



**PhD in**  
**Infant and Early Childhood**  
**Mental Health and**  
**Developmental Disorders**

**Academic Catalog 2011-2012**

**1044 Sir Francis Drake Blvd., Suite 5**  
**Kentfield, California 94904**  
**Phone: (415) 259-6217 / Fax: (415) 924-5872**  
**<http://www.icdl.com/GraduateSchool.shtml>**



### **A Message from Stanley Greenspan**

The Interdisciplinary Council on Developmental and Learning Disorders (ICDL) is pleased to offer a unique interdisciplinary graduate program addressing infant and early childhood mental health and developmental disorders. Significant advances in our understanding of infants, young children, and their families over the past 30 years has created a new foundation for research and clinical practice.

A number of disciplines have contributed to this growing body of knowledge including psychology, psychiatry, neuroscience, speech pathology, occupational and physical therapy, social work, education, and counseling. The goal of the ICDL Graduate School is to enable students to master the insights of each of the contributing disciplines, understand the range and variations of healthy and disordered functioning in the early years of life, implement a unified developmental approach to research and clinical practice, and serve as leaders for future generations.

Stanley I. Greenspan, MD  
Past President, Co-Founder  
Interdisciplinary Council on



## Table of Contents

### Overview

- The Interdisciplinary Council on Developmental and Learning Disorders 4
- The ICDL Graduate School 4
- A Flexible, Innovative & Interactive Education 4

### Curriculum

- Curriculum Description 5
- Course Listing 6
- Curriculum Sequence 8
- Course Descriptions 10

### A Flexible, Innovative, and Interactive Education

- Facilitating Student Interaction 16
- Access to Peer-Reviewed Journals and Other Learning Resources 17
- Preparing Leaders for Future Generations 18

### The ICDL Graduate Faculty 19

### Admission Policy

- Admission Criteria 20
- Policy on Transfer Credits 21
- Student Attendance, Dropout, and Leave of Absence Policies 22
- Grading Policy and Rules of Conduct 22
- Student Rights and Grievances 23

### Graduation Requirements 24

### Tuition, Fees, and Refund Policies

- Tuition 25
- Additional Fees 25
- Cancellation, Withdrawal and Refund Policies 26
- Transferability of Credits 26
- Student Tuition Recovery Fund 27

## The Interdisciplinary Council on Developmental and Learning Disorders (ICDL)

ICDL was founded in 1996 by Dr. Stanley Greenspan and Dr. Serena Wieder, with the purpose of bringing together the leaders in all the disciplines concerned with infant and early childhood mental health and developmental disorders.

ICDL's mission is to promote innovative approaches to the identification, treatment, and education of children with developmental, communication, and learning disorders as well as to improve infant mental health through early interventions, professional training, and sound public policy.

The Interdisciplinary Council includes among others, professionals from the fields of psychology, psychiatry, developmental and behavioral pediatrics, pediatric neurology, immunology and toxicology, child environmental health, speech pathology, occupational therapy, physical therapy, developmental optometry, special education, and social work.

The goal of ICDL is to integrate knowledge from the different disciplines in order to improve infant and early childhood development, promote infant mental health, as well as to advance prevention, assessment, diagnosis, and treatment of these disorders. The Interdisciplinary Council works nationally, but also internationally, regionally, and locally to promote dialogue, improve clinical assessments and interventions, identify new directions for research, develop guidelines for clinical practice, and create opportunities for training, supervision, and communication.

The ICDL Advisory Board is comprised of leaders in the different disciplines listed here. For further information about the Interdisciplinary Council on Developmental and Learning Disorders, please visit our web site at <http://www.icdl.com>.

## The ICDL Graduate School

The Interdisciplinary Council has recognized the need for a permanent, ongoing, state-of-the-art graduate program that responds to the increasing demands for culturally competent mental health professionals that master the insights of each of the contributing disciplines, understand

the range and variations of healthy and disordered functioning in the early years of life, implement a unified developmental approach to research and clinical practice, and serve as leaders for future generations.

Thus, the Interdisciplinary Council of Developmental and Learning Disorders is pleased to announce the new ICDL Graduate School, and its doctoral (PhD) program in Infant and Early Childhood Mental Health and Developmental Disorders.

The ICDL Graduate School is licensed and approved to operate as a private degree granting institution by the Bureau of Private Post-secondary Education (BPPE) and is compliant with state standards set forth in the California Ed. Code 94897.

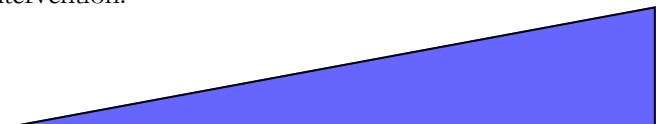
This program is designed for graduate students interested in further developing competencies to work with infants and young children with mental health and developmental challenges.

## A Flexible, Innovative & Interactive Education

The ICDL Graduate School has created an innovative combined instructional method that allows professionals to take long distance courses and apply their concepts through integrated practicum in their area of residence. Furthermore, online courses are supported by audiovisual material, online forums, videoconferencing, and regional group discussions to promote a learning process based on interaction and networking.

Students also participate in regional seminars and periodic national conferences dictated by ICDL. The students are expected to receive a full understanding of the nature of early infant and childhood mental health developmental disorders, and of the social environment, including family dynamics, parents' mental health, and cultural differences impacting infant and children's development.

It is the first degree of its kind to offer students the opportunity to master an understanding of all the different aspects of early development in both their normative and disordered forms, and to construct a fully comprehensive approach to assessment and intervention in the early years of life by working closely with all family members. The curriculum is offered at the national level as well. It serves a large community of children and families in the United States and elsewhere who require a more comprehensive and integrated approach to early development and early intervention.



### Curriculum

A dynamic bio-psychosocial developmental approach guides the curriculum. It includes knowledge from all the disciplines that contribute to understanding early human development and its disorders including emotional and social development, cognitive and language functioning, perceptual motor and sensory functioning, neurobiology, caregiver/child interaction patterns, family patterns, psychopathology, and the larger community and cultural contexts. In this sense, the program is interdisciplinary, bringing together knowledge of all the disciplines that contribute to our understanding of infancy and early childhood mental health, developmental disorders, as well as parental and family socio-emotional functioning. An overriding theme in the curriculum is the way in which the different facets of development, including normative and disordered patterns, relate to one another and can be understood as part of an integrated, dynamic developmental framework. In addition, new findings from direct observations, clinical work, and research on infants, young children, and their families with various types of challenges and disorders, including work on individual processing differences, early interactive relationships, and cultural differences and shared traits, are emphasized.

This doctoral level program also requires the completion of a dissertation process on an innovative infancy and early childhood mental health and/or developmental disabilities research topic. The combination of online courses, supervised practicum and dissertation prepare students to be sensitive, ethical, and culturally competent professional leaders, embracing a psychosocial developmental model and an interdisciplinary approach to integrate theory, practice and research, and improve the lives of infants, young children, and their families.

The curriculum includes state-of-the-art online courses in two academic areas: Infant Mental Health & Developmental Disorders and Infant Mental Health Research. These courses are integrated with supervised incremental practicum opportunities, embedded along the curriculum. The clinical and research experience involves 1,120 hours of clinical practicum, 240 hours of applied research practicum, 240 hours of applied assessment of children and families, and 80 hours of mentoring process. The clinical and research experience is obtained through participating at an appropriate site (most students use their own practice/place of employment), which includes regularly scheduled individual and group face-to-face supervision by ICDL Faculty, by using the ICDL Virtual Classroom.



The supervised practicum are coordinated with the academic curriculum, so students can apply concepts acquired through distance courses and receive feedback from ICDL Faculty with clinical and research expertise in each of the academic courses.

The ICDL Graduate School fosters key values throughout the curriculum that are critical to becoming sensitive, ethical, and culturally competent professionals:

- *Respect* for the individual and cultural differences of all children, families, and professionals;
- *Belief in the strengths* of all children, families and professionals to emotionally, socially and cognitively engage, learn and contribute to society;
- *Commitment* to promote infant mental health with professional excellence.

A total of eighty-five credits are required to graduate. From those 85 credits, students must take required core courses in academic (30 credits) and research areas (9 credits), as well as 20 supervised practicum credits and 17 dissertation credits. Additionally, in order to graduate, students must complete 4 credits in elective academic courses and 5 credits in elective research courses. This means that among the elective courses available, (10 academic courses and 5 research courses), they can choose 2 academic courses and 3-4 research courses to complete all the credits they need to graduate. The following table lists all the courses offered by the ICDL Graduate School to complete this PhD degree.

**Course Listing**

**1) Infant Mental Health and Developmental Disorders**

<b>Required (30 credits)</b>		<b>Credits</b>
IMH 101	Human Development	2
IMH 102	Reflective Adult Learning	1
IMH 201	Motor and Sensory Processing Development	2
IMH 203	Language Development	2
IMH 205	Social-Emotional Development	2
IMH 207	Educational and Cognitive Development	2
IMH 209	Visual Spatial Processing Development	2
IMH 210	Family Systems Theory and Functioning	2
IMH 212	Neuroscience and Early Social-Emotional Cognitive Development	2
IMH 213	Individual Differences and Psychopathology	2
IMH 301	Ethics, Values, Cultural Competency, and Legal Aspects of Professional Clinical Practice	1
IMH 302	An Integrated, Developmental Approach to the Assessment, Evaluation, and Diagnostic Process	2
IMH 304	An Integrated, Developmental Approach to Intervention I	2
IMH 305	An Integrated, Developmental Approach to Intervention II	2
IMH 306	Medical and Alternative Treatments in Infant Mental Health	1
IMH 307	Learning Disorders: Differences and Strengths in Infants and Young Children	2
IMH 308	Federal, State, Community, and School Regulations and Administrative, and Social Patterns	1
<b>Electives (4 credits minimum)</b>		<b>Credits</b>
IMH 401	Functional Emotional Assessment Scale (FEAS) Reliability Training	2
IMH 402	Social Emotional Brain and Behavioral Development During Infancy	2
IMH 403	The Theory and Practice of the DIR/Floortime Model	2
IMH 404	Bridging the Gap: An Introduction to the Neurorelational Framework	2
IMH 405	Grant Writing *	2
IMH 406	Introduction to Family Therapy *	2
IMH 407	Advanced Family Therapy *	2
IMH 408	Domestic Violence and Child Abuse Assessment, Detection and Intervention *	2
IMH 409	Psychological Testing *	2
IMH 410	Psychopharmacology *	2

\* Possible elective course that may be replaced by another more relevant elective course based on the needs of the students.

**Course Listing**

**2) Research and Statistics**

<b>Required (9 credits)</b>		<b>Credits</b>
IMH 500	Critical Reading of Research Articles	1
IMH 501	Basic Research Design and Methodology	2
IMH 502	Statistics I	2
IMH 503	Statistics II: Techniques of Data Analysis	2
IMH 504	Basic Psychometrics	2
<b>Electives (5 credits minimum)</b>		
IMH 506	Research Grant Writing	1
IMH 507	Advanced Statistics *	2
IMH 508	Advanced Research Design and Methodology	2
IMH 509	Dissertation Seminar	1
IMH 510	Advanced Psychometrics *	2

**3) Clinical and Research Experience (Practicum)**

<b>Required (20 credits)</b>		
IMH 202	Motor and Sensory Processing Development	2
IMH 204	Language Development	2
IMH 206	Social Emotional Development	2
IMH 208	Educational and Cognitive Development	2
IMH 211	Family Systems Theory and Functioning	2
IMH 303	Advanced Assessment of Children and Families	3
IMH 309	Integrated Developmental Approach to Intervention III	2
IMH 310	Consultation and Supervision	2
IMH 505	Infant Mental Health Research	3

**4) Dissertation**

<b>Required (17 credits)</b>		
IMH 601	Dissertation Proposal	4
IMH 602	Dissertation in Progress	9
IMH 603	Dissertation Completion	4

**Total Credits      85**

\* Possible elective course that may be replaced by another more relevant elective course based on the needs of the students.

## The ICDL Graduate School

### Curriculum Sequence

Full-time students (taking 7 credits or more per trimester with the exception of the 1st trimester and the dissertation trimesters) can finish this program in approximately 4 years. Part-time students (taking 3-6 credits per trimester) might take between 5-7 years to finish the program. It is expected that students will finish their program in no more than eight years. Extension requests are carefully evaluated by the Chief Academic Officer, and approved by a special commission including the ICDL Graduate School CEO (or the ICDL Chair) and two recommendation letters from faculty or ICDL Advisory Board members. The following table illustrates the curriculum sequence for this program with a completion plan of 4 years.

#### Year One (22 Credits)

Course #	Course Name	Credits
<b>1st TRIMESTER (6 Credits)</b>		
IMH 101	Human Development	2
IMH 102	Reflective Adult Learning	1
IMH 201	Motor and Sensory Processing Development	2
IMH 500	Critical Reading of Research Articles	1
<b>2nd TRIMESTER (8 Credits)</b>		
IMH 202	Practicum: Motor & Sensory Processing (Prerequisite: IMH 201)	2
IMH 203	Language Development	2
IMH 205	Social Emotional Development (Prerequisite: IMH 101)	2
IMH 501	Basic Research Design and Methodology (Prerequisite: IMH 500)	2
<b>3rd TRIMESTER (8 Credits)</b>		
IMH 204	Practicum: Language Development (Prerequisite: IMH 203)	2
IMH 206	Practicum: Social Emotional Development (Prerequisite: IMH 205)	2
IMH 207	Educational & Cognitive Development (Prerequisite: IMH 101, IMH 102)	2
IMH 502	Statistics I (Prerequisite: IMH 501)	2

#### Year Two (23 Credits)

Course #	Course Name	Credits
<b>1st TRIMESTER (8 Credits)</b>		
IMH 208	Practicum: Educational & Cognitive Development (Prerequisite: IMH 207)	2
IMH 210	Family System Theory & Functioning (Prerequisite: IMH 205, IMH 207)	2
IMH 302	An Integrated, Developmental Approach to the Assessment, Evaluation, and Diagnostic Process (Prerequisites: IMH 201; 203; 205; 207)	2
IMH 503	Statistics II: Techniques of Data Analysis (Prerequisites: IMH 501; 502)	2
<b>2nd TRIMESTER (7 Credits)</b>		
IMH 211	Practicum: Family System Theory & Functioning (Prerequisite: IMH 210)	2
IMH 212	Neuroscience Basis for Social-Emotional and Cognitive Development (Prerequisite: IMH 101, IMH 102, IMH 201, IMH 203)	2
IMH 301	Ethics, Values, Cultural Competency and Legal Aspects of Professional Clinical Practice	1
IMH 303	Practicum: Advanced Assessment of Children and Families (Prerequisite: IMH 302)	2
<b>3rd TRIMESTER (8 Credits)</b>		
IMH 213	Individual Differences and Psychopathology (Prerequisite: IMH 201, IMH 203, IMH 205, IMH 207)	2
IMH 304	An Integrated, Developmental Approach to Intervention I (Prerequisite: IMH 302, IMH 303 concurrently)	3
IMH 306	Medical and Alternative Treatments in Infant Mental Health (Prerequisite: IMH 302, IMH 303 concurrently, IMH 304 concurrently)	1
	Complete 1 elective credits in Research & Statistics (Prerequisite: varies by course)	2

## The ICDL Graduate School

Year Three (22 Credits)		
Course #	Course Name	Credits
<b>1st TRIMESTER (7 Credits)</b>		
IMH 209	Visual-Spatial Processing Development (Prerequisite: IMH 201, IMH 205)	2
IMH 504	Basic Psychometrics (Prerequisites: IMH 501, IMH 502)	2
	Complete 1 elective credits in IMH (Prerequisite: varies by course)	2
	Complete 1 elective credits in Research & Statistics (Prerequisite: varies by course)	1
<b>2nd TRIMESTER (9 Credits)</b>		
IMH 305	An Integrated, Developmental Approach to Intervention II (Prerequisite: IMH 304)	2
IMH 307	Learning Disorders: Differences and Strengths in Infants and Young Children	2
IMH 505	Practicum: Infant Mental Health Research (Prerequisite: IMH 503, IMH 504)	3
	Complete 1 elective credits in IMH (Prerequisite: varies by course)	2
<b>3rd TRIMESTER (7 Credits)</b>		
IMH 308	Federal, State, Community and School Regulations	1
IMH 309	Practicum: Integrated Developmental Approach to Intervention III (Prerequisite: IMH 305)	2
IMH 310	Practicum: Consultation and Supervision	2
	Complete 1 elective credits in Research & Statistics (Prerequisite: varies by course)	2
Year Four (17 Credits)		
Course #	Course Name	Credits
<b>1st TRIMESTER (4 Credits)</b>		
IMH 601	Dissertation Proposal (Prerequisites: IMH 305, IMH 504)	4
<b>2nd TRIMESTER (9 Credits)</b>		
IMH 602	Dissertation In Progress (Prerequisite: IMH 601)	9
<b>3rd TRIMESTER (4 Credits)</b>		
IMH 603	Dissertation Completion (Prerequisite: IMH 602)	4



## Course Descriptions

### **IMH 101 (2 credits)**

**Human Development** - *Basic Theory and Concepts: An Integrated Bio-psychosocial Model*

This course introduces students to the theoretical constructs of a comprehensive conceptual framework: a bio-psychosocial model to understand healthy and disordered infancy and early childhood development. It gives students an overview of its practical application in understanding and promoting normative child development, working with caregivers and families, as well as in providing services to children with special needs. The course combines lectures, reading materials, group discussions, videotaped examples, and related assignments to achieve its learning objectives.

### **IMH 102 (1 credit)**

**Reflective Adult Learning**

This is a core orientation course for all students participating in the PhD Program. Topics include: curriculum structure, personal goals and planning, mentorship and self-reflection, case presentations and overarching developmental perspective of an integrated bio-psychosocial model. The course devotes to understanding the tools for studying and time management, video presentations, different faculty roles, clinical placements, and reviewing a range of cases that equip students with tools to build their professional futures.

### **IMH 201 (2 credits)**

**Motor and Sensory Processing Development** - *History, Neuroscience, Developmental Models, Theoretical Constructs, including Exploration of Healthy and Disordered Functioning*

This course provides students with basic background information on the history, neuroscience foundations, the different developmental models and theoretical constructs involved in understanding gross and fine motor development, as well as the sensory processing mechanisms that occur during infancy and early childhood. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

### **IMH 202 (2 credits)**

**Motor and Sensory Processing Development** (*Supervised Clinical Practicum*)

This course provides an opportunity to apply concepts and observational skills related to motor development and sensory processing mechanisms learned in previous course (IMH 201). Credits for this course are obtained by completing 160 hours\* at appropriate training sites that provide services for infants and young children of different ages. This period includes regularly scheduled individual

and group face-to-face supervision given by ICDL Faculty assigned to this course. (\* based on 80 real-time clock hours per trimester credit). This course primarily focuses on discussion of the participant's clinical experience with reading materials and videotapes provided to achieve its learning objectives.

### **IMH 203 (2 credits)**

**Language Development** - *History, Neuroscience, Developmental Models, Theoretical Constructs, including Exploration of Healthy and Disordered Functioning*

This course provides the students with an introduction to models of typical language acquisition and describe the progression from pre-linguistic communication to linguistic complexity. Various theoretical on contemporary developmental models. Developmental approaches to the study of atypical language strengths and challenges seen in different groups of children with language disorders. The students are introduced to the area of language disorders in children by considering the impact of challenges in developmental domains such as cognitive, social, and affective capacities on the development of language. The course combines lectures, reading materials, and videotaped examples to achieve its learning objectives.

### **IMH 204 (2 credits)**

**Language Development** (*Supervised Clinical Practicum*)

This course provides an opportunity to apply concepts and observational skills related to language development learned in previous course (IMH 203). Credits for this course are obtained by completing 160 hours\* at appropriate training sites that provide services for infants and young children of different ages. This period includes regularly scheduled individual and group face-to-face supervision given by ICDL Faculty assigned to this course. (\* based on 80 real-time clock hours per trimester credit.) This course primarily focuses on discussion of the participant's clinical experience with reading materials and videotapes provided to achieve its learning objectives.

### **IMH 205 (2 credits)**

**Social-Emotional Development** - *History, Neuroscience, Developmental Models, Theoretical Constructs, including Exploration of Healthy and Disordered Functioning*

This course provides basic background information on the history, neuroscience foundations, the different developmental models and theoretical constructs involved in understanding the different aspects of social-emotional development occurring during infancy and early childhood, both in normal and disordered functioning. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

## Course Descriptions

### **IMH 206 (2 credits)**

#### **Social Emotional Development**

*(Supervised Clinical Practicum)*

This course provides an opportunity to apply concepts and observational skills related to social-emotional development learned in previous course (IMH 205). Credits for this course are obtained by completing 160 hours\* at appropriate training sites that provide services for infants and young children of different ages. This period includes regularly scheduled individual and group face-to-face supervision (ICDL Virtual Classroom) given by ICDL Faculty assigned to this course. (\* based on 80 real-time clock hours per trimester credit.) This course primarily focuses on discussion of the participant's clinical experience with reading materials and videotapes provided to achieve its learning objectives.

### **IMH 207 (2 credits)**

#### **Educational and Cognitive Development- History, Neuroscience, Developmental Models, Theoretical Constructs, including Exploration of Healthy and Disordered Functioning**

This course surveys the history, neuroscience foundations, the different developmental models and theoretical constructs essential to a working knowledge of the salient aspects of cognitive development. Critical learning opportunities occurring during infancy and early childhood, along both typical and divergent developmental trajectories are identified with attention to the translation of theory into practice and the process of clinical reasoning. While the focus of the course is cognition, its relationship to the other domains of development is underline. The course combines lectures, reading materials, and videotapes, cases and clinical applications to achieve its learning objectives.

### **IMH 208 (2 credits)**

#### **Educational and Cognitive Development**

*(Supervised Clinical Practicum)*

This course provides an opportunity to apply concepts and observational skills related to cognitive development learned in previous course (IMH 207). Credits for this course are obtained by completing 160 hours\* at appropriate training sites that provide services for infants and young children of different ages. This period includes regularly scheduled individual and group face-to-face supervision (ICDL Virtual Classroom) given by ICDL Faculty assigned to this course. (\* based on 80 real-time clock hours per trimester credit.) This course primarily focuses on discussion of the participant's clinical experience with reading materials and videotapes provided to achieve its learning objectives.

### **IMH 209 (2 credits)**

#### **Visual-Spatial Processing Development - History, Neuroscience, Developmental Models, Theoretical Constructs, including Exploration of Healthy and Disordered Functioning**

This course is designed to provide students with an understanding of Visual/Spatial Thinking throughout typical development. It covers literature that provides historical, neurological and educational perspectives. It explores Piaget's constructivist approach and applications for developing Visual/Spatial thinking. Relationships between visual, sensory motor and logical thinking are explored as foundations for learning. Practical applications of the "Thinking Goes To School" curriculum are reviewed within the context of therapeutic and educational settings for children with developmental challenges. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

### **IMH 210 (2 credits)**

#### **Family Systems Theory and Functioning- History, Neuroscience, Developmental Models, Theoretical Constructs, including Exploration of Healthy and Disordered Functioning**

This course provides basic background information on the history, the different developmental models and theoretical constructs involved in understanding the different aspects of family functioning—especially parental development over time—and their impact on child development during infancy and early childhood, with an emphasis on typical parental functioning. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.

### **IMH 211 (2 credits)**

#### **Family Systems and Theory Functioning**

*(Supervised Clinical Practicum)*

This course provides an opportunity to integrate and apply the conceptual and theoretical constructs explored in the previous course (IMH 210) to a current clinical practice or work place. The focus is on adult/parent developmental models and theoretical constructs, family and ecological systems theories and the neuro-scientific foundations involved in parent-child relationships. Credits for this course are obtained by completing 160 hours\* at appropriate training sites that provide services for infants and young children of different ages. This period includes regularly scheduled individual and group face-to-face supervision (ICDL Virtual Classroom) given by ICDL Faculty assigned to this course. (\* based on 80 real-time clock hours per trimester credit.) This course primarily focuses on discussion of the participant's clinical experience with reading materials and videotapes provided to achieve its learning objectives.

## Course Descriptions

### IMH 212 (2 credits)

#### Neuroscience Basis Social-Emotional and Cognitive Development

This course helps students to understand the relationship between the brain and social-emotional and cognitive development. Students learn how the brain develops during infancy, early childhood, and adolescence. It reviews common methods used in the neurosciences for imaging the brain. It reviews current perspectives on experience-based brain development including issues of plasticity and critical periods in development. It discusses the role of the brain and neurotransmitter systems responsible for emotion regulation, cognitive control, communication, and reviews the brain mechanisms underlying a number of clinical problems including autism, anxiety, depression and aggression. This course reviews recently published peer-reviewed articles on brain research and neuroscience to achieve its learning objectives.

### IMH 213 (2 credits)

#### Individual Differences and Psychopathology

This course helps students to understand motor, sensory, and visual-spatial processing, language, cognitive, and social-emotional individual differences, both in normal and disordered functioning and their contribution to psychopathology. The course combines lectures, reading materials, and videotaped examples to achieve its learning objectives.

### IMH 301 (1 credit)

#### Ethics, Values, Cultural Competency and Legal Aspects of Professional Clinical Practice

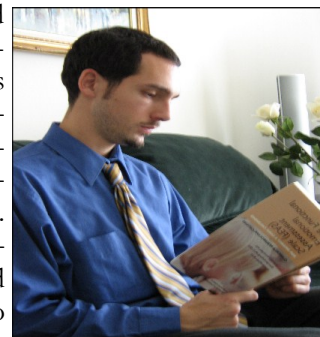
This course exposes students to develop critical ethical, cultural, and legal competencies when working with infants, young children, and their families. It includes discussion of the value and best practices related to consultation and supervision, as well as a review of California law and professional ethics for marriage, family, and child counseling. The course combines lectures, reading materials, and related assignments to achieve its learning objectives.

### IMH 302 (2 credits)

#### An Integrated, Developmental Approach to the Assessment, Evaluation, and Diagnostic Process

This advanced level course provides an opportunity to integrate the concepts and skills learned in previous first, and second level courses into a comprehensive, developmental framework that guides their learning of advanced assessment, evaluation, and diagnostic skills. Students are exposed to different diagnostic approaches (ICDL-DMIC, and DSM-IV), analyzing their comparative advantages for

infancy and early childhood mental health and developmental disorders. Students also review the most relevant psychological assessment tools available for infants, children, and families. The course combines lectures, reading materials and videotaped examples to achieve its learning objectives.



### IMH 303 (3 credits)

#### Advanced Assessment of Children and Families (Supervised Clinical Practicum)

This course provides the students with an opportunity to formulate a comprehensive assessment of infants and young children of different ages, as well as their families, using a bio-psychosocial model. Credits for this course are obtained by completing 240 hours\* using a variety of infant, early childhood, and family psychological assessment tools at appropriate training sites that provide services for infants and young children of different ages. This period includes regularly scheduled individual and group face-to-face (ICDL Virtual Classroom) supervision given by ICDL Faculty assigned to this course. Graded assignments include completing assessment reports, with a format previously discussed with the assigned ICDL faculty. (\* based on 80 real-time clock hours per trimester credit.)

### IMH 304 (2 credits)

#### An Integrated, Developmental Approach to Intervention I—*Fostering Basic Functional Emotional Capacities*

This advanced level course provides an opportunity to integrate concepts and skills acquired during the previous courses and learn how to formulate a comprehensive intervention program for children who show early signs of developmental constraints in their first four basic functional emotional capacities. The course uses several case studies, supported with videotapes to achieve its learning objectives.

### IMH 305 (2 credits)

#### An Integrated, Developmental Approach to Intervention II — *Intervention with Challenging Cases*

This advanced level course provides an opportunity to integrate concepts and skills acquired during the first, second and third level courses. Participants learn how to formulate a comprehensive intervention program for children who have multiple risk factors or are slower to show progress. The course uses several case studies, supported with videotapes to achieve its learning objectives.

## Course Descriptions

### **IMH 306 (1 credit)**

#### **Medical and Alternative Treatments in Infant Mental Health**

This course provides students with an overview of biological treatments that may be employed as part of a comprehensive intervention plan for infants and young children with mental health related challenges and challenges in relating, communicating, learning, and development in all spheres. The course combines lectures, reading materials and active group discussions to achieve its learning objectives.

### **IMH 307 (2 credits)**

#### **Learning Disorders: Differences and Strengths in Infants and Young Children - *How to Observe, Assess, and Intervene***

This course explores the developmental pathways leading to thinking, oral and written expression, reading, and math capacities. Emphasis is placed on early identification and preventive oriented interventions. The course combines lectures, reading materials and active group discussions to achieve its learning objectives.

### **IMH 308 (1 credit)**

#### **Federal, State, Community, and School Regulations and Administrative, and Social Patterns**

This course reviews current federal, state, community and school regulations, within the context of the Individual Disability Education Act (IDEA) providing an opportunity to students to understand infants and young children's rights and opportunities to access funding for rehabilitation and education services. The course combines lectures, reading materials and active group discussions to achieve its learning objectives.

### **IMH 309 (2 credit)**

#### **An Integrated, Developmental Approach to Intervention III (*Supervised Clinical Practicum*)**

This advanced level course provides an opportunity to formulate and apply a comprehensive intervention program directly with infants and young children of different ages. Credits for this course are obtained by completing 160 hours\* at appropriate training sites that provide services for infants and young children. This period includes regularly scheduled individual and group face-to-face supervision (ICDL Virtual Classroom) given by ICDL Faculty assigned to this course. (\* based on 80 real-time clock hours per trimester credit.)

### **IMH 310 (2 credits)**

#### **Consultation and Supervision (*Supervised Clinical Practicum*)**

This course prepares students to provide effective consultation and supervision to a range of professionals, coming

from different disciplines, working with children, adolescents, and families to improve their development, functional emotional capacities, and overall mental health. Credits for this course are obtained by completing 160 hours\* of providing consultation and supervision to other professionals starting this program or training in infancy and early childhood (\* Based on 80 real-time clock hours per trimester credit).

### **IMH 401 (2 credits)**

#### **Elective**

#### **FEAS Reliability Training**

The course gives students an overview of the strengths and weaknesses of the Functional Emotional Assessment Scale (FEAS) as well as the logistics aspects of setting up the video recording of a play observation session. The course also allows students to practice scoring a number of videos until they become reliable scorers of the child behavior scale items. Participation in this course prepares students to be eligible to participate in future research that applies and validates the updated version of this instrument, as well as to be involved in future training of other professionals. Lastly, students have an opportunity to contribute to writing a manual for this instrument.

### **IMH 402 (2 credits)**

#### **Elective**

#### **Social Emotional and Brain Development During Infancy**

This course focuses on brain and behavioral development within the first two years of life. It reviews the current behavioral and neuroscientific research broadly underlying the developmental stage model as outlined by Greenspan and colleagues. Beginning with a review of early pre-natal development through early arousal regulation, maternal regulation of child's brain and nervous system development. This course reviews current research extending from basic structural neurological systems of development, epigenetics (gene environment interaction), temperament, emotional self-regulation, maternal attunement, theory of mind, empathy, joint attention and the development of early symbolic thinking.

### **IMH 403 (2 credits)**

#### **Elective**

#### **The Theory & Practice of the DIR/Floortime Model**

This course provides an opportunity for students to apply the theoretical concepts of the DIR/Floortime model, reviewed in IMH 101 and IMH 205, and demonstrate increased competencies as a professional working with this model in clinical or educational settings. Students who complete this course satisfactorily are prepared to apply to DIRC2 entry at the DIR/Floortime certificate offered by ICDL.

## Course Descriptions

### **IMH 404 (2 credits)**

**Elective**

#### **Bridging the Gap: An Introduction to the Neurorelational Framework (NRF)**

This advanced elective course introduces the NRF framework and bridges the gap across large systems of care that divide our children and families into medical, developmental delays, mental health, and educational orbits. The NRF provides a bridge to these systems of care by highlighting functional, neurodevelopmental processes that underlie all diagnostic categories. Another type of gap can often occur between the clinical work of individual differences and dyadic and family relationships. The NRF holds the tension between the quality of engagement (the socio-emotional milestones), family system relational patterns (interpersonal modes), and individual differences (the four brain systems). These three pieces are dynamic, interlocking dimensions that all contribute to a part-to-whole dance between individuals and relationships. An emphasis on the interplay between individual differences and relational dynamics are highlighted.

### **IMH 405 (2 credits)**

**Elective**

#### **Grant Writing**

This advanced elective course provides students with an opportunity to develop necessary the competencies to apply for funding that would support research, educational, preventive services, or community interventions for infants and young children.

### **IMH 406 (2 credits)**

**Elective**

#### **Introduction to Family Therapy—*Theories of Marriage, Family and Child Counseling***

This class reviews the major psychotherapeutic approaches in marriage, family, and child counseling. It includes family systems theories, interpersonal and human communication theories, and how each informs work with individuals, couples, families, and children. This class is designed to meet the training requirement for the California MFT license.

### **IMH 407 (2 credits)**

**Elective**

#### **Advanced Family Therapy**

This course discusses applications of family systems approach to the treatment issues facing families in crisis and transition. Special emphasis is placed on understanding the crisis of families with children with developmental delays, including aspects of grief and loss. Stressful lifecycle events are also addressed to develop intervention strat-

egies to support families through difficult periods of life. This class is designed to meet the training requirement for the California MFT license.

### **IMH 408 (2 credits)**

**Elective**

#### **Domestic Violence and Child Abuse Assessment, Detection, and Intervention**

This course reviews early signs and different types of established domestic violence, as well as its impact on infants, children, adolescents, and family life. The discussion includes consideration of cultural and gender differences, as well as risk and protective factors. The course also reviews in depth critical aspects of assessment and method of reporting different types of child abuse. Students are able to recognize physical and behavioral indicators of abuse, acquire basic crisis counseling techniques, and knowledge of community resources. The course addresses intervention alternatives and legal responsibilities for the mental health practitioner, including understanding the rights and responsibilities of reporting, consequences of failure to report, and caring for a child's needs after report is made. This class is designed to meet the training requirements for the California MFT license.

### **IMH 409 (2 credits)**

**Elective**

#### **Psychological Testing**

This course introduces students to basic concepts for using psychological tests, including projective, cognitive, and personality structured assessment as well as understanding the mental status examination. Students also review the elements of psychological assessment reports and diagnostic classifications available in mental health.

### **IMH 410 (2 credits)**

**Elective**

#### **Psychopharmacology**

This course provides an overview of clinical psychopharmacology in the context of providing professional support to treatment prescribed by psychiatrists. It focuses on the use of psychiatric medications for specific mental health disorders, diagnostic issues, and treatment plans, as well as the extent and impact of side effects in the life of infants, young children, and parents. This class is designed to meet the requirement for the California MFT license.

## Course Descriptions

### **IMH 500 (1 credit)**

#### **Critical Reading of Research Articles**

This course is an overview of the process of understanding research articles with practice in evaluating scientific literature that is relevant to intervention with children with disorders of relating and communicating. The course combines lectures, reading materials and active group discussions to achieve its learning objectives.

### **IMH 501 (2 credits)**

#### **Basic Research Design and Methodology**

This course introduces students to basic concepts of research design, methods and statistics relevant to understanding and conducting research on clinical psychology and other health/mental health sciences, with special emphasis on infancy and early childhood mental health and developmental disorders. Students explore ethical considerations in the design and execution of research studies, including approaches to informed consent, specifically in regard to young children and their families. This course focuses primarily on quantitative methods, with limited exploration of qualitative approaches. The course uses several case studies to achieve its learning objectives.

### **IMH 502 (2 credits)**

#### **Statistics I**

This basic course reviews concepts in introductory statistics, including descriptive statistics, basic probability theory, sampling distributions and the Central Limit Theorem; the binomial, normal, Student, chi-square, and F distributions; and techniques of 1- and 2-sample tests, linear regression, correlation, an introduction to analysis of variance and selected nonparametric procedures. It discusses the application of these concepts by analyzing peer-reviewed articles focusing on Infant Mental Health and Developmental Disorders research.

### **IMH 503 (2 credits)**

#### **Statistics II: Techniques of Data Analysis**

This course introduces concepts in inferential statistics and builds on Statistics I (IMH 502) by reviewing more in depth how to apply the basic concepts acquired in the previous course for statistical analysis of data in the context of Infant Mental Health and Developmental Disorders research. It introduces to the use of computers for advanced data analysis (e.g., multiple regression, analysis of variance, factor analysis).

### **IMH 504 (2 credits)**

#### **Basic Psychometrics**

This course introduces students to psychometrics theory and test construction. It also introduces students to basic

concepts of psychometric measurement, including concepts of instrument validity and reliability. The course practices and applies these concepts by constructing instruments during the course.

### **IMH 505 (3 credits)**

#### **Infant Mental Health Research**

*(Supervised Clinical Practicum)*

This course offers students the opportunity to develop real-life research skills in infancy and early childhood mental health and developmental disorders (IMH). Credits for his course are obtained by completing 240 hours\* working as part of a IMH research team. It includes regularly scheduled individual supervision provided by a doctoral-level ICDL Graduate School faculty, with vast experience in IMH research. (\* based on 80 real-time clock hours per trimester credit.)

### **IMH 506 (1 credits)**

#### **Elective**

#### **Research Grant Writing**

This advanced elective course provides an opportunity to develop necessary competencies to apply for funding that would support research for infants and young children on topics related to mental health and/or developmental disorders.

### **IMH 507 (2 credits)**

#### **Elective**

#### **Advanced Statistics**

This course helps students to develop skills for conducting multivariate data analysis, including those for survey research, program evaluation, epidemiological research, and qualitative research (e.g., MANCOVA, multiple regression, logistic regression, cluster analysis).

### **IMH 508 (2 credits)**

#### **Elective**

#### **Advanced Research Design and Methodology**

This is an advanced class in designing, conducting and reporting research. The course focuses on giving students practical experience in various critical aspects of conducting scientific research.



## Course Descriptions

### **IMH 509 (1 credit)**

**Elective**

#### **Dissertation Seminar**

This seminar offers students the opportunity to embark on the process of developing their dissertation project in a supportive, collaborative environment. In addition to exploring topics, methods, and resources, students develop a realistic timeline for completion of the project (including defense of the proposal and final dissertation document). Course goals include: selecting the dissertation topic, recruiting the dissertation committee chair, and completing a timeline based on initial project concept.

### **IMH 510 (2 credits)**

**Elective**

#### **Advanced Psychometrics**

This course builds on Basic Psychometrics (IMH 504) by reviewing more in depth psychometric principles of test construction and advanced psychometric testing strategies for an instrument validation using causal modeling techniques.

### **IMH 601 (4 credits)**

#### **Dissertation Proposal**

During the first part of the dissertation process, an ICDL Graduate School faculty member (dissertation advisor) guides the student in the steps necessary for reviewing and approving the proposal by the doctoral dissertation committee and the Institutional Review Board (IRB). Credits for this activity are obtained once the student has introduced all the recommendations given by the dissertation advisor, the Dissertation Committee, and the IRB, and all these three counterparts approve the final dissertation proposal.

### **IMH 602 (9 credits)**

#### **Dissertation in Progress**

The second part of the dissertation process involves conducting all the activities described in the approved proposal, writing a preliminary final report with the results of the activities, and preparing a presentation to be shared with the Dissertation Committee and other students of the School. The dissertation advisor is available to guide the student during this process, review the preliminary final report as well as the draft of the presentation, and give feedback on these products before presenting it to the Dissertation Committee and other students. Credits for this part are obtained once the dissertation advisor has approved the preliminary final report and presentation and the student has presented the dissertation to the Dissertation Committee.

### **IMH 603 (4 credits)**

#### **Dissertation Completion**

The final part of the dissertation process requires that the student satisfactorily answer all the questions raised by the Dissertation Committee, introduces all the recommendations given for the final report, and presents a final version to the Dissertation Committee for its approval. Credits for dissertation completion are obtained once the Dissertation Committee approves the final dissertation report.



### **A Flexible, Innovative & Interactive Education**

Students will have access to distance learning online classes by logging into a personal account on the ICDL Graduate School website. The website platform includes all the course material for which the student has registered. This site also allows students to observe instructional videos, providing observational learning experiences, and role model assessment and interventions from experienced faculty. This flexible, innovative long distance curriculum helps students to adjust their learning to their own daily schedule, an essential characteristic of a successful adult learning model.

#### **Facilitating Student Interaction**

The ICDL Graduate School, and the learning model supported by it, considers human interaction as one of the cornerstones of any learning process. Consequently, the ICDL Graduate School has set as one of its priorities the facilitation and encouragement of ongoing interaction with other students and faculty. Therefore, the knowledge-based online courses are combined and require participation in several opportunities for student interaction:

## The ICDL Graduate School

### ***Online Forums***

Students taking the same courses have access to an Online Forum in which they are expected to actively participate, discussing questions or comments posted by faculty for each session, in light of their required readings and other instructional materials (e.g., online videos).

### ***Weekly Small Group Discussions***

Students are required to participate in once-a-week small group live discussions with one assigned instructor via conference call and/or video conferencing.

### ***Regular Contact with Mentor Students***

Each incoming student will have access to a list of current students who have volunteered as mentors, to answer questions and lend support. In the future, the ICDL Graduate School will also encourage mentoring by requiring at least 30 hours of mentoring as part of course IMH 310 (the course is yet to be given for the first time). Students can choose the two courses for which they will be mentors. It is required that they completed these courses successfully (finishing with an A or B). The new student and the mentor will maintain regular email communications to share progress and clarify questions in the courses.

### ***Regular Contact with Faculty***

Students have the opportunity to contact faculty in charge of courses in which students are registered. Each course syllabus includes the faculty's assigned office hours to respond to emails, and to establish phone, videoconferencing, or face-to-face meetings. ICDL Graduate School faculty assigned to knowledge-based online courses need to dedicate at least 15% of the equivalent classroom hours to establish individual or group contact with their students. Students also have an ICDL Faculty Advisor, who is assigned to them during course IMH 102. Students are encouraged to contact their ICDL Faculty Advisor to discuss any questions involving their individual curriculum, including setting personal academic, research, and clinical experience goals, and a plan to complete those goals effectively in their timeframe throughout the curriculum.

Each practicum also promotes student interaction, both with faculty supervising their clinical experience, as well as with other students taking the same course. The interaction should be at least by email, but phone and/or videoconferences are encouraged. The ICDL Graduate School makes every effort to facilitate face-to-face interactions among students taking same level courses and their faculty when living in regional proximity. Every clinical and search experience course mandates at least 20% of the required hours are spent in individual or group supervi-

sion with the assigned ICDL Faculty. These supervision hours are preferably conducted through face-to-face interaction between the students and faculty members, and only by phone conference when this alternative is not available.



### ***Access to Peer Reviewed Journals and Other Learning Resources***

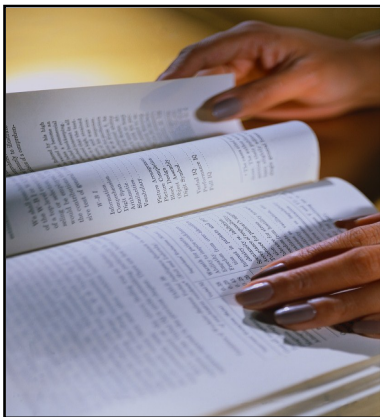
This state of the art doctoral degree offered by the ICDL Graduate School requires students to have access to peer reviewed journal articles and other learning resources that allow them to be familiar with the latest research in a range of areas including psychology, psychiatry, neuroscience, speech pathology, occupational and physical therapy, social work, education, and counseling.

Although the ICDL Graduate School does not provide on-site library facilities due to its online nature, registered students have access to an institutional subscription to PsychARTICLES. Students are able to read child development, infant mental health, and general psychology peer reviewed journal articles remotely from their home computers using an institutional password. PsycARTICLES is a database of full-text articles from 66 journals published by the American Psychological Association, the APA Educational Publishing Foundation, the Canadian Psychological Association, and Hogrefe Publishing Group. The institutional subscription package, tailored to the most relevant child development, infant mental health, psychology, neuroscience, and other relevant discipline journals, provides full text access and bibliographic information needed to complement the reading course materials provided by the ICDL Graduate School.

The ICDL Graduate School ensures that its faculty are well trained in to electronic retrieval of information. This includes how to fully use the web-based platform that hosts the course material and required readings, how to search all the electronic journals available through the PsychARTICLES subscription, as well as familiarity with publications available at the best academic and institutional websites (e.g., APA, PubMed, NIMH, Institute of Medicine, NICHCY, Zero to Three, CDC).

Each student has access to a full syllabus for each registered course through the personal account in the ICDL Graduate School website. Many of the required readings are available on this web-based platform as PDF documents. In addition, the ICDL Graduate School provides a list of required textbooks available in public libraries, as well as publisher and vendor information about where to obtain further copies. Another valuable learning resource is the extensive collection of training videos, which are available through the web-based platform to illustrate many of the course materials.

Each enrolled student has an assigned faculty advisor who provides overall guidance in course selection and sites for practicum and internships. The advisor also guides the students through the basic elements of reflective adult learning, helps them to set personal academic, research, and clinical experience goals and counsels them on developing a timetable to complete those goals throughout the curriculum. The ICDL Graduate School faculty advisor is responsible for assessing the academic progress of each student at least every three trimesters in order to provide appropriate academic counseling. In addition, current student mentors are available to assist new students, through regular email and phone communication, with any questions they may have.



### Preparing Leaders for Future Generations

The instruction provided by the ICDL Graduate School prepares students to become leaders in a new field that brings health, education, and social protection pieces together toward improving the life of infants and young children with an integrated approach. Students graduating from this program have a wide range of employment opportunities, including; working as consultants, creating educational programs for parents, supporting pediatric offices in well-baby exams, teaching positions in academic settings, leading or supporting infant mental health research initiatives, and informing new infancy and early child development policies at the state and federal level.

For those students who already have a specific practicing license (e.g., speech therapy, occupational therapy), the program prepares them to further organize and implement assessment and intervention programs with emotional, developmental, behavioral, and learning disorders in infancy and early childhood, as well as with parents and caregivers, using a bio-psychosocial model.

For those students who do not have a practicing license and would like to work providing counseling to families with regard to infancy and early childhood mental health, developmental, and learning problems, the ICDL Graduate School curriculum is similar to the educational requirements to become a Marriage and Family Therapist (MFT).

The ICDL Graduate School Curriculum is also similar to the educational requirements to obtain an Early Childhood Education Specialist Credential and/or Specialist Credential in Early Childhood Special Education.

## The ICDL Graduate School

### The ICDL Graduate School Faculty

Faculty Name	Educational Background	Field of Specialization
Ron Balamuth	PhD., New York University	Psychology
Cecilia Breinbauer	MD, University of Chile, 1989 Child Psychiatry Residence, University of Chile, 1993 MPH, George Washington University 2006	Child Psychiatry Public Health
Devin Casenhiser	PhD, University of Illinois, 1999, BA's, Kent State, 1994	Infant Mental Health Research, Language Learning and Development
Milagros Cordero	EdD., OTR/L, BCP	Occupational Therapy, Special Education
Gerard Costa	PhD, Developmental Psychology, Temple University, 1988	Developmental Psychology
Barbara Dunbar	PhD, Psychology, Georgia State University, 1980 MEd, Special Education, Tufts University, 1970	Clinical Psychology
Lorraine Ehlers-Flint	PhD, Clinical Psychology	Clinical Psychology, Cultural Competence, Bilingual Families
Josh Feder	MD, Boston University School of Medicine, 1986	Child and Family Psychology
Gil Foley	Ed.D Counseling and School Psychology, LeHigh University, 1975	Clinical Child Psychology
Sima Gerber	PhD, Speech and Hearing Sciences, City University of New York, 1987	Linguistics and Communication
Ira Glovinsky	PhD, Special Education, University of Michigan, 1977 MS Psychology, Brooklyn College, City University of New York, 1972	Clinical Psychology
Ellen L. Halpern	Ph.D., Clinical Psychology, New School for Social Research, 1996	Statistics for Mental Health Research
Barbara Kalmanson	PhD, Special Education & Counseling Psychology, University of California, Berkeley, 1987	Clinical Psychology
Connie Lillas	PhD, M.F.T., R.N. Director of the Interdisciplinary Training Institute	Infant Mental Health, Early Intervention Specialist
Andra Munger	Ph.D., Bio-medical Science, University of Conn., Director of The Interactive Learning Center, Lexington, MA	Bio-medical Science
Kathleen Platzman	Ph.D., Human Development, University of Chicago 1983	Development Psychology
Michele Ricamato	M.A., Speech and Language Pathology, Northwestern University, CCC/SLP	Speech and Language Pathologist
Ruby Salazar	MSW, Clinical Social Work, Smith College for Social Work, 1976	Social Work
Rebecca Shahmoon Shanok	PhD, Clinical Psychology, Columbia University, 1987	Clinical Psychology, Social Work, Family Therapy
Stuart Shanker	PhD, Distinguished Research Professor of Philosophy and Psychology	Ethics, Philosophy & Neuroscience Research
Richard Solomon	MD, Michigan State University, 1981	Pediatrics
Jim Stieben	PhD, Distinguished Research Scientist, York University	Senior Research Scientist
Rosemary White	OT, New South Wales College of Occupational Therapy, 1971	Occupational Therapy

## Admission Policy

The ICDL Graduate School is committed to the pursuit of excellence and welcomes applicants who have a strong interest in working with infants, children, adolescents, and their families, promoting their mental health and overall well being.

The ICDL Graduate School maintains a selective admission policy, selecting students who are enthusiastic about the program, creative, and reflect the personal maturity and capacity to master information and skills for the promotion of human development, as well as developmental challenges. Due to its combined model (online courses and practicum), the ICDL Graduate School gives preference to those candidates who show discipline, self-motivation, and the ability to work independently.

## Admission Criteria

### *US Citizens*

- College bachelor's degree from an institution accredited by one of the six (6) regional accrediting commissions recognized by the U.S. Department of Education.
- Minimum undergraduate and graduate GPA of 3.0.
- The ICDL Graduate School will consider making an exception for applicants with a lower undergraduate GPA who show significant previous experience working with infants and young children with learning disabilities, and strong recommendation letters from professionals and parents of children with developmental disorders. The minimum undergraduate GPA that will be considered for these exceptional cases is a GPA of 2.5.
- Official transcripts from each college and university attended.
- Curriculum Vitae, including education, work history, publications, honors and awards, computer skills, fluency in different languages, and membership in professional organizations. Special attention will be given to previous experience conducting research and/or working with infants, young children and families promoting healthy development, infant mental health or providing support or rehabilitation in the presence of developmental delays.
- Two (2) recommendation letters from professionals who have experience in working with infants, young children, and their families. One of these recom-

mendation letters may be replaced by a letter from a parent of a child with special needs. Recommendation letters should include how long and in what capacity the person providing the reference has known the applicant, and include the contact information for the reference.

- Personal letter of interest explaining the applicant's motivation to join the ICDL Graduate School and complete the PhD in Infant and Early Childhood Mental Health and Developmental Disorders.

## Additional Admission Criteria for International Students

Equivalent to a bachelor's degree from a postsecondary educational institution accredited by the country's Department of Education or at least four years of undergraduate education successfully completed in a postsecondary education institution accredited by the country's Department of Education. In cases where the CAO is not familiar with certain international university credentials, the ICDL Graduate School will request that international applicants obtain an independent evaluation of their international educational credentials from one of the following organizations: International Education Research Foundation (IERF), World Education Services (WES), American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Official transcripts from each college and university attended. If academic records are in a language other than English, a certified English translation must be provided. Translations alone will not be accepted.

Proficient English reading skills as evidenced by transcripts of courses taught in the English language or by successfully passing the TOEFL test with a minimum score of 550.

Due to the online nature of the program, the PhD program is offered to international students living in countries that have approved ICDL Faculty with sufficient expertise to facilitate small discussion groups as well as supervised practicum. Since regular attendance of courses in the USA is not required, Visas will not be provided.

The ICDL Graduate School will offer the PhD in Infant and Early Childhood Mental Health & Developmental Disorders to Spanish-speaking applicants who can demonstrate a sufficient knowledge of English to read and understand required readings. Such applicants will be required to take and pass the TOEFL test with a minimum

overall score of 550. The courses are offered in Spanish if there are a minimum of eight registered students for each course being offered in this language. Every effort is made to have Spanish translations of the required reading available, but some readings are in English. Additional time is given to Spanish-speaking students to finish their program if courses are not regularly given every term due to low enrollment. Fluent Spanish-speaking faculty who meet the ICDL Graduate School eligibility criteria and qualifications to teach and supervise at this level will offer courses in Spanish. Faculty offering courses in Spanish need to be fluent or native speakers, demonstrated by achieving a rating of “5” under the U.S. Foreign Service Language Rating System.

Due to the online nature of the academic program, students are expected to have computer proficiency and regular (daily) access to the Internet with a permanent email address. In order to ensure that applicants meet these requirements, most of the application requirements are submitted via email as Microsoft Word or PDF files, with the exception of confidential recommendation letters and official transcripts, which will be sent to the admissions office in California.

Preference will be given to applicants who have a Master’s degree in a field related to working with children with special needs (e.g., speech therapy, occupational therapy, physical therapy, psychology, social work, special education) or who have demonstrable experience in working with children with special needs.

New students are accepted once a year (fall trimester). Candidates are encouraged to submit an application as early as possible. The administrative unit responsible for the graduation, transfer, and international admission decisions is the Admission Review Committee (ARC), which consists of the Chief Academic Officer and the Chief Executive Officer of the ICDL Graduate School, and the ICDL Chair, as well as two rotating members of the ICDL Advisory Board. The ARC meets regularly to review applications. The ICDL Graduate School reserves the right to corroborate all documents submitted in application for admission. Any falsification of admission documents or recommendation letters constitutes justification for termination of application procedures or dismissal from the ICDL Graduate School. The ARC reserves the right to request a personal interview with the candidate to clarify doubts or concerns.

### Policy on Transfer Credits

Due to the uniqueness of the curriculum, the ICDL Graduate School only considers transferring credits from another institution for a maximum of 10 credits. Transfer credits can be applied to research courses (IMH 501-504) and/or to courses in which the student has demonstrated proficiency due to their previous professional education and training (e.g., IMH 203 Language Development, for students with a Master’s degree in language pathology). The ICDL Graduate School does not have an articulation or transfer agreement with any other college or university.

The ICDL Graduate School carefully evaluates transfer requests to ensure equivalency between the courses previously taken at another institution and the course requirements for the degrees offered by the ICDL Graduate School. The student must provide full information regarding each accredited course for which a transfer is requested, including a complete syllabus, transcripts, and teacher contact information.

Eligible courses are those that:

- Were taken within the last five years in an accredited college or university
- Were successfully completed with a grade B or above
- The content described in the previous syllabus matches at least 80% of the content described in the syllabus of the course offered by the ICDL Graduate School.

In addition, the Chief Academic Officer evaluates whether the student is able to elaborate on any of the contents of the course. The Chief Academic Officer monitors the evaluation and implementation of transfer credit decisions.



## Student Attendance, Dropout, and Leave of Absence Policies

The ICDL Graduate School offers the flexibility of completing a doctoral degree through self-paced distance learning, involving online-based courses as well as required and supervised practicum. Class participation is commonly a part of the course grades; if students are unable to attend a class they are asked to arrange it with their professor ahead of time when possible. Successful completion of the program requires a high degree of discipline, self-motivation, and the ability to work independently, which are basic elements of adult learning.

The ICDL Graduate School authorizes students to take up to six months of leave of absence. Students need to request a leave of absence in writing at least 15 days before the date they intend to leave the program. Students need to submit this request to the Chief Academic Officer, with a copy to their individual Faculty Facilitator. Tuition is not charged during the period of leave of absence. The ICDL Graduate School allows students to add or drop courses from their schedule without academic penalty for the first four weeks after classes start.

## Grading Policy and Rules of Conduct

The ICDL Graduate School will ensure that students who graduate from its doctoral program will have developed sufficient critical thinking and analytical skills to allow them to integrate theory, research, and practice in the fields of infant mental health, early child education, child protection, developmental disorders, and family systems and counseling.

Students can expect regular feedback from instructors throughout the course and within approximately 10 days of the instructor's receipt of lessons and projects. Following submission of dissertations, students can expect to receive a response within 8 weeks.

Academic progress will be measured according to the following grading system:

LETTER GRADE	GRADE POINT	PERCENT RANGE	DEFINITION
A	4.00	93-100	Outstanding achievement; Original or excellent, demonstrating high competence, critical thinking, analytical skills, and participation
A-	3.67	90-92	Excellent achievement
B+	3.33	87-89	Very good achievement
B	3.00	83-86	Good achievement; Substantial in quality, demonstrating basic competence, critical thinking, analytical skills, and participation
B-	2.67	80-82	Average achievement
C+	2.33	77-79	Marginal achievement; not acceptable for doctoral level work
C	2.00	73-76	Marginal achievement; not acceptable for doctoral level work
C-	1.67	70-72	Unsatisfactory achievement; not acceptable for doctoral level work
F	0.00	<69	Failing grade; competence has not been demonstrated, course must be retaken

In addition to the above grades for which there are numerical equivalents, the following grades are also in use:  
 I - Incomplete academic work for unforeseeable emergency and justifiable reasons. It is a temporary notation.  
 IP - In Progress. Denotes class extends beyond end of normal term and final grade awaits course completion.  
 W - Withdrawal  
 CR - Credit  
 NC - No credit

Critical thinking and analytical skills are promoted throughout the curriculum and evaluated through the different grading evaluations and assessments. Midterm and final exams include questions that require elaboration, analytical skills, and critical thinking, usually by using case studies and vignettes. Analytical skills and critical thinking are also part of the evaluation rubric for final papers required for many courses. Critical thinking and analytical skills are encouraged through online forum discussions, and students are graded on their level of participation. Lastly, each course includes anticipated measurable outcomes that include the development of critical thinking and analytical skills.

Periodic reviews are held to monitor the academic progress for each student. Adequate progress is defined as having completed each course with a grade of “B” or better, or having made other major academic progress, such as on the dissertation, within any one-year period. During each review period there is an analysis of any reason for lack of progress. Clear objectives and timelines to achieve academic goals are set. If a student continues to have difficulty in achieving satisfactory academic progress after a second review period, and/or has failed one or more courses, a special commission reviews the student’s case. The ICDL Faculty Advisor, the Chief Academic Officer, and a third ICDL faculty member chosen by the student from a course in which he or she had an acceptable performance, comprise the special commission. The special commission reviews the student-specific objectives and places the student on academic probation for the following trimester. If at the subsequent review, the objectives outlined by the special commission have not been achieved, this commission removes the student from the program unless substantial mitigating circumstances can be substantiated.

The ICDL Graduate School expects high standards of honesty from its students. Violations of these high standards include cheating, plagiarism, giving or receiving unauthorized help in midterms, final exams or individual papers, and dissertations. Due to the combined nature of the curriculum, the ICDL Graduate School gives special attention to verifying student skill acquisitions of content delivered through online courses, and carefully monitors potential problems of dishonesty in online assessments. An Academic Honesty Committee decides sanctions for these serious violations. Students are encouraged to review the Rules of Conduct policies at the ICDL Graduate School website.

The ICDL Graduate School maintains and stores financial, operational, and academic records in an organized manner that meets legal requirements for protection, storage, and retrieval, and protects the privacy of students. Student records are maintained with the documentation required by the California Code of Regulations Section 72920.

### **Student Rights & Grievances**

The ICDL Graduate School policy on student rights seeks to assure the prompt and fair resolution of problems arising from the execution of academic and administrative policies as they could affect students. It attempts to be responsive to student concerns and to provide a thorough review and due process with regard to any difficulty that may arise.

Although students have the right to file a formal grievance at any time in case of an academic or administrative complaint, whenever possible, students will be expected to first utilize informal procedures for addressing and resolving complaints. A student is encouraged to discuss their complaint with the person(s) who is (are) directly involved in the complaint in an effort to come to a satisfactory resolution. If possible, mutual agreement between the parties is encouraged to resolve disputes, through a process as close to the origination and level of the dispute as possible.

If informal direct discussions are not successful, then the student may follow a mediated process or file a formal grievance.

#### **General requirements of a formal grievance:**

- Needs to be submitted in writing to the appropriate authority,
- Submitted no later than 90 days from the precipitating event or action,
- Stating the nature and time of the offending action, and
- Stating the person(s) involved in the action or failure to act.

No reprisal of any kind shall be taken against any participant involved in a grievance procedure. The ICDL Graduate School does not tolerate any form of harassment or intimidation, based on race, color, sex, religion, national origin, or sexual orientation. The ICDL Graduate School assumes the responsibility of taking appropriate disciplinary action in these instances. As the ICDL Graduate curriculum is substantially delivered through online courses, physical sexual assault is not of great concern. However, a particular emphasis is placed on policies and procedures

regarding sexual harassment or online unwanted sexual solicitations experienced by students, faculty and/or administrative staff.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

The complete institution's policy on student rights and process for addressing student grievances is available at the ICDL Graduate School website, at the online Policy Bulletin.



### Graduation Requirements

The ICDL Graduate School will confer the requested degree once the student has met all the graduation requirements, which consist of the following key elements:

Satisfactory completion of a minimum of 85 trimester credits, including:

- 30 credits for required core IMH courses & 4 credits for elective IMH courses
- 9 credits for required core research courses & 5 credits for elective research courses
- 20 credits for required clinical and research practicum
- 17 credits for required dissertation

Satisfactory completion of the above credits requires finishing all the required courses with a grade of B or above. If the student has finished one or more courses with a grade of C, he or she needs to pass an oral examination

taken by a graduation committee (GC). This committee includes the Chief Academic Officer, the ICDL Chair and/or the ICDL Associate Chair, as well as two members of the ICDL Advisory Board with expertise on the courses in which the student has the C grade. The content of the oral examination focuses on important concepts of those courses that a doctoral-level professional should master, particularly in his or her ability to integrate theory, research, and practice. Only students with three or less courses with a C grade are eligible for graduation if they successfully pass the oral examination with a grade of B or above. Students with four or more courses with a grade of C need to repeat some of these courses to meet this graduation eligibility criterion.

The primary and expected student learning outcomes (after completing the PhD program with an A or B grade) include demonstrating knowledge, values and skills, by the end of the program, to use a bio-psychosocial developmental model, and to work effectively with different disciplines, in order to improve the developmental competencies and mental health of infants, young children and their families. Specifically, the student graduates are expected to:

- Integrate theory and research with practice by being able to construct a profile of infant and a young child's developmental capacities and psychological profiles, including strengths and challenges, and formulate a comprehensive intervention program;
- Comprehensively use and interpret different clinical assessment instruments when working with infants and young children presenting emotional, developmental, behavioral, and learning disorders, as well as with parents and caregivers presenting mental health problems;
- Master a range of clinical interventions and develop comprehensive programs for emotionally and/or developmentally disturbed infants, young children and their families;
- Design and implement preventive, early detection, educational, clinical, research and policy guidelines for improving infant and early childhood mental health with cultural competency; and
- Demonstrate and apply knowledge of ethical conduct and professional standards when working in clinical, research, or educational settings with infants, young children, and their families.

## The ICDL Graduate School

---

### Tuition & Fees

Students need to register for a minimum of four credits per trimester. Each year has three trimesters.

Full Tuition: \$ 675 per unit of credit

Total cost of the program: PhD, Infant and Early Childhood Mental Health & Developmental Disorders (85 credits) = \$ 57,375

### Discounted Tuition

Dissertation process: Students who complete each dissertation phase in one trimester (three-phase dissertation process in one year or less) will have a discounted tuition for the dissertation credits. The discounted tuition is \$461 per credit hour.

Total cost of the program when full discounts apply: PhD, Infant and Early Childhood Mental Health and Developmental Disorders (68 credits\*full tuition + 17 credits \*discounted tuition) = \$ 53,737

Students who do not complete their dissertation process in one year need to pay the full tuition rate per dissertation credit (\$675 per unit of credit) and 50% of this tuition rate for each additional trimester in which the student is enrolled to complete pending phases of his or her dissertation process. This increases the total cost of the program in direct relation to the time the student takes to finish his or her dissertation.

The ICDL Graduate School does not currently participate in federal and state financial aid programs.

### Tuition Due Dates

- September 6 (Fall trimester)
- January 9 (Winter trimester)
- April 23 (Spring trimester)

### Additional Fees

Application Fee	\$75 non-refundable
Registration fee	\$200 non-refundable
STRF Fee (for California residents when tuition is not paid by a third party. See p. 27 for more details.)	\$135 non-refundable (\$2.50 per \$1,000 of institutional charges based on cost of program when completing dissertation in one year.)
Returned Checks	\$35
Leave of Absence	N/C
Readmission Application Fee	\$100 non-refundable
Academic Transcript	N/C
Rush Academic Transcript (overnight mail)	\$45/address
Penalty Fee for Late Payment	\$50 (more than 15 days after due date)
Finance Charge (1st of month)	\$10% annual
Wire Transfer Fee (international students only)	\$45

The cost of the textbooks, which is the total responsibility of the student, is not included in the quoted tuition. The approximate cost of required or recommended textbooks varies for each course, but might reach \$120 per trimester.

### **STUDENT'S RIGHT TO CANCEL:**

Any student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Cancellation of the enrollment agreement and withdrawal from the entire program shall occur when you give written notice of cancellation at the address of the school shown on the top of the first page of the Enrollment Agreement. Please send the notice of cancellation addressed to the Chief Academic Officer (Dr. Barbara Kalmanson) with a copy to the Chief Executive Officer (Dr. Cecilia Breinbauer). You can do this by mail or hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid. Email is not an acceptable form of communication for this notification. If you cancel this Agreement, the school will refund any money that you paid, less any deduction for equipment not timely returned in good condition, within forty five days after your Notice of Cancellation is received. Students are requested to notify the School at least 15 days prior to the anticipated date of withdrawal from the program.

### **Refund Policies**

When students withdraw, or are removed from the program for not achieving expected progress, the ICDL Graduate School may owe them a refund of payments they made for institutional charges. The refund is the difference between the amount paid towards institutional charges and the amount the school can legally retain. The ICDL Graduate School, of course, refunds tuition and fees paid by a sponsor, donor, or scholarship to the source rather than directly to the student who has withdrawn. Students have the right to withdraw from a course of instruction at any time. Notice of withdrawal shall be made in writing to the address of the ICDL Graduate School. Students are requested to notify the School at least 15 days prior to the anticipated date of withdrawal. The institutional refund policy for students who have completed 60 percent or less of the course of instruction shall be a pro rata refund. If the student withdraws from the course of instruction after the period allowed for cancellation of the Agreement, which is until midnight of the first business day following the first class he or she attended, the School remits a refund less a registration fee, if applicable, not to exceed \$100.00 within thirty days following your withdrawal.

The student is obligated to pay only for educational services received and for unreturned equipment. The refund shall be the amount the student pays for instruction multiplied by a fraction, the numerator of which is the number of hours of instruction which he or she has not received but for which he or she has paid, and the denominator of which is the total number of hours of instruction for which he or she has paid. Students are not entitled to any refund beyond what they have paid or for instruction received.

If a student obtains a loan, the student will have to repay the full amount of the loan plus interest, less the amount of any refund and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

The cancellation and refund options are clearly disclosed in the enrollment agreement.

### **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION**

The transferability of credits you earn at ICDL Graduate School is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Ph.D you earn in degree in Infant Mental Health and Developmental Disorders is also at the complete discretion of the institution to which you may seek to transfer. If the degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution.

For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the ICDL Graduate School to determine if your degree will transfer.

## Student Tuition Recovery Fund (STRF)

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who are students attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a decline in the quality of the course of instruction within 30 days before the school closed or, if the decline began earlier than 30 days prior to closure, the period of decline determined by the Bureau.
- An inability to collect on a judgment against the institution for a violation of the Act.

You must pay the state imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- You are a student, who is a California resident and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
- Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

- You are not a California resident.
- Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The Student Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money if they prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education (BPPE)  
2535 Capitol Oaks Drive, Suite 400  
Sacramento California, 95833  
Telephone: (916) 431-6959  
[www.bppve.ca.gov](http://www.bppve.ca.gov).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the BPPE:

Bureau for Private Postsecondary Education  
P.O. Box 980818  
West Sacramento, CA 95798-0818

Physical Address (as of November 20, 2010):  
Bureau for Private Postsecondary Education  
2535 Capitol Oaks Drive, Suite 400  
Sacramento California, 95833

Phone: (916) 431-6959  
Toll Free: (888) 370-7589  
Main Fax: (916) 263-1897  
Licensing Fax: (916) 263-1894  
Enforcement/STRF/Closed Schools Fax: (916) 263-1896

Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov)  
E-mail: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.