest or fraudulent activity by the state’s SARA-participating institutions, including the provision of false or misleading information.**

Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA) must first be filed with the institution to seek resolution.

Procedure for Filing Complaints (for Students Residing Outside VA)

Divine Mercy University is committed to investigating consumer protection concerns raised by students in distance learning courses and/or programs taken outside of the Commonwealth of Virginia, including but not limited to truthfulness in advertising and accuracy of data related to course offerings, job placements, tuition, fees, and financial aid.

Consumer protection complaints resulting from distance education courses, activities, and operations may be submitted to Divine Mercy University by sending the complaint to complaints@divinemercy.edu for investigation and resolution.

Student complaints will be submitted to the vice president of academic affairs for digital learning, and examined objectively and thoroughly. The vice president will convene an ad hoc committee to evaluate the merit of the complaint and make any appropriate recommendation(s) for resolution and/or redress to the vice president. The vice president will make a final determination and communicate to the student the institution's official response to the complaint as well as any warranted redress.

NC-SARA Complaint Process

If students at Divine Mercy University are not satisfied with the outcome of the institution's complaint resolution process in connection with a SARA matter, they should contact the **State Council for Higher Education for Virginia** at the following webpage <https://www.schev.edu/students/resources/student-complaints> in accordance with NC-SARA complaint procedures.

Student Complaints
101 N. 14th Street, 10th floor
James Monroe Building
Richmond, VA 23219
804.225.2600

Please note, this does not include complaints related to grades or student conduct violations, both of which are to be fully addressed via Divine Mercy University processes, not through the NC-SARA complaint resolution procedures.

NC-SARA Licensure Notifications

Any institution operating under SARA policies that offers courses or programs potentially leading to professional licensure must keep all students, applicants and potential students

who have contacted the institution about the course or program informed as to whether successful completion of such offerings will meet state licensing requirements.

Additional information can be found here:

<https://www.nc-sara.org/resources/professional-licensure>

A list of [NC-SARA State Portal Entity Contacts](#) is available through the NC-SARA webpage.

Since California is not an NC-SARA member, students can direct complaints to the [California Department of Consumer Affairs](#).

University Administration and Staff

* see individual programs for faculty

** for additional details, current information, and updates please visit

<https://divinemercury.edu/about/governance-and-administration/>

| Divine Mercy Administration and Staff | |
|---|--------------------------------------|
| President | Fr. Charles Sikorsky, L.C. |
| University Administration - Academic Support | |
| VP for Finance and Administration | Antonio Maza |
| Human Resources Generalist and Operations Manager | Beth Kerin |
| Accounting Manager | Ali Meer |
| Student Accounts | Hermela Wogayehu |
| Director of Financial Aid | Toni Wormley |
| Financial Aid Coordinator | Parris Johnson |
| Budget Director and Financial Aid Administrator | Fernando Suarez |
| Building Engineer | Humberto Barrios |
| VP for Information Technology | Michael Kyriazi |
| VP for Enrollment and Marketing | Thomas Brooks |
| Director of Marketing | Natalia Alomani |
| Director of Admissions | Steve Showalter |
| Admissions Associate IPS | Bradley Cypher |
| Admissions Associate SOC | Sarah Hebel |
| Admissions Associate MSP | Charisse Bennett Michelle Robbins |
| Admissions Associate SDC | Maria Brackett |

| | |
|---|--|
| Director, Center for Student Success | Fr. Lino Otero, LC |
| Director of Student Success | Merita McCormack |
| Disability Support Services | Merita McCormack |
| Chaplain | Fr. Walter Schu, LC Fr. Daniel Pajerski, LC |
| Campus Ministry | Tony MacDonnell |
| Alumni Relations | Michele Drennen |
| Academic Programs | |
| The Institute for the Psychological Sciences | |
| Psy.D. Dean | Dr. Lisa Klewicki |
| Executive Assistant | Lisa Mills |
| Assistant Program Director | Dr. Diane Graves |
| Director of Clinical Training | Dr. Helena Orellana |
| Global Campus | |
| VP Academic Affairs for Digital Learning | Dr. Harvey Payne |
| Executive Assistant | Laura Mayers |
| Registrar | Katherine Coleson |
| Registrar's Office | Kevin Derby Sophie Harne |
| Director of Library Services | Jeffrey Elliott |
| Assistant Librarian | Josh Vanjani |
| Academic Dean of Global Campus | Dr. Stephen Sharp |
| CMHC Program Director | Dr. Eric Perry |
| Associate Program Director | Jessica Tappel |
| Program Assistant | Sarah Wright |
| CES Program Director | Dr. Stephen Sharp |
| MSP Program Director | Dr. Julia Klausli |
| Program Assistant | Jennifer Duthie |
| Director of LifeLong Learning Institute | Fr. Lino Otero, LC |
| Spiritual Direction Certificate Director | Maria Brackett |
| SDC Program Assistant | Linda Francis |
| Digital Learning and Innovation | Matt Johansen |
| Online Help Desk | Andrew Lemoine Samantha Johnson |

| DMU Office of the President | |
|--|---------------------|
| Exec Director, External Affairs & Univ Relations | Thomas O'Neill |
| Director of Advancement | Thomas Cronquist |
| Advancement Coordinator | Karen Shufflebarger |

Academic Programs

The Institute for the Psychological Sciences (IPS)

Psy.D. Program Overview

IPS Vision

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

IPS Mission

The Institute for the Psychological Sciences is an institution of higher education offering Master's and Doctoral degrees. It is affiliated with the Legionaries of Christ. The Institute is dedicated to the renewal of the Catholic Christian intellectual tradition and the integration of the theoretical and empirical bases of psychology and a Catholic view of the human person. The Institute seeks to provide students an effective academic and educational environment that supports the integration of the psychological sciences and a Catholic understanding of the person through teaching and learning both knowledge and necessary clinical skills. It assists students intellectually and professionally as they prepare themselves to respond to their vocation as mental health or helping professionals. The Institute's mission also involves dialogue about its integrative approach with practitioners and scholars, nationally and internationally.

Objectives Institute for the Psychological Sciences

1. Through its Master of Psychology (M.Psy.) the Institute provides its students with basic education in the theoretical and empirical bases of psychology, as well as foundational training in clinical skills and their application in a manner consistent with a Catholic understanding of the person. Such education and training prepares students for further

graduate training in psychology and allied fields or for career choices appropriate for master's- level graduates.

2. Through its Doctor of Psychology (Psy.D.) Program, the Institute provides its students with both basic and advanced education in the theoretical and empirical bases of psychology as well as both foundational and advanced level clinical training and experiences. Such a comprehensive, formative experience is aimed at producing practitioner-scholars, psychologists who can provide effective services in an ethical manner that is sensitive to human diversity and consistent with a Catholic understanding of the person. The program also seeks to provide its students with knowledge and skill sets which allow for future development and participation in a wide variety of professional roles, leadership opportunities, and career choices available to psychologists trained at the doctoral level.

Overview

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

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

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

American Psychological Association (APA) Accreditation

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

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

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation*

Psy.D. Program Goals

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

Goal 1: Foundations in psychological sciences and research

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

Goal 2: Integrity in practice

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

Goal 3: Assessment and diagnosis

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

Goal 4: Therapeutic intervention

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

Goal 5: Professional roles

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

Goal 6: Clinical practice from a Catholic integrative perspective

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

Admission

Psy.D. Admission Requirements

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

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

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

Preference will be given to applicants with an undergraduate degree in psychology. To make up for these deficiencies, applicants admitted without a minimum of 18 undergraduate credit hours of coursework in basic psychology content areas (e.g., abnormal, developmental, experimental, physiological, and social psychology, statistics, tests and measures, learning and motivation, or personality theory) are required to successfully complete the IPS general psychology course, which is a year-long overview course, required to be successfully completed during the first year of the program.

- official GRE general test scores (DMU school code 5639) within the past five years. (The GRE score is required of all applicants; no preferred minimum score has been established for admission to the program.)
- application for admission
- three recommendations, at least two of which must be from current or former faculty having the ability to assess future success in doctoral-level clinical psychology education and training
- official transcripts from all post-secondary institutions attended
- essays (see Application for Admission)
- current curriculum vitae or resume, inclusive of work/employment history
- non-refundable \$55 application fee
- on campus interview: After all paperwork listed above is submitted, competitive applicants will be invited to interview on site with a number of Psy.D. faculty. The on campus interview is required for admission to the Psy.D. Program.

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

Admission Process to the Doctor of Psychology

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

There are two phases of the admission process:

1. Application packet: A completed application packet received in admissions is required to progress to the second phase of the admission process.

2. On campus interview: competitive applicants are selected for the final interview required for admission to the Psy.D program after submission of all application materials.

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

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

Applicants to the Psy.D. Program should note that given the University's aim to integrate psychology and a Catholic philosophical and theological understanding of the human person, all students are required to complete 10 semester credit hours in the areas of theology and philosophy in order to graduate. Students who apply should be prepared to undertake rigorous graduate level studies in philosophy and theology in areas relevant to psychology.

Admission Requirements for International Students, Onsite Programs

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

- Applicants holding degrees from outside the United States must arrange to have any international transcript(s) translated and a course-by-course evaluation completed and sent directly to the University from a NACES approved evaluation service (i.e., www.wes.org or www.ece.org). In addition, official transcripts must also be sent directly to the University from the institution(s). Applicants holding degrees from outside the United States must demonstrate post-secondary education that is, at minimum, equivalent to a U.S. bachelor's degree.
- Applicants whose primary language is other than English must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. (DMU school code 5639).
- TOEFL total scores must be at least 100 on the internet-based version (iBT), with a minimum score of 25 in each of the four sections (i.e. reading, listening, speaking, and writing). Academic IELTS scores must fall into the overall band of at least 7.5, with no section band (i.e. listening, reading, writing, speaking) scores below 7.5. Test results must be sent directly from the testing agency, which will only make them available for up to two years from the test date.

Enrollment

Psy.D. Enrollment Status

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

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

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

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

Students should be aware that courses in the Psy.D. program may be offered only once each academic year and often have prerequisites. Taking courses outside the established sequence could postpone eligibility for externship, comprehensive examinations, dissertation completion, and internship, as well as graduation.

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

Doctoral students must remain continuously enrolled until they have completed all program requirements, including the dissertation and pre-doctoral internship. Those students who have completed all required coursework, including the dissertation, but are not yet enrolled in a pre-doctoral internship must follow the normal registration process each applicable semester and pay the Psy.D. continuous enrollment fee to fulfill the continuous enrollment requirement. These students' enrollment status is considered part-time.

Psy.D. Courses Available for Audit and Non-Degree Students

Only the following courses are eligible to be taken by audit (unless special permission is granted by the program director and academic dean): INT 510, INT 511, INT 615, INT 625, PSY 500, PSY 503, PSY 504, PSY 605, PSY 721, and PSY 825.

Criteria for Transfer of Credit

Graduate credits are transferable from regionally accredited institutions. Courses considered for transfer must have been completed within a period of six years prior to acceptance into the University's programs. Exceptions to this time limit may be granted

for applicants who have been actively involved in the field in which the degree was earned on a continuous basis prior to admission. Extension, continuing education, or in-service courses that are not intended by the institution offering the courses as part of a degree program are not acceptable for transfer credit to the University. No graduate credit can be awarded for undergraduate-level courses.

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

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

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

INT 510 The Person: Integrating Philosophical, Theological, and Psychological Perspectives I

INT 511 The Person: Integrating Philosophical, Theological, and Psychological Perspectives II

INT 615 Flourishing through Freedom and Moral Development

INT 625 Flourishing through Relationships, Vocations, and Life Commitments

PSY 512 Law, Ethics, and Psychology

PSY 516 Basic Interviewing and Clinical Skills

PSY 609 Adult Psychotherapy

PSY 610 Child Psychotherapy

PSY 611 Marital Psychotherapy

PSY 613 Personality Assessment

PSY 724 Advanced Adult Psychotherapy

PSY 736 Child Psychopathology

PSY 836 Advanced Personality Assessment

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

Psy.D. Degree Requirements

The Doctor of Psychology (Psy.D.) Program in Clinical Psychology consists of 122 credit hours of coursework and a non-credit course in library information use and research. The Psy.D. curriculum consists of 103 credit hours in psychology, 10 semester credit hours of integrative studies in philosophy and theology, and a minimum of 9 credit hours of dissertation research. Students must also: complete a minimum of 1,500 hours of clinical externship (with the initial year of practicum training occurring in the IPS Center for the Psychological Services and additional training occurring in both secular and nonsecular off-site clinical settings), pass a comprehensive examination, author and defend a doctoral dissertation, and complete 2,000 hours in an APPIC-member pre-doctoral internship.

Psy.D. Curriculum

The Psy.D. degree requirements are designed to be completed in five years of full-time study, four years of academic coursework on-campus, and one year in a pre-doctoral internship site. Students must be enrolled on a full time basis throughout the completion of the Psy.D. Program.

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

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

| Academic Year I: Fall |
|--|
| PSY 504 Psychological Measurement |
| PSY 512 Law, Ethics, and Psychology |
| PSY 516 Basic Interviewing and Clinical Skills |
| PSY 610 Child Psychotherapy |
| INT 510 The Person: Integrating Philosophical, Theological, and Psychological Perspectives I |
| LIB 500 Library: Information Use and Research |
| Academic Year I: Spring |

PSY 507 Psychopathology

PSY 608 Cognitive/Behavioral Assessment

PSY 609 Adult Psychotherapy

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

PSY 832 Integrative Dissertation Seminar

INT 511 The Person: Integrating Philosophical, Theological, and Psychological Perspectives II

Academic Year I: Summer

PSY 605 Developmental Psychology

PSY 721 Cognition & Emotion

PSY 899 Dissertation I

Academic Year II: Fall

PSY 601 Psy.D. Introductory Practicum I

PSY 613 Personality Assessment

PSY 718 Research Design for the Psychological Sciences

PSY 822 Biological Bases of Behavior

PSY 899 Dissertation II

INT 615 Flourishing through Freedom and Moral Development

Academic Year II: Spring

PSY 503 Personality Theories

PSY 602 Psy.D. Introductory Practicum II

PSY 611 Marital Psychotherapy

PSY 836 Advanced Personality Assessment

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| PSY 899 Dissertation III |
| INT 625 Flourishing through Relationships, Vocations, and Life Commitments |
| Academic Year II: Summer |
| PSY 603 Psy.D. Introductory Practicum III |
| PSY 736 Advanced Child Psychopathology |
| PSY 825 Social Bases of Behavior |
| PSY 899 Dissertation IV |

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| Academic Year III: Fall |
| PSY 500 History and Systems of Psychology |
| PSY 701 Foundational Clinical Practicum/Externship I |
| PSY 724 Advanced Adult Psychotherapy |
| PSY 735 Advanced Adolescent and Family Therapy |
| PSY 899 Dissertation V |
| Academic Year III: Spring |
| PSY 702 Foundational Clinical Practicum/Externship II |
| PSY 820 Group Psychotherapy |
| PSY 729 Advanced Statistical Methods |
| PSY 897 Elective I |
| PSY 899 Dissertation VI |

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| Academic Year III: Summer |
| PSY 703 Foundational Clinical Practicum/Externship III PSY 760 Professional Roles and Issues PSY 899 Dissertation VII |

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| Academic Year IV: Fall |
| PSY 801 Advanced Clinical Practicum/Externship I PSY 830 The Psychologist as Consultant, Supervisor, and Educator PSY 899 Dissertation VIII |

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

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|--|
| Academic Year V: Fall |
| PSY 890 Pre-Doctoral Internship (off campus) PSY 899 Dissertation (if applicable) |
| Academic Year V: Spring |

PSY 890 Pre-Doctoral Internship (off campus)

PSY 899 Dissertation (if applicable)

Academic Year V: Summer

PSY 890 Pre-Doctoral Internship (off campus)

PSY 899 Dissertation (if applicable)

Professional Competence and Evaluation Policy

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

It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).

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

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

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

Competencies

Graduation with a degree in clinical psychology requires more than adequate grades and scholarly ability. Students must reach adequate levels of competency in psychological assessment and psychotherapy, and possess the ability to exercise good clinical judgment, ethical reasoning, respect for diversity, and professionalism. It is the solemn responsibility of IPS to serve as a gatekeeper for entrance into the profession. Students who are unable to

meet clinical competencies are subject to remediation policies, which may include being dismissed from the program.

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

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

A wide variety of methodologies for assessing student competencies are utilized including: clinical rating scales in clinical courses, evaluation of course related assignments, evaluations from practica and internship supervisors, the Psy.D. comprehensive exam, professionalism rating scales, and ratings made through the dissertation process. If a student does not meet the minimal level of achievement for any given competency probe, they must remediate the competency deficiency in keeping with the remediation policies outlined in the Psy.D. Program Clinical Training Handbook.

Academic Competency

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

Foundational Scientific Courses

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

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

Integration Courses

INT 510 The Person: Integrating Philosophical, Theological, and Psychological Perspectives I

INT 511 The Person: Integrating Philosophical, Theological, and Psychological Perspectives II

INT 615 Flourishing through Freedom and Moral Development

INT 625 Flourishing through Relationships, Vocations, and Life Commitments

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

If the student's revised competency score is a grade of B or better, the student will not be required to retake the course in question. In addition, the grade from the alternative version of the competency score is for the purposes of documenting the student's competency only and will not result in any change of the course grade originally assigned by the instructor.

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

Clinical Competency

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

Clinical Skills Ratings

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

Professional Competency

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

Remediation

The remediation process is intended to assist the student in meeting the required program competencies in a timely manner for continued progression through the program. A

student who fails to meet the minimum clinical, course, and/or program competencies will be subject to remediative action. See the Psy.D. Program Clinical Training Handbook for a full description of the remediation process, procedures, and requirements.

Passing Grade Requirement

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

Retaking Courses

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

At-Risk and Dismissal from Program

At-risk

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

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

Dismissal from program

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

Full-Time Residence

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

Clinical Practicum / Externship

In order to ensure that students are adequately formed in their clinical skills, in addition to clinical coursework, students are required to complete three years of clinical training that

is continuous, progressive in nature, and graded in complexity for a minimum of 1,500 hours of clinical practicum/externship. This requirement must be met prior to beginning pre-doctoral internship training.

The initial year of practicum training occurs during the second year of the program at the Catholic University of America's Counseling Center. An additional two years of clinical training occurs in both secular and nonsecular off-site externship clinical settings during the third and fourth years of the program.

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

Psy.D. Clinical Comprehensive Exam

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

Doctoral Dissertation

A doctoral dissertation must be completed and successfully defended. This requires a minimum of nine credit hours. The doctoral dissertation can take the form of a critical review and analysis of a topic or area in the field of psychology, or it may take the form of original research which can be either theoretical or empirical.

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

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

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

Pre-Doctoral Internship

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

In addition, students who are required to complete clinical skills remediation plans must successfully complete the plans prior to applying for the pre-doctoral internship. In the case that the clinical skill remediation plans are developed following application for the pre-doctoral internship, all such plans must be successfully completed prior to beginning the internship.

Psy.D. Degree Time Limit

All students admitted to the Psy.D. program must complete all degree requirements within seven academic years from the date of admission to the Psy.D. program, with an academic year comprising a fall semester, spring semester, and summer semester. Doctoral students must remain continuously enrolled until they have completed all program requirements, including the dissertation and pre-doctoral internship.

Those students who have completed all required coursework, including the dissertation, but are not yet enrolled in a pre-doctoral internship must follow the normal registration process each applicable semester and pay the Psy.D. continuous enrollment fee to fulfill the continuous enrollment requirement. These students' enrollment status is considered part-time.

Master of Psychology Awarded En Route

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

Psy.D.Course Descriptions

PSY 500 History and Systems of Psychology

This history of ideas course will provide a survey of the lives, times, and theories of individuals from antiquity to the mid-20th century who have made significant psychological contributions, and of the historico-socio-cultural context of these contributions. We will learn the research methods employed by historians of psychology (i.e., historiography) and the resources they utilize. Couched within a philosophical framework, we will ask epistemological questions about what psychological knowledge is and how we define it, ontological mind/body questions such as whether we have minds or whether minds are equivalent to brains, and metaphysical questions regarding whether we have free will or whether our behavior is predetermined by a variety of factors. We will conclude the semester addressing the lack of female, religious, and ethnic minority presentation in the early history of psychology, and changes in historiography over the last few decades. (3 credit hrs)

PSY 503 Personality Theories

Introduces the major theories of personality used in clinical/counseling psychology, including those schools of thought associated with Freud, Object-Relations theory, Erikson, Jung, Adler, Horney, Rogers, Maslow and Cognitive-Behavioral theory. Emphasis is also put on relevant research findings and critical assessment of the validity and usefulness of the different theories. (3 credit hrs)

PSY 504 Psychological Measurement

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

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

PSY 507 Psychopathology

This course provides an overview of the major theories, classification systems, and research in the area of psychopathology. It introduces students to diagnostic nomenclature, emphasizing the development of facility with the DSM-V classification system. It also examines how spiritual and moral pathology affect the quality of life. (3 credit hrs)

PSY 512 Law, Ethics, and Psychology

This course examines the ethical codes and guidelines developed within the mental health field. Special emphasis is placed on how these ethical guidelines, along with Christian principles, can be applied to the practice of psychology in a manner which holds the well-being of the client as primary. The course also examines professional issues relevant to the practice of psychology. (3 credit hrs)

PSY 516 Basic Interviewing and Clinical Skills

This course provides an introduction to the art and science of basic clinical skills aimed at forming a comprehensive understanding of the person, with special emphasis on assessing dimensions consistent with a Catholic perspective. Specifically, this course will orient students to general philosophical issues related to clinical interviewing and present critical fundamentals of therapeutic relationship development. Instruction will also address particular challenges presented by high risk clients, the need for mandatory reporting, and interviews with children, adolescents, couples, and culturally diverse populations. The course includes a blend of lecture, skill demonstration, and student practice. (3 credit hrs)

PSY 597 Psychology Overview Seminar I

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

PSY 598 Psychology Overview Seminar II

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

PSY 601 Introductory Clinical Practicum I

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

PSY 602 Introductory Clinical Practicum II

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (2 credit hrs) (Prerequisite: PSY 601)

PSY 603 Introductory Clinical Practicum III

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

PSY 605 Developmental Psychology

This course covers the major theoretical systems that seek to explain the development of the human person, and examines them from a variety of perspectives: physical, intellectual, emotional, spiritual and moral. It also considers central aspects of Christian life such as the development of the conscience, the life of virtue, commitment to human relationships and the discernment of one's vocation. (3 credit hrs)

PSY 608 Cognitive/Behavioral Assessment

Offers an overview of the major theories of intelligence and develops basic skills in the administration of commonly used standardized test instruments for assessing cognitive ability and achievement in children, adolescents, and adults. Also covers the basics of report writing and ethical issues pertaining to psychological assessment. (3 credit hrs)(Prerequisites: PSY 504, PSY 516)

PSY 609 Adult Psychotherapy

The purpose of this course is to identify, develop and practice core clinical skills and tasks in the treatment of adult psychopathology. This includes developing and maintaining therapeutic relationships with clients as well as the application of particular systems of psychotherapy in identifying and effectively working toward therapeutic goals. In addition, students will gain a greater ability to critique secular approaches to psychotherapy in light of a Catholic view of the human person and explore psychotherapeutic approaches informed by this anthropology. (3 credit hrs) (Prerequisite: PSY 507 and PSY 516)

PSY 610 Child Psychotherapy

Develops an integrated Catholic framework for understanding family life and the role of parents in raising children. Provides training in basic skills for working with children in therapy including play therapy, behavioral techniques, parenting skills training, and family therapy. Also examines ethical and diversity issues related to the practice of child and family therapy. (3 credit hrs)

PSY 611 Marital Psychotherapy

Develops an integrated Catholic framework for understanding the nature of marriage and marital relationships. Provides training in basic skills used in the assessment and treatment of marital distress. Also examines ethical and diversity issues related to the practice of marital therapy. (3 credit hrs)

PSY 613 Personality Assessment

This course offers instruction in basic skills in the administration of commonly used personality tests, including both psychometric and projective approaches to personality assessment. It also offers instruction in report writing skills by examining the ways in which the results of cognitive/behavioral assessment and a variety of personality assessment instruments can be integrated. (4 credit hrs)(Prerequisites: PSY 507, PSY 608)

PSY 648 Diagnosis & Treatment of Substance Abuse Disorders

This course will provide an overview of the fundamental concepts in substance abuse and substance-induced disorders. A review of the historical, geographic, economic, socio-cultural, physiological and genetic factors that impact substance misuse and abuse will be covered. Treatment options, different intervention approaches and strategies applicable to substance abuse intervention, as well as barriers to treatment, will also be included. (3 credit hrs)

PSY 696 Independent Study

Individualized plan of study during the first two years of the program designed through agreement between the instructor and student, and approved by the program director.

Such plans may include designated readings, viewing of videotaped learning resources, individual meetings for discussion with the instructor, research, and writing, as well as other types of assignments. The instructor determines in advance the requirements and criteria by which a grade is assigned and the number of credit hours to be awarded. Students are limited to a maximum combination of two independent study and psychology seminar courses per degree program. (Prerequisite: consent of faculty advisor and program director) (1-3 credit hrs)

PSY 697 Psychology Seminar

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

PSY 701 Foundational Clinical Practicum/Externship I

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (2 credit hrs) (Co-requisite: Placement in the IPS Center)

PSY 702 Foundational Clinical Practicum/Externship II

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (2 credit hrs)(Prerequisite: PSY 701)

PSY 703 Foundational Clinical Practicum/Externship III

This course reflects time spent gaining clinical experience at the externship site. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (2 credit hrs)(Prerequisites: PSY 701 and PSY 702)

PSY 718 Research Design for the Psychological Sciences

Building on the foundations of PSY 504 (Psychological Measurement) and PSY 832 (Integrative Dissertation Seminar), this course continues the scaffolded process toward the dissertation by examining the fundamentals of research methodology and design. A variety of research methodologies are examined: quantitative (experimental, quasi-experimental, non-experimental), qualitative, and mixed. Specific emphasis is placed upon searching for, understanding, and writing a literature review of empirical research for application to clinical practice. Students propose an empirical quantitative methods study on a clinical,

integrative topic that will scaffold their subsequent dissertation research proposal. (3 credits) (Prerequisites: PSY 504 and PSY 832)

PSY 721 – Cognition & Emotion

This is a survey course in cognition and emotions. Topics in cognition include: theories of learning, perception, attention, memory, knowledge, imagery, language, problem solving, reasoning, and decision making. Emotion is examined in terms of its separation from and interaction with cognition. (3 credit hrs)

PSY 724 Advanced Adult Psychotherapy

This is an advanced seminar on methods of adult psychotherapy. The instructor will draw from the principles of therapy modalities such as emotionally focused therapy, interpersonal therapy, object relations theory, attachment theory, cognitive therapy, family systems, and others. A Catholic Anthropology will be integrated into the subject matter. Issues concerning culture, ethnicity, gender, religious values and other client characteristics will be addressed. The course will include didactic and experiential learning. (4 credit hrs) (Prerequisite: PSY 609)

PSY 729 Advanced Statistical Methods

This course builds on the basic concepts presented in PSY 504 to examine more advanced statistical analyses. These include factorial and multivariate analysis of variance, multiple regression, meta-analysis, and structural equation modeling. Primary emphasis in the class will be in understanding and critiquing the statistical analyses presented in clinical psychology journals as an adjunct to lifelong learning. (3 credit hrs)

PSY 735 Advanced Adolescent and Family Therapy

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

PSY 736 Child Psychopathology

This course provides a broad overview of child psychopathology initially focusing on understanding basic concepts, historical context, developmental influences, theoretical perspectives, research methodology, and issues related to assessment and classification. This will be followed by a comprehensive survey of the major categories of child psychopathological disturbances with an emphasis on empirically supported interventions for treating the various disorders. (2 credit hrs)

PSY 760 Professional Roles and Issues

This seminar examines the multiple career opportunities and professional roles of professional psychologists. Topics include academic careers, clinical practice in a variety of settings, scholarly publishing and presentations, and involvement in professional associations. In addition, students construct a curriculum vitae and develop a strategic career plan. (2 credit hrs)

PSY 801 – Advanced Clinical Practicum/Externship I

This course reflects time spent gaining clinical experience at the externship site, providing psychotherapy and psychological assessments. Students also attend and present at regularly scheduled case consultation groups which focus on sharing the diversity of clinical experiences obtained through the variety of external site placements, with input from the University faculty on how these experiences interface with the perspective of the University training model. (Corequisite: Placement in an University approved externship. Typically completed by students in their fourth year of the Psy.D. Program. (Prerequisite: PSY 703) (3 credit hrs)

PSY 802 – Advanced Clinical Practicum/Externship II

Second of two required semesters of advanced clinical experience at the externship site, providing psychotherapy and psychological assessments. This course reflects time spent gaining clinical experience at the externship site. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (see Prerequisite: PSY 801 for additional details) (3 credit hrs)

PSY 803 – Advanced Clinical Practicum/Externship III

This is an ad hoc course designed for students who have not begun the pre-doctoral internship and who are in an advanced clinical experience at the externship site during the summer semester. This course reflects time spent gaining clinical experience at the externship site, providing psychotherapy and psychological assessments. Students also attend and present regularly scheduled case consultation groups which focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (see Prerequisite: PSY 802 for additional details) (3 credit hrs)

PSY 815 Psychology of Religion

This course will provide an overview of the empirical psychology of religion as well as more general social scientific perspectives on religion. Topics will include issues of measurement, faith development, religion in adolescence, its effects on health and at-risk behavior, religious coping styles, conversion, religious experience and mysticism, as well as the treatment of religion in attachment theory, evolutionary perspectives, the cognitive science of religion, and the spirituality and/or/versus religion debate. “New” religions, totalistic movements, and the “new atheism” will also be examined. (3 credit hrs)

PSY 820 Group Psychotherapy

This course will cover evidence-based therapeutic factors that operate in most group interventions and the role of these in long term, short term and specialty groups. It will include didactic and experiential learning, case presentations, seminar discussion and analysis of group research. The course will also illustrate how Catholic anthropological principles might apply to group life. (3 credit hrs)

PSY 822 Biological Bases of Behavior

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

PSY 823 Psychopharmacology

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

PSY 825 Social Bases of Behavior

Serves as an overview of the major theories, areas of study, and research methodologies in the field of social psychology. Includes such topics as impression formation, attribution theory, social influence, attitude development and change, prejudice and discrimination, antisocial and prosocial behaviors, affiliation and attraction, and sex role behaviors. Behaviors strongly intertwined with affect such as aggression, prejudice, and interpersonal attraction and intimate relations, as well as contemporary theories of affective influences are examined. (3 credit hrs)

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

This course systematically covers the cultural, religious, and individual diversity considerations central to effective functioning of a clinical psychologist. In addition to reviewing the adjustments in clinical practice expected when working with individuals from diverse backgrounds, attention is given to the need which often arises to coordinate treatment efforts with other professionals who are involved in caring for the client. (3 credit hrs)

PSY 830 The Psychologist as Consultant, Supervisor and Educator

As leaders, psychologists find themselves called to participate in many roles beyond those of clinical practice and research. This course introduces students to the leadership roles of consultation, supervision, and teaching. Students will be introduced to the literature concerning these areas, as well as being provided with opportunities for experiential learning about these roles. (3 credit hrs)

PSY 832 Integrative Dissertation Seminar

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

PSY 836 Advanced Personality Assessment

This course develops skills in the administration and interpretation of more advanced projective personality techniques such as the Rorschach. Report writing skills are developed further by examining the ways in which the results of a variety of psychological assessment instruments can be integrated and used to make diagnoses and treatment recommendations. (4 credit hrs)(Prerequisite: PSY 613)

PSY 840 Human Sexuality

This course provides an introduction to the science of human sexuality which is aimed at forming a comprehensive understanding of the person, with special emphasis on assessing dimensions consistent with a Catholic perspective. Specifically, this course will orient students to general psychological, philosophical, and theological issues related to human sexuality, the science of human sexuality, and the application of knowledge of human sexuality to clinical practice. The course includes a blend of lecture and discussion as applied to clinical practice. (2 credit hrs)

PSY 890 Pre-Doctoral Internship

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

PSY 896 Independent Study

Individualized plan of study designed through agreement between the instructor and student, and approved by the Department Chair. Such plans may include designated readings, viewing of videotaped learning resources, individual meetings for discussion with the instructor, research, and writing, as well as other types of assignments. The instructor determines in advance the requirements and criteria by which a grade is assigned and the number of credit hours to be awarded. Students are limited to a maximum combination of two Independent Study and Psychology Seminar courses per degree program. (1-3 credit hrs)(Prerequisite: consent of faculty advisor and program director)

PSY 897 Psychology Seminar

This seminar course is offered to a group of students on a topic or topics specified by the instructor and approved by the program director. The seminar format typically includes regularly held class meetings in which the instructor gives lectures and/or facilitates discussion. Students are limited to a maximum combination of two Independent Study and

Psychology Seminar courses per degree program. (1-3 credit hrs) (Prerequisite: consent of faculty advisor and program director)

Topics include:

Contemporary Cognitive and Behavior Therapies

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

Existential Issues in Psychology and Psychotherapy

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

Emotion-Focused Therapy for Individuals and Couples

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

PSY 899 Dissertation

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

PSY 901 – Advanced Clinical Practicum/Externship IV

This is an ad hoc course designed for students who have not begun the pre-doctoral internship and who are in an advanced clinical experience at the externship site. This course may be repeated as needed. This course reflects time spent gaining clinical experience at the externship site, providing psychotherapy and psychological assessments. Students also attend and present regularly scheduled case consultation groups that focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (Prerequisite: PSY 801) (3 credit hrs)

PSY 902 – Advanced Clinical Practicum/Externship V

This is an ad hoc course designed for students who have not begun the pre-doctoral internship and who are in an advanced clinical experience at the externship site. This course may be repeated as needed. This course reflects time spent gaining clinical experience at the externship site, providing psychotherapy and psychological assessments. Students also attend and present regularly scheduled case consultation groups that focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (Prerequisite: PSY 901) (3 credit hrs)

PSY 903 – Advanced Clinical Practicum/Externship VI

This is an ad hoc course designed for students who have not begun the pre-doctoral internship and who are in an advanced clinical experience at the externship site during the Summer semester. This course may be repeated as needed. This course reflects time spent gaining clinical experience at the externship site, providing psychotherapy and psychological assessments. Students also attend and present regularly scheduled case consultation groups that focus on skill development in the areas of diagnosis, treatment planning, clinical skills, and provision of services from an integrated perspective. (Prerequisite: PSY 902) (3 credit hrs)

INT 510 The Person: Integrating Philosophical, Theological, and Psychological Perspectives I

This course examines a Catholic Christian integrative vision of the person and flourishing, and its application for clinical psychology through the appraisal of several models for integrating psychology, philosophy, and theology. The course addresses the implications of different anthropological models on concepts of person, body, and relationality; flourishing through relationships, vocations, and commitments; and flourishing through developing natural capacities and growing one's freedom. Application for clinical psychology is a theme throughout, supporting an understanding of the whole person with emphasis on initial interviewing and case conceptualization. This course is taught by a philosophy/theology professor and typically co-taught by a clinical psychology professor. Prerequisites: None. (2 credit hrs) [*Replaces PHT 505 Philosophical and Theological Anthropology I*]

INT 511 The Person: Integrating Philosophical, Theological, and Psychological Perspectives II

This course examines a Catholic Christian integrative vision of the person and flourishing. The course addresses the implications of different anthropological models on concepts of person and body; creation and goodness; the person as an image of God; equality, difference, and complementarity of the sexes; fallenness and the effects of sin; and redemption, divine grace, and hope. The course further examines classic philosophical psychology; the foundational human capacities of sensation-perception, emotion, reason, and free judgment and responsibility. Application for clinical psychology is a theme throughout, supporting an understanding of the whole person with emphasis on initial interviewing and case conceptualization. This course is taught by a philosophy/theology professor and typically co-taught by a clinical psychology professor. (2 credit hrs)

Prerequisites: PHT 505 or INT 510 [*Replaces PHT 506 Philosophical and Theological Anthropology II*]

INT 615 Flourishing through Freedom and Moral Development

This course examines the foundations of freedom, moral development, and moral character using an integrative approach. It addresses themes of practical reasoning; freedom and responsibility; moral development and moral character; the principal virtues—both philosophical and theological—and their sub-virtues, as well as opposing vices. It also integrates psychological perspectives on moral development, meaning making, virtue, and flourishing. Application for clinical psychology is a theme throughout, supporting an understanding of the whole person with emphasis on case conceptualization. This course is taught by a philosophy/theology professor and typically co-taught by a clinical psychology professor. (3 credit hrs) (Prerequisites: PHT 505 and 506, or INT 510 and 511) [*Replaces PHT 614 Practical Reasoning and Moral Character*]

INT 625 Flourishing through Relationships, Vocations, and Life Commitments

This course examines friendship, marriage, family life, and other vocational states, using a Catholic Christian integrative approach. It addresses themes of person and use; friendship and community; sexual drive, love, and attraction; the law of the gift; marriage as an institution—based in nature and science—that supports the flourishing and protection of individuals, families, and society; and Christian marriage and sacramentality. Students explore themes of impediments, disorders, and privations related to marriage, family life, and other vocational states. This includes the realities of separation and divorce, and children of divorce; as well as supporting strengths and transformational practices.

Application for clinical psychology is a theme throughout, with emphasis on case considerations. This course is taught by a philosophy/theology professor in conjunction with clinical psychology lecturers. (3 credit hrs)

(Prerequisites: PHT 505, 506, 614 or INT 510, 511, 615) [*Replaces PHT 635 Theology of Marriage and Family*]

LIB 500 Library and Information Use & Research

This course is required for all entering students and provides an in-depth review of library organization, collections, services, and online resources; presents the methodologies of information searching, strategy development, and evaluation; and reviews the evaluation of information and information sources. (0 credit hrs)

The following courses: PHT 505, 506, 614, 635 have been replaced by INT 510, 511, 615 and 625.

PHT 505 – Philosophical and Theological Anthropology

This course examines the unity and complexity of the human person from a philosophical and theological perspective, with special attention to the Catholic tradition. It constitutes an introduction to classic philosophical psychology. The course promotes integrative competencies for understanding anthropological models and their treatment of: the human person and flourishing; moral agency and character; and the interaction of human nature, culture, and divine grace, while attending to relevance for

psychotherapy. Together with the other integrative anthropological courses offered at the IPS, it provides an introduction to the most important philosophical and theological concepts, arguments, and texts that are pertinent to the practice of clinical psychology. This course is the first of two on the topic of integrative anthropology. (2 credit hrs) *[Replaced by INT 510 The Person: Integrating Philosophical, Theological, and Psychological Perspectives I]*

PHT 506 – Philosophical and Theological Anthropology

This course examines the unity and complexity of the human person from a philosophical and theological perspective, with special attention to the Catholic tradition. It constitutes an introduction to classic philosophical psychology. The course promotes integrative competencies for understanding anthropological models and their treatment of: the human person and flourishing; moral agency and character; and the interaction of human nature, culture, and divine grace, while attending to relevance for psychotherapy. Together with the other integrative anthropological courses offered at the IPS, it provides an introduction to the most important philosophical and theological concepts, arguments, and texts that are pertinent to the practice of clinical psychology. This course is the second of two on the topic of an integrated anthropology. (2 credit hrs) *[Replaced by INT 511 The Person: Integrating Philosophical, Theological, and Psychological Perspectives II]*

PHT 614 – Practical Reasoning and Moral Character

This course examines practical reasoning, moral character, and the virtues, in a philosophical and theological perspective, with special attention to the Catholic tradition and clinical psychology. Together with the other integrative anthropological courses offered at the University, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology. (3 credit hrs) *[Replaced by INT 615 Flourishing through Freedom and Moral Development]*

PHT 635 – Theology of Marriage and Family

This course will introduce the student to the nature, origins, and purposes of marriage and family life. It will examine the continuity and development of Catholic teaching on marriage and family. It will also put this doctrine in a historical, psychological, philosophical, and theological context. It will address several issues that are especially pertinent to the psychological sciences, including disorders and privations related to romance, marriage, and family life. Together with the other integrative anthropological courses offered at the University, it provides an introduction to the most important philosophical and theological texts that are pertinent to the practice of clinical psychology. (3 credit hrs) *[Replaced by INT 625 Flourishing through Relationships, Vocations, and Life Commitments]*

Psy.D. Faculty

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Global Campus

In 2014 IPS started its first online program, Masters of Science in Psychology, that has become a part of the Global Campus which now includes master's programs in psychology and counseling. DMU serves hundreds of students through its online format, creating accessibility for students around the world to learn, to be transformed and to be agents of positive change for their families, the church, and culture.

The Institute for the Psychological Sciences- Global Campus

Master of Science in Psychology (M.S.P.)

Program Overview

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.

Philosophy

This program is designed to prepare professionals and leaders to employ basic social and behavioral sciences and a habit of evidential reasoning to promote human flourishing within the context of the focused program specializations.

Goals and Learning Outcomes

Goal 1: The master's graduate in psychology demonstrates a broad knowledge of psychology's core domains, knowledge of psychology as a science, and advanced knowledge

in the areas of organizational leadership or pastoral and spiritual care. Graduates will be able to:

Outcome 1: Analyze and deepen knowledge of the major concepts, theories, and methodologies in psychology relevant for science and applied practice;

Outcome 2: Develop a holistic, 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 for strategic thinking, problem solving, and decision making: Graduates apply appropriate techniques to identify and answer research and applied 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 M.S.Psychology recognize and embrace 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 including resolving conflicts;

Outcome 6: Engage in behavior that is in accordance with the dignity of the person and ethical standards of the discipline in order to bring about flourishing of individuals, groups, and organizations;

Goal 4: Communication: Graduates demonstrate competence in written, oral, and interpersonal communication skills in multiple formats and contexts. They express concepts clearly and with culturally appropriate adaptations for different audiences. Graduates will be able to:

Outcome 7: Develop interpersonal skills to lead individuals, groups, and organizations from culturally diverse backgrounds either in person or through the use of technology;

Outcome 8: Articulate insights effectively and empathically to individuals and groups, including sharing visions and negotiating effectively influence others for desired outcomes

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 in a variety of applied fields. 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 organizational settings.

Goal 6: Advanced skills for organizational and leadership expertise: Graduates of the MSP with a concentration in Organizational Leadership will demonstrate advanced knowledge and skills in organizational, human resource, project, and team management.

Outcome 11: Demonstrate ability to manage organizational change initiatives ensuring positive transformations

Outcome 12: Apply human resource management principles to attract and develop talent and foster flourishing and transformation

Goal 7: Advanced skills for compassionate pastoral and spiritual care: Graduates of the MSP with a concentration in Pastoral and Spiritual Care will demonstrate extensive pastoral care skills to aid the spiritual, emotional, and relational flourishing of individuals and groups. Graduates will be able to:

Outcome 13: Demonstrate a range of relevant care skills including listening/attending, empathic reflection, conflict resolution/ transformation, confrontation, crisis management, and appropriate use of religious/spiritual resources

Program Description

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

Overview

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

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

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

Admission Requirements for M.S.P. Program

Individuals interested in the Master of Science in Psychology Program can apply for admission at any time, and will be considered in the next admissions cycle.

Admissions requirements

The baccalaureate degree 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.

- International applicants must have completed the equivalent of a U.S. bachelor's level degree. Applicants holding degrees from outside the United States must submit any international transcript(s) to a NACES approved evaluation service for a course-by-course evaluation of their transcripts. For more information, please visit the NACES website at: www.naces.org
- Students with a lower GPA may document their ability to succeed in a graduate program in one of the following ways:
 - Score above the 50th percentile on the GRE (verbal reasoning, quantitative reason, and analytic writing)
 - Complete a minimum of nine (9) graduate-level credit hours from an institution accredited by an agency recognized by the US Department of Education with a minimum overall 2.5 GPA on a 4.0 scale and a minimum 2.5 (B-) grade in each course.
 - Have completed a master's degree from an accredited college or university with a minimum overall 2.5 GPA on a 4.0 scale
- Submission of all application materials
 - Online application found on: <https://enroll.divinemercy.edu/m-s-inpsychology/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)
 - Two letters of recommendation

- Written statement of intent (indicating how student goals align with the goals of the program)
- Non-refundable application fee (\$55)
- International Students whose first language is not English or who have not completed a degree in which English was the medium of instruction must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. TOEFL scores must be at least 80 on the Internet-based version (IBT), 210 on the computer based version (CBT), and 550 on the paper-based version (PBT). Academic IELTS scores must fall into the overall band of at least 6.5, with no individual band scores below 6.0. Applicants who are eligible for accommodations should check with their test center on availability of accommodations for their language test.
- Attend virtual orientation before registering for classes

Criteria for Transfer of Credit

Students admitted to the online M.S. in Psychology (M.S.P.) may transfer a maximum of nine (9) credit hours coming from a graduate program of an institution of higher education accredited by an agency recognized by the U.S. Department of Education or a maximum of eighteen (18) credit hours from another DMU graduate program. Courses considered for transfer must have been completed within a period of six years prior to acceptance into the MS program. Exceptions to this time limit may be granted for applicants who have been actively involved in the field in which the degree was earned on a continuous basis prior to admission. Extension, continuing education, or in-service courses that are not intended by the institution offering the courses as part of a degree program are not acceptable for transfer credit to Divine Mercy University. No graduate credit can be awarded for undergraduate-level courses.

Transfer of graduate credits earned at other institutions is not automatic. Only graduate credit for courses determined to be equivalent to courses offered in the M.S.P. (also in terms of faculty credentials and topics covered, etc.) are eligible to be transferred for course credit. In addition, only courses for which a grade of B (3.0) or better is obtained will be considered for transfer. DMU also reserves the right to limit the number of credits that are transferred for a given course, to only those components that are consistent with the applicable course offered here.

Applicants should note that given the unique mission of the DMU and the integrated nature of the online M.S.P. 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 M.S.P. program's course. If transfer credit is granted for an M.S.P. core course with a capstone component, the student must register for and complete PSY 599 - Academic

Writing for Psychological Research course (1-credit) in which the student will successfully complete missing capstone papers. The student is responsible to enroll in this course with the registrar. In addition, the following courses typically are not eligible for transfer from another institution:

- PSY 550: Helping People Flourish: A Catholic Christian Approach to Psychology
- PHT 508: The Catholic Christian Vision of Flourishing-Vocations and Virtues (students who have successfully completed PHT 513 and PHT 523 in DMU's Counseling program or PHT 506 in DMU's Psy.D. program may petition to take a one credit hour independent study to complete their integrative capstone assignment instead of PHT 508)
- PSY 586 Research and Evaluation

Students wishing to apply for transfer of credit must submit the appropriate transfer of credit form (obtained from the Office of Registrar) to the program director. This request will be reviewed by the M.S. Psychology program director who will notify the student of the decision regarding the request.

M.S.P. Courses Available for Audit

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

- PHT 543 Catholic Christian Marriage and Human Sexuality
- PSY 595 Transformational Leadership
- PSY 590 Leading People, Programs, and Organizations
- PSY 615 Applied Leadership Skills

M.S.P. Courses Available for Non-degree Seeking Students

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

PSY 550 Helping People Flourish: A Catholic Christian Approach to Psychology
PSY 560 Human Growth and Development Across the Lifespan
PSY 515 Cognition, Emotion, and Motivation
PHT 508 The Catholic Christian Vision of Flourishing: Vocations & Virtues
PHT 543 Catholic Christian Marriage and Human Sexuality
PSY 575 Social Psychology, Groups, and Diversity
PSY 595 Transformational Leadership
PSY 590 Leading People, Programs, and Organizations

Program Requirements

M.S.P. - 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 in the Organizational Leadership or Pastoral and Spiritual Care concentration must complete seven (7) core courses (21 credits) and four (4) elective courses (12 credits). For the Bioethics Concentration, students must complete eight (8) required core courses (24 credits) and three (3) elective courses (9 credits). Students should consult with their academic advisors as to what core courses would best support their academic and professional goals. PSY 550 Helping People Flourish: A Catholic Christian Approach to Psychology is the required first course in the program.

M.S.P. Core Curriculum

1. PHT 508 The Catholic-Christian Vision of Flourishing: Vocations & Virtues (3 credits)
2. PSY 515 Cognition, Emotion, and Motivation (3 credits)
3. PSY 550 Helping People Flourish: A Catholic-Christian Approach to Psychology (3 credits)
4. PSY 560 Human Growth & Development Across the Lifespan (3 credits)
5. PSY 575 Social Psychology, Groups, and Diversity (3 credits)
6. PSY 581 / COUN 520 Theories and Models of Counseling and Personality (3 credits)
7. PSY 586 Research and Evaluation (3 credits)
8. PSY 620.1-620.3 Psychological Research and Writing (3 credits)
9. PSY 620.4-620.6 Psychological Research and Writing (3 credits)
10. PSY 640 Advanced Statistical Analysis for Psychology and the Social Sciences (3 credits)
11. PSY 599 Academic Writing for Psychological Research (1 credit, as needed)

Capstone Project Courses in the MSP Curriculum

The Master of Science in Psychology (MSP) program at Divine Mercy University includes a required capstone project that is woven throughout the core curriculum to promote cumulative, mission-aligned scholarship. Students begin the capstone process in their first course (PSY 550) and progressively develop their project through a series of required academic components.

The following courses incorporate the required capstone assignments for all students:

- **PSY 550** Helping People Flourish: A Catholic Christian Approach to Psychology
 - *Capstone Introduction Paper*
- **PHT 508** The Catholic Christian Vision of Flourishing: Vocations and Virtues
 - *Integrative Literature Review Paper*
- **PSY 515** Cognition, Emotion, and Motivation
 - *Decision-making and Motivation Paper*
- **PSY 575** Social Psychology, Groups, and Diversity
 - *Target Population and Cultural Perspective Paper*
- **PSY 586** Research and Evaluation
 - *Psychological Literature Review, and Evaluation Paper*

Capstone development is a required and graded element in each of these courses. Students who received a grade below a B- in any of their capstone papers will need to rewrite their paper and will be required to take PSY 599 as a 1-credit course. These assignments culminate in a comprehensive written capstone project that integrates psychological research and theory with the program's Catholic Christian vision of the human person. The capstone process ensures that students demonstrate not only academic and professional competence but also values-driven insight applicable to diverse psychological contexts.

Optional Thesis Track in the MSP Curriculum

In addition to the capstone project, the M.S.P. program offers an optional thesis track for students who wish to pursue more intensive research preparation, particularly those considering doctoral-level study. The thesis must demonstrate the student's ability to conduct original empirical or theoretical research under the guidance of a faculty advisor and thesis committee.

Writing a research thesis is an academically challenging endeavor and is not a good fit for all students. Planning and implementing the research project takes a considerable amount of time and ability to work independently to succeed. Students wishing to enter the optional thesis track need to apply by the end of PSY 550 by informing the program director and submitting a small portfolio of writing samples submitted to the program director.

Students must meet minimum academic requirements for the optional thesis track:

- A minimum grade of A- for PSY 550
- A minimum cumulative GPA of 3.5 across the first two terms
- A faculty recommendation based on a small portfolio of writing samples (final gratitude research paper and the Capstone Introduction from PSY 550)
 - Writing samples will be reviewed by two faculty members. Each writing sample will receive two scores from 1 (insufficient) to 4 (excellent). Students must receive a total score of 12 or above to be admitted to the concentration.

Students must maintain a minimum cumulative GPA of 3.5 in order to remain in the optional thesis track. Students must take both the PSY 620.1-3 and PSY 620.4-6 Psychological Research and Writing courses.

M.S. in Psychology Concentrations

Organizational Leadership Concentration (4 courses, 12 credits)

1. PSY 590 Leading People, Programs, and Organizations (3 credits)
2. PSY 595 Transformational Leadership (3 credits)
3. PSY 615 Applied Leadership Skills and Conflict Management (3 credits)
4. PSY 635 Organizational Financial Management and Resource Development (3 credits)

Pastoral and Spiritual Care Concentration (4 courses, 12 credits)

1. PHT 510 Spiritual Growth and Discernment
2. PHT 543 Catholic Christian Marriage and Human Sexuality

3. PSY 556 Helping Skills for Pastoral and Spiritual Care
4. PSY 566 Grief and Bereavement Across the Lifespan

Bioethics Concentration (9 credit hours)

- NCBC Certification Program in Bioethics (9 credits)
 - Foundations of Catholic Health Care
 - Ethical Challenges at the Beginning of Life
 - Ethics Committees, Research, Vaccines, and Gender
 - Ethical Challenges at the End of Life

Postgraduate Certificate in Catholic Christian Psychology and Bioethics

This postgraduate certificate is meant to provide supplemental training for individuals, such as healthcare providers, mental health professionals, chaplains, and others, who are guiding and caring for those facing challenging ethical situations. Built on a Catholic Christian vision of the flourishing person, the certificate program helps students to evaluate complex ethical issues that arise in healthcare and other settings, while also developing empathetic relating skills. Students complete their studies in bioethics through the National Catholic Bioethics Center's certificate program, which grants nine graduate credits towards the postgraduate certificate program at Divine Mercy, and take the remaining 10 credits as part of the Master's in Psychology program.

Core:

- PSY 550 Helping People Flourish: A Catholic Christian Approach to Psychology
- PHT 508 The Catholic Christian Vision of Flourishing: Vocations & Virtues
- PSY 556 Helping Skills for Pastoral and Spiritual Care
- PSY 599 Capstone Writing Course

Electives:

- NCBC Certification Program in Bioethics (9 credits)
 - Foundations of Catholic Health Care
 - Ethical Challenges at the Beginning of Life
 - Ethics Committees, Research, Vaccines, and Gender
 - Ethical Challenges at the End of Life

Note: Electives are not offered every term.

Discontinued Concentrations

In accordance with institutional policies and in alignment with the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University will discontinue offering the following academic concentrations for new student enrollment, effective Fall 2025.

Students who are currently enrolled in these concentrations will be permitted to complete their program of study in accordance with the approved curriculum and within the standard time frame for degree completion. Appropriate academic support and course availability will be maintained to ensure timely graduation.

Currently enrolled students may request to change their concentration to one of the continuing or newly approved concentrations, subject to academic advising and degree progression review. Students interested in changing concentrations should consult with their academic advisor or program director to evaluate eligibility, discuss curricular implications, and submit any required documentation.

Marriage and Family Studies (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

Human Service Counseling (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

Virtual Residency

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

M.S.P. Degree Time Limit

The maximum time to complete the program is five years.

M.S.P. Academic Good Standing

To remain in good academic standing, students must maintain a minimum cumulative grade point average of 3.0. A 3.0 cumulative grade point average is required to graduate. In addition, students must receive a grade of B- or higher on all their Capstone papers. 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.

Remediation

Students may be placed on a remediation plan for two reasons:

- The cumulative GPA is below a 3.0
- A capstone project paper has received a grade lower than a B-

Since academic writing is an essential part of succeeding in a graduate psychology program, students who have received a grade below B- in a capstone paper will automatically be enrolled in PSY 599, the 1-credit Academic Writing for Psychological Research course, in order to receive additional support for their academic writing and research skills. Students must complete this course with a grade of B- or above. Students who receive a grade below B- in PSY 599 must retake the course in the following term.

Academic Probation

In the event of failure to meet the above standard for academic good standing, students will be placed on academic probation and receive notification regarding their academic standing. The Registrar refers students on academic probation to the Program Director to develop a plan for remediation.

Passing Grade Requirement

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

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

Retaking Courses

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

Academic Dismissal

Students placed on academic probation for two semesters or who have received a grade below B- in PSY 599 three times and fail to resolve the academic deficiency may face academic dismissal.

Graduation Requirements

In order to qualify for graduation, all coursework and curriculum requirements must be completed and all degree requirements met within the degree time-limit and by the official graduation date. It is the responsibility of the students to successfully fulfill all of

their degree requirements, as detailed in each respective program section of the catalog published at the time of their enrollment in the degree which they seek.

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

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

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

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

M.S. Psychology Course Descriptions

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

MSP 500i Program Orientation

In this course students are given an introduction to DMUs handbooks and catalog, the program's online platform Canvas, to integrative perspectives to psychology, the Capstone project and writing in APA format. (0 credits)

PHT 508 The Catholic Christian Vision of Flourishing: Vocations and Virtues

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 510 Spiritual Growth and Discernment

This course examines the human person through the integrated lens of Catholic Christian anthropology and psychological science, emphasizing the inherent dignity, relational nature, moral agency, and spiritual vocation of every individual. Students explore God's plan for human flourishing as revealed in Scripture and tradition, including the effects of grace, sin, virtue, and vice on psychological and spiritual development. The course introduces the theological and psychological foundations of spiritual accompaniment, including the identity and role of the spiritual director, the history of the practice, and the dynamics of discernment. Particular attention is given to recognizing the movements of the Holy Spirit and distinguishing them from psychological or emotional phenomena. Designed for psychology students preparing to support others in their interior and relational growth, this course fosters a holistic understanding of the person oriented toward healing, integration, and communion with God and others.

PHT 543 Catholic Christian Marriage and Human Sexuality

PHT 543 Catholic Christian Marriage and Human Sexuality introduces students to marriage as a natural and divine institution that serves the flourishing and protection of individuals, families, and society. Students will examine sexual differences from biological, psychological, and theological perspectives focusing on the writings of St. John Paul II, particularly his Theology of the Body. A Catholic Christian understanding of masculinity and femininity and its implications for complementarity for relational and family flourishing will be explored. Students will analyze several contemporary challenges to marital flourishing and examine possible ways to strengthen the family as the domestic church in a diverse world through growth in virtue.

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 550 Helping People Flourish: A Catholic Christian Approach to Psychology

In this course, students explore the richness of understanding behaviors, emotions, and thoughts through the study of psychology—informed by philosophy and theology—to aid self and others in flourishing. Students engage in exercises in reflection and practical application using resources that are present throughout their graduate study of

psychology, and work toward building a foundation for academic and professional success as scholar-practitioners and agents of positive change. Students also learn to integrate a Catholic Christian vision of the person with best practices in psychological theory, research, and intervention. This holistic view affirms the person as possessing intrinsic dignity, as free and able to make responsible choices, relational and connected to others and society, and as seeking psychological well-being, moral character, and spiritual growth. Finally, students assess the benefits of the graduate study of psychology for their personal and professional goals through creating a professional development plan. The course concludes with a two day mandatory online residency to deepen students' understanding of these foundational concepts together as a virtual learning community. ***This course includes a mandatory 2 day virtual residency.***

PSY 556 Helping Skills for Pastoral and Spiritual Care

This course prepares students to develop the core competencies necessary for effective pastoral and spiritual care within a variety of ministry and caregiving contexts. Emphasis is placed on cultivating essential interpersonal skills such as active listening, empathic presence, trust-building, and spiritual discernment. Students will practice skills in spiritual conversation, pastoral assessment, intervention planning, and accompaniment of individuals and groups through life challenges, crises, and transitions. Topics include ethical decision-making grounded in Christian moral theology, multicultural and interfaith sensitivity, and appropriate referral and case management practices. The course also addresses practical skills in de-escalation, conflict resolution, and ministering in emotionally intense situations. Throughout, students are encouraged to integrate theological understanding, psychological insight, and pastoral wisdom in fostering healing, dignity, and spiritual growth in those they serve.

PSY 560 Human Growth and Development Across the Lifespan

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 566 Grief and Bereavement Across the Lifespan

This course explores the psychological, emotional, and spiritual dimensions of grief and bereavement with particular emphasis on responses to death and loss across the lifespan. Grounded in a Catholic-Christian understanding of the human person, students examine the meaning of suffering, death, and hope in the context of eternal life and human dignity. The course addresses developmental differences in how loss is experienced, cultural and familial influences on mourning, and the impact of sudden, traumatic, and anticipated death. Special attention is given to fostering resilience and adaptive coping, as well as the role of faith, ritual, and community in supporting those who grieve. Students will develop

clinically and pastorally sensitive approaches to accompany individuals and families through experiences of loss, integrating psychological theory with theological and pastoral insight.

PSY 575 Social Psychology, Groups, and Diversity

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 prosocial 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 581 / COUN 520 Theories and Models of Counseling and Personality

Theories and Models of Counseling and Personality introduces students to the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive, behavioral, humanistic, existential, interpersonal, multicultural, integrative, and systems theory. A focus on evidence-based practices that incorporate diversity issues with population-specific approaches is a significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students will utilize case conceptualization to demonstrate their understanding of theoretical foundations as the basis of pastoral counseling practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are appropriate with diverse individuals, groups, and families.

PSY 586 Research and Evaluation

This course introduces students to foundational research methods and designs, including reliability, validity, evidence-based practice, needs assessment, and critical evaluation of published studies. Students will explore scales of measurement, descriptive statistics, and basic univariate inferential statistics commonly used in organizational, leadership, and pastoral care settings. Emphasis is placed on the use of ethical and culturally relevant strategies for conducting, interpreting, and reporting research results. Students will also learn how to develop and apply outcome measures to assess effectiveness in leadership initiatives and spiritual care programs.

PSY 590 Leading People and Programs

This course explores the psychology of an effective organization working with individuals and other organizations toward advancing personal flourishing and the common good. Students explore the meaning of organizational leadership, examining the core competencies needed to address the challenges organizations face in a diverse and

changing world. Students study the characteristics of effective organizations while developing skills in communication, planning and goal-setting, leading change, decision making, motivating others, and conflict resolution. Being an effective leader also implies the ability to develop and grow with experience; students study the principles and techniques of leader and team member development. Finally, students learn how to assess needs and identify assets, then to design and implement programs that meet these needs.

PSY 595 Transformational Leadership

In this course students appraise the principles and the scholarly foundation of transformational leadership from a Catholic Christian perspective. Students (1) evaluate the utility of transformational leadership for visioning and then accomplishing an organizational mission; (2) develop strategies for managing stressful situations; (3) discern the importance of being a role model and developing the skills required to be a transformational leader; (4) analyze various motivational techniques for influencing individuals and groups; and (5) develop strategies for building a learning organization, celebrating successes, and fostering personal and professional growth in others.

PSY 599 Academic Writing for Psychological Research

In this course students follow an individualized plan of study focused on the rigor of writing the capstone/thesis project. Students who transferred into the program or students who require additional time and support for the writing of the different parts of their capstone/thesis project will receive support in this course. In depth instruction on APA format and mastery of academic writing as applied to the capstone/thesis project will be the focus of this course. Students who received a grade below a B- in any of their major capstone sections (introduction, integrative literature review, psychological literature review, decision making and motivation paper, implementation and evaluation plan; and target population papers) will be required to take PSY 599 as a 1-credit course. Students receiving a grade below a B or desiring to improve their academic writing towards excellence are strongly encouraged to enroll in the course.

PSY 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 620.1–3 Psychological Research and Writing

This three-term sequence course guides students through the development of a graduate-level research paper that emphasizes applied science and is informed by the

Catholic-Christian vision of the person, with the goal of supporting the flourishing of the whole person. Through this research work students have the unique opportunity to further explore scientifically at a deeper level a topic related to an area of interest, work, or ministry. Students will select a research topic, develop a full research proposal, and submit a final research paper. The topic may, but is not required to, build on prior capstone work. *(1 credit per term, total 3 credits)*

PSY 620.4–6 Psychological Research and Writing

This three-term sequence course is available as an elective for students interested in exploring research writing at a deeper level that guides them through all the phases of planning and executing a scientific project that results in a master's thesis. It builds on the work done in 620.1 through 620.3. The thesis must have an applied science emphasis informed by the Catholic Christian vision of the person with the overarching goal of supporting the flourishing of the whole person. Through this thesis work students have the unique opportunity to further explore scientifically at a deeper level a topic related to an area of interest, work, or organizational leadership. Students will generate research knowledge that can be shared professionally with others through their thesis, conference presentations, or peer-reviewed published articles to engage with the scientific and broader community. *(1 credit per term, total 3 credits)*

PSY 635 Organizational Financial Management and Resource Development

This course equips students with foundational knowledge and practical skills in financial planning, budgeting, fundraising, and grant writing within non-profit agencies and organizations. Emphasizing ethical stewardship and strategic resource development, students will learn to interpret financial statements, develop program budgets, and align funding strategies with mission-driven goals. Special attention is given to the financial responsibilities of leaders in non-profit agencies and organizations. Case studies and applied projects prepare students to manage limited resources effectively, pursue sustainable funding opportunities, and support long-term organizational impact.

PSY 640 Advanced Statistical Analysis for Psychology and the Social Sciences

This course provides an in-depth exploration of statistical techniques used in psychological and social science research, with a particular focus on applications in leadership and organizational settings. Students will expand on foundational concepts to examine advanced univariate and introductory multivariate methods, including t-tests, ANOVA, correlation, regression, and factor analysis. Emphasis is placed on interpreting statistical findings in applied contexts, using statistical software for data analysis, and communicating results clearly to diverse audiences. Ethical and practical considerations in data use for decision-making and program evaluation are addressed throughout the course.

Ph.D. in Psychological Sciences

Ph.D. Program Overview

The fully online Ph.D. in Psychological Sciences at Divine Mercy University provides rigorous training in the psychological sciences and social science research to prepare students for academic, research, consulting, and leadership careers. This degree is not intended or designed to lead to licensure as a professional behavioral / mental health provider, (i.e. clinical psychologist, mental health counselor, social worker, etc) in any state, province or local government entity/municipality. The program is uniquely designed to facilitate a deeper and holistic understanding of the flourishing person by integrating the wisdom of philosophy and theology with cutting edge research in psychology enabling students to make a difference in a variety of settings across the world. Students will acquire the necessary skills to engage in original research in their areas of interest, receive faculty support, interact with students and researchers from diverse areas of expertise, and present their research in a variety of settings to advance the field of psychology.

This 90-credit doctoral program builds on DMU's M.S. in Psychology as a foundation. Students with graduate degrees in psychology or related fields from accredited institutions can transfer up to 30 credits into the Ph.D. program depending on courses taken in their prior graduate programs. Graduates of and students in DMU's MSP can apply their coursework (33 credits) towards the 90 credits of the doctoral program. With a Master's degree in psychology or related field, full-time students may complete this Ph.D. in 3 years. Those without a qualifying Master's degree may complete the Ph.D. in four and a half years of full-time study. Students may take more time to complete the program but must complete it within 7 years after enrollment.

In addition to the 30 credits from the master's degree, the program consists of 60 total credits including 20 credits in advanced research, theory, and integration methodology, 6 electives, 6 thesis research and writing credits and 28 dissertation research credits. The program is completely online with both synchronous and asynchronous learning modalities.

Possible Careers:

- Administrator/director of a behavioral or mental health organization
- Researcher
- Professor
- Director of family life
- Consultant
- Grant writer
- Nonprofit organization leader
- Program or department head

- Project manager
- Advertising / Marketing
- Human Resources
- Human Factors Engineer

Program Goals

Goal 1: Foundations in Psychology from a Catholic Christian Perspective

Graduates will attain foundational psychological sciences knowledge of biological, cognitive, affective, social, and developmental aspects of the human person, as well as history and systems of psychology, psychological measurement, research design, and statistical methods. The study of the psychological sciences is deeply embedded in the Catholic Christian vision of the flourishing person.

Goal 2: Independent Research in the Psychological Sciences

Graduates will gain extensive knowledge in quantitative and qualitative research methodology for the psychological and social sciences and acquire advanced statistical analyses skills. Graduates will obtain the competency necessary to conduct independent psychological research and to communicate concepts and findings clearly and effectively in a variety of formats and settings.

Goal 3: Integrity in Research and Leadership

Becoming experts and leaders in their field, graduates will be knowledgeable in the areas of ethics and cultural sensitivity, and display critical thinking, self-awareness, and self-care. Graduates will demonstrate responsiveness to supervision, collegiality, and professional comportment in professional settings.

Goal 4: Professional Roles

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

Admissions Requirements

Without Master's degree

- Baccalaureate degree from an institution accredited by an agency recognized by the US Department of Education or an internationally recognized institution
- Undergraduate degree from an accredited institution with a GPA of at least 3.0
- Writing portfolio (two APA formatted papers)

- Two letters of recommendation
- Official GRE general test scores (DMU school code 5639) within the past five years. (The GRE score is required of all applicants and is considered part of a completed Application Package; There is no cutoff score, but to be competitive in the application process a minimum score of 150 for verbal reasoning, 155 for quantitative reasoning, and 3.0 for writing is recommended.
- Resume including employment and other significant volunteer history
- Written statement of intent (indicating how your goals align with the goals of the program)
- International students whose first language is not English or who have not completed a degree in which English was the medium of instruction must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. TOEFL scores must be at least 90 on the Internet-based version (IBT), 233 on the computer-based version (CBT), and 577 on the paper-based version (PBT). Academic IELTS scores must fall into the overall band of at least 6.5

With a Master's degree in a related field (a minimum of 30 credits)

- Application
- Personal Statement
- Official transcripts
- Two letters of recommendation
- Minimum GPA of 3.0

With the Master of Science in Psychology from Divine Mercy University

- Finished the MSP with a minimum GPA of 3.0
- Official transcripts

Successful participants in the Ph.D. in Psychological Sciences program will demonstrate not only strong academic aptitude, exceptional research and writing skills, ability to gain knowledge that covers both a breadth of the field of psychology and depth in a specific area of the field, but also grit - the ability to persevere in the lengthy process of research and writing to complete the dissertation. In order to best support students in this endeavor, the Ph.D. in Psychological Sciences at DMU uses a cohort model to create a learning community. The initial cohort requires a minimum number of applicants to ensure a cohort size that leads to an ideal learning environment.

Transfer of Credit

Students may transfer up to 30 semester hours of Ph.D. coursework. For a transferred course to replace a Ph.D. in Psychological Sciences course, the following requirements must be met:

1. The school at which the course was taken must be appropriately accredited.
2. The course credit must be at least three semester hours or five quarter hours.
3. The student must have earned a grade of B or better in the course.

4. The course must overlap with the Ph.D. in Psychological Sciences course by at least 80%.
5. Transfer credits must have been completed as post-master's course work (700-900 level) within the previous seven (7) years to be accepted.
6. Courses with a recorded grade of B- or below will not be accepted.

Correspondence studies or life experiences will not be accepted for transfer credit.

Courses Available for Audit and Non-Degree Students

In general, courses in the Ph.D. program cannot be taken on a course-for-credit or audit basis unless special permission is received from the Program Director.

Ph.D. Psychological Sciences: Program Requirements

The Ph.D. Program in Psychological Sciences consists of 90 credit hours of coursework and a non-credit course in library and information use and research. The program consists of 33 core credits, 6 thesis credits which serve as a foundation for dissertation research, 27 credits in advanced research, theory, and integration methodology, and 24 dissertation research credits. The program is completely online with both synchronous and asynchronous learning modalities.

Degree Time Limit

All students admitted to the Ph.D. Program must complete all degree requirements within seven academic years from the date of admission to the Ph.D. program, with an academic year comprising a fall semester, spring semester, and summer semester. Doctoral students must remain continuously enrolled until they have completed all program requirements, including the dissertation.

A doctoral dissertation must be completed and successfully defended. This requires a minimum of 24 credit hours. The doctoral dissertation takes the form of an independent and original research project in the field of psychology including an empirical component.

Doctoral Dissertation

The dissertation topic must be developed in close consultation with the student's dissertation chair and a dissertation committee. The dissertation proposal must be approved by the student's dissertation committee. The dissertation is expected to meet scholarly standards and be of publishable quality. To be successfully completed, the written dissertation must be approved by the dissertation committee and successfully defended orally before the dissertation committee.

Ph.D. students must begin enrollment for dissertation credits in the semester following the completion and defense of the scientific thesis which functions as a precursor and foundation of the dissertation research work, typically in the fall of the second year in the

program. Once students have their dissertation chair appointed, they must be continuously enrolled and registered for PSYS 899 until all dissertation requirements are completed, or will be considered withdrawn from the program.

Virtual Residency

PSYS 504 Psychological Measurement includes a mandatory two-day virtual residency. The residency takes place in week seven of PSYS 504, Friday and Saturday from 10am to 5pm EST. Goals of the residency are to develop an online learning community, introduce students to DMU's integrative approach to psychology, and help students develop relating skills essential for work and ministry settings of any kind. Participation in the entire residency is mandatory for all students. Since the residency includes group activities and missing parts would be disruptive for the overall learning environment, attending the entire time is obligatory in order to receive credit for the residency. If a student is not able to participate in the residency, they can attend the next scheduled residency. The student will receive an incomplete for PSYS 504 until the residency has been completed successfully. However, if a student misses the residency a second time, a hold will be placed on their account and they will not be able to register for further courses until they have completed the residency.

Academic Good Standing

To remain in good academic standing, students must maintain a minimum cumulative grade point average of 3.0. A 3.0 cumulative 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.

Remediation

Students may be placed on a remediation plan for having a cumulative GPA below a 3.0

Academic Probation

In the event of failure to meet the above standard for academic good standing, students will be placed on academic probation and receive notification regarding their academic standing. The Registrar refers students on academic probation to the Program Director to develop a plan for remediation.

Passing Grade Requirement

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

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

Retaking Courses

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

Academic Dismissal

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

Program Curriculum Full Time

Academic Year I: Fall

- PSY 620-1, PSY 620-2 Scientific Thesis - Psychological Research and Writing (2 credits)
- PHT 505 Philosophical and Theological Anthropology I (2 credits)
- PSYS 504 Psychological Measurement (3 credits)
- LIB 500 Library: Information Use and Research (0 credits)

Academic Year I: Spring

- PSY 620-3, PSY-4 Scientific Thesis - Psychological Research and Writing (2 credits)
- PHT 506 Philosophical and Theological Anthropology II (2 credits)
- PSYS 718 Research Design for the Psychological Sciences (3 credits)

Academic Year I: Summer

- PSY 620-5, PSY 620-6 Scientific Thesis - Psychological Research and Writing (2 credits)
- PSYS 729 Advanced Statistical Methods (3 credits)

Academic Year II: Fall

- PSYS 899 Dissertation Research and Writing I (5 credits)
- PHT 614 Practical Reasoning and Moral Character (2 credits)
- PSYS 730 Advanced Qualitative Research (3 credits)

Academic Year II: Spring

- PSYS 899 Dissertation Research and Writing II (5 credits)
- PSYS 896 Independent Study I (3 credits)
- PHT 635 – Theology of Marriage and Family (2 credits)

Academic Year II: Summer

- PSYS 899 Dissertation Research and Writing III (5 credits)
- PSYS 896 Independent Study I (3 credits)

Academic Year III: Fall

- PSYS 899 Dissertation Research and Writing IV (5 credits)

Academic Year III: Spring

- PSYS 899 Dissertation Research and Writing V (5 credits)

Academic Year III: Summer

- PSYS 899 Dissertation Research and Writing VI (5 credits)

Ph.D. in Psychological Sciences Course Descriptions

LIB 500 Library and Information Use & Research

This course is required for all entering students and provides an in-depth review of library organization, collections, services, and online resources; presents the methodologies of information searching, strategy development, and evaluation; and reviews the evaluation of information and information sources. (0 credit hrs)

PSY 620 Scientific Thesis – Psychological Research and Writing

This course is required for students in the Pre-Ph.D. concentration and guides them through all the phases of planning and executing a scientific project that results in a master's thesis. The thesis must have an applied science emphasis informed by the Catholic Christian vision of the person with the overarching goal of supporting the flourishing of the whole person. Through this thesis work students have the unique opportunity to further explore scientifically at a deeper level a topic related to an area of interest, work, or ministry. The topic may be informed by but is not required to be related to prior work on the capstone project. Students will generate research knowledge that can be shared professionally with others through their thesis, conference presentations, or peer-reviewed published articles to engage with the scientific and broader community. PSY 620 is a 1-credit course; students in the Pre-Ph.D. concentration will register for this course for six consecutive terms which will take the place of two elective courses. (6 credit hrs)

PSYS 504 Psychological Measurement

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

Additionally, this course covers the application of statistical thinking to the measurement of psychological phenomena. It presents statistical concepts basic to psychometrics. Classical reliability theory, generalizability theory, item response theory, and others are all examined. Scaling, central tendency, individual differences and correlation, principles of test development and standardization, and the various forms of reliability and validity and

the threats posed to them by design and respondent characteristics are addressed. Practical issues in psychometrics are presented. (3 credit hrs)

PSYS 718 Research Design for the Psychological Sciences

Building on the foundations of PSYS 504 (Psychological Measurement), this course continues the scaffolded process toward the dissertation by examining the fundamentals of research methodology and design. A variety of research methodologies are examined: quantitative (experimental, quasi-experimental, non-experimental), qualitative, and mixed. Specific emphasis is placed upon searching for, understanding, and writing a literature review of empirical research for application to clinical practice. Students propose an empirical quantitative methods study on a clinical, integrative topic that will scaffold their subsequent dissertation research proposal. (3 credit hrs) (Prerequisites: PSYS 504)

PSYS 729 Advanced Statistical Methods

This course builds on the basic concepts presented in PSYS 504 to examine more advanced statistical analyses. These include factorial and multivariate analysis of variance, multiple regression, meta-analysis, and structural equation modeling. Primary emphasis in the class will be in understanding and critiquing the statistical analyses presented in clinical psychology journals as an adjunct to lifelong learning. (3 credit hrs)

PSYS 896 Independent Study

Individualized plan of study designed through agreement between the instructor and student, and approved by the department chair. Such plans may include designated readings, viewing of videotaped learning resources, individual meetings for discussion with the instructor, research, and writing, as well as other types of assignments. The instructor determines in advance the requirements and criteria by which a grade is assigned and the number of credit hours to be awarded. (1-3 credit hrs)(Prerequisite: consent of faculty advisor and program director)

PSYS 899 Dissertation

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

PSYS 730 Advanced Qualitative Research

This course delves into the advanced theories, methodologies, and practical applications of qualitative research in the psychological sciences. Emphasizing the systematic exploration of complex social phenomena, students will develop a sophisticated understanding of qualitative research designs, methods of data collection and analysis, and the integration of theory into qualitative inquiry. (3 credit hrs)

PHT 505 Philosophical and Theological Anthropology I

This course examines a Catholic Christian integrative vision of the person and flourishing, and its application for clinical psychology through the appraisal of several models for integrating psychology, philosophy, and theology. The course addresses the implications of different anthropological models on concepts of person, body, and relationality; flourishing

through relationships, vocations, and commitments; and flourishing through developing natural capacities and growing one's freedom. Application for clinical psychology is a theme throughout, supporting an understanding of the whole person with emphasis on initial interviewing and case conceptualization. (2 credit hrs)

PHT 506 Philosophical and Theological Anthropology II

This course examines a Catholic Christian integrative vision of the person and flourishing. The course addresses the implications of different anthropological models on concepts of person and body; creation and goodness; the person as an image of God; equality, difference, and complementarity of the sexes; fallenness and the effects of sin; and redemption, divine grace, and hope. The course further examines classic philosophical psychology; the foundational human capacities of sensation-perception, emotion, reason, and free judgment and responsibility. Application for clinical psychology is a theme throughout, supporting an understanding of the whole person with emphasis on initial interviewing and case conceptualization. (2 credit hrs) (Prerequisites: PHT 505)

PHT 614 Practical Reasoning and Moral Character

This course examines the foundations of freedom, moral development, and moral character using an integrative approach. It addresses themes of practical reasoning; freedom and responsibility; moral development and moral character; the principal virtues—both philosophical and theological—and their sub-virtues, as well as opposing vices. It also integrates psychological perspectives on moral development, meaning making, virtue, and flourishing. Application for clinical psychology is a theme throughout, supporting an understanding of the whole person with emphasis on case conceptualization. (3 credit hrs))Prerequisites: PHT 505 and 506)

PHT 635 Theology of Marriage and Family

This course examines friendship, marriage, family life, and other vocational states, using a Catholic Christian integrative approach. It addresses themes of person and use; friendship and community; sexual drive, love, and attraction; the law of the gift; marriage as an institution—based in nature and science—that supports the flourishing and protection of individuals, families, and society; and Christian marriage and sacramentality. Students explore themes of impediments, disorders, and privations related to marriage, family life, and other vocational states. This includes the realities of separation and divorce, and children of divorce; as well as supporting strengths and transformational practices. Application for clinical psychology is a theme throughout, with emphasis on case considerations. (2 credit hrs) (Prerequisites: PHT 505, 506, 614)

The Institute for the Psychological Sciences Global Campus Faculty

Full-time/Part-time

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

Pecoraro, Anna Psy.D. Associate Professor, Psy.D. (Clinical Psychology), Widener University. apecoraro.ips@divinemercury.edu

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

Adjunct Faculty

Arisukwu, Fr. Vincent Ezeoma, Ph.D. (Marriage and Family Therapy), Eastern University, adjunct faculty vexeoma.ips@divinemercury.edu

DeBroeck, Ximena, Ph.D. (Systematic Theology), Duquesne University, adjunct faculty xdebrock.ips@divinemercury.edu

Derby, Kevin Ph.D., Adjunct Faculty, Ph.D.(Leadership) University of the Cumberlands, kderby.ips@divinemercury.edu

Ewing, Christopher Ph.D. Adjunct Faculty, Ph.D. (Psychology) Capella University, cewing.ips@divinemercury.edu

Johnson, Danielle Ph.D. Adjunct Faculty, Ph.D. (Counselor Education and Supervision) Regent University, M.A. (Clinical Mental Health Counseling) Regent University, djohnson.ips@divinemercury.edu

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

Webb, Stacie, Psy.D. Adjunct Faculty, Psy.D. (Clinical Psychology), Divine Mercy University B.A. (Psychology) Southern Illinois University. swebb@divinemercury.edu

School of Counseling

Vision

The vision of the School of Counseling (SOC) of Divine Mercy University is to inspire global training of transformational leaders who use counseling as an instrument of healing and promotion of the human person and the common good, enlightened by Catholic Christian thought.

Mission

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

Students will be prepared to:

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

Master of Science in Counseling

Program Overview

CMHC Program Mission

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

CMHC Philosophy

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

M.S.C. Program Description

The M.S. in Counseling degree program prepares students for a role as a licensed professional counselor who works to promote mental health and well-being with a diverse population, as well as diagnosing and treating a wide range of mental health

and life issues. Program curricula integrate a Catholic Christian worldview with the science, profession, and practice of counseling.

M.S.C. Program Goals (Aspirational)

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

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession;
2. Enter the client's life narrative with compassion and respect;
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning;
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing;
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

Program Goals (Student Learning Outcomes)

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

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

administration of psychological assessments for formulating diagnosis, treatment plans, and caseload management strategies.

12. Evaluate clients' personal, social, and spiritual resources for promoting resiliency, healing, and flourishing informed by the holistic vision of the Catholic Christian Meta-model of the Person (CCMMP) in all aspects of professional practice.

Accreditation

Clinical Mental Health Counseling (CMHC) Program Accreditation

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

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

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

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

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

Institutional accreditation applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives. The regional and national accreditors perform institutional accreditation (U.S. Department of Education, 2016, June 15, 13).

Programmatic Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Clinical Mental Health Counseling program in the School of Counseling at Divine Mercy University.

State Licensure Regulation Overview

State licensing, national certification and certificates

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

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

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

State authority and counseling license regulations

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

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

Tiered licensing

Obtaining a license to practice as a professional, clinical mental health counselor often involves “layers” of licensing. For example, some states may offer an opportunity to obtain an initial post-graduation license. After a specified amount of experience that is sometimes defined by calendar years, service hours, and/or continuing education requirements, individuals may qualify and apply for advanced levels of licensure. State law and licensure categories vary by state.

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

Preferred license examinations

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

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

State Authority and License Regulations

Clinical Mental Health Counseling is a state regulated professional field requiring licensure by the state of residence in order to practice as a licensed professional counselor. Each state retains regulatory rights to license requirements, which in turn vary by state as does the title of the particular license. For example, states may title counselors as Licensed Professional Counselors, Clinical Mental Health Counselors, Licensed Clinical Mental Health Counselors, and/or Licensed Professional Clinical Counselors. *It is the students' responsibility to determine the license requirements for their respective state, and to meet the requirements of their state for licensure.* Students are required to explore and determine the license requirements of their state in the first course of the program, COUN 510, *Foundations and Ethics of Clinical Mental Health Counseling*.

Licensure Disclaimers

Disclaimer for students who move from their current state of residence

Students who move during their course of study to another state where DMU also offers the CMHC program will need to review the state regulations for the new state and make sure they take the courses required to meet that state's regulations.

Practicum/internship site disclaimer

Students are responsible for finding their own site, under the supervision of their Director of Training and Internship, to complete their practicum and internship hours. Please see the Program Handbook and Clinical Placement Handbook for details regarding the site approval process. Prior to enrollment, potential students who live in remote or rural areas should consider whether or not a sufficient opportunity exists to complete their practicum and internship hours, and to do so with proper supervision. In other words, if the nearest counseling center is 100 miles away, students need to carefully assess their ability to consistently complete the commute needed to complete their practicum and internship hours. The completion of practicum and internship is mandatory for every student and cannot be waived.

Disclaimer for Military and Foreign Service

Applicants/students serving in the military or other foreign services and living/ stationed abroad are responsible for completing their practicum and internship at sites located in the US. If the student is unable to return to the states to complete this portion of the program during the regular course program schedule, they may need to take a leave of absence until such time as they are able to return to their state of intended residence for completion of these courses.

State-specific disclaimer list

Please note the disclaimers below for state-specific exceptions to the total credit hours and/or total practicum/internship hours required for this degree. The student is responsible for staying up-to-date on the state specific disclaimers and notices regardless of what is listed herein. These extra courses and/or practicum/internship hours are offered at the end of one's program and thus extend the length of the program.

COUN 710, COUN 720, COUN 730, COUN 740 and COUN 750 are required courses for licensure in select states. Students whose primary residence is in a state with the requirement, their enrollment agreement reflects the additional required course. The courses may be taken as electives for students whose primary residence does not require the course during clinical placement, with permission from the program. Electives are not eligible for financial aid. Questions regarding eligibility for financial aid should be directed to the financial aid office.

Disclaimer for US territories and countries outside of the USA

The Divine Mercy University Clinical Mental Health Counseling program is not designed to meet licensure or certification standards for US territories or any country foreign to the

USA. By virtue of alignment with USA industry standards for the counseling program curriculum, the CMHC program may meet the educational requirements for US territories or foreign countries; however, students are responsible for determining the licensure or certification requirements for any US territory or foreign country in which they intend to practice.

International students may not be able to secure the required elements for an appropriate site for completion of the Practicum / Internship portion of the program. If a suitable site with a qualified Site Supervisor cannot be secured, the student will not be allowed to graduate from the program until such time as they can either a) locate temporarily to the US and find a host site, or b) secure a qualified site and Site Supervisor in their country of residence. DMU makes no warrant or guarantee that a qualified site and Site Supervisor will be available to a student wherever they reside.

Disclaimer for Arkansas

In Arkansas, counseling students must complete a Technology Assisted Counseling course (1 Graduate Credit Hour Minimum) for licensure. DMU meets this requirement through 45 hours of coursework in telemental health in the Clinical Placement Orientation course.

Disclaimer for California

In California, counseling students must complete a course in Psychopharmacology in order to meet the educational requirements for licensure. To meet this requirement, DMU counseling students in the state of California are required to complete an additional course: COUN 730 (Psychopharmacology) **for a total of 69 credits.**

In California, several post-graduate continuing education units are required to be completed as a condition of licensure. Please review the information from the following link from the California Board of Behavioral Sciences for specific information regarding the topics and hours required:

https://www.bbs.ca.gov/pdf/forms/lpc/lpcc_oos_req_guide.pdf

Please note: The post-graduate continuing education units are typically taken during the two (2) year supervised work experience after graduation and through a number of educational avenues, including an approved continuing education (CE) provider.

Disclaimer for Florida

Counseling students in Florida are also required to complete a course in Human Sexuality in order to meet the educational requirements for licensure. To meet this requirement, the University counseling students in the state of Florida are required to complete an additional course: COUN 720 (Human Sexuality) **for a total of 69 credits.**

In Florida, several continuing education units are required to be completed as a condition of licensure. Please review the information from the following link from the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling for specific information regarding the topics and hours required:

<https://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/>

Disclaimer for Hawaii

In Hawaii, counseling students must complete 300 hours of client contact with a licensed supervisor in practicum/internship. The University standard curriculum requires 40 hours of direct service for practicum and 240 hours for internship = 280 hours. To meet this requirement, the University counseling students in the state of Hawaii need to complete an additional 20 hours of direct service/ client contact.

Disclaimer for Idaho

In Idaho, counseling students are required to complete 1,000 clock hours of experience in a counseling setting that includes 400 hours of direct client contact for Professional Counselor Licensure. To meet this requirement, the University counseling students in the state of Idaho are required to complete an additional internship course: COUN 693 (Advanced Internship) for a total of 69 credits.

Disclaimer for Indiana

In Indiana, counseling students must complete a course in Contextual Dimensions in order to meet the educational requirements for licensure. To meet this requirement, the University counseling students in the state of Indiana are required to complete an additional course: COUN 710 (Clinical Supervision and Consultation for Community Mental Health) **for a total of 69 credits.**

In Indiana, counseling students need at least one fourth (1/4) of the hours (10 out of 40) to be completed in group work for practicum.

Disclaimer for Maine

In Maine, counseling students are required to complete a 900-hour internship in order to meet the educational requirements for the LCPC (Licensed Clinical Professional Counselor) credential. To meet this requirement, the University counseling students in the state of Maine are required to complete an additional internship course: COUN 693 (Advanced Internship) **for a total of 69 credits.**

Disclaimer for Missouri

In Missouri, counseling students required to complete two hours of suicide assessment, referral, treatment, and management training. DMU meets this requirement through Course: COUN 640 Crisis and Trauma -- Prevention and Treatment (est. 20 hours) Text: James, R. K. & Gilliland, B. E. (2017). Crisis intervention strategies (8th ed.). Cengage Learning.

Disclaimer for Ohio

In Ohio, counseling students must complete a course in Evaluation of Mental and Emotional Disorders in order to meet the educational requirements for licensure. To meet this requirement, DMU counseling students in the state of Ohio are required to

complete an additional course: COUN 750 (Advanced Evaluation of Mental and Emotional Disorders) **for a total of 69 credits.**

Admission M.S. Counseling

Admission Requirements and Process

Individuals interested in the Master of Science in Counseling Program can apply for admission at any time, and will be considered in the next admissions cycle. Please consult the website for deadlines, state-specific regulations, and other information.

Admission requirements are:

1. Bachelor's Degree: Have completed a bachelor's degree from an institution accredited by an agency recognized by the US Department of Education with a minimum overall 3.0 GPA on a 4.0 scale, or 3.0 GPA in their major field of study, or a minimum 3.0 GPA for the last 60 credits in their undergraduate degree.
 - a. International applicants must have completed the equivalent of a U.S. bachelor's level degree. Applicants holding degrees from outside the United States must submit any international transcript(s) to a NACES approved evaluation service for a course-by-course evaluation of their transcripts. For more information, please visit the NACES website at: www.naces.org.
 - b. International Students whose first language is not English or who have not completed a degree in which English was the medium of instruction must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. TOEFL scores must be at least 100 on the Internet-based version (IBT), 250 on the computer-based version (CBT), and 600 on the paper-based version (PBT). Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0.
 - c. Students with a lower GPA may document their ability to succeed in a graduate program in one of the following ways:
 - i. Score above the 50th percentile on the GRE (verbal reasoning, quantitative reason, and analytic writing)
 - ii. Complete a minimum of nine (9) graduate-level credit hours from an institution accredited by an agency recognized by the US Department of Education with a minimum overall 3.0 GPA on a 4.0 scale and a minimum 3.0 (B) grade in each course.
 - iii. Have completed a master's degree from an accredited college or university with a minimum overall 3.0 GPA on a 4.0 scale.
2. GRE: Submit scores on the Graduate Record Examination (GRE) General Test that includes all three sections (verbal reasoning, quantitative reason, and analytic writing).

Applicants can request a waiver of this admission requirement with an earned masters or doctoral degree from an accredited institution or a minimum of 9 earned credit hours at a graduate level with a grade B or higher.

3. Potential Fit: Show evidence of potential success in forming effective and culturally appropriate interpersonal relationships in individual and small-group contexts and career goals relevant to the CMHC program. Please see the application for a list of requirements such as letters of recommendation, essays, etc.

4. Individual Interview: Following the receipt of all application items, applicants meeting the initial requirements will be invited to participate in an individual phone, personal, and/or online video interview.

5. Group Interview: After a successful individual interview, applicants will be invited to participate in an online video group interview with DMU-SOC faculty. Admission will not be granted to those who do not participate in the group interview. Special arrangements may be made for exceptional cases.

The final determination of admittance is based on the faculty admissions committee.

Enrollment

M.S.C. Enrollment Status

A student in the M.S. Counseling Program is considered full-time if the student is: a) enrolled in a minimum of nine credit hours for two of the three previous semesters or b) enrolled in a minimum of six credit hours each semester and is enrolled in a practicum or internship course.

For summer enrollment a student must be enrolled for a minimum of six credits to be full-time and a minimum of three credits are needed for a student to be half-time. Students starting in the summer semester and students who have received approval from their academic advisor will be considered full-time with a minimum of three credits in summer.

This definition of part-time and full-time is to be used for academic and scholarship purposes only. If a reduced course load changes a student's enrollment status from full-time to part-time, it is the student's responsibility to recognize the possible consequences (i.e. potential reduction of financial aid awards, SEVIS status, degree completion time, etc.) and take necessary action with the corresponding office (financial aid, international student coordinator, registrar, academic advisor, etc.).

M.S.C. Courses Available for Audit and Non-Degree Students

A limited selection of courses may be taken on a course-for-credit or audit basis, with a maximum of 4 course-for-credit courses possible per student. Only the following courses are eligible to be taken by non-degree students (unless special permission is received from the Program Director):

PHT 513 The Flourishing Person,
PHT 523 Moral Character and Spiritual Flourishing,
PHT 533 Flourishing in Relationships,
COUN 520 Theories and Models of Counseling and Personality,
COUN 530 Human Growth and Development across the Lifespan,
COUN 560 Social and Cultural Diversity,
COUN 570 Marriage and Family Systems Theory,
COUN 710 Clinical Supervision and Consultation for Community Mental Health,
COUN 720 Human Sexuality,
COUN 730 Psychopharmacology,
COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards
of Professional Counseling
COUN 750 Advanced Evaluation of Mental and Emotional Disorders

Students receiving permission to register course-for-credit or audit are not admitted
nor guaranteed admission to a program.

Transfer of Credits for Counseling

Transfer of graduate credits earned at other institutions is not automatic. Only
graduate credit for courses determined to be equivalent to courses offered at the
University can be transferred for course credit prior to enrollment in the program.
Once an applicant becomes enrolled, transfer of credit for required program courses
requires approval from the program director. A maximum of 12 graduate credits will
be considered for transfer from another institution accredited by an agency recognized
by the US Department of Education or approved (non-U.S.) graduate program. No
graduate credit can be awarded for undergraduate-level courses.

No transfer of credit will be accepted for the following courses:

PHT 513 The Flourishing Person
PHT 523 Moral Character and Spiritual Flourishing
PHT 533 Flourishing in Relationships
COUN 510 Foundations and Ethics of Clinical Mental Health Counseling
COUN 580 Counseling Skills and Helping Relationships
COUN 630 Clinical Diagnosis and Treatment Planning
COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills
COUN 691 and COUN 692 Counseling Internship 1 and 2.

All transferred courses must be a grade of B or above, and must have been completed
within the last five (5) years.

Transfer credit must be approved by the program director and registrar.

A maximum of 24 credits will be considered for graduate level students transferring
from DMU Institute for the Psychological Sciences programs in psychology.

Students who have graduated from DMU Institute for the Psychological Sciences programs in psychology must have graduated within the last five (5) years.

No transfer of credit will be accepted for the following courses:

COUN 510 Foundations and Ethics or Clinical Mental Health Counseling
COUN 580 Counseling Skills and Helping Relationships
COUN 630 Clinical Diagnosis and Treatment Planning
COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills
COUN 691 and COUN 692 Counseling Internship 1 and 2.

All transferred courses must be a grade of B or above, and must have been completed within the last five (5) years.

Transfer credit must be approved by the program director and registrar.

Program Requirements

M.S.C. Degree Requirements

Students must satisfy the following academic and clinical requirements in order to graduate:

1. Complete all practicum, and internship requirements.
2. Complete all required hours of specified coursework with a minimum GPA of 3.0 and no grade lower than a B (86%).
3. Fulfill the course requirements of COUN 500 Counseling Advisement each semester.
4. Take and pass the Counselor Preparation Comprehensive Examination (CPCE) with a minimum raw score of 88 (65% Correct) to graduate from the program.
5. Submit proof of attendance of a live, in-person counseling association conference at the state, regional, national, or international level during their enrollment.
6. Receive a satisfactory faculty recommendation based upon the final Professional Performance Review. See the program handbook for information on the Professional Performance Review process.

Core Curriculum Content

Eight common core areas of knowledge and skill for entry-level counseling program graduates represent industry standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The eight core areas are covered within CMHC program curricula, and are evaluated for student assimilation and application of knowledge and skills throughout the program by faculty and ultimately by clinical placement site supervisors. Student Learning Outcomes are aligned with these core areas. The eight core areas are outlined as follows (CACREP, 2015, p. 9-13):

1. Professional Counseling Orientation and Ethical Practice

2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

M.S.C. Course List

(Non-sequential Order)

| COURSE NUMBER | COURSE TITLE |
|--------------------------|---|
| COUN 500 | Counseling Advisement |
| COUN 510 | Foundations and Ethics of Clinical Mental Health Counseling (ends with a 4 day Residency) |
| COUN 520 | Theories and Models of Counseling and Personality |
| COUN 530 | Human Growth and Development across the Lifespan |
| COUN 540 | Career Development |
| COUN 550 | Research and Program Evaluation |
| COUN 560 | Social and Cultural Diversity |
| COUN 570 | Marriage and Family Systems Theory |
| COUN 580 | Counseling Skills and Helping Relationships (includes a 4 day Residency) |

| | |
|----------|---|
| COUN 600 | Developmental Psychopathology -- Risk and Resilience |
| COUN 610 | Group Counseling and Group Work |
| COUN 620 | Assessment and Testing across the Lifespan |
| COUN 630 | Clinical Diagnosis and Treatment Planning |
| COUN 640 | Crisis & Trauma -- Prevention and Treatment |
| COUN 650 | Addictions Counseling |
| COUN 660 | Child and Adolescent Counseling |
| COUN 670 | Marriage, Couple, and Family Counseling |
| COUN 690 | Counseling Practicum/Advanced Clinical Intervention Skills (16 week course 2 terms; includes a 4 day Residency) |
| COUN 691 | Counseling Internship 1 (16 weeks - 2 terms) |
| COUN 692 | Counseling Internship 2 (16 weeks - 2 terms) |
| PHT 513 | Vocations and Virtues: The Flourishing Person |
| PHT 523 | Moral Character and Spiritual Flourishing |
| PHT 533 | Flourishing in Relationships |

Semester Model, Course Length, and Credit Hours

The M.S. in Counseling program includes 22 credit bearing courses for a total of 66 credit hours. DMU operates using a Fall, Spring, and Summer semester model, with two 8-week terms in the Fall and Spring semesters, and one 8-week term during the Summer. DMU courses satisfy requirements for 3 semester credits provided for each course with a few exceptions. The following courses differ:

- CMHC Counseling Program Orientation Course
- COUN 500, Advisement (zero cost/zero credit).
- Clinical Placement Orientation Course (CPO) (zero cost / zero credit).
- COUN 690, Practicum and Advanced Counseling Skills: (1 full semester, or 2 terms and 3 credit hours).
- COUN 691, Internship 1: (1 full semester, or 2 terms and 3 credit hours).
- COUN 692, Internship 2: (1 full semester, or 2 terms and 3 credit hours).

Due to the nature of the COUN 690, COUN 691 and COUN 692 courses and the clinical placement demands, a maximum of one additional course (3 credit hours) is allowed per term during enrollment for those semesters. Students may take up to 6 credits per term (max 12 credits per semester). Additional course registration requires approval from the CMHC Program.

Course Sequencing

Certain course schedules require specific sequencing of courses due to course offerings, faculty availability and prerequisites. Refer to the course descriptions for prerequisites required for courses.

Due to the nature of the COUN 510 course introducing the program curricula, students must successfully complete COUN 510 before taking additional coursework the following term, with a maximum of 3 attempts allowed. Provisionally admitted students who fail COUN 510 will be dismissed from the program after the first attempt according to the conditions of their admission.

As COUN 513 course introduces the integrative aspects of the program curricula, students must successfully complete COUN 513 before taking additional coursework the following term. For full-time students, enrolling in COUN 513 and concurrent courses is acceptable.

Students who fail COUN 580 cannot take additional coursework until they have successfully completed COUN 580, with no more than 3 attempts allowed.

Students who fail COUN 690 Residency cannot begin their practicum and internship until they have successfully completed COUN 690 Residency with a maximum of 3 attempts allowed.

Program Practicum and Internship Hours

1. The Master of Science in Counseling program requires 66 credit hours for graduation, except for states that require additional coursework for a total of 69 credits (see State Specific Disclaimers).
2. A practicum experience of 100 hours with a minimum of 40 hours of direct services and an internship of 600 hours with a minimum of 240 hours of direct service are required as part of the 66 course credits. Practicum service hours are separate from internship hours. Students may not move forward with internship until all practicum (COUN 690) course requirements are fulfilled. The total clinical placement minimum is 700 hours.
3. A few states may require more than 600 hours of internship. COUN 693 is available for those students. Students are responsible for verifying state license requirements for internship completion in their respective state of residence.

Professional Behavior Expectations and Requirements

Candidates in the CMHC program leading to certification or licensure as professional counselors are subject to a high level of scrutiny because of their anticipated interactions with clients and others in the community, expectations for personal growth and transformation, and the clinical nature of program standards. As CMHC degree candidates, students participate in one or more clinical placements (i.e. practicum and internships) as part of their academic program, and as prospective counselors, SOC degree candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

Remediation and Dismissal from Program*

Graduation with a degree in Clinical Mental Health Counseling requires more than passing grades and scholarly ability. Students must reach adequate levels of competency in counseling skills such as interviewing, client intake, assessment, treatment planning and intervention/psychotherapy. Students must possess the ability to exercise good clinical judgment, ethical reasoning, respect for diversity and professionalism. It is the solemn responsibility of DMU to serve as a gatekeeper for the profession and to ensure that students who are unable to meet these standards are terminated from the program.

The remediation process begins with the identification of a clinical skill and/or an academic deficiency by a clinical supervisor and/or clinical course instructor and/or clinical training director. The identification of the deficiency is followed up by a meeting between the clinical supervisor/course instructor together with the clinical training director who meet to clarify the deficiency and consider necessary criteria for remediation. Following this protocol, a meeting is held to obtain student input and to finalize a formal remediation plan which is then signed by all parties. Once all the steps in the remediation plan are completed, the clinical training director drafts a remediation completion document which is signed by the student and the clinical training director.

The signing of this document officially marks the successful completion of remediation for the skill deficiency identified. The remediation plan will outline distinct objectives with timelines for reaching each targeted deficiency.

In matters of serious gravity (e.g., severe ethical violations) or in the event that the student repeatedly fails remediation and/or does not complete the outlined objectives as agreed, they may be deemed at risk. A student determined to be at risk and fails to meet the remediation plan requirements in the designated time is eligible for termination from the program. In such cases, the Director of Training and clinical faculty members will deliberate and vote on whether or not to terminate the student from the program or alternatively to develop an additional plan for remediation. An affirmative vote to terminate by a simple majority of the current clinical faculty members will result in the student being terminated from the program. The student will be notified in writing of the decision.

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

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

**Acknowledgement is made to the Counseling Program at College of William and Mary for this model of professional performance review and the Association for Spiritual, Ethical, Religious Values in Counseling (ASERVIC: A Division of American Counseling Association) for their model of spiritual competencies.*

Residency Information and Attendance

There are three 4-day residencies embedded within 3 courses within the 22 course program. The in-person workshops provide opportunities to interact with faculty and peers, to practice counseling skills and professional presentations, to enhance aspects of professional development, and to network within the counseling community. Students are required to travel to the arranged location for each residency workshop and attend the full duration of the residency.

COUN 510 and 580 Residencies begin on Wednesday with an informal Meet and Greet. Classroom instructions begin on Thursday and conclude the following Sunday at approximately 1:30 pm. Students must arrange flight schedules to arrive on Wednesday afternoon or evening, and depart the residency with flight times no earlier than 4:00 pm on Sunday.

COUN 690 Residency begins with a mandatory meeting on Wednesday evening. Classroom instructions continue through the week and conclude the following Sunday at 10 am. COUN 690 students must arrange flights scheduled to arrive on Wednesday early afternoon and can depart the residency with flight times no earlier than 12 noon. Students should ensure they return home prior to their mandatory Monday evening Practicum course meeting.

Arriving late or leaving early is unacceptable constituting an unexcused absence and will result in a failed grade for the course. Residency attendance is not optional. Attendance for each day's full agenda is required. Absences from any part of a residency will result in a failed grade for the class associated with the residency. Students should plan their travel arrangements accordingly.

All costs related to travel, and meals for the in-person portion of the residency courses are the sole responsibility of the student and are not covered by financial aid. Students are required to stay at the hotel hosting the residency. Lodging costs (double occupancy) are a direct expense and are covered by financial aid.

Residencies are included in the following courses:

COUN 510 -- Foundations and Ethics for Clinical Mental Health Counselors
Beginning of year 1

COUN 580 -- Counseling Skills and Helping Relationships Beginning of year 2

COUN 690 -- Counseling Practicum and Advanced Clinical Intervention Skills
first week of Practicum

Students must bring their own laptop computer, compatible tablet or other electronic device capable of high-speed internet connectivity for uploading and downloading documents when required. Homework will be assigned on Thursday and Friday to prepare for the following day's workshop.

Each residency is an important milestone in the development of professional counseling skills. The residencies provide students with opportunities for personal growth and professional development, to demonstrate skills and apply learning through face-to-face counseling situations. The residency workshops are a great benefit for students in this program. Not only do the workshops allow students to receive constructive feedback on skill development, they also ensure that students are progressing through their mastery of skills at the pace required for the program. The workshops allow students to demonstrate readiness for the next phases in their

program and adequately prepare for the professional counseling field. Students must pass each residency to move onto the next sequence of the program.

Students who cannot attend COUN 510 and COUN 580 residency

- Students who are not passing COUN 510/COUN 580 by the end of the 4th week will not attend residency.
- Students will be notified by their instructors of this decision.

Candidacy for Clinical Placement

1. Admission to Candidacy for Clinical Placement in the Master of Science in Counseling program is a checkpoint to ensure that students are progressing appropriately in their professional skills, academic understanding, and personal and spiritual development in order to continue toward internship and graduation.
2. Students who wish to pursue candidacy may not be on academic probation.
3. Students are responsible for submitting their application to candidacy to the Director of Training and Internship or their delegate to be approved by the faculty.
4. Details of the application process for candidacy are detailed in the program handbook.

Counselor Preparation Comprehensive Examination (CPCE)

1. Students must take and pass the CPCE with a minimum raw score of 88 (65% Correct) to graduate from the program.
2. Students should note that they must study and prepare for this test. The following courses are required to take the CPCE.
 - COUN 510 Foundations and Ethics of Clinical Mental Health Counseling - Professional Counseling Orientation and Ethical Practice
 - COUN 530 Human Growth and Development across the Lifespan - Human Growth and Development
 - COUN 540 Career Development - Career Development
 - COUN 550 Research and Program Evaluation - Research and Program Evaluation
 - COUN 560 Social and Cultural Diversity - Social and Cultural Diversity
 - COUN 580 Counseling Skills and Helping Relationships - Counseling and Helping Relationships
 - COUN 610 Group Counseling and Group Work - Group Counseling and Group Work
 - COUN 620 Assessment and Testing across the Lifespan - Assessment and Testing
3. The CPCE must be taken before the end of the semester when the student is

enrolled in COUN 691, Counseling Internship I. Students must upload their CPCE test results in order to pass COUN 691.

4. Students who fail the CPCE, must contact their advisor to go over the results of the exam. They must identify needed areas of improvement and work toward preparing for their next exam attempt.
5. After meeting with their advisor, students may take the CPCE two (2) more times. If a student fails the CPCE three (3) times, the student may be placed on a remediation plan or dismissed from the program.
6. Regardless of when a student passes the CPCE, each student must upload their CPCE test with passing scores in order to pass COUN 692.
7. For test information, go to:

<http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

Attendance of Counseling Conference

As part of the development of a strong professional counselor identity, students are required to attend one live, in-person counseling association conference at the state, regional, national, or international level during the course of their enrollment. The conference is required to be a minimum of one full day (6 hours of seminar, presentation, etc.) and related to the field of clinical mental health counseling. The CE's that are offered at the conferences through the professional counseling organizations should be approved by the NBCC. Proof of attendance can be provided through a certificate of attendance, an ID badge or card, or registration confirmation. Although attendance at a conference can be anytime during your program, upload proof of attendance within COUN 500 Advisement. The proof of attendance is due by the end of the COUN 692 course, but can be uploaded at any time.

Membership and Professional Liability Insurance

Membership to a professional counseling association (ACA or AMCHA) and professional liability documentation is required to be current at all times and uploaded into COUN 500 Advisement, ensuring there is no lapse in membership. If there is expired documentation, failure to upload a current membership and professional liability insurance will result in an academic hold. For students in practicum and internship, renewal may be required prior to expiration date due to the importance of having active liability insurance while in clinical placement.

Degree Time Limit

1. Full-time students typically complete the program over a three-year period.

2. The time limit for completion of all requirements is seven (7) years, measured from the date a student begins coursework in the Master of Science in Counseling program.

Passing Grade Requirement

For Counseling programs, any course receiving a grade of B- or below must be retaken. Students may repeat a course 2 times (total of 3 attempts) before being placed on scholastic suspension. Original material must be submitted for each course attempt. Refer to the self-plagiarism policy for clarification. If a B- or WF is received in a course two times, the student is then placed on academic probation. If a B- or a WF is received a third time, then an academic review would take place that could end up in dismissal.

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.

Course Descriptions

CMHC Clinical Placement Orientation Course (CPO)

CMHC Clinical Placement Orientation Course covers the information and steps necessary to prepare for clinical placement. It is a required course beginning approximately 6 months prior to when the COUN 690 Counseling Practicum course begins. This course also introduces students to the supervision software utilized throughout clinical placement. Students gain an understanding of the conceptual framework that guides the clinical placement process and review important elements of the Clinical Placement handbook. (0 credit hrs)

COUN 500 Counseling Advisement

COUN 500 Counseling Advisement must be taken each semester a student is enrolled in the School of Counseling. Students are encouraged to visit the online course website at least once a week. Program, professional, and advising meetings may be scheduled during the student's course of study within this course. This course provides informational resources to support students in the program. Resources include information on residencies, faculty, textbooks, syllabi, program handbook, and the academic catalog. (0 credit hrs) (Pass/Fail)

COUN 510 Foundations and Ethics of Clinical Mental Health Counseling

COUN 510 Foundations and Ethics of Clinical Mental Health Counseling introduces students to the profession of clinical mental health counseling, including professional roles, identity and functions, the history and philosophy of the profession, scope of

practice, ethical and professional practice issues, credentialing, and the role of professional associations in students' professional development. Students will explore the multiple functions of counselors across specialty areas and the relationships with integrated behavioral healthcare systems. They will also consider the importance of advocacy for mental health service needs across diverse populations. Students will begin to explore and interpret situations based on federal laws, state regulations, and professional guidelines and best practices. The course ends with a 4 day residency to assess and deepen students' understanding and practice of these foundational concepts in professional counseling. (3 credit hrs) **REQUIRED FIRST COURSE**

COUN 510-R Foundations and Ethics of Clinical Mental Health Counseling Residency

COUN 510-R is a 4-day on-site residency experience concurrent with the COUN 510 course. The in-person workshop provides opportunities to interact with faculty and peers, to practice and develop counseling skills and professional presentations, to enhance aspects of professional development, and to network within the counseling community. (0 credit hrs) (Required concurrently with COUN 510)

COUN 520 Theories and Models of Counseling and Personality

COUN 520 Theories and Models of Counseling and Personality introduces students to the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, integrative, and systems theory. A focus on evidence-based practices that incorporate diversity issues with population-specific approaches is a significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students will utilize case conceptualization to demonstrate their understanding of theoretical foundations as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are appropriate with diverse individuals, groups, and families. (3 credit hrs)

COUN 530 Human Growth and Development across the Lifespan

COUN 530 Human Growth and Development across the Lifespan introduces students to the biological, neurological, physiological, cognitive, sexual, social, emotional, religious / spiritual and cultural domains set forth by the major theories of human growth and development. Developmental theories such as learning and personality are addressed, as well as those that are related to individuals, families, the larger social context, and environment. Students will begin to conceptualize the needs of their clients within a developmentally appropriate framework and to develop culturally sensitive and relevant strategies for promoting resilience and optimum development, wellness, and flourishing across the lifespan. (3 credit hrs)

COUN 540 Career Development

COUN 540 Career Development introduces students to vocational theory and career counseling. Students explore the historical foundations of vocational theory and are assessed on understanding strategies for applying career, avocational, educational, occupational, and labor market information in client evaluation and assessment of career

planning and decision making. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Students demonstrate ethical and culturally relevant counseling competencies necessary in the provision of career and vocational counseling to diverse clients across the lifespan. (3 credit hrs)

COUN 550 Research and Program Evaluation

COUN 550 Research and Program Evaluation introduces students to basic research methods and designs, reliability and validity of research, evidence based research, and critical evaluation of published research. Students will be introduced to scales of measurement, descriptive statistics, and basic univariate inferential statistics commonly used in counseling research and program evaluation. Students will demonstrate understanding of using ethical and culturally relevant strategies for conducting, interpreting, and reporting research study results and identify evidence-based counseling practices as well as strategies for developing and using outcomes measures in counseling programs. (3 credit hrs)

COUN 560 Social and Cultural Diversity

COUN 560 Social and Cultural Diversity introduces students to profession accepted counseling techniques to address the diverse, cultural context of individuals and their relationships between and within groups, as well as issues and trends in a diverse society. The counselor's role in social justice and client advocacy are investigated with a focus on heritage, attitudes, beliefs, understandings, and acculturative experiences. Comprehensive, advanced knowledge of diversity factors that include age, ethnicity, nationality, spirituality, religious preferences, gender, sexual orientation, mental and physical characteristics, and socioeconomic status are assessed. Students will assess their own global orientation to different individual and familial worldviews through this study of history and development of cultural values and behaviors and demonstrate their knowledge of effective counselor multicultural assessment, diagnoses, and interventions. (3 credit hrs)

COUN 570 Marriage and Family Systems Theory

COUN 570 Marriage and Family Systems Theory introduces students to the historical and theoretical bases for the practice of marriage, couple, and family counseling. Special attention is given to an overview of foundational systems-oriented theories (Bowenian, Strategic, Structural, etc.), and the impact of issues such as gender, culture, and ethnicity on the family system. Students will examine their own assumptions about families and begin to develop increased congruence between their assumptions, philosophical/theological presuppositions, and the various theoretical perspectives on family development, functioning, interaction and intervention. (3 credit hrs)

COUN 580 Counseling Skills and Helping Relationships

COUN 580 Counseling Skills and Helping Relationships introduces foundational counseling philosophy and helping skills essential to conducting effective counseling. Students focus on developing clinical mental health counseling skills, establishing rapport and building therapeutic relationships while applying ethical and legal standards of practice. Emphasis

is on how the person of the counselor impacts the therapeutic alliance with clients along with what the counselor does in the session to help facilitate client change. This course is taught from a relationship-centered, strengths-based model utilizing feedback. Students will participate in mock counseling sessions with peers in order to practice and demonstrate basic counseling skills and techniques. The course ends with a 4 day residency to assess and deepen students' counseling skills. (3 credit hrs)

COUN 580-R Counseling Skills and Helping Relationships Residency

COUN 580-R is a 4-day on-site residency experience concurrent with the COUN 580 course. The in-person workshop provides opportunities to interact with faculty and peers, to practice and develop counseling skills and professional presentations, to enhance aspects of professional development, and to network within the counseling community. (0 credit hrs) (Required concurrently with COUN 580)

COUN 600 Developmental Psychopathology -- Risk and Resilience

COUN 600 Developmental Psychopathology -- Risk and Resilience introduces students to the concept of developmental psychopathology along the continuum of stress, distress, and disorder with focus on behavioral, experiential, and relational manifestations of mental health. This course reinforces the comparative distinctions between normative and psychopathological developmental pathways from infancy through adolescence. The current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) is introduced as a method for categorizing symptoms and for classifying psychopathology as necessary for diagnosis, conceptualization, and treatment of mental disorders. A variety of perspectives on psychopathology are presented to form an integrative and systemic context for diagnostic considerations. Emphasis is placed on understanding cultural, biological, social, and spiritual / religious domains, along with the factors of risk and human resilience in the development of psychiatric disorders. Students will be able to develop an understanding of clients through this comprehensive model of psychopathology. (3 credit hrs)(Prerequisite: COUN 580)

COUN 610 Group Counseling and Group Work

COUN 610 Group Counseling and Group Work introduces students to a range of theoretical and experiential group counseling structures and strategies involving group development, group processes, and group dynamics in clinical settings. An in-depth exploration is focused on group formation including recruiting, screening and selecting group members. A focus on group developmental theories, group member roles and behaviors, leadership styles, types of groups and professional standards for group leaders prepares students for advanced work in group counseling interventions. Students are required to engage in diverse, culturally relevant direct group experiences defined within a small group activity approved by the instructor of the course within the School of Counseling guidelines, and to document at least 10 clock hours of group work during this course. (3 credit hrs) (Prerequisite: COUN 580)

COUN 620 Assessment and Testing across the Lifespan

COUN 620 Assessment and Testing across the Lifespan reinforces student understanding of intellectual, academic achievement, personality, and psychopathology tests and other

appraisal methods used in the counseling field for individuals, couples and families. Focus will be given to assessment of different dimensions of functioning- behavioral, emotional, psychological, and personality among children, adolescents, adults, couples, and family dynamics. Students will develop advanced skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning for individuals, couples and families. (3 credit hrs) (Prerequisite: COUN 600, 630)

COUN 630 Clinical Diagnosis and Treatment Planning

COUN 630 Clinical Diagnosis and Treatment Planning reinforces assessment and diagnostic skills necessary for the diagnosis of psychopathology with a focus on differential diagnosis, case conceptualization, client-engaged treatment planning, and clinical mental health intervention. Students synthesize understanding and critical thinking skills required to clinically assess, diagnose and treat atypical symptoms, multiple diagnoses, and co-occurring criteria. Students will conduct in-depth exploration of the legal and ethical use of appropriate surveys, instruments and tests accepted in the industry when rendering diagnoses aligned with current DSM criteria. Students will demonstrate the knowledge and ability to assess and develop working diagnoses and treatment plans including for behaviors of potential harm to self and others. (3 credit hrs) (Prerequisite: COUN 600)

COUN 640 Crisis & Trauma -- Prevention and Treatment

COUN 640 Crisis & Trauma -- Prevention and Treatment introduces students to the foundations, contextual dimensions, and basic knowledge and skills to function in specialized settings of agency, community and emergency environments. Emphasis will be placed on providing intervention in clinical, disaster, crisis, and traumatic situations, including emergencies in which triage, intervention, support, referral and advocacy are required. Specialized areas will include counselor self-care; wellness and prevention; suicide de-escalation, crisis incident stress management, psychological first aid, other trauma informed interventions and treatment, and emergency management response teams. Attention is given to the role that spirituality and religion play in helping or hindering persons in crisis. Students will be able to utilize and assess intervention strategies in crisis and trauma situations. (3 credit hrs)

COUN 650 Addictions Counseling

COUN 650 Addictions Counseling introduces students to an overview of the challenges associated with substance abuse, addictions, and its widespread impact on individuals, families and communities. This course is designed to address the various dynamics, models, etiologies, dual diagnosis, psychopathologies, and recovery strategies related to addiction counseling. Emphasis will be placed on drug and alcohol addiction; however, other types of addictions will be covered. Students will identify the empirically supported assessment and treatment interventions shown to be effective for individuals, families, groups, and diverse populations, as well as be familiar with the emerging issues in the field based upon current research to include exploration of co-occurring and trauma-related disorders. (3 credit hrs) (Prerequisite: COUN 600, 610, 630)

COUN 660 Child and Adolescent Counseling

COUN 660 Child and Adolescent Counseling introduces students to the basic principles of assessment and counseling children and adolescents within the context of developmental, self-regulation, family, school, and diverse socio-cultural and religious systems. The emphasis is on students developing their own individual style in forming therapeutic relationships with children and adolescents, and selecting and using evidence-based therapeutic skills and techniques, including therapeutic mediums such as toys, audio/visual aids, games, cognitive treatment, and behavioral programs. A special focus is given to parent training and parents as co-therapists. Legal and ethical issues specific to working with children are addressed. Students will acquire introductory knowledge of different therapy models, assessments for counseling, and skills related to working with children and adolescents. (3 credit hrs) (Prerequisite: COUN 600, 610, 630)

COUN 670 Marriage, Couple, and Family Counseling

COUN 670 Marriage, Couple, and Family Counseling introduces models and methods of intervention with couples and families to develop effective professional skills for working with couples and families. Techniques, assessments, interventions, and strategies will be researched, discussed, and practiced to develop preventive approaches as well as approaches to facilitate optimal functioning in the midst of various challenges in marriage, couple, and family life (e.g., marriage preparation, sexuality issues, birth of a child, reproductive loss, religiously minded couples, separation or divorce, remarriage, etc.). A special emphasis will be placed on families and change, coping with stressful events and transitions in family life. Students will acquire introductory knowledge of relationship dynamics, assessment, and skills related to working with couples and families. (3 credit hrs) (Prerequisite: COUN 600, 610, 630)

COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills

COUN 690 Counseling Practicum/Advanced Clinical Intervention Skills provides students with an initial experience in delivering counseling services to diverse individuals, couples, families, and groups. This experience requires a minimum of 100 hours onsite in a clinical placement setting, 40 of which must be direct service, face-to-face with clients conducting intake / assessments, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of the course. Students will be able to demonstrate the necessary clinical and ethical competencies in the areas of diagnostic interviewing and assessment, case conceptualization, diverse / cultural contextualization, goal setting, treatment planning, counseling intervention, and case management. The course begins with a 4 day residency to assess and deepen students understanding and practice of the needed professionalism and clinical skills for a counseling practicum. (3 credit hrs) (Pass/Fail) (Prerequisite: COUN 580, 610, 630)

COUN 690-R Counseling Practicum/Advanced Clinical Intervention Skills Residency

COUN 690-R is a 4-day on-site residency experience concurrent with the beginning of the COUN 690 course. The in-person workshop will assess and deepen students understanding and practice of the needed professionalism and clinical skills for a counseling practicum. (0 credit hrs) (Required concurrently with COUN 690)

COUN 691 and COUN 692 Counseling Internship 1 and 2

COUN 691 and COUN 692 Counseling Internship 1 and 2 provide students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This is a two semester experience that requires a minimum of 600 hours onsite, 240 of which must be direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. (3 credit hrs per course) (Pass/Fail) (Prerequisite: COUN 690)

COUN 694 Supplemental Counseling Internship

COUN 694 Supplemental Counseling Internship is designed for students who are currently seeing clients and have not completed their required supervised internship hours and/or are currently not enrolled in any regular internship course. This course provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience from COUN 692 Counseling Internship 2 or COUN 693 Advanced Counseling Internship 3 that requires direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. This course may be repeated as needed and is offered based on student need. Internship site supervision and the classroom component are required until internship hour requirements for COUN 692 Counseling Internship 2 or COUN 693 Advanced Counseling Internship 3 are met and the internship contract is fulfilled. (1-3 credit hours based on projected need for student) (Pass/Fail)

COUN 695 Clinical Field Experience in Trauma

COUN 695 Clinical Field Experience in Trauma is a learning and experiential application of trauma theories and techniques, practice of counseling skills, and a field experience related to trauma in a mental health or school setting beyond foundational training in trauma studies. The course is organized to actively include the Green Cross Academy of Traumatology training series. COUN 695 is not a substitute for the successful completion of COUN 690 or COUN 691/692/693. Students enrolled in either COUN 690 or COUN

691/692/693 are required to complete the 100 hours or 300 hours in those courses respectively. The hours students accrue during the COUN 695 Clinical Field Experience in Trauma is an ancillary experience not a compensatory or substitute one for COUN 690, 691, 692 or 693. Although students will accumulate hours during this experience, they are still responsible for completing their hours at their regular sites. If COUN 695 is taken during COUN 690 or COUN 691/692/693, the student's site supervisor must provide authorization before enrolling in this experience. Written documentation must be supplied from the site supervisor through agency email and/or on agency letterhead if the student is currently enrolled in any of these courses. (Pass/Fail)

PHT 513 The Flourishing Person

PHT 513 Vocations and Virtues: The Flourishing Person introduces students to a Catholic Christian integrative vision of personal and interpersonal flourishing through vocations and the virtues and its application to counseling. This course explores how the vision of human flourishing that one adopts is crucial for understanding and promoting human development and addressing human problems. The course addresses the theory and implications of: the human person's dignity in the light of being created in the image of God as male and female; the effects of sin and redeeming grace; a vocation and virtue approach; a personalist and natural law approach; the person as a spiritual unity of body and soul that is relational, emotional, rational, and free. Students will learn how to take a holistic and transformative approach, which integrates Biblical/theological, philosophical, and bio-psycho-social-cultural perspectives into a global understanding of the human person and flourishing. Students will develop the mindset and competencies needed to understand and assess the integrative potential of different models of the person. (3 credit hrs) ***REQUIRED SECOND COURSE***

PHT 523 Moral Character and Spiritual Flourishing

PHT 523 Moral Character and Spiritual Flourishing introduces students to a Catholic Christian vision of personal and interpersonal flourishing in terms of vocations and virtues, and human and spiritual resources. The importance of a multidimensional model of vocation and virtue for everyday life and counseling will be explored. Students will examine how Catholic Christian practices can be sources of relationship, support, growth, healing, and flourishing. Students will develop skills for achieving personal growth and freedom through building up their practical reasoning, moral character, and spiritual life of faith, hope, and charity, which have an impact on everyday life, mental health counseling, and vocational commitments. Students will reinforce their moral and spiritual formation, through personal reflections, and a cohort community of spiritual practice and interaction. (3 credit hrs)

PHT 533 Flourishing in Relationships

PHT 533 Flourishing in Relationships introduces students to the nature and discernment of vocational states of being single, married, ordained, or religious (consecrated). Emphasis is placed on courtship and on marriage, which is understood as a natural and divine institution that serves to support and protect individuals, families, and society. Students will examine the continuity and development of Catholic Christian teaching on

marriage and family in a historical, bio-psycho-social-cultural, philosophical, and theological context. Students will analyze several issues that are especially pertinent to clinical mental health counseling, including not only disorders and difficulties related to singleness, romance, marriage, and family life, but also supporting strengths and practices. (3 credit hrs)

Elective Courses/State of Residency Requirements

COUN 693 Advanced Counseling Internship 3

COUN 693 Advanced Counseling Internship 3 is designed for students who for state licensure require a total of 1,000 clock hours consisting of one (1) practicum of 100 hours (COUN 690 Counseling Practicum), one (1) internship of 600 hours (COUN 691 and COUN 692 Counseling Internship 1 and 2), and one (1) advanced internship of 300 hours (COUN 693 Counseling Internship 3). This course provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. This course continues the internship experience of COUN 691 and COUN 692 Counseling Internship 1 and 2 and requires a minimum of 300 hours onsite, with at least 100 hours of face to face supervision, and 120 hours of which must be direct service, face-to-face with clients conducting intake / assessments, differential diagnoses, treatment planning, and interventions. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. (3 credit hours) (Pass/Fail)

COUN 710 Clinical Supervision and Consultation for Community Mental Health

COUN 710 Clinical Supervision and Consultation for Community Mental Health introduces clinical supervision and consultation theories and practice within various health and human services systems, including mental health hospital facilities, educational institutions, community counseling agencies, and private practice. Concepts, processes, and styles of clinical supervision and consultation within public and private sectors are explored. This course provides the knowledge and skills necessary to engage within interdisciplinary treatment teams in consultation, negotiation/mediation, and systems-level intervention in mental health settings. Students will be introduced to theoretical and practical approaches to administrative leadership in community mental health agencies, including finance, budgeting, and cost control. Students will acquire knowledge of the professional developmental issues of both supervisors and their supervisees, and methods that can be used to enhance competency and best practices in professional counseling, clinical supervision and consultation. (3 credit hrs)

COUN 720 Human Sexuality

COUN 720 Human Sexuality introduces students to the relationship between mental health and human sexuality and the role of the professional counselor. Students are

introduced to a foundational model of addressing sexual issues in counseling, sexual biology, development, and dysfunction. Students will explore the intersection of personal and professional values in counseling clients for sexuality related issues through an examination of social, cultural, philosophical, and theological perspectives. Students will utilize case conceptualization to demonstrate their understanding of the physiological, psychological, social, and cultural variables of human sexuality in diverse clinical situations and to evaluate and assess possible counseling interventions and referrals. (3 credit hrs)

COUN 730 Psychopharmacology

COUN 730 Psychopharmacology introduces students to the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications. Attention will be paid to the professional counselor's role in the effective, multiculturally-competent, and ethical approaches to psycho-active medications (e.g., referral, consultation, monitoring, aftercare) when psychopharmacological interventions are part of treatment. Students will demonstrate their understanding of psychopharmacology by identifying clients in case studies who should be referred for medical evaluation and ongoing follow-up. (3 credit hrs)

COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling

COUN 740 Advanced Seminar: Professional Orientation, Law, and Ethical Standards of Professional Counseling provides advanced training in professional orientation, law, and ethics in professional practice, research, and counselor preparation. The American Counseling Association (ACA) and the ACA Code of Ethics will be the primary professional identity organization and the primary professional conduct guide. Students will explore the legal and ethical issues, responsibilities, and culturally relevant strategies in clinical practice and supervision, counselor preparation, professional credentialing, research, counselor education leadership, and counseling advocacy practices. Students will develop an in-depth analysis of a specific legal or ethical issue relevant to the jurisdiction of their future professional setting. (3 credit hrs)

COUN 750 Advanced Evaluation of Mental and Emotional Disorders

COUN 750 Advanced Evaluation of Mental and Emotional Disorders provides advanced training in the assessment of client's mental and emotional health status. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement. Focus will be given to both formal and informal assessment strategies and will include assessment of personality disorders and severe and persistent mental illness. Ethical and legal implications of testing and assessment will be covered, along with the impact of cultural and disability issues on assessment and how to use assessment data in an ethical manner with diverse populations. Students will develop advanced skills in assessment strategies in the context of differential diagnosis and treatment planning. (3 credit hrs)

Ph.D. in Counselor Education and Supervision

Ph.D. Program Overview

Divine Mercy University embraces the Catholic Christian vision of the person flourishing and educates students on the core knowledge, skills, and dispositions to be leaders in the professional counseling field. The Ph.D. in Counselor Education and Supervision (Ph.D. CES) program is part of the DMU Global Campus' School of Counseling. The vision of the Ph.D. CES program is to train global, transformational educators, clinical supervisors, researchers / scholars, leaders and advocates who are passionate about their role in the overarching profession of counselor education and supervision. Graduates are compassionate and ethical in their work as trained professionals that honor and respect the innate dignity of every person in a global, diverse population.

Ph.D. CES Program Mission

The mission of the DMU – SOC doctoral degree program in Counselor Education and Supervision is to teach and train graduates to be competent, culturally sensitive, ethical, and morally sound professionals who work as counselor educators, supervisors, researchers, practitioners, and leaders in academic, clinical, and community settings.

Counselor Education and Supervision graduates are prepared to serve in their work place and communities as advocates for human dignity and the common good and as service-oriented facilitators of mental health and wellness with

The online Ph.D. in Counselor Education and Supervision at Divine Mercy University provides rigorous training in counselor education to prepare students for academic, research, clinical, consulting, and leadership careers. The program is uniquely designed to facilitate a deeper and holistic understanding of the flourishing person by integrating the wisdom of philosophy and theology with cutting edge research in counselor education enabling students to make a difference in a variety of settings across the world. Students will acquire the necessary skills to engage in:

1. The scholarly examination of counseling processes and theories with integration in the practice of counseling and the Catholic Christian vision of the flourishing person.
2. The science and art of counseling supervision.
3. The development of teaching methods, roles, and responsibilities related to educating counselors.
4. Original research in their areas of interest, receive faculty support, interact with students and researchers from diverse areas of expertise, and present their research in a variety of settings to advance the field of professional counseling and counselor education.
5. The science and art of leadership and administration for the counseling profession, professional organizations, counselor education, and their local community, the

global community, and communities of Catholic Christian faith. (CACREP standards, doctoral curriculum)

Program Overview

This 90-credit doctoral program builds on DMU's Master's in Counseling, Clinical Mental Health Counseling Program, as a foundation and incorporates 30 credits from the program for the 90-credit doctoral program. Students with graduate degrees in counseling or related fields from accredited institutions can transfer up to 30 credits into the Ph.D. program depending on courses taken in their prior graduate programs. The doctoral program requires an additional 60 credit hours of coursework addressing professional roles in 5 areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Additionally, students are required to complete internship experiences in advanced counseling, supervision, and teaching, and a doctoral dissertation of original research. Students are also required to travel to complete three extended weekend residencies in the duration of the program. The residencies are designed as working residencies where students gather to encourage each other, practice skills they are learning, and focus on the completion of their dissertations.

State-of-the-art technology is used for both asynchronous (traditional online learning) with significant use of videotaping of various clinical and professional skills to be reviewed by peers and faculty, and synchronous learning where students will have virtual face-to-face interactions in their learning process.

Possible Careers

The doctorate in Counselor Education and Supervision equips you with advanced knowledge and skills in counseling theory, research, and practice. This degree opens doors to a variety of fulfilling career paths. Here are some common career opportunities:

Academia

- **Professor/Faculty Member:** Teach graduate and undergraduate counseling courses, conduct research, and supervise students.
- **Department Chair or Program Director:** Lead counseling departments or programs, oversee curriculum development, and manage faculty.
- **Curriculum Developer:** Create and implement new counseling programs or curricula.

Clinical Practice and Supervision

- **Licensed Professional Counselor (LPC):** Provide direct counseling services to individuals, couples, families, or groups.

- **Clinical Supervisor:** Oversee and mentor other counselors, ensuring quality care and ethical practice.
- **Mental Health Administrator:** Lead mental health agencies or programs, developing policies and procedures.

Research and Evaluation

- **Research Scientist:** Conduct research to advance the field of counseling, publish findings in academic journals.
- **Program Evaluator:** Assess the effectiveness of counseling programs and interventions.
- **Grant Writer:** Develop and secure grants to support counseling research and programs.

Leadership and Administration

- **Higher Education Administrator:** Work in student affairs, academic advising, or counseling centers.
- **Nonprofit Administrator:** Lead counseling or mental health organizations, developing programs and services.
- **Government Agency Administrator:** Work in government agencies related to mental health or education.

Other Potential Roles

- **Consultant:** Provide expertise in counseling and supervision to organizations or individuals.
- **Author/Speaker:** Write books, articles, or develop workshops on counseling topics.

Ph.D. Counselor Education and Supervision Accreditation

Institutional Accreditation

As noted in the catalog, under the heading of Authority and Accreditation, DMU as an institution and the Psy.D. and M.S.C. programs have received accreditation from regional and national accreditors.

Programmatic Accreditation

The Ph.D. in Counselors Education and Supervision program and curriculum is aligned with premier industry programmatic standards. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), grants accreditation for master's and doctoral programs in professional counseling.

The Ph.D. in Counselors Education and Supervision program at DMU is not yet accredited by CACREP. DMU cannot hold any promise or guarantee of becoming CACREP accredited; however, DMU is committed to following the CACREP standards in the design, preparation, and deployment of the program and then applying for CACREP accreditation.

Admissions Requirements

- A master's degree in counseling or a related mental health field from an institution accredited by an agency recognized by the US Department of Education.
 - Preference will be given to applicants who are professionally credentialed in a mental health occupation (clinical or school counseling, marriage and family therapy, social work, psychology, etc.). Those accepted without such credentials will need to take the necessary extra courses and internships for those credentials before graduating from the Ph.D. in CES.
- Graduate degree cumulative GPA:
 - Minimum overall 3.0 GPA on a 4.0 scale
- Complete the application process which includes:
 - Completed Application for Admission document
 - One Recommendation Form from an Academic Reference – If you believe you may have trouble obtaining an academic reference, please contact the Admissions Office to discuss this requirement.
 - Submission of official transcripts from all post-secondary institutions even if a degree was not awarded.
 - Submission of essays as noted in Application for Admission document and two video clips of clinical work (role play) and a teaching/presentation, minimum of 20 minutes each
 - Current Curriculum Vitae or Resume
 - \$55 application fee
- Availability for two video conference interviews after submission of all application materials.
 - Individual interview with admissions
 - Group interview with other applicants and CES faculty

- International applicants must have completed the equivalent of a U.S. master's level degree. Applicants holding degrees from outside the United States must submit any international transcript(s) to a NACES approved evaluation service for a course-by-course evaluation of their transcripts. For more information, please visit the NACES website at: www.naces.org.
- International Students whose first language is not English or who have not completed a degree in which English was the medium of instruction must have taken the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the past two years, and the scores must be submitted directly to DMU by the testing agency. TOEFL scores must be at least 100 on the Internet-based version (IBT), 250 on the computer-based version (CBT), and 600 on the paper-based version (PBT). Academic IELTS scores must fall into the overall band of at least 7.0, with no individual band scores below 6.0.

NOTE: If an applicant is interested in an international internship, this should be clearly noted on the application. The applicant would need to meet with the program director or a designee to determine the viability of a particular international internship *prior to* being accepted into the program.

After all application materials have been completed and received by our Admissions office, the applicant will be invited to schedule a video conference interview with admissions. Pending the outcome of the individual meeting with admissions, a group video conference interview with other applicants and the SOC faculty members will follow. If you are seeking admission to a program after the Primary Application Deadline has passed, please contact Admissions for further assistance and to inquire if additional spaces may still be available. Note that seating is limited and cohorts may fill to capacity prior to published deadlines.

Please note that individuals seeking admission to multiple programs of study (i.e., Ph.D. Counselor Education and Supervision and Psy.D. Clinical Psychology), must submit separate applications specific to each individual program.

Successful participants in the Ph.D. in Counselor Education and Supervision program will demonstrate not only strong academic aptitude, exceptional research and writing skills, ability to gain knowledge that covers both a breadth of the field of professional counseling and depth in a specific area of the field, but also grit - the ability to persevere in the lengthy process of research and writing to complete the dissertation. In order to best support students in this endeavor, the Ph.D. in Counselor Education and Supervision at DMU uses a cohort model to create a learning community with three extended residencies on campus. The initial cohort requires a minimum number of applicants to ensure a cohort size that leads to an ideal learning environment.

Transfer of Credit

Students may transfer up to 30 semester hours from their Master's degree into the 90 credits of the Ph.D. coursework. For a transferred course to replace a Ph.D. in Counselor Education and Supervision course, the following requirements must be met:

The school at which the course was taken must be appropriately accredited.

1. Each course credit must be equivalent to one semester hours or 1.67 quarter hours.
2. The student must have earned a grade of B or better in the course.
3. The course must overlap with the Ph.D. in Counselor Education and Supervision course by at least 80%.
4. Transfer credits must have been completed as post-master's course work (700-900 level) within the previous seven (7) years to be accepted.
5. Courses with a recorded grade of B- or below will not be accepted.

Correspondence studies or life experiences will not be accepted for transfer credit.

Courses Available for Audit and Non-Degree Students

In general, courses in the Ph.D. program cannot be taken on a course-for-credit or audit basis unless special permission is received from the program director.

Ph.D. Counselor Education and Supervision: Program Requirements

The Ph.D. in Counselor Education and Supervision consists of 90-credit hours of coursework and a non-credit course in library and information use and research. The 90-credit program consists of 30 credit hours at the master's degree level and at the doctoral level:

- 7 core content courses (21 credits)
- 3 courses in internships (7 credits)
- 2 courses in integration (6 credits)
- 3 courses in research (9 credits)
- 17 credits in dissertation research and writing

Degree Time Limit

All students admitted to the Ph.D. Program must complete all degree requirements within seven (7) calendar years from the date of admission to the Ph.D. program, with an academic year comprising a fall semester, spring semester, and summer semester. Doctoral students must remain continuously enrolled until they have completed all program requirements, including the dissertation.

A doctoral dissertation must be completed and successfully defended. This requires a minimum of 12 credit hours. The doctoral dissertation takes the form of an independent and original research project in the field of counselor education.

Doctoral Dissertation

The dissertation topic is developed in close consultation with the student's dissertation chair and a dissertation committee. The student is supported throughout by an intentional process of scaffolding skills needed to be successful in the research and writing of the dissertation. This includes the support of the dissertation chair, research design and methodology courses, library resources, and three residencies that support the skills and work required for the completion of the dissertation. The dissertation proposal must be approved by the student's dissertation committee. The dissertation is expected to meet scholarly standards and be of publishable quality.

Once students have their dissertation chair appointed, they must be continuously enrolled and registered for CES 899 until all dissertation requirements are completed, or will be considered withdrawn from the program. To be successfully completed, the written dissertation must be approved by the dissertation committee and successfully defended orally before the dissertation committee.

Residencies

The Ph.D. in Counselor Education and Supervision has 3 extended weekend residencies (3- or 4-Days, Wednesday evening through Sunday afternoon OR Thursday evening through Sunday afternoon depending on Residency) that are designed as working residencies where students gather to encourage each other, practice skills they are learning, and focus on the completion of their dissertations.

Participation in the entire residency is mandatory for all students. Since the residency includes group activities and missing parts would be disruptive for the overall learning environment, attending the entire time is obligatory to receive credit for the residency. If a student is not able to participate in the residency, they can attend the next scheduled residency. The student will receive an incomplete for the course connected with the residency until the residency is completed successfully.

The first residency is during the first course in the program and then the same term each following year for students in the program full time:

- CES 890 Research Seminar - Residency I [3-Day Residency I in Week 4 of CES 740]
- CES 791 Internship II - Supervision [4-Day Residency II in Week 1 or Week 8]
- CES 899 Dissertation Research & Writing 5 [4-Day Residency III in Week 1]

Academic Good Standing

To remain in good academic standing, students must earn a minimum of a B in each course and maintain a minimum cumulative grade point average of 3.0. 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.

Remediation

Students may be placed on a remediation plan for having a cumulative GPA below a 3.0

Academic Probation

In the event of failure to meet the above standard for academic good standing, students will be placed on academic probation and receive notification regarding their academic standing. The Registrar refers students on academic probation to the Program Director to develop a plan for remediation.

Passing Grade Requirement

For the Ph.D. in Counselor Education and Supervision program, any course receiving a grade of B- or below must be retaken. Students may repeat a course 2 times (total of 3 attempts) before being placed on scholastic suspension.

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

Retaking Courses

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

Academic Dismissal

For the Phd CES program, any course receiving a grade of B- or below must be retaken. Students may repeat a course 2 times (total of 3 attempts) before being placed on scholastic suspension. If a B- or WF is received in a course two times, the student is then placed on academic probation. If a B- or a WF is received a third time, then an academic review would take place that could result in dismissal from the program.

Ph.D. in Counselor Education and Supervision Curriculum

| Full Time Schedule - Spring Start Year 1 | | | | Semester Total | |
|---|---------|---|---------|----------------|---------|
| Spring 1A | Credits | Spring 1B | Credits | Courses | Credits |
| CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES | 3 | CES 750 Advanced Evaluation of Mental & Emotional Disorders (Psychological Measurement) | 3 | 2 | 6 |
| CES 890 Research Seminar I, - Residency I [3-Day Residency I in Week 4 of CES 740] | 1 | PHT 608: The Catholic Christian Vision of Flourishing: Vocations and Virtues* | 3 | 2 | 4 |
| (DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.) | | | | | |
| Summer 1 | | | | Courses | Credits |
| CES 790 Internship I Advanced Counseling | | | 3 | 1 | 3 |
| CES 890 Research Seminar II | 1 | CES 718 Research Design and Methods | 3 | 2 | 4 |
| Fall 1A | | Fall 1B | | Courses | Credits |
| CES 710 Clinical Supervision and Consultation | 3 | | | 1 | 3 |
| CES 791 Internship II - Supervision [4-Day Residency II in Week 1 or Week 8] | | | 2 | 1 | 2 |
| CES 739 Advanced Qualitative Research | 3 | CES 890 Research Seminar III | 1 | 1 | 4 |
| | | | | | |
| Full Time Schedule - Year 2 | | | | Semester Total | |
| Spring 2A | | Spring 2B | | Courses | Credits |
| CES 729 Advanced Quantitative Methods | 3 | CES 899 Dissertation Research & Writing I | 1 | 2 | 4 |
| PHT 643 Catholic Christian Marriage and Human Sexuality | 3 | CES 820 Adult Learning Theory and Application | 3 | 2 | 6 |
| (DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.) | | | | | |

| Summer 2 | | | | Courses | Credits |
|--|---|---|---|----------------|---------|
| CES 828 Adult Teaching Theory, Integration, & Application | 3 | CES 899 Dissertation Research & Writing II | 3 | 2 | 6 |
| Fall 2A | | Fall 2B | | Courses | Credits |
| CES 760 Advanced Multicultural Counseling, Advocacy & Leadership | 3 | CES 899 Dissertation Research & Writing III | 3 | 2 | 6 |
| CES 792 Internship III - Teaching | | | 2 | 1 | 2 |
| | | | | | |
| Full Time Schedule - Year 3 | | | | Semester Total | |
| Spring 3A | | Spring 3B | | Courses | Credits |
| CES 899 Dissertation Research & Writing IV [Residency III, Week 1] | 3 | CES 780 Scholarship, Advocacy, and Grant Writing in Counselor Education | 3 | 2 | 6 |
| | | Comprehensive Qualifying Assessment Portfolio | 0 | | |
| Summer 2 | | | | Courses | Credits |
| CES 899 Dissertation Research & Writing V | | | 4 | 1 | 4 |
| | | | | | |
| | | | | Program Total | |
| | | | | 22 | 60 |
| | | | | Courses | Credits |

| Full Time Schedule - Fall Start 1 Year 1 | | | | Semester Total | |
|---|---------|---|---------|----------------|---------|
| Fall 1A | Credits | Fall 1B | Credits | Courses | Credits |
| CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES | 3 | CES 750 Advanced Evaluation of Mental & Emotional Disorders (Psychological Measurement) | 3 | 2 | 6 |
| CES 890 Research Seminar I, - Residency I [3-Day Residency I in Week 4 of CES 740] | 1 | PHT 608: The Catholic Christian Vision of Flourishing: Vocations and Virtues* | 3 | 2 | 4 |
| (DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.) | | | | | |

| Spring 1A | Credits | Spring 1B | Credits | Courses | Credits |
|---|---------|---|---------|-----------------------|----------------|
| CES 790 Internship I Advanced Counseling | | | 3 | 1 | 3 |
| CES 718 Research Design and Methods | 3 | CES 739 Advanced Qualitative Research | 3 | 2 | 6 |
| | | CES 890 Research Seminar II | 1 | 1 | 1 |
| Summer 1 | | | | Courses | Credits |
| CES 710 Clinical Supervision and Consultation | 3 | CES 890 Research Seminar III | 1 | 2 | 4 |
| CES 791 Internship II - Supervision [4-Day Residency II in Week 1 or Week 8] | | | 2 | 1 | 2 |
| | | | | | |
| Full Time Schedule - Year 2 | | | | Semester Total | |
| Fall 2A | | Fall 2B | | Courses | Credits |
| CES 729 Advanced Quantitative Methods | 3 | CES 899 Dissertation Research & Writing I | 1 | 2 | 4 |
| PHT 643 Catholic Christian Marriage and Human Sexuality | 3 | CES 820 Adult Learning Theory and Application | 3 | 2 | 6 |
| (DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.) | | | | | |
| Spring 2A | | Spring 2B | | Courses | Credits |
| CES 828 Adult Teaching Theory, Integration, & Application | 3 | CES 899 Dissertation Research & Writing II | 3 | 2 | 6 |
| CES 792 Internship III - Teaching | | | 2 | 1 | 2 |
| Summer 2 | | | | Courses | Credits |
| CES 760 Advanced Multicultural Counseling, Advocacy & Leadership | 3 | CES 899 Dissertation Research & Writing III | 3 | 2 | 6 |
| | | | | | |
| Full Time Schedule - Year 3 | | | | Semester Total | |
| Fall 3A | | Fall 3B | | Courses | Credits |

| | | | | | |
|--|---|---|---|----------------------|----------------|
| CES 899 Dissertation Research & Writing IV [Residency III, Week 1] | 3 | CES 780 Scholarship, Advocacy, and Grant Writing in Counselor Education | 3 | 2 | 6 |
| | | Comprehensive Qualifying Assessment Portfolio | 0 | 1 | 0 |
| Spring 3 | | | | Courses | Credits |
| CES 899 Dissertation Research & Writing V | | | 4 | 1 | 4 |
| | | | | | |
| | | | | Program Total | |
| | | | | 24 | 60 |
| | | | | Courses | Credits |

Ph.D. in Counselor Education and Supervision Course Descriptions (Non-sequential Order)

LIB 500 Library and Information Use & Research

LIB 500 Library and Information Use & Research is required for all entering students and provides an in-depth review of library organization, collections, services, and online resources; presents the methodologies of information searching, strategy development, and evaluation; and reviews the evaluation of information and information sources. (0 credit hrs)

PHT 608 The Catholic Christian Vision of Flourishing: Vocation and Virtues

PHT 608 The Catholic Christian Vision of Flourishing: Vocation and Virtues introduces students to 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. (3 credit hrs) (DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.)

PHT 643 Catholic Christian Marriage and Human Sexuality

PHT 643 Catholic Christian Marriage and Human Sexuality introduces students to marriage as a natural and divine institution that serves the flourishing and protection of individuals, families, and society. Students will examine sexual differences from biological, psychological, and theological perspectives focusing on the writings of St. John Paul II, particularly his Theology of the Body. A Catholic Christian understanding of masculinity and femininity and its implications for complementarity for relational and family flourishing will be explored. Students will analyze several contemporary challenges to marital flourishing and examine possible ways to strengthen the family as the domestic church in a diverse world through growth in virtue. (3 credit hrs) (DMU MSC/MSP graduates who passed all their program PHT courses may transfer in a PHT course and take a 1 credit course to create a bibliography with reference summaries and narrative for the integration section covering this area of philosophy and theology of their dissertation.)

CES 710 Clinical Supervision and Consultation

CES 710 Clinical Supervision and Consultation introduces clinical supervision and consultation theories and practice within various health and human services systems, including mental health hospital facilities, educational institutions, community counseling agencies, and private practice. Concepts, processes, theoretical frameworks, use of technology, and styles of clinical supervision and consultation within public and private sectors are explored. This course provides the knowledge and skills necessary to engage within interdisciplinary treatment teams in consultation, negotiation/mediation, and systems level intervention in mental health settings. Students will be introduced to theoretical and practical approaches to administrative leadership in community mental health agencies, including finance, budgeting, and cost control. Students will acquire knowledge of the professional developmental issues of both supervisors and their supervisees, evaluation and remediation, and methods that can be used to enhance competency and best practices, and development of a personal style in professional counseling, clinical supervision and consultation. (3 credit hrs)

CES 718 Research Design and Methods

CES 718 Research Design and Methods examines both the fundamentals and more advanced research design and methodology. A variety of research methodologies are examined: quantitative (experimental, quasi-experimental, non-experimental), qualitative, and mixed. Specific emphasis is placed upon searching for, understanding, and writing a literature review of empirical research for application to clinical practice. Students propose an empirical quantitative methods study on a counseling, integrative topic that will scaffold their subsequent dissertation research proposal. (3 credit hrs)

CES 729 Advanced Quantitative Methods

CES 729 Advanced Quantitative Methods introduces sophisticated quantitative methodologies for rigorous research and data analysis. Building upon foundational statistical knowledge, students will explore advanced techniques applicable to counselor education research. Emphasis is placed on critical thinking, problem-solving, and the application of statistical software to real-world data sets. Topics may include factorial and multivariate analysis of variance, multiple regression, meta-analysis, and structural equation modeling. Emphasis in the class will be in understanding and critiquing the statistical analyses presented in professional counseling journals as an adjunct to lifelong learning. (3 credit hrs)

CES 739 Advanced Qualitative Research

CES 739 Advanced Qualitative Research introduces advanced theories, methodologies, and practical applications of qualitative research in the psychological sciences. Emphasizing the systematic exploration of complex social phenomena, students will develop a sophisticated understanding of qualitative research designs, methods of data collection and analysis, and the integration of theory into qualitative inquiry. (3 credit hrs)

CES 740 Advanced Seminar in Professional Identity: Legal & Ethical Issues in CES

CES 740 Advanced Seminar: Professional Identity: Legal & Ethical Issues in CES provides advanced training in professional orientation, law, and ethics in professional practice, research, and counselor preparation. The American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES) will be the primary professional identity organizations and the primary professional conduct guides. Students will explore the legal and ethical issues, responsibilities across multiple settings and multiple service delivery modalities, and culturally relevant strategies in clinical practice and supervision, counselor preparation, professional credentialing, research, counselor education leadership, and counseling advocacy practices. Students will develop an in-depth analysis of a specific legal or ethical issue relevant to the jurisdiction of their future professional setting. (3 credit hrs)

CES 750 Advanced Evaluation of Mental and Emotional Disorders (Psychological Measurement)

CES 750 Advanced Evaluation of Mental and Emotional Disorders course provides advanced training in the assessment of a client's mental and emotional health status. This course focuses on the administration and interpretation of individual and group standardized tests of mental ability, personality, and measurement. Focus will be given to both formal and informal assessment strategies and will include assessment of personality disorders and severe and persistent mental illness. Ethical and legal implications of testing and assessment will be covered, along with the impact of cultural and disability issues on assessment and how to use assessment data in an ethical manner with diverse populations.

Students will develop advanced skills in assessment strategies in the context of differential diagnosis and treatment planning. (3 credit hrs).

CES 760 Advanced Multicultural Counseling, Advocacy, and Leadership

CES 760 Advanced Multicultural Counseling, Advocacy and Leadership focuses on developing advanced multicultural skills, advocacy competencies, and leadership abilities in counseling professionals. Building upon foundational counseling knowledge, this course explores complex clinical and leadership cases, ethical dilemmas, and advanced treatment modalities. Students will gain proficiency in evidence-based practices, crisis intervention, and trauma-informed care. A strong emphasis is placed on advocacy for the profession and the most vulnerable needing mental health services, empowering students to become effective agents of change within their communities. Students will learn management and administration in agencies, organizations, and other institutions. Leadership development will be fostered through exploration of various leadership and consultation theories and their application. (3 credit hrs)

CES 780 Scholarship, Advocacy, and Grant Writing in Counselor Education

CES 780 Scholarship, Advocacy, and Grant Writing in Counselor Education is designed to equip counselor education students with the skills necessary to identify, develop, and secure grant funding for counseling programs, scholarship, advocacy, and mental health initiatives. Students will learn culturally sustaining leadership and advocacy practices, and models and competencies for advocating clients, at the individual, system, and policy levels. about the grant writing process from start to finish, including identifying potential funding sources, developing compelling proposals, and managing awarded grants. The course will cover essential components of grant writing such as needs assessment, program design, budget development, and evaluation planning. Students will explore advanced methods for program evaluation with scenarios for application and use of findings and results of evaluations. Through hands-on exercises, case studies, and practical application, students will gain proficiency in crafting persuasive grant proposals that align with the mission and goals of counseling programs. (3 credit hrs)

CES 820 Adult Learning Theory and Application

CES 820 Adult Learning Theory and Application explores the unique characteristics and learning processes of adult learners. This course introduces foundational theories and contemporary research to understand how adults differ from children in their approach to learning. Students will examine key concepts such as self-direction, experience-based learning, readiness to learn, and problem-centered orientation. The course emphasizes the application of adult learning principles to instructional design and delivery. Students will develop skills in creating effective learning environments, motivating adult learners, and assessing learning outcomes. Real-world examples and case studies will be used to illustrate the practical application of theory. Students may be assigned as TA's during this course. (3 credit hrs)

CES 828 Adult Teaching Theory and Application

CES 828 Adult Teaching Theory and Application scaffolds the knowledge obtained in CES 820 to practical application. This course emphasizes learning outcomes in the classroom using classroom assessment techniques (CAT's). Students will examine methods of measuring prior knowledge, presenting new material, setting challenges and task-oriented assignments, then obtaining feedback on outcomes, making adjustments and reinforcing outcomes. Through direct observation, questioning, obtaining feedback, self-assessment, peer-assessment and the formative use of summative assessment, students will develop and hone a personal style of teaching counseling and other subject matter areas. Students will be introduced to basic curriculum and course design methods. Students may be assigned as TA's during this course. (3 credit hrs).

CES 790 Internship I, Advanced Counseling

CES 790 Internship I: Advanced Counseling provides students with advanced experiences in delivering counseling services to diverse individuals, couples, families, and groups. Students will participate in individual and group supervision in which they will review their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the middle and end of each of the internship courses to assess mastery of essential counseling techniques, evidence-based practice, and advanced clinical skills. Students will be able to demonstrate advanced clinical and ethical competencies in the areas of diagnostic interviewing, case conceptualization, diverse cultural contextualization, client-engaged goal setting, treatment planning, counseling intervention, and case management. Focused attention during this internship is on personality pathology, therefore at least 1 client must exhibit characteristics, features, traits and / or diagnosis of personality pathology, preferably borderline personality disorder.

This course is divided into segments of study for specific evidence-based treatment modalities for addressing the unique needs of clients exhibiting personality pathology. The general practice model called General Psychiatric Management for Borderline Personality Disorder (GPM) is one of the most practical for general practice professional counselors and will be studied in depth. In addition the treatment modalities of Schema Focused Therapy, Mentalization Based Therapy, Dialectical Behavior Therapy, and Transference Focused Psychotherapy will be explored. This course requires 100 - 112 internship hours, depending on a Spring or Fall program start (3 credit hrs, 1 full semester) (Pass/Fail).

CES 791 Internship II Counselor Supervision

CES 791 Internship II Counselor Supervision is the internship course for CES 710 Clinical Supervision and Consultation. The internship course is a practical, hands-on experience designed to prepare students for a career as a clinical supervisor. Under the close guidance of experienced supervisors, students will develop the skills and knowledge necessary to effectively supervise counselors-in-training. This internship involves direct supervision of counseling students, as well as participation in group supervision and professional development activities. Interns will be expected to maintain detailed case notes, participate in regular supervision meetings, and complete required coursework. Upon successful completion of the internship, students will demonstrate competency in the core areas of supervision and be prepared to enter the field as qualified supervisors. This course

requires between 218 and 250 internship hours depending on the Spring or Fall program start dates. Residency II takes place with COUN 690, or with 510/580 residencies. (2 credit hrs, 1 full semester) (Pass/Fail).

CES 792 Internship III, Counselor Education / Teaching

CES 792 Internship III Counselor Education / Teaching is the internship course for CES 820 Adult Learning Theory and Application. The internship course is a practical, hands-on experience designed to prepare students for a career as a faculty member in a professional counseling program. Students will be involved in shadowing, co-teaching, and teaching. They will gain experiences in student engagement and assessment, and participation in faculty meetings, committee work, and other academic responsibilities. Upon successful completion of the internship, students will demonstrate competency in the core areas of counselor education and be prepared to pursue a career in academia. This course requires 272 internship hours. (2 credit hrs, 1 full semester) (Pass/Fail)

CES 890 Research Seminar I - III

CES 890 Research Seminar is designed to provide doctoral students with a structured forum for the scaffolding of skills for the development, refinement, and implementation of their dissertation research. The course will focus on enhancing students' critical thinking, research methodologies, and writing skills as they prepare for the successful completion of their dissertation. There is a Residency in Week 4 of CES 890 Research Seminar I. (1 credit hr each) (Pass/Fail)

CES 895 Comprehensive Qualifying Assessment Portfolio

At the conclusion of content coursework, generally around the end of the second year of the program, and before moving to the dissertation candidacy component of the CES Ph.D. program, students must successfully pass the Comprehensive Qualifying Assessment Portfolio (CQAP). The CQAP consists of a collection of assessments to determine a student's readiness for the preparation, writing, and defense of the dissertation. On passing each of the described assessments, the student shall be deemed a Candidate for the Ph.D., all but dissertation (ABD, see note below).*

Each of the five core areas of the program must be assessed by the student's CQAP committee for determination of an appropriate / doctoral level of preparation, assimilation of required knowledge and skill, and a proficient level of competence to both complete the dissertation and to represent the institution and themselves in the professional world of counseling as doctorally prepared counselors, counselor educators, counseling supervisors, researchers / scholars, and thought leaders and advocates. Students are required to solicit assistance from not less than 3 or more than 5 members to sit on their CQAP Committee. To pass, a voting average score of not less than 86% must be met as determined by rubrics completed by each committee member in each area. (0 credit hrs) (Pass/Fail).

*NOTE: As a candidate for the doctorate, a student will be in the dissertation phase of the program with the acronym "ABD" used in general. Students may NOT use the ABD as a credential following their name in signatures and endorsements. Example, Jimmy Joe Docstudent, ABD is not permissible.

CES 899 Dissertation Research and Writing I - VII

CES 899 Dissertation Research and Writing supports Ph.D. students to successfully demonstrate their ability to carry out independent research closely related to their specific academic objectives and to the advancement of counselor education and supervision fund of knowledge, skills and dispositions. In addition, the dissertation must reflect the student's emerging ability to provide leadership and advocacy in the field by making a novel contribution. Because one of the distinctive characteristics of DMU is its commitment to a model of human flourishing, each dissertation will reflect this view, either through the selection of the area of research or through an integration of the three streams of wisdom: science, philosophy, and theology. (14 credit hrs)

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

School of Counseling Faculty

Full-time Faculty

Cruz, Yancy Ph.D., Assistant Professor, Ph.D. Southern Illinois University at Carbondale (Rehabilitation Counselor), M.B.A. Universidad Ana G. Méndez, B.B.A. Universidad de Puerto Rico

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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 2026.

Notification of Policy Changes to Students

As policies or revisions are approved, the President of the University or designee will inform the Executive Leadership Team and the changes will be entered into the Divine Mercy University Policies and Procedures Manual. The Leadership Team will also see that it is published in the appropriate handbooks of the University and notify the DMU community of the approval and the effective date.

[Appendix A Academic Calendar 2025-26](#)

[Appendix B Record Retention Policy](#)

Retention Schedule for Academic Records follows the [Library of Virginia Schedule](#)

| Type of Record | Retention Schedule | Disposition Method |
|--|------------------------------|--------------------------|
| Application for admission | 15 years after last semester | Confidential Destruction |
| Decision letter (acceptance, denial, etc.) Readmission letter | Permanent | Permanent by University |

| | | |
|--|---|--------------------------|
| Institute academic transcripts Other college and university transcripts | Permanent | Permanent by University |
| Leave of Absence request and approval letter | 15 years after last semester | |
| Letters of recommendation | 15 years after last semester | Confidential Destruction |
| Other student academic records related documentation and correspondence | 15 years after last semester | Confidential Destruction |
| Petitions and disposition of transfer credit | 15 years after last semester | Confidential Destruction |
| Records of academic counseling provided to specific students. This series may include, but is not limited to: academic advising, career counseling, consultation and other forms and correspondence, evaluations for advancement to faculty, and guidance counseling records. | 15 years after last action (graduation or withdrawal) | Confidential Destruction |
| Records of grade changes Audit to Credit requests and disposition | Permanent | |
| Records that monitor student status, history and grades within the academic department or school. This series may include, but is not limited to: approval of summer course work, transfer credits, leave/withdrawal, veterans status info, international studies visa application, dean / department notes, readmission application, scholarships/awards, and committee/thesis paperwork. | 15 years after last graduation or withdrawal | Confidential Destruction |
| Requests for exemption from institutional regulations and procedures | 15 years after last semester | Confidential Destruction |
| Standardized examination reports (GRE, etc.) | 15 years after last semester | Confidential Destruction |
| Thesis and Dissertation records | Permanent | Permanent by University |
| Withdrawal applications | 15 years after last semester | Confidential Destruction |