



Michigan School of Professional Psychology

ACADEMIC CATALOG & STUDENT HANDBOOK 2008-2009

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INTRODUCTION

The Academic Catalog & Student Handbook of the Michigan School of Professional Psychology's (MiSPP) outlines academic and administrative policies that provide a framework for student learning and engagement. Its contents serve to guide students throughout their enrollment.

The educational process of MiSPP recognizes the significance of self-directed learning, the value of integrating cognitive and affective learning, and the imperative of blending practical, theoretical, and research components of knowledge. All students participate in a sequence of academic courses and integrated experiences aimed at personal and professional development. Students also fulfill practicum and internship requirements in clinics, hospitals, and/or residential programs, working with children, youth, families and/or adult populations.

The atmosphere of MiSPP is characterized by openness in communication, by caring and respectful relationships between students and faculty, and by a supportive and trusting climate. Individuality and relationship are equally valued, as are serious, profound and spontaneous adventures in learning.

The information in this academic catalog and student handbook is accurate at the time of publication. MiSPP reserves the right to modify policies, schedules, tuition, etc. at any time. Changes may be made in order to carry out MiSPP's purposes and objectives. Students will be given notification via the website or other forms of communication of such changes.

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TABLE OF CONTENTS	PAGE
Introduction	2
Mission	9
Values	9
Vision	9
Equal Opportunity Statement	10
Accreditation	10
Core Competencies	10
Social Responsibility	11
Statement on Ethics	11
2008-2009 Academic Calendar	13
MASTER OF ARTS PROGRAM	
MA Program	16
MA Program Summary	17
MA Course Descriptions	18
DOCTOR OF PSYCHOLOGY PROGRAM	
PsyD Program	22
PsyD Program Summary	24
PsyD Course Descriptions	28
ACADEMIC POLICIES	
Orientation and Education Meetings	37
Audit Policy	37
Academic Programs	37
Attendance	38
Advising and Supervision	38
Evaluating Student Learning	38
Student Review Meeting	39
Self-Evaluation	39
Practicum/Internship Site Evaluation	39
Academic Grading Criteria	40
Grading System	40
In Progress	41
Credit/No Credit	41
Incomplete	41
Repeating Courses	42
Appeal of a Grade	42
Grade Changes	43
Degree Completion Requirements	44
Graduation and Commencement.	44
Academic Standing	44
Academic Standing: Good Standing/Watch	45
Academic Standing: Warning/Probation	46
Dismissal	47
Withdrawal from the Program.	48
Reinstatement to the Academic Program.	48
Practicum/Internship Commitment	48

Clinical Competency Evaluation	48
Practicum/Internship Hour Requirements	49
Personal Therapy	49
Student/Professional Relationships	49
Principles of Academic Freedom	49
Plagiarism	50
IRB Research	51
Reference Citations.	51
Licensure	51
Acceptance of Transfer Credit Policy	52

GENERAL POLICIES

Code of Conduct	55
Academic Offenses	55
Non-Academic Offenses	56
Jurisdiction	58
Sanctions	58
Right of Appeal.	58
Requests for Reinstatement after Dismissal for Misconduct	58
Multiple Relationships Policy	59
Discrimination and Harassment Policy	60
Sexual Harassment Policy.	61
Crime Awareness and Campus Security.	61
Drug and Alcohol Prevention Program	62
Student Grievance/Appeal Procedure	64

FINANCIAL INFORMATION

Fees	69
Refund Policy.	69
Additional Expenditures	69
Financial Aid	70
Federal Family Education Loan Program (FFELP)	70
Grants and Scholarships.	70
Satisfactory Academic Progress for Financial Aid	70
Enrollment Status	71
Return of Title IV Funds	71
Veterans	72

GENERAL INFORMATION

Transcripts	75
International Students	75
Students with Disabilities	75
The Family Educational Rights and Privacy Act (FERPA)	76
The Solomon Amendment	78
Student Personal Information.	79
Student Technology Use Guidelines	79
Email and Website	81
Audiovisual Equipment	81
Photocopying Equipment	81

Moustakas Johnson Library	.	.	.	.	.	.	.	82
Physical Injury	.	.	.	.	.	.	.	85
School Closing	.	.	.	.	.	.	.	85
Mailboxes	.	.	.	.	.	.	.	85
Lockers.	.	.	.	.	.	.	.	85
Food/Drink	.	.	.	.	.	.	.	85
Communication.	.	.	.	.	.	.	.	86
Telephones	.	.	.	.	.	.	.	86
Smoking	.	.	.	.	.	.	.	86
Visitors Policy	.	.	.	.	.	.	.	86
Alumni Association	.	.	.	.	.	.	.	86
Graduate Council	.	.	.	.	.	.	.	87



MISSION

The mission of the Michigan School of Professional Psychology (MiSPP) is to educate and train individuals to become reflective scholar-practitioners with the competencies necessary to serve diverse populations as professional humanistic psychologists and psychotherapists.

VALUES

The Michigan School of Professional Psychology (MiSPP) is a unique school that emphasizes personal growth, authenticity and creativity as integral parts of the academic process. MiSPP offers an educational climate that values personal choice, self-determination, and free-will, important components of human potential addressed by the humanistic model of psychotherapy. Maintaining its emphasis on a small interactive learning environment, MiSPP recognizes individualized attention for each student as a priority. MiSPP encourages personally relevant clinical research and cultivates purposeful connections through social action and outreach efforts. MiSPP strives for a diverse community of teaching and learning, and creates a sense of community that is foundational to enhancing cooperative and collaborative relationships. While preserving its legacy of humanistic and existential roots, MiSPP integrates contemporary theories and practices to promote quality education of competent practitioners and scholars. MiSPP searches for opportunities to contribute to the well-being of individuals and society through its leadership in humanistic and clinical psychology and the advancement of qualitative research.

VISION

The vision of the Michigan School of Professional Psychology is to be an international leader in graduate education, to embody the core tenets of humanistic-existential theory, research and practice, and to prepare students for diverse careers in psychology.

EQUAL OPPORTUNITY

MiSPP does not discriminate on the basis of ethnicity, race, culture, religion, age, gender, gender identity, socio-economic status, language, national origin, sexual orientation or disability in recruiting and admitting students, hiring employees, or in operating any of its programs.

ACCREDITATION

Since 1984, the Michigan School of Professional Psychology has been accredited by The Higher Learning Commission; Member-North Central Association. The Record of Status and Scope and the MiSPP Degree Granting Charter can be reviewed in the Registrar's Office, by appointment.

Accredited-The Higher Learning Commission
Member-North Central Association
30 N LaSalle St, Suite 2400
Chicago, IL 60602-2504
312-263-0456



CORE COMPETENCIES

The Michigan School of Professional Psychology is an associate member of the National Council of Schools and Programs of Professional Psychology (NCSPP). Following the scholar-practitioner model and consistent with NCSPP's development achievement levels for the training of professional psychologists; MiSPP emphasizes the development of core competencies throughout the curriculum. Specific competencies are designated for each program.

Competencies for the Master of Arts program are relationship, assessment, intervention, diversity and research scholarship. Competencies for the Doctor of Psychology program are relationship, assessment, intervention, diversity, research & evaluation, consultation & education and management & supervision.

See the NCSPP's website at <http://www.ncspp.info/about.htm> for a detailed explanation of the Competency Development Achievement Levels.

SOCIAL RESPONSIBILITY

Students at MiSPP respect the dignity and worth of the individual and honor the preservation and protection of fundamental human rights. They are committed to increasing knowledge of human behavior and of people's understanding of themselves and others and to the utilization of such knowledge for the promotion of human welfare. While pursuing professional activities, students make every effort to protect the welfare of those who seek their services or of any human being or animal that may be the object of study. They use their skills only for purposes consistent with these values and do not knowingly permit their misuse by others. While demanding for themselves freedom of inquiry and communication, students at MiSPP accept the responsibility that this freedom requires: competence, objectivity in the application of skills, and concern for the best interests of peers, clients, colleagues, and society in general. In carrying out their practicum/internship responsibilities, MiSPP students adhere to the APA Ethical Principles of Psychologists. <http://www.apa.org/ethics/code.html>

STATEMENT ON ETHICS

The educational model of the Michigan School of Professional Psychology (MiSPP) is based upon a philosophy of person-centered teaching-learning. The concept of person-centered teaching-learning includes a set of ethical principles that guide faculty, student services staff, and students as they pursue the mission and purposes of education and training at MiSPP.

The unique individuality of each person is recognized as faculty, student services staff, and students engage in educational, professional processes and experiences together. Individuality is honored by addressing one another with positive regard, learning from one another as we respect each others' differences.

As members of a person-centered learning community, we have the *right*:

- To be treated as individuals
- To be listened to and accepted
- To the ownership and acknowledgement of our ideas and creations
- To fair, just, equitable, personal and professional regard by all members of the community.

As members of a person-centered learning community, we have the *responsibility*:

- To respect one another's cultural, intellectual, personal and professional differences
- To refrain from harassment or discrimination
- To honor properly the intellectual and artistic work of others
- To affirm the person-centered educational process and its facilitation of teaching-learning
- To treat one another with professional dignity, courtesy, and respect
- To protect the rights of individuals who participate in the research projects of students and faculty investigators
- To avoid conflicts of interest and multiple relationships which compromise the educational process or harm individuals.

As members of a person-centered community, we are *challenged*:

- To learn from one another's stories, experiences, and differences
- To consider conflict as an opportunity for growth and learning
- To refrain from spreading rumor, slander, or misinformation
- To respect all persons in the community
- To contribute to the sense of belonging and connectedness to the community.

In addition to the above Statement on Ethics, the Michigan School of Professional Psychology adopts by reference, the **Ethical Principles of Psychologists and Code of Conduct** (American Psychological Association, published in the American Psychologist, December, 2002).

<http://www.apa.org/ethics/code.html>

MICHIGAN SCHOOL OF PROFESSIONAL PSYCHOLOGY

2008-2009 ACADEMIC CALENDAR

FIRST SEMESTER

August 1	Final Day to Register 1 st Semester/Tuition Due
August 4-August 8	MiSPP Closed for Summer Break
September 1	MiSPP Closed: Labor Day
September 2-5	1st Semester Begins: Orientation
September 2	Final Day to Withdraw with Full Tuition Refund
November 24-25	Special Topics in Psychology
November 27-28	MiSPP Closed: Thanksgiving Recess
December 7	Final Day to Register for 2 nd Semester/Tuition Due
December 12	First Semester Ends – Last Day of Classes
December 15-17	MiSPP Open – Faculty and Staff Only
December 18-January 2	Semester Recess-MiSPP Closed

SECOND SEMESTER

January 5	Final Day to Withdraw with Full Tuition Refund
January 5	2 nd Semester Classes Begin
January 19	MiSPP Closed: Martin Luther King, Jr. Day
March 20	Final Day to Register for 3 rd Semester/Tuition Due
April 9 (Thursday)	2 nd Semester Ends – Last Day of Classes
	All work due from previous semester incompletes
April 10	MiSPP Closed: Good Friday
April 13-17	Semester Recess-Students

THIRD SEMESTER

April 20	Final Day to Withdraw with Full Tuition Refund
April 20	3 rd Semester Classes Begin
May 25	MiSPP Closed: Memorial Day Observed
July 3	MiSPP Closed: Independence Day (Observed)
July 17	Last Day of Classes
	All work due from previous semester incompletes
July 30	3 rd Semester Ends
July 28	Graduation Rehearsal
July 31	Graduation Ceremony
August 3-August 7	MiSPP Closed for Summer Break

Please Note: MiSPP operates on a semester credit hour model. The standard semester length is 14 weeks; when there are less than 14 weeks, the length of course meeting time is adjusted to meet the semester credit hour standards of 15 hours of instruction per credit hour awarded. This calendar is subject to change.

Master of Arts Program

MASTER OF ARTS DEGREE PROGRAM

The Master of Arts (MA) Program follows the scholar-practitioner model which integrates empirically based knowledge, academic and scientific research with clinical and professional experience. The program is rooted in a Humanistic-Existential orientation which emphasizes the realization of human potential. It is an intensive, three semester, one year concentrated course of study. Students are evaluated based on five core competencies: Relationship, Assessment, Intervention, Diversity, and Research/Scholarship. Faculty have responsibility for the integrity of the academic program. Faculty, in conjunction with the program chair and administration, continually assess and enhance the program's content and requirements to meet the needs of the field of psychology.

Foundational to the program are:

- An understanding of humanistic and clinical psychology, with an emphasis on major theories, concepts, and research;
- The development of the necessary knowledge of human science for conducting effective qualitative research;
- Knowledge and application of testing, assessment and treatment;
- An emphasis on self-awareness and personal growth;
- Respect and valuing of the creative process;
- An understanding of ethical standards and practices in psychology;
- An exploration of the social relevance of humanistic and clinical psychology including the individual's responsibility for social action.

PROGRAM OUTCOMES

Upon completion of the master's program, students will have:

- Developed sufficient knowledge and skills to practice psychology (as a Temporary Limited Licensed Psychologist) utilizing the philosophy, and values of humanistic and clinical psychology;
- Acquired knowledge and skills to conduct meaningful qualitative research;
- Competence in integrating knowledge, research, and practice.

MASTERS DEGREE PROGRAM SUMMARY

FIRST SEMESTER		CREDITS
PSYC 500	Core Concepts in Humanistic and Clinical Psychology	3
PSYC 506	Human Science Research	3
PSYC 510	Psychodiagnostics and Assessment	3
PSYC 550	Professional and Scientific Ethics	3
PSYC 581	Practicum in Psychological Services I	3
PSYC 591	Master's Thesis Project I	2
	Total Credits	17
SECOND SEMESTER		CREDITS
PSYC 515	Key Processes in Therapeutic Relationships	3
PSYC 520	Psychotherapy with Children	3
PSYC 571	Group Process: Theory and Practice	3
PSYC 582	Practicum in Psychological Services II	3
PSYC 592	Master's Thesis Project II	2
PSYC 594	Applications of Psychodiagnostics and Assessment	2
	Total Credits	16
THIRD SEMESTER		CREDITS
PSYC 525	Existential and Phenomenological Psychology	3
PSYC 530	Identity and Family Transactions	3
PSYC 535	Transition and Life Style Change	3
PSYC 583	Practicum in Psychological Services III	3
PSYC 593	Master's Thesis Project III	2
	Total Credits	14
TOTAL PROGRAM CREDITS		47

Course offerings and sequence are subject to change.

MASTER OF ARTS DEGREE COURSE DESCRIPTIONS

PSYC 500 CORE CONCEPTS IN HUMANISTIC AND CLINICAL PSYCHOLOGY

Philosophical and theoretical foundations of humanistic and clinical psychology are explored in this course. In examining humanistic psychology as a "third force," historical perspectives are considered in relation to behaviorism and psychoanalysis. Basic theories and concepts that are investigated include the holistic and unique nature of the person, the significance of values, feelings, self-actualization, creativity and personal growth, and the person as an experiencing being. Core theories and concepts and relevant readings are integrated with personal experiences. Each student selects an individual or group project designed to explore more fully a specific percept or thematic area in humanistic and clinical psychology.

PSYC 506 HUMAN SCIENCE RESEARCH

This course focuses on the concepts and application of human science research. Core components of this course include: the nature and tenets of scientific inquiry, a comparison of quantitative and qualitative research paradigms, a detailed study of the phenomenological and heuristic research models, formulation of a research topic

and question, a review of relevant literature, and methods and procedures for conducting a human science research project.

PSYC 510 PSYCHODIAGNOSTICS AND ASSESSMENT

A range of psychodiagnostic tools are examined with reference to theory and to therapeutic and educational applications. The course focuses on the following instruments: MMPI-2, MMPI-A, WAIS-III, Bender Gestalt, H.T.P., WISC-III, TAT, WRAT-3 and CAT. Creative uses, as well as, limitations and abuses of objective and projective techniques are examined from the vantage point of humanistic concepts and values. Students are expected to administer, interpret, and present a test battery utilizing all of the psychological tests studied.

PSYC 515 KEY PROCESSES IN THERAPEUTIC RELATIONSHIPS

This course focuses on the theoretical and practical foundations of therapeutic relationships. Topics to be covered include explorations of feelings and values, a comprehensive study of communication probes and challenges, and a focus on key elements of psychotherapeutic process. Students employ phenomenological methods in assessing practicum experiences and culminate their

work with a course project designed to integrate relevant readings, academic concepts, and clinical experience.

PSYC 520 PSYCHOTHERAPY WITH CHILDREN

This course focuses on theories and applications in providing clinical services to children. The course offers a conceptual and treatment orientation for child therapy. Major themes explored include: philosophy and values in child therapy, the significance of play, relationship and limit-setting, implications of developmental phases and complications, working with parents, and directive and non-directive techniques. A connecting theme of all class sessions is the development of the therapist through the integration of clinical experiences with knowledge of the critical factors that contribute to progressive or arrested development in children.

PSYC 525 EXISTENTIAL AND PHENOMENOLOGICAL PSYCHOLOGY

The origins of being and knowing as they are formulated in existential and phenomenological modes of inquiry are the focus of this course. Students explore concepts of being and non-being, perception, consciousness, truth and reality, death and innocence. Sections on anxiety, fear, guilt,

depression and dysfunctional behavior are also presented. Application of this material in psychotherapeutic interactions is required. Other themes of this course include dream work and psychotherapeutic implications. Emphasis is placed on the reading and comprehension of original works.

**PSYC 530
IDENTITY AND FAMILY
TRANSACTIONS**

Through academic inquiry, introspection and practice, students examine the impact of the family upon identity through the prisms of love and connectedness, power and authority, patterns of communication and family rituals. Also included is a focus on school experiences as a key to identity formation and an in-depth study of relationships ultimately leading to a comprehensive study of family processes. Students read selected literature in the field, complete a personal genogram, and engage in other projects/activities that reflect knowledge and integration of the critical ideas and experiences.

**PSYC 535
TRANSITION AND LIFESTYLE
CHANGE**

In this course, students are asked to consider the meaning and nature of transition and lifestyle change both academically and experientially. The course explores several

contemporary theoretical models and relevant research on the nature of growth and change with a focus on adult development. Students in this course are required to demonstrate an enhanced awareness of personal patterns and processes of change and will be asked to apply course concepts in their work with clients.

**PSYC 550
PROFESSIONAL AND SCIENTIFIC
ETHICS**

This course on professional and scientific ethics is designed to help students understand, develop and apply ethical principles and standards. The course covers the ethics code of the American Psychological Association (APA), laws regarding duties to protect children and vulnerable adults and the rules governing the licensure of psychologists at the Masters and Doctoral levels in Michigan. Additionally, this course examines the literature regarding ethical and legal issues relevant to the practice of psychology.

**PSYC 571
GROUP PROCESS: THEORY AND
PRACTICE**

This course is designed to acquaint students with issues typically encountered by therapists as they plan and conduct group psychotherapy. The course includes a joint focus on content, which includes theories and techniques, and process, which develops from experience with facilitating and/or being an

active participant in structured treatment groups. Skilled group therapists are also proficient individual therapists, but skilled individual psychotherapists are not always capable of conducting treatment groups. Individual therapists must be able to relate to clients/patients, and have empathy, insight, and the ability to motivate people who come to them for help to make significant changes in their lives. Group therapists combine this skill set with the ability to simultaneously monitor and motivate multiple people. They connect individuals with each other. The result is that group members obtain personal benefits from the process and from being part of a sequence of events and discussions that facilitate positive change.

**PSYC 581-583
PRACTICUM IN PSYCHOLOGICAL
SERVICES**

This course involves exploration of the psychotherapy/clinical process to clarify the purposes, procedures, skills, and theoretical bases of working with clients in the students' on-site practicum setting. This course offers students an opportunity to choose from a wide range of health care settings and to be involved with diverse populations from childhood to old age. It represents a challenge for students in their work in therapy and assessment to apply the academic knowledge, methods and skills that are learned in their courses at the MiSPP masters and doctoral programs.

Supervision from both an on-site and faculty clinical supervisor is another significant resource. The faculty clinical supervisor is always a licensed psychologist. The faculty supervisor is available on a regularly scheduled basis to review the clinical work of each student and to provide appropriate mentoring, consultation and education. The faculty supervisor is also continuously available for discussion with each student on routine and urgent issues regarding the practicum work of the student. This 500 hour practicum centers on clinical skill building. The commitment is for one academic year, and each student is expected to complete an average of 12-15 hours per week at his or her practicum site.

**PSYC 591
MASTER'S THESIS PROJECT I**

Students begin to shape and develop a research design that is appropriate for heuristic or phenomenological investigation of a topic in psychology. Based on concepts presented in the

Human Science Research course, the research question is refined through readings, discussion with the thesis advisor and individual and small group preparation, thereby incorporating significant parameters of human science research designs.

**PSYC 592
MASTER'S THESIS PROJECT II**

Guided by the detailed outline of the thesis developed during the first semester, students collect pertinent data and begin work on the manuscript.

**PSYC 593
MASTER'S THESIS PROJECT III**

During this semester, students concentrate on completing the thesis through final preparation of a manuscript which is ultimately typed in accordance with APA guidelines, edited and bound. The manuscript is expected to be grounded in concepts of human science, to reflect knowledge of phenomenology and/or heuristic research and to be organized in such a way that important meanings are communicated and a contribution is made to the field.

Program faculty supervise the organization and writing of the thesis.

**PSYC 594
APPLICATIONS OF
PSYCHODIAGNOSTICS AND
ASSESSMENT**

This course emphasizes test applications of psychological testing to specific clinical settings. Integration of psychological assessment with student's practicum fieldwork is highlighted. Students enhance their proficiency in test administration and report writing by completing a test battery with a volunteer or practicum client. Findings are presented for faculty review and feedback. The use of the DSM-IV-TR in psychological assessment is covered in detail, as well as, humanistic case conceptualization and treatment planning. The student has an opportunity to refine the knowledge and skills acquired during the prior semester's assessment course and develops familiarity with assessment methods relevant to individualized clinical and research interests.

Doctor of Psychology Program

DOCTORAL DEGREE PROGRAM

The PsyD program operates on a year-round basis with three semesters each year. Residency is required for a minimum of three years while students are enrolled in classroom instruction. There are no courses offered on-line or in distance learning format. In addition to the emphasis in humanistic and clinical psychology, the program focuses on seven core competencies that are recognized by the National Council of Schools and Programs of Professional Psychology (NCSPP). These are: Relationship, Assessment, Intervention, Diversity, Research/Evaluation, Management/Supervision, and Consultation/Education. The curriculum is designed to produce well-rounded psychologists who are grounded in theory, research, and clinical skills, and who also work throughout their professional careers to enhance the potential that is present in every individual and organization. Students learn to understand, evaluate, counsel, consult, heal, and advocate while focusing on human potential.

This program provides a means for:

- Recognizing and celebrating the inherent potential of each individual and organization, with opportunities for actualizing that potential;
- facilitating personal growth while affirming well-being and self-esteem through authentic communication;
- development of personal awareness and interpersonal competence;
- developing clinical skills by studying the human experience through participating in professional practicum and internships in psychological settings;
- contributing to the community through clinical and outreach activities, research, and advocacy.

PsyD students enroll full-time for a minimum four-year sequence of courses, practicum/internships, research and dissertation with 145 semester credit hours required to complete the degree. Doctoral faculty have responsibility for the integrity of the academic program. Faculty, in conjunction with the program chair and administration, continually assess and enhance the program's content and requirements to meet the needs of the field of psychology.

In the **academic arena**, achievement includes an understanding of philosophical, theoretical, and conceptual ideas and processes and their application to personal development, qualitative research, and humanistic psychology and education. Self reflection and interaction with fellow students is essential to the learning process, personal growth and professional development.

In the **clinical arena**, students experience and test a number of models of psychotherapy and strategies of assessment and construct comprehensive psychological reports. While working collaboratively with other professionals and utilizing ethical standards and principles, students experience growth in autonomy and competence as psychologists.

Through **doctoral research**, an understanding of quantitative and qualitative research is developed with a special emphasis on the foundations and designs of qualitative research. Students achieve competence in human science theory and research, implement a scientific study, and complete a doctoral dissertation.

PROGRAM OUTCOMES

Upon completion of the doctoral program students will:

- Be competent to explore cognitive-affective bases of human experiences and behavior with an emphasis in humanistic and clinical psychology;
- understand psychological concepts relative to individual differences;
- understand life style transitions in the development of the self and relationships;
- have awareness of theories, concepts and values underlying personality development;
- apply humanistic theories, research, concepts, methods and values fundamental in personality development to the practice of professional psychology;
- identify and continually re-examine blocks to their own creative processes and develop methods to remove these blocks;
- understand the constructs of psychological testing and its clinical applications;
- comprehend and develop research projects utilizing the philosophy and methods of qualitative and quantitative investigations;
- apply strategies addressing issues and problems of cultural diversity, social responsibility and spiritual growth;
- be proficient in directing assessment and therapeutic processes in clinical settings;
- have attained an awareness of their responsibility as humanistic psychologists and participants in the creation of environments where individuals and organizations can reach their full potential;
- understand the dynamics of communication and group leadership;
- present and explore ethical standards and forensic implications relevant to psychological practice;
- understand the biological bases for psychological and neurological disorders and the classification, indications for use and effects of psychotropic medications.

DOCTORAL PROGRAM SUMMARY

PSYD I: FIRST YEAR

FIRST SEMESTER	CREDITS
PSYC 600 History & Systems of Psychology	3
PSYC 604 Identity Formation	3
PSYC 608 Social Bases of Behavior	3
PSYC 621 Statistics	3
Total Credits	12
SECOND SEMESTER	CREDITS
PSYC 615 Psychopathology & Personality Change	3
PSYC 620 Cognitive-Affective Bases of Behavior	3
PSYC 624 Psychometrics	3
PSYC 642 Humanistic Psychology & Psychotherapies	3
PSYC 618 Community Service in Psychology	1
Total Credits	13
THIRD SEMESTER	CREDITS
PSYC 613 Child & Adolescent Psychotherapy	3
PSYC 626/7 Psychological Testing & Assessment	3
PSYC 631 Evidence-Based Practice in Clinical Psychology	3
PSYC 651 Foundations of Qualitative Research	3
Total Credits	12
TOTAL FIRST YEAR CREDITS	37

PsyD II: SECOND YEAR

FIRST SEMESTER	CREDITS
PSYC 623 Social & Cultural Differences in Psychology	3
PSYC 634 Biological Bases of Behavior	3
PSYC 638 Ethics in Psychotherapy & Psychological Research	3
PSYC 671A Practicum in Psychology	3
Total Credits	12
SECOND SEMESTER	CREDITS
PSYC 636 Existential & Phenomenological Approaches to Psychotherapy	3
PSYC 645 Clinical Implications of Lifespan Psychology	3
PSYC 664 Quantitative & Integrative Research	3
PSYC 671B Practicum in Psychology	3
Total Credits	12
THIRD SEMESTER	CREDITS
PSYC 632 Group Process: Dynamics & Leadership	3
PSYC 647 Couple and Family Therapy: Research and Applications	3
PSYC 652 Doctoral Candidacy Planning	3
PSYC 671C Practicum in Psychology	3
Total Credits	12
TOTAL SECOND YEAR CREDITS	36

PSYD III: THIRD YEAR

FIRST SEMESTER	CREDITS
PSYC 653 Applications of Qualitative Research	3
PSYC 683 Mindfulness & Psychotherapy	2
PSYC 686 Human Sexuality: Clinical Application	2
PSYC 702A Internship in Psychology	6
Total Credits	13
SECOND SEMESTER	CREDITS
PSYC 684 Clinical Health Psychology	2
PSYC 685 Psychology of Trauma	2
PSYC 698 Professional Writing Seminar	1
PSYC 702B Internship in Psychology	6
Total Credits	11
THIRD SEMESTER	CREDITS
PSYC 629 Advanced Psychological Testing	3
PSYC 662 Supervision & Consultation in Psychology	3
PSYC 702C Internship in Psychology	6
Total Credits	12
TOTAL THIRD YEAR CREDITS	36

PSYD IV: FOURTH YEAR

FIRST SEMESTER	CREDITS
PSYC 701A Doctoral Research: Dissertation	6
PSYC 702D Internship in Psychology	6
SECOND SEMESTER	CREDITS
PSYC 701B Doctoral Research: Dissertation	6
PSYC 702E Internship in Psychology	6
THIRD SEMESTER	CREDITS
PSYC 701C Doctoral Research: Dissertation	6
PSYC 702F Internship in Psychology	6
TOTAL FOURTH YEAR CREDITS	36

TOTAL PROGRAM CREDITS = 145

The Doctoral program and courses are subject to change pending curriculum revision.

Program summary as outlined effective 2008-2009.

DOCTORAL DEGREE COURSE DESCRIPTIONS

PSYC 600 HISTORY & SYSTEMS OF PSYCHOLOGY

A survey of critical theories, philosophical perspectives, historical milestones, and important individual contributions to the field of psychology is presented. The course covers a number of issues that have posed challenges to the field of psychology: establishing the discipline, research and practice, social relevance and the public interest, psychology as an expanding profession, the history of the American Psychology Association, and psychology as a health profession. The growth of professional psychology from the 19th to the 21st Century will be highlighted so that students have a foundation of which to contemplate the future of the field.

PSYC 604 IDENTITY FORMATION

This course focuses on identity formation as influenced by biological, socioeconomic, cultural and ethnic factors, as well as family characteristics. Major humanistic foundational theories and concepts are emphasized including the importance of awareness, personal growth and assumption of self-responsibility. Students achieve increased levels of awareness and demonstrate efforts toward the removal of obstacles within themselves

to facilitate working with persons in therapy. Through self-exploration, interaction with peers and investigative research, students are expected to gain increased personal and professional knowledge to apply to their continuing development and future clinical work. This course has objectives which relate to the competencies of relationship, diversity, research and evaluation.

PSYC 608 SOCIAL BASES OF BEHAVIOR

This course explores the influence of societal and environmental factors on human behavior in individual and group contexts. Contemporary theory and research related to individuals in a group context, and the effects on personality processes are addressed.

This course also considers the clinical implications of theory and research on the interaction between the individual and social context. The roles of sociocultural differences in the individual and group dynamics are emphasized. The course consists of theoretical discussions based on required readings, class presentations, and written assignments.

PSYC 613 CHILD & ADOLESCENT PSYCHOTHERAPY

This course addresses theories and applications of

psychotherapy with children and adolescents. A clinical framework integrating existential-humanistic, psychodynamic, and family systems theories is presented. The focus of the course is on treatment and areas related to the treatment process including theories of child and adolescent development, the therapeutic relationship, non-directive expressive play therapy, parent guidance work, psychopathology, assessment and diagnosis of a broad range of clinical issues, and evidence-based strategies. The competencies of relationship, assessment, diversity, and research are addressed.

PSYC 615 PSYCHOPATHOLOGY & PERSONALITY CHANGE

This course will address the identification and diagnosis of psychopathology, including mood, anxiety, thought, and personality disorders. Psychopathology is regarded from a number of different perspectives and identified through classification systems such as the current psychiatric multi-axial classification system, the DSM-IV-TR. Also considered are specific influences on the development of personality throughout the lifespan (e.g., neurobiological, cognitive, behavioral and psychoanalytic). Multicultural and historical influences on the definition of

psychopathology and the theories of personality change will be reviewed as well.

**PSYC 618
COMMUNITY SERVICE IN
PSYCHOLOGY**

This course requires students to become involved in community service activities that contribute to civic responsibility and professional development. Students develop activities and projects with community leaders or other representatives that utilize humanistic values in original or ongoing community service programs. Through community service-learning opportunities, students will enhance clinical skills by working in various community settings with diverse populations. The students will, in the process, deepen their own understandings and applications of humanistic approaches to clinical practice and community service in psychology.

**PSYC 620
COGNITIVE-AFFECTIVE BASES
OF BEHAVIOR**

This course explores the cognitive and affective bases of human experience, with special emphasis on learning, thinking, motivation and emotion. Theories about human adaptation and psychological response to shifting life circumstances in the creation of cognitive schemas, emotional patterns and behavior are analyzed. The importance of cognitive and affective domains to

personal insight and therapeutic change will be explored. The knowledge gained in this course has direct applications to case conceptualization and treatment planning in clinical work.

**PSYC 621
STATISTICS**

This is a doctoral level course designed to provide students with a thorough understanding of the vast array of statistical methods used in quantitative research. There will be a review of descriptive statistics but the majority of the course will emphasize inferential statistical methods starting with the fundamental theory underlying estimation techniques and hypothesis testing. The statistical methods covered include t tests with one and two samples, matched samples, experimental designs using analysis of variance with one dependent variable and multiple analyses of variance with more than one dependent variable; bivariate and multivariate correlation and regression analysis; nonparametric statistics and other multivariate statistical methods to include factor analysis.

**PSYC 623
SOCIAL & CULTURAL
DIFFERENCES IN PSYCHOLOGY**

This course examines in detail several critical diversity issues that challenge contemporary practitioners of psychology. Topics include understanding culture and cultural diversity, the

psychologist's responsibility for social change and justice, and therapeutic issues in the practice of psychology. In these contexts, the subtopics of race, age, religion/spirituality, ethnicity, substance abuse, gender and human sexuality are explored. A range of issues related to these core topics is addressed. These topics provide the focal points for course readings, papers and projects, and for class dialogue. Competencies to be explored are relationship, assessment, intervention, diversity, and research and evaluation.

**PSYC 624
PSYCHOMETRICS**

This course focuses on providing a foundation in the science of measuring psychologically meaningful concepts. Topics covered include scale development, item analysis, norm and criterion referenced interpretation of test scores, reliability and validity. Graduate level knowledge of descriptive statistics, regression, analysis of variance and factor analysis is a prerequisite for this course. The student will learn how to evaluate the psychometric properties of published tests as well as apply psychometric principles to the construction of a psychological test.

**PSYC 626
PSYCHOLOGICAL TESTING &
ASSESSMENT**

This course offers the student a comprehensive introduction to psychometric

assessment. It includes an introduction to psychological testing, and the administration, scoring, interpretation and application of major psychological tests in clinical practice.

Psychometric instruments explored in the course include the Wechsler Adult Intelligence Scale-III, Wechsler Intelligence Scale for Children, Thematic Apperception Test, Bender-Gestalt, Woodcock Johnson Tests of Achievement-III, Wide Range Achievement Test-IV, Kaufman Test of Educational Achievement, MMPI-2, and MMPI-A. Students are expected to administer, interpret, and present written individual test reports as well as a major battery report that requires the student to provide an integrated assessment of an individual's intellectual, achievement and personality functioning.

**PSYC 627
PSYCHOLOGICAL TESTING &
ASSESSMENT: INTERMEDIATE**

This course offers students an opportunity to expand their knowledge and abilities in psychological testing and assessment and increase their ability to address a wider range of clinical issues. They will increase their skills in the administration, scoring, interpretation and application of major psychological tests. They will expand the number of tests that they are able to administer and score and use in clinical practice. Students will learn to write an integrated report. Registration for this course is dependant on the permission

of the instructor. Students may enroll in this course after completing MiSPP courses PSYC 510 and PSYC 594 or the equivalent.

**PSYC 629
ADVANCED PSYCHOLOGICAL
TESTING**

This course is an advanced class in the utilization of psychometric instruments for the purpose of psychological assessment. The focus of the class will be to use assessment techniques in direct clinical application for conceptualizing clinical cases and developing comprehensive treatment plans. Some of the tests that will be studied in depth for use in the clinical practice will include the Bender Visual-Motor Gestalt Test, the Wechsler Adult Intelligence Test-III, the MMPI-2, and the Rorschach Inkblot Test. The instruments will be used to develop a broad clinical assessment of individual cases. The information gained will be used to evaluate behavior, cognitive abilities, personality traits and other individual characteristics in order to assist in making judgments, predictions, and decisions in clinical cases as a major component of the overall assessment process.

**PSYC 631
EVIDENCE-BASED PRACTICE IN
CLINICAL PSYCHOLOGY**

This course covers the foundations basic to the competent applied practice of clinical psychology. Students will learn how to approach therapeutic

alliance development and maintenance, case conceptualization, treatment planning and the ongoing monitoring of treatment effectiveness from an evidence-based perspective. Students will learn how to integrate evidenced-based research and qualitative studies into a clinical perspective that respects both empirical guidelines and the phenomenology of the change process. Students will learn how to utilize research findings to effectively match treatments and therapeutic alliance styles with the individual seeking services. Finally, students will learn how to create an evidenced-based style of individual practice.

**PSYC 632
GROUP PROCESS: DYNAMICS
AND LEADERSHIP**

This course involves direct participation in interpersonal processes in a group setting. The emphasis is on theoretical and practical implications of working with tensions, conflicts and creative explorations of individuals within the group and the group as a unit. Second-year students are assigned special leadership and coordination responsibilities in which they apply theories to group development. Opportunities are available for advanced readings in the dynamics of group behavior.

**PSYC 634
BIOLOGICAL BASES OF
BEHAVIOR**

This course covers the following: brain and nervous system anatomy; brain-behavior relationships and neuropsychology; physiological psychology; the biological bases of perception, motivation, memory, and learning; biopsychosocial models of stress and pain; comparative psychology; neuroscience perspectives on psychological disorders and treatment; and an introduction to psychopharmacology.

**PSYC 636
EXISTENTIAL &
PHENOMENOLOGICAL
APPROACHES TO
PSYCHOTHERAPY**

This course focuses on applications of existential and phenomenological theory, research, and psychotherapy. It includes demonstrations and discussions of the applications of the works of Binswanger, Boss, Frankl, Bugental, Van Deurzen-Smith, Husserl, Heidegger, Schneider, Moustakas, May, and others to obtain a theoretical grounding for the treatment of psychological disorders and dysfunctional behavior. Knowledge of concepts, theories, and research is applied in the clinical psychology practicum.

**PSYC 638
ETHICS IN PSYCHOTHERAPY &
PSYCHOLOGICAL RESEARCH**

This course reviews the ethical behavior that is expected of professional psychologists. Students are required to understand and apply Ethical Principles of Psychologists as developed by the American Psychological Association (APA). Students are also required to understand Michigan Public Health Law, Part 182, Psychology, which defines the services offered by psychologists, and the nature of the therapist and person-in-therapy relationship relevant to informed consent, confidential information and disclosure. Also covered in this course are the State of Michigan Public Acts explicating the Child Protection Law and Adult Protective Services and the Michigan Board of Psychology definitions and rules governing the licensure of psychologists at the Masters and Doctoral levels.

**PSYC 642
HUMANISTIC PSYCHOLOGY &
PSYCHOTHERAPIES**

This course focuses on humanistic psychology and the psychotherapies and psychotherapeutic practices that derive from its premises. Knowledge is gained through engagement in theoretical, conceptual and methodological discussions, and application of findings in role-plays and related experiential activities. Students study professional literature to expand their

understanding of key concepts of humanistic psychology and related psychotherapies.

**PSYC 645
CLINICAL IMPLICATIONS OF
LIFESPAN PSYCHOLOGY**

This course concentrates on the clinical implications of developmental processes over the lifespan with emphasis on specific areas of development including physical, cognitive, emotional, moral, social, gender and sexual. Lifespan development is examined in depth through individual inquiry, classroom presentations, group discussion, and comprehensive reading. Clinical implications of developmental challenges and impediments provide the context for assessment and treatment of persons in therapy.

**PSYC 647
COUPLE & FAMILY THERAPY:
RESEARCH AND APPLICATIONS**

This course focuses on challenges and interventions relevant to theory, concepts, and therapeutic processes and practices regarding couples and families. Students are introduced to the leading approaches to working with couples and families who present relationship issues. The course offers the student opportunities to observe and practice therapy in the presence of peers and faculty and develop professional competency in intervention, assessment, diversity and research

regarding couple and family relationships.

**PSYC 651
FOUNDATIONS OF
QUALITATIVE RESEARCH**

This course provides essential knowledge on the development and understanding of scientific studies of persons, human behavior and experience. It is the first of two courses concentrating on human science and qualitative research. Through study and application of eight qualitative research models, the course serves as a basis for investigating problems and questions that challenge the scholar-practitioner. It prepares the student for organized and rigorous scientific inquiry.

**PSYC 652
DOCTORAL CANDIDACY
PLANNING**

As the first phase of the dissertation process, this course prepares students for the Qualifying Meeting and Institutional Review Board (IRB) approval. Included are refinement of the research question and design, committee selection, discussion and development of each section of the research proposal. The students complete the first draft of the Doctoral Research Proposal. An overview of the entire dissertation process is also provided. Written submissions must satisfy the requirements of the Michigan School of Professional Psychology and adhere to APA ethical standards.

**PSYC 653
APPLICATIONS OF
QUALITATIVE RESEARCH**

This course is an advanced study of the applications of qualitative research. Students conduct a research pilot study on their individual dissertation topic, consisting of the qualitative or mixed method data analysis of at least two (2) research participants. The pilot study is a presentation of the data according to the student's research model.

Students also write a preliminary scientific literature review on the topic of their dissertation. Through computer and manual searches, and immersion in the topic, students familiarize themselves with relevant scientific literature and thematically organize those findings into a comprehensive preliminary review of the literature.

**PSYC 662
SUPERVISION &
CONSULTATION IN
PSYCHOLOGY**

Topics to be covered are various approaches to supervision/consultation roles, individual and group work, methods and techniques, supervision/consultation issues and dilemmas, ethical considerations, diversity issues and consultation as a supervisory intervention. Students are expected to apply each topic through reading and written summaries, case presentations, audio or videotapes and critiques of

tapes. This course incorporates the competencies of assessment, consultation, diversity, intervention, relationship and supervision.

**PSYC 664
QUANTITATIVE &
INTEGRATIVE RESEARCH**

This course will focus on basic principles of research design, including issues relevant to experimental, quasi-experimental, and correlational designs. Students will develop a foundation for understanding research methodology and related statistical skills. There will be an emphasis on strategies used to integrate quantitative and qualitative methodology, and on the application of these strategies to conducting mixed method and multi-method research in clinical psychology.

**PSYC 671 A-C
PRACTICUM IN PSYCHOLOGY**

The goal of practicum training is for graduate students to acquire the theoretical knowledge, clinical competencies, and awareness-of-self needed to become effective and caring practitioners. The clinical practicum complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and helps students acquire core competencies and a professional identity.

The practicum offers students an opportunity to choose from a wide range of

health care settings. Students acquire competencies in forming and maintaining a therapeutic alliance with clients, employing cultural sensitivity in facilitating the therapeutic process, evaluating presenting problems, establishing case formulation and treatment plans, selecting an effective treatment approach, and monitoring the outcome of treatment. Students apply the academic knowledge, methods and competencies that are learned in doctoral courses in their work in therapy and assessment.

**PSYC 683
MINDFULNESS &
PSYCHOTHERAPY**

This course outlines and presents applications of mindfulness for clinician self-care and supervision, and as a tool to enhance positive behavior change for clients and patients. Students will acquire competency in understanding and applying the core concepts of mindfulness and psychotherapy to clinical practice, while learning mindfulness techniques. Student learning outcomes in this class will contribute to clinical competencies in psychotherapeutic self-awareness, therapist-client relationship building, research and evaluation, assessment and intervention strategies, diversity and social responsibility, management and supervision, and writing and presentation skills.

**PSYC 684
CLINICAL HEALTH
PSYCHOLOGY**

This course provides students with a history and overview of the field of clinical health psychology. The role of the biopsychosocial model for the delivery of psychological assessment and treatment services for individuals with health problems will be covered. Students will review a wide range of clinical research in health psychology. The course will introduce students to intervention guidelines for helping children, adolescents and adults with medical conditions who are having problems with compliance, symptom management, health-promoting behaviors, and/or adjustment.

This course will offer students an opportunity to learn about the essential strategies for maintaining collaborative relationships with medical professionals in the process of providing integrated care to individuals and families. Finally, some of the challenges and opportunities faced by clinical health psychologists in professional practice will be presented.

**PSYC 685
PSYCHOLOGY OF TRAUMA**

The focus of this course is on the biopsychosocial aspects of traumatic stress, including acute trauma and complex trauma. The course involves an exploration of psychological sequelae of various types of

interpersonal violence, such as physical abuse, sexual assault, and political trauma across diverse populations. Research, assessment, and psychotherapeutic interventions concerning post-traumatic stress disorder are discussed. The course also includes the examination of the role of resilience in the recovery from traumatic experience.

**PSYC 686
HUMAN SEXUALITY: CLINICAL
APPLICATIONS**

This course is designed to explore biological and developmental aspects of human sexuality, psychological and emotional dimensions of sexual behavior, sexual identity, social forces affecting sexual issues, and research trends in the area of human sexuality. Practical methods of dealing with sexual problems, sexual communication, and cross cultural and diversity perspectives on human sexuality will also be investigated. Social and legal issues related to sexuality, as well as issues related to psychological and sexual health will also be explored.

**PSYC 698
PROFESSIONAL WRITING
SEMINAR**

Composition skills are strengthened through examination of effective writing techniques. The study of content and process challenges common to qualitative research writing is undertaken through live, in-class writing activities and

experiential learning opportunities. Creative writing is emphasized as a way to develop skills necessary for descriptive analysis of research data, while group discussions and in-class critiques sharpen the student's ear for composition. Exemplary writing samples are highlighted. Professional writing and publication options are outlined. Students develop a projected dissertation timeline, assessment of strengths and challenges.

**PSYC 701 A-C
DOCTORAL RESEARCH:
DISSERTATION**

This course provides the structure for the implementation and completion of the dissertation process as developed and approved by the Doctoral Committee during the Qualifying Meeting. Research methods and procedures are finalized, a scientific study is conducted, data are analyzed and findings articulated. The manuscript is comprised of

six chapters, references and appendices.

Chapter drafts are submitted to the Doctoral Committee Chair for examination and then to the Doctoral Committee for review. Upon completion and approval of the whole manuscript by the Chair, the Doctoral Committee considers its readiness for the Doctoral Dissertation Meeting. The dissertation is then fully discussed by the committee and the Poster Presentation and Professional Portfolio (optional) is displayed. The dissertation process concludes when all changes are made and the document gains final administrative approval.

**PSYC 702 A-F
INTERNSHIP IN PSYCHOLOGY**

The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. The internship involves the interns in progressive and developmentally sequenced clinical experiences (e.g.

assessment, treatment planning, psychotherapy, consultation, psychological testing, and evaluating treatment outcome) that prepare them for beginning professional practice upon receipt of the PsyD degree. The internship complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and strengthens core competencies and professional identity.

Students choose from a wide range of health care settings and interact with professionals from multiple disciplines. Interns apply the knowledge, therapeutic methods and skills learned from course work and practicum experience in clinical settings. The internship provides intensive and diverse supervised opportunities for the student to function in the various roles performed by a professional psychologist.

ACADEMIC POLICIES

ORIENTATION AND EDUCATION MEETINGS

The first week of the first semester begins with Orientation and Education Meetings. Participation in this week is required of all students. Orientation will enable students to meet the faculty and each other, to be introduced to the MiSPP philosophy, to become more familiar with the course offerings and requirements of the degree programs, and to begin discussion of courses topics in which students are enrolled.

AUDIT POLICY

A student may request permission to audit a course under the following conditions:

- The student is in good standing academically
- The student shows sound rationale for undertaking this particular course of study
- The faculty teaching the course approves the course audit
- The program chair approves the course audit.

Audited courses may not apply toward a degree. No changes to registration status may occur after the semester has begun.

ACADEMIC PROGRAMS

Master of Arts (MA)

MiSPP awards the Master of Arts in Humanistic and Clinical Psychology. MA students who do not complete their degree programs within one (1) year following their full-time enrollment must make arrangements with the program chair and registrar to complete all the degree requirements in the next year. Students who fail to complete the program within the one year extension must reapply for admission and follow applicable admission processes. New program requirements will apply.

Doctor of Psychology (PsyD)

MiSPP awards a Doctor of Psychology in Humanistic and Clinical Psychology. After the successful completion of all requirements at the end of the second year, a Specialist (PsyS) in Humanistic and Clinical Psychology degree is awarded. At the time the student's dissertation research study is approved by the Institutional Review Board, the student is considered a PsyD *candidate*.

PsyD students have a minimum of four (4) years and a maximum of seven (7) years from the first semester of enrollment in the program to complete all degree requirements.

Requests for enrollment beyond the fifth consecutive year must be accompanied by a written statement, outlining a plan for completion, to the program chair for approval before the end of the academic year.

If submitting a request for a leave of absence, students need to be aware that by taking a leave the composition of their Doctoral Committee may change depending on the availability of faculty. Students requesting to return after a leave of absence must submit a written request for continuation to the program chair. Permission to return will be dependent on space available and time needed to process the request. New program requirements will apply.

ATTENDANCE

Students are required to attend all course sessions. The experiential learning incorporated into virtually every course makes this imperative. All classes begin punctually at the scheduled times. It is expected that students will be present and ready to begin the session at these times. Should an absence occur, the student must consult with the instructor. **Absence and tardiness may negatively impact the student's grade.**

ADVISING AND SUPERVISION

Students are responsible for securing practicum/internship site placement. While involved in clinical practicum or internship, students are supervised by fully licensed clinical psychologists. All students receive supervision from an assigned MiSPP faculty member in collaboration with supervision on site. Supervision of clinical work is provided weekly and attendance at supervisory meetings is mandatory.

Academic advising is scheduled twice per month for those not involved in clinical work (PsyD I). Additional advising is scheduled as needed.

Faculty and administrative personnel are available to meet with students by appointment. Requests should be made in advance through individual contact with the faculty member or administrator.

When a student is completing the dissertation beyond the fourth year, the doctoral committee chair will also serve as academic advisor.

EVALUATING STUDENT LEARNING

In accordance with the philosophy of MiSPP, students are evaluated on the basis of attainment of core competencies through the fulfillment of course objectives and requirements as specified

in syllabus materials that are distributed at the beginning of each semester. Performance in each course is evaluated at the end of the semester by the course instructor. The practicum/internship performance is evaluated each semester by the faculty and site supervisor.

Faculty members provide feedback that assesses the student's performance and growth. This feedback is in the form of grades, marks and qualitative comments and written statements provided during supervision meetings. The determination of student progress is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress, professional development and conduct.

Student Review Meeting

Following each semester, the MiSPP advisor/supervisor will review the outcome of the student's academic progress with the student to include grades, marks and the student integrated self-evaluation. Academic Development Plans are created, as necessary.

Integrated Self-Evaluation

The MiSPP educational philosophy places emphasis on individual responsibility for assessment of learning and encourages thoughtful integration of knowledge and experience. Self-evaluation is, therefore, an integral part of all academic programs. It is regarded as an important assessment of academic progress, as well as professional and personal development. Student submission of a written integrated self-evaluation is a requirement of the MiSPP assessment process at the end of each semester.

Practicum/Internship Evaluation

All supervisors maintain a collaborative relationship regarding the students' progress through ongoing contact and all complete comprehensive assessments at the end of each semester. Based on these assessments, the faculty supervisor assigns the grade and composes the evaluation narrative. The faculty supervisor then meets with the student to review the findings. Major areas of focus are the core competencies (relationship, diversity, assessment and intervention) and professionally related skills and attitudes such as effective communication, documentation and use of time.

A temporary mark of "IP" (In Progress) is given to students who are engaged in practicum or internship. "IP" will be given in practicum/internship when the appropriate numbers of hours for the semester have been completed and satisfactory progress towards fulfilling course requirements has been attained. The "IP" will be removed from the transcript when Credit ("CR") has been awarded in the final semester of enrollment in practicum/internship.

If a student does not attain the appropriate number of hours, as outlined in the Practicum/Internship Handbook, or make satisfactory progress towards course requirements, a grade of "NC" may be awarded at the end of any semester. This will affect

academic standing and the course will need to be repeated. Any student who receives two “NC” grades for Practicum or Internship will be dismissed from the academic program.

Academic Grading Criteria

The learning objectives and course requirements are set forth in the syllabus for individual courses. These will determine the criteria by which a student is evaluated. Generally, in awarding academic grades, instructors may also assess any or all of the following aspects of a student’s performance:

- understanding of the course material at a competent level;
- ability to critically assess and synthesize research findings;
- ability to critically analyze theoretical materials;
- ability to apply conceptual models to problems in practice;
- engaging in discussion and debate, and presenting a clearly articulated and defensible position on the issues;
- displaying intellectual curiosity and a desire to learn;
- writing in a clear and coherent manner;
- demonstrating critical thinking and scientific inquiry;
- performing at competent levels on professional tasks.

Grading System

Courses taken at MiSPP are recorded by letter grade; the four-point system (4.000) is used to compute the grade point average (GPA). A limited number of courses are evaluated on a credit/no credit basis. Grades are awarded according to the following:

Grade	Description	Grade Point
A	Excellent	4.0
A-		3.67
B+		3.33
B	Satisfactory	3.0
B-		2.67
C	Marginal	2.0
F	Unacceptable	0.0
CR*	Credit	n/a
NC*	No Credit	n/a

Mark	Description	Grade Point
I	Incomplete	n/a
IP*	In Progress	n/a
W	Withdrawal	n/a

*for dissertation/thesis project/internship/practicum

Only one grade of “C” is allowed in the PsyD and MA program. Any student who receives more than the one allowed “C” grade will be required to repeat the course. More than one “C” grade will affect academic standing.

In Progress

A temporary mark of “IP” (In Progress) is given to students who are engaged in practicum, internship, thesis project, or dissertation. “IP” will be given in practicum/internship when performance is satisfactory and the appropriate number of hours for the semester have been completed. “IP” is also given in thesis project/dissertation when a student has satisfactorily completed enough thesis project or dissertation work to warrant “IP” credit. The “IP” will be replaced on the transcript when “CR” (Credit) has been awarded in the final semester. If sufficient progress has not been made, a grade of “NC” may be awarded in any given semester.

Credit /No Credit

A grade of “CR” (Credit) is assigned upon satisfactory completion of practicum, internship, thesis project, and dissertation. A grade of “NC” (No Credit) is assigned upon unsatisfactory performance in practicum/internship or unsatisfactory progress in thesis project/dissertation. Grades of “CR” and “NC” are not used in calculating the grade point average; however, grades of “NC” are considered unacceptable grades for the purposes of student academic progress.

Incomplete

An “I” (Incomplete) mark will be granted only in exceptional situations, for circumstances beyond a student’s control, when requirements for a course cannot be completed in the normal time allowed. Examples of these circumstances may include catastrophic or life threatening illness or injury of the student; or injury or death of a member of the student’s immediate family. An “I” mark is allowed only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an “I” mark. Students must request an incomplete prior to the last day of the class in question.

For an incomplete to be granted, students must file with the registrar an Incomplete Agreement form, approved and signed by the instructor, which states what the student must do to satisfy the course requirements. The maximum time limit for finishing incomplete work is the end of the subsequent semester.

Notation of an “I” mark remains on the transcript alongside the final grade following completion of the course requirements.

If the course work is not successfully completed by the end of the subsequent semester, the mark of “I” will be changed automatically to a grade of “F” and will affect academic standing.

Repeating Courses

Any grade of “F” or “C” (except for the one allowed “C”) must be repeated. Any course with a mark of “NC” must also be repeated. A student who receives a grade of “C” or below must repeat and pass that course with a “B -” or better. A course may be repeated a maximum of one time to replace the deficient grade and, thus, meet graduation requirements. Both the original and the repeated course grade will appear on the transcript and be calculated in the overall grade point average. Students may not repeat courses that count towards degree requirements in an attempt to improve the cumulative GPA or course grade.

Appeal of a Grade

Before filing an appeal about a grade, the student should first understand the following:

- The MiSPP course instructor has the sole responsibility for determining all grades and for discerning the quality of the academic performance of the student.
- A grade can only be appealed where there is demonstrable evidence that prejudice or an arbitrary action on the part of the instructor has influenced the grade. The burden of proof that such an unfair influence has affected a grade rests with the student appealing the grade.
- The student must provide objective evidence demonstrating that the instructor’s grade assessment of his/her academic performance on assignments, papers, exams, etc. was inaccurate and the final grade is subsequently inaccurate.
- Only final course grades may be formally appealed.

Step One – Instructor:

A student who believes that a “C” or lower grade is inappropriate due to the reasons stated above has the right to appeal. To dispute a grade, a student must present a written letter of appeal to the instructor. This appeal must clearly state the basis for the appeal (including a copy of the written school policy if the basis is an alleged violation of policy), the facts the student believes support his/her claim, and the requested remedy.

- This appeal must be filed within the first thirty (30) calendar days of the next semester immediately following the semester in which the grade was earned.
- The student must also inform his/her faculty advisor/supervisor of the concern at this time.

Faculty members are expected to meet with the student to review the student’s performance with regards to course requirements, as stated in the syllabus, and indicate how the grade was determined. If course requirements, as established, were stated and followed, no further appeal is appropriate.

If course requirements, as established, were not followed, it is incumbent upon the instructor to present the student with his or her rationale for the evaluation and grade and do whatever is reasonable to resolve the issue.

The instructor will communicate his or her decision, in writing, within thirty (30) days of receipt of the student's correspondence. This communication must be directed to the student and copied to the program chair and a copy placed in the student's academic file.

If the instructor is the program chair, students can present their grade appeals to the vice president.

Step Two – Program Chair (applicable in cases not appealable to the Vice President)

If Step One does not resolve the concern, the student may, within ten (10) calendar days of the instructor's response, present an appeal to the program chair.

Students must write a letter of appeal with the following information: name, mailing and email address, course number, title and semester taken; instructor's name, and a clear statement of the grade change requested, basis for the appeal (as noted above) and the facts that support the request.

The program chair will decide if a meeting with the student is necessary and will conduct an investigation that may include consulting the parties involved, gathering all pertinent information, and/or reviewing relevant facts.

After this investigation, the program chair will render a written decision to the student within thirty (30) days of receipt of the appeal letter. The decision of the program chair is final and no further appeal is possible.

The result of the review will be summarized in writing by the program chair, provided to the student, and placed in the student's academic file.

Grade Changes

A change to a posted grade may only be approved by the course instructor. A Grade Change Request Form must be submitted to the registrar in order to enact a grade change. All grade appeals must be submitted to the course instructor within the first thirty (30) calendar days of the next semester immediately following the semester in which the grade was earned. If the instructor who originally awarded the grade is no longer employed by MiSPP, the grade appeal must be submitted to the program chair. No grades will be changed beyond the end of the time allotted for the appeal process.

Grade changes or alterations to student records are not permitted after a degree has been officially posted to the academic record.

DEGREE COMPLETION REQUIREMENTS

The degree is awarded upon final audit and is based on fulfillment of all degree requirements. Once awarded, it is posted to the transcript and the diploma is generated.

To complete all degree requirements, a student must have:

- A cumulative grade point average of 3.00 or higher
- Satisfactory completion of all required credit hours/courses
- Satisfactory completion of all training requirements (practicum/internship)
- Successful completion of a dissertation (PsyD students) or thesis project (MA students)

GRADUATION AND COMMENCEMENT

Graduation ceremonies are scheduled annually at the end of the third semester. All students who meet the requirements to receive a degree within that academic year are eligible to participate in the commencement ceremony. The posting date for students who complete requirements for a degree during the first or second semesters is the last day of the last semester of attendance in which they fulfill all degree requirements. Students are required to submit a Graduation Application to the registrar's office in order to be eligible to participate in commencement and/or to ensure timely degree conferral.

Students who have not returned all library books and paid any outstanding tuition and fees or other indebtedness to the institution will not receive transcripts, a diploma, or other official school documentation.

ACADEMIC STANDING

Students are required to maintain satisfactory academic progress toward the completion of their degree. In addition, federal regulations require that financial aid recipients make satisfactory academic progress toward a degree to remain eligible for financial aid. See Financial Aid section of the Academic Catalog & Student Handbook for further information.

Students are required to maintain an overall cumulative grade point average of 3.0 or above on a 4.0 scale. Only one grade of "C" and no grades of "F", or "NC" may be counted toward completion of degree requirements.

Academic Standing: Good Standing/Watch

Description	<p><u>Good Standing</u> Students are considered in good standing if:</p> <ul style="list-style-type: none"> • They have earned a cumulative GPA of 3.00 or above. • They are not on Academic Warning/Probation. <p><u>Academic Watch</u> A student is placed on Academic Watch for one semester following the receipt of a grade of “C”. Students may also be placed on Academic Watch for failure to achieve their program’s expectations for professional behavior, as well as problems identified in off-site training placements. Students may also be placed on Academic Watch by approval of the Program Chair for additional reasons not outlined here. Additionally, students on Academic Warning/Probation may be placed on Academic Watch status, if necessary, after meeting the initial requirements to be removed from Academic Warning/Probation. <i>Students on Academic Watch are considered to be in good standing.</i></p>
Evaluation Point	<p>Students are reviewed at the end of each semester.</p> <p>The registrar is responsible for reviewing student records after each semester to determine academic status. The registrar will notify the student, the student’s advisor/supervisor, the program chair and vice president of all students placed on Academic Watch for receiving a grade of “C”.</p> <p>The program chair is responsible for determining if a student is placed on Academic Watch for failing to meet the program’s expectations for professional behavior or for problems identified in off-site training placements. In these cases, the program chair will notify the registrar’s office.</p>
Financial Aid Impact	Students in good standing are eligible for financial aid.
Action	Students placed on Academic Watch will be required to meet with their advisor/supervisor who will coordinate and oversee the implementation of an Academic Development Plan.
Removal	<p>Students placed on Academic Watch because of receipt of a grade of “C” are automatically removed from Academic Watch if they do not receive any grades of “C” or below in the next semester.</p> <p>Students placed on Academic Watch by the program chair for other reasons (e.g., professional behavior issues) are removed from Academic Watch after they successfully complete the requirements set forth in their Academic Development Plan.</p>
Appeal	Because students on Academic Watch remain in good standing, there is no appeal process.

Academic Standing: Warning/Probation

Description	<p><u>Warning/Probation</u></p> <p>Students are placed on Academic Warning/Probation for:</p> <ul style="list-style-type: none"> • Receipt of one grade of “F” or “NC”. • Receipt of two grades of “C” or below in one semester. • Receipt of a grade(s) of “C” or below in two or more semesters. • Failure to meet the requirements in an Academic Development Plan. • Failure to meet the minimum cumulative GPA requirement of 3.00. • Failure to meet other specific requirements outlined by their program.
Evaluation Point	<p>Student records are reviewed after each semester for grade requirements, cumulative GPA requirements, and progress on Academic Development Plans. Students may be reviewed at other times on an as-needed basis.</p> <p>The registrar is responsible for reviewing student records at the end of each semester to determine academic status. The registrar will notify the student, the student’s advisor/supervisor, financial aid administrator, program chair and the vice president of the Academic Warning/Probation status.</p>
Financial Aid Impact	<p>Students on Academic Warning/Probation are eligible for financial aid for one semester. If a student fails to be removed from Academic Warning/Probation after one semester, the student becomes ineligible for financial aid until he or she is removed from Academic Warning/Probation.</p> <p>The financial aid administrator will notify students of their financial aid eligibility.</p>
Action	<p>Students placed on Academic Warning/Probation are required to meet with their advisor/supervisor who will develop and oversee the implementation of an Academic Development plan.</p>
Removal	<p>Students are removed from Academic Warning/Probation if :</p> <ul style="list-style-type: none"> • They do not receive any grades of “C” or below in the semester during which they are on Academic Warning/Probation. • They successfully complete the requirements set forth in their Academic Development Plan • Their cumulative GPA is raised to 3.00 or above.
Appeal	<p>Students who have been placed on Academic Warning/Probation may appeal the decision. In addition, students who have had eligibility for financial aid suspended may submit a written appeal to have the aid eligibility restored.</p> <p>Students must submit the appeal in writing to the program chair and if the student has financial aid, to the financial aid administrator also. The letter must be submitted within fourteen (14) days of the date of notification, and the appeal must be based upon extenuating circumstances (such as illness, death in the family, etc.)</p> <p>The program chair will render a decision within thirty (30) days of receipt of the student’s letter. If a financial aid appeal has been submitted, the review of that appeal will include pertinent information obtained from the Program Chair. The decision regarding the financial aid appeal will also be communicated to the student within thirty (30) days of receipt.</p> <p>This policy does not relate to the appeal of grades. See the grade appeal process described in the Academic Policies and Procedures of this Academic Catalog & Student Handbook.</p>

Dismissal

Description	<p><u>Dismissal</u></p> <p>Students are dismissed for:</p> <ul style="list-style-type: none"> • Receipt of two grades of “F” or “NC”. • Receipt of three grades of “C” or below in a single semester. • Failure to meet the requirements of an Academic Development Plan. • Being on Academic Warning/Probation consecutively beyond two semesters.
Evaluation Point	<p>Student records are reviewed, by the registrar, at the end of each semester for grade requirements, cumulative grade point average requirements, and progress on Academic Development Plans. Students may be reviewed at other times on an as-needed basis.</p>
Financial Aid Impact	<p>Students dismissed from the institution are ineligible for financial aid. In-school loan deferment status ends as of the dismissal date. According to the US Department of Education regulations, financial aid previously received by dismissed students may be returned to the lender by the institution depending on the date of dismissal. In such cases, the student may owe the school for aid returned or outstanding charges.</p>
Removal	<p>Students may only be removed from dismissal status upon successful appeal of the dismissal.</p>
Appeal	<p>Students who have been dismissed from the institution may submit a letter of appeal to the vice president within thirty (30) days of the date of notification. If an appeal has been filed, students may continue attending courses pending the outcome of the appeal.</p> <p>The appeal must be based upon extenuating circumstances (such as illness, death in the family, etc.) and may require documentation.</p> <p>Note: This policy does not relate to the appeal of grades or other sanctions. See the grade appeal process described in the Academic Policies and Procedures of this Academic Catalog & Student Handbook.</p>

Dismissal

A student who has been dismissed may submit a request for reinstatement following a wait period of one full academic year. This request must be in the form of a letter, submitted to the program chair and must include the reason for reinstatement and explain how the student has addressed barriers to academic success. All requests are reviewed on an individual basis with specific circumstances and requirements considered. Requests must be submitted by June 15 preceding an upcoming academic year.

Withdrawal from the Program

Any student who withdraws during an academic year must submit an official withdrawal form obtained from the registrar's office. Once notification of withdrawal is received, which includes verification that all library materials have been returned and any fees paid, the financial aid office calculates what amount, if any, is refunded to the student or lender. All fees owed to MiSPP are deducted from any refund. Should the student not be entitled to any refund, all outstanding debts owed to MiSPP are payable no later than sixty (60) days from time of withdrawal.

Reinstatement to an Academic Program

Any student who withdraws from an academic program may request to be readmitted by submitting a letter through the admission department. The program chair will review the request; including determining if there is available space in the program. If re-instated, new course and program requirements may apply.

PRACTICUM/INTERNSHIP COMMITMENT

Commitment to a practicum/internship is for the entire academic year, ending the last day of classes of the third semester. Before making a commitment to a practicum/internship, students identify and select their site with approval from the director of clinical training. Students are required to meet supervision requirements and keep their faculty supervisor informed about the status of their clinical work throughout the year. See the Practicum/Internship Handbooks, available on the MiSPP website, for more information.

Clinical Competency Review (PsyD II Students)

At the end of the second year of the doctoral program, a Clinical Competency Review is completed to determine readiness to begin internship training in the third year. A Competency Review Team of two faculty members assesses the student's clinical skills. Students must pass the Clinical Competency Review before they can begin their internship in the third year of the PsyD program.

Practicum/Internship Hour Requirements

A total of 500 hours on-site with a **minimum** of 25% (125) hours in direct client contact are required for MA and PsyD II practicum students. A total of 2000 hours of internship is required for the PsyD degree. The doctoral internship is generally completed over the span of two academic years with 1,000 hours completed each year for PsyD III and PsyD IV. A **minimum** of 25% (250) hours in direct client contact is required for each year of internship. At the end of the doctoral internship, a total of 500 hours in direct client contact must be attained. Individuals interested in pursuing a full-time internship option may apply, early in their third year of the program, for a full-time internship placement, preferably at an APPIC or APA-accredited site.

To achieve credit for practicum/internship, the student must meet the minimum number of client contact hours and total hours on-site per semester as outlined in the Practicum/Internship Handbooks.

PERSONAL THERAPY

Personal therapy is highly recommended while engaged in graduate training for a degree in humanistic and clinical psychology. If necessary, this recommendation may become a requirement for ongoing enrollment should faculty determine that personal issues appear to be interfering with satisfactory performance in academic course work or clinical training.

STUDENT/PROFESSIONAL RELATIONSHIPS

Students who are registered at MiSPP may not become involved either on a voluntary or on a paid basis with fellow students as clients, therapists or research participants. Standards of professional conduct, as outlined in the Multiple Relationships and Student Code of Conduct policies, must be observed. Although MiSPP is an environment characterized by individualized attention, the relationship between students and faculty/staff must remain professional.

PRINCIPLES OF ACADEMIC FREEDOM

Academic freedom of inquiry is essential to the purpose of higher education and applies to both teaching and research. Freedom in research is fundamental to the advancement of knowledge and truth. Academic freedom in teaching is fundamental for the protection of

the rights of the instructor and of the student for his or her freedom in learning. Both student and instructor are expected to uphold these principals of academic freedom.

PLAGIARISM

In the preparation of written material, the MiSPP student must adhere to the following guide:

ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

Effective date June 1, 2003.

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“8.11 Plagiarism

Psychologists do not present portions of another’s work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

- (a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed.*
- (b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.*
- (c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student’s doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.”*

Although the ethical principle cited refers to publication credit, it should be adhered to in the preparation of MiSPP course papers, the master’s thesis project and doctoral dissertation. Every idea, method, theory, concept, or any aspect of an author’s work, published or unpublished, that is used, must be appropriately referenced and credited. Plagiarism is an infraction of academic integrity.

Failure to adhere to this principle is construed as plagiarism and sanctions are imposed. Sanctions may include a mark of “No Credit” in the relevant course or dismissal from the program.

IRB RESEARCH

MiSPP students must follow APA guidelines for research involving human participants. The student must provide adequate information to and obtain signatures from all individuals who participate in the research indicating informed consent. Actual names and all identifiable material are disguised to protect confidentiality. The faculty thesis project advisor or doctoral committee approves the research design and methodology. All dissertation research must gain Institutional Review Board approval prior to implementation of the study. See the Dissertation Manual for detailed information.

REFERENCE CITATIONS

All course papers must be written in APA style/format from the APA Reference Style Manual, 5th Edition (available in print and online <http://www.apastyle.org/elecref.html>).

LICENSURE

MA Graduates

Graduates of the MA program are eligible to apply for the Temporary Limited License in Psychology in the State of Michigan (TLLP). After successfully completing 2,000 postgraduate hours of supervised clinical experience, graduates of the MA program may apply for the (permanent) Limited License (LLP) at the Master's level in the State of Michigan. Additionally, effective June 30, 2010 new applicants for the Master's LLP will be required to take the Examination for Professional Practice in Psychology (EPPP).

PsyD Graduates

After successfully completing the course work of the first two years of the PsyD Program, students not licensed as Temporary Limited License Psychologists (TLLP) may become eligible to apply for this credential in the State of Michigan.

Graduates of the PsyD program can apply for the (permanent) Limited License (LLP). After completing 2,000 postgraduate hours of supervised clinical experience and passing the Examination for Professional Practice in Psychology (EPPP) PsyD graduates are eligible to become a (fully) Licensed Psychologist (LP) in the State of Michigan.

If interested in licensure in other states, contact with the appropriate state board of psychology is recommended. Additional information is available at www.asppb.org or use the link available on the MiSPP website under ACADEMICS.

ACCEPTANCE OF TRANSFER CREDIT POLICY

MiSPP does not accept transfer courses for credit in the MA program. All courses must be taken in residence at MiSPP.

Acceptance of transfer credit for the doctoral program is at the discretion of the Admissions Committee for the Doctoral Program. Decisions are made on an individual basis.

The following criteria are considered in determining the acceptance of transfer credit:

- The course content must be substantially equivalent to the required MiSPP course
- No more than 6-9 credit hours (or 2-3 courses) may be granted
- Courses are at the doctoral level, from an accredited institution
- Credits have been earned within five years of application to MiSPP
- A grade of 3.0 or better has been earned

Doctoral applicants who wish to petition for transfer of credit must submit a “Transfer of Credit Request” form available from the admissions advisor with their admission materials. Course descriptions and syllabi from the institution attended for the course(s) being petitioned must accompany the request.

Prior to the beginning of the first semester, the applicant will be notified of the Admissions Committee’s decision regarding their request.

A processing fee will be charged for course transferring. Transferred courses will not be recorded on the student’s transcript until the processing fee has been paid.

GENERAL POLICIES

CODE OF CONDUCT

Professional psychologists have a duty of care to the public and to society. This duty makes the assessment of the student's overall performance of particular importance. The school reserves the right to take disciplinary action or dismiss a student at any time when a student's academic or clinical performance, ethical standards, attendance, financial delinquency, emotional stability, or personal conduct is significantly detrimental to the educational goals and purposes of the institution. Students who fail to meet academic or clinical requirements or who violate standards of professional, academic, or personal conduct will be referred to appropriate personnel, according to procedures outlined in the Academic Catalog & Student Handbook, for action. The Practicum and Internship Handbooks further outline expectations related to behavior and attitude conducive to preparation as a professional psychologist.

MiSPP students are expected to conduct themselves in a matter conducive to continued growth toward a professional career. Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. Professional attire and demeanor are expected. Written and oral communications, including paper and electronic, should reflect professionalism. All students are expected to attend classes regularly and be fully prepared. Students are responsible for being knowledgeable and observing all school policies and procedures. Although technology is adjunctive to the learning process; use of laptop or handheld computing technology in the classroom must be focused solely on current class activities. Computing technology use for non-class related activities is disrespectful to instructors/presenters and fellow students and limits engagement in the learning process. Instructors reserve the right to prohibit/limit the use of laptop or handheld computers in class.

MiSPP students are expected to pursue their educational goals and conduct themselves in a manner that preserves an appropriate atmosphere of learning. All students who enroll at MiSPP are expected to assume the responsibilities of citizenship in both the graduate school and local communities.

As a citizen of the MiSPP academic community, students are entitled to all the rights and protections enjoyed by other members of the community. Membership in this community is purely voluntary, and any student may choose to withdraw from it at any time that the obligations of membership seem disproportionate to the benefits. While enrolled, students are subject to school authority that includes the prerogative of discipline or dismissal when their behavior is in violation of the Student Code of Conduct.

Academic Offenses

Any action that prejudices the integrity of MiSPP scholarly activities shall be considered an academic offense and will be met by appropriate disciplinary action.

Academic offenses shall include but are not limited to the following:

1. Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship (plagiarism).
2. False claims, misrepresentation of clinical training hours, or misrepresentations of written or verbal statements of fact to a member of the faculty, to include practicum and internship site supervisors, in order to obtain academic credit that is unearned.
3. Forgery, alteration, or misuse of MiSPP document(s) relating to the academic status of the student.
4. Violation of copyright laws.
5. Submitting work for one course that has been or is being submitted for another course without express permission of the instructor(s) to do so.
6. Publicly disclosing confidential information that was privately shared in courses, supervision, supervision groups, and internship/practicum activities.
7. Violation of Academic Policy pertaining to student/professional relationships, etc.

Non-Academic Offenses

It is the goal of MiSPP to maintain a professional and safe environment that is conducive to learning and working. The school reserves the right to take action for any other conduct which it deems inappropriate or improper.

The following are examples of unacceptable behavior and are published to minimize the potential of misunderstanding. This list is not intended to be all-inclusive.

1. Pushing, striking or physically assaulting, or otherwise intentionally threatening or endangering any member of the faculty, administration, staff, or student body, or any visitor to the campus.
2. Disorderly conduct, including breach of the peace or obstruction or disruption of teaching, research, administration, disciplinary procedure, or other MiSPP activities, including its public service functions or other authorized activities.
3. Lewd, indecent or obscene conduct or expression, alcohol or non-alcohol related.
4. Use of smoking tobacco, in any form, is prohibited in or outside the MiSPP building.

5. Theft and/or unauthorized possession of MiSPP property or property of a member of the MiSPP community or campus visitors.
6. Failure to remit or return property or records of MiSPP, within the time prescribed.
7. Failure to comply with instructions or directions of any properly identified school personnel while these persons are acting in the performance of their duties.
8. Unauthorized use of college facilities including: (a) unauthorized entry into the MiSPP building, office, or other facility or remaining in the building after normal closing hours; (b) unauthorized use of any MiSPP telephone or of any other MiSPP facilities; (c) possessing, using, making, or causing to be made any key for any MiSPP facility without proper authorization; (d) unauthorized use of another student or faculty member's password to gain access to the computer or computer output, including but not limited to any knowing and willing use of fraudulent means to process computer programs and access computer files.
9. Furnishing false information to any MiSPP official or making false statements in disciplinary hearings.
10. Safety violations, including: (a) intentional false reporting of a fire or explosive device on MiSPP property; (b) tampering with fire-fighting equipment, safety devices, or other emergency or safety equipment; (c) setting an unauthorized fire.
11. Repeated violations of the published rules and regulations of MiSPP, thus cumulatively indicating an unwillingness or inability to conform to MiSPP standards for student life.
12. Violation of Technology Use Guidelines to include individual instructor's restrictions on the use of laptop/handheld computers in class.
13. Unlawful possession, use or distribution of alcoholic beverages, narcotics or dangerous drugs, on school property or as part of any school related activity as outlined in the Drug and Alcohol Prevention Program Policy.
14. Possession or use of firearms even if an individual holds a concealed weapons permit.
15. Possession or use of explosives, chemicals, weapons or items that could be used or perceived as a weapon.
16. Violation of the Student Code of Conduct, violation of the laws of any city, county, state, or the United States, where the violation creates a clear and present danger or material interference with the normal or orderly processes of MiSPP or its requirements.

Jurisdiction

Problems, which cannot be resolved between the faculty/staff and the student(s), will be referred to the program chair or the vice president as appropriate.

Resolution of academic offenses will be attempted in the following order: student and faculty member, student and faculty advisor or supervisor, student and program chair, student and vice president.

Allegations of non-academic misconduct will be reviewed, investigated, and adjudicated by the vice president.

During the course of investigation a student may be suspended and not permitted to attend classes or be on MiSPP premises if the behavior of the student is of concern to the health and safety of other students/personnel or disrupted to the educational environment. Upon receipt of an allegation of misconduct, program chair or vice president will review, investigate and adjudicate the matter within thirty (30) days.

Sanctions

In circumstances of an academic or non-academic offense, the sanction recommended may be one or more of the following:

1. Written reprimand.
2. A requirement of participation in community service, personal therapy or other appropriate activities/assignments.
3. Submission of a no credit or "F" grade in an examination, assignment, course, or semester (for academic offenses).
4. Probation.
5. Suspension.
6. Dismissal.

Any student dismissed for misconduct is not allowed on MiSPP property without prior approval of the vice president.

Right of Appeal

Students have the right to appeal sanctions related to code of conduct according to the steps outlined in the Student Appeal Procedure.

Requests for Reinstatement after Dismissal for Misconduct

In the event that a student has been dismissed for misconduct and wishes to be reinstated in the future, the student must write a letter of request to the vice president. The MiSPP

Executive Leadership Team reviews requests on an individual basis. Individual circumstances and specific requirements are considered.

MULTIPLE RELATIONSHIPS POLICY

A multiple relationship exists when MiSPP administration, faculty, staff or students are in a professional relationship with an individual (by virtue of their membership in the MiSPP Community) and at the same time, in another role with that same person. Such relationships may include but are not limited to relationships that are romantic or sexual, the provision of psychotherapy, or business associations. In keeping with APA Ethics Code 3.05 (Ethical Principles of Psychologists and Code of Conduct, 2002), administration, faculty, staff and students shall refrain from entering a multiple relationship if said relationship could impair the objectivity, competence or effectiveness in performing his or her functioning or risk exploitation or harm to the person or the institution with whom the professional relationship exists.

MiSPP administration, faculty, staff and students shall not take on a professional role in situations that would impair their objectivity, competence or effectiveness in performing their professional function or expose any member of the Michigan School of Professional Psychology to harm or exploitation.

If a multiple relationship exists prior to either party entering the learning environment, it is the responsibility of the administrator, faculty, staff or student to take steps to ensure that neither party has an official evaluative relationship with regards to the other, and to inform the program chair so that appropriate assignments or other actions can be taken so as to avoid compromising the learning environment. Failure to appropriately acknowledge multiple relationships will be considered a serious breach of personal and professional ethics and subject to appropriate sanctions depending upon the circumstances, from a verbal warning up to and including dismissal.

Persons over whom administration, faculty or staff have supervisory, evaluative or other authority shall not be exploited by said role. If an evaluative relationship exists between a student and an administrator, faculty or staff and a multiple relationship is entered into by an administrator, faculty or staff, the administrator, faculty or staff may be considered to have seriously breached ethics of professional conduct and will be subject to appropriate sanctions depending upon the circumstances, from a verbal warning up to and including dismissal.

In cases of multiple relationships involving students and administrator, faculty or staff, the program chair will review the circumstances and will make a judgment regarding the matter. Based on the facts of the matter, appropriate sanctions will be determined and implemented upon consultation with the vice president or president. Sanctions may be appealed to the president. The decision of the president is final.

If a potentially harmful multiple relationship should arise, it is the responsibility of the professional to resolve it with regard for the best interests of the affected person or institution and in compliance with the APA Ethics Code.

All decisions on matters related to multiple relationships must be clearly defensible, and, as in any potential conflict of interest situation, must stand the test of the perception of a third party.

DISCRIMINATION AND HARASSMENT POLICY

The Michigan School of Professional Psychology is committed to creating and sustaining an environment in which students, faculty, staff and administration can study and work in an open and safe atmosphere, free from discrimination and harassment.

Harassment based on race, religion, disability, age or sex is exploitative and intimidating. Harassment creates a hostile learning environment and violates the recipient's civil rights. Harassment includes any jokes, slurs, obscene gestures or other communications which devalue or coerce another.

If a harassment complaint based on race, religion, disability, age or sexual harassment is filed with a faculty member, supervisor or administrator, the complaint will be investigated immediately under the direction of the president in accordance with the following procedures:

- A formal investigation will begin within seven (7) days of advisement and will be conducted by the vice president.
- All claims will be treated seriously and information and facts will be communicated only on a "need to know" basis.
- Witnesses and all individuals interviewed will be instructed to maintain discussions in the strictest confidence. The number of persons who have access to the information will be limited.
- Each allegation will be treated as a separate incident.
- After completion of the investigation, the vice president will contact the complainant and discuss the results of the investigation.
- If it is determined that a faculty, staff, supervisor or administrator have engaged in harassment of any kind, immediate and appropriate action will be taken. This may include verbal or written warnings, suspension with or without pay, or termination of employment.
- If it is determined that a student has engaged in harassment of any kind, immediate and appropriate action will be taken. This may include a written warning, probation or dismissal.
- Retaliation against the complainant or anyone involved is not allowed. If it occurs, further disciplinary action will be taken.

SEXUAL HARASSMENT POLICY

Sexual harassment includes: unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature that is defined from the recipient's perspective.

In the context of Title VII of the Civil Rights Act of 1964, the Supreme Court of the United States has determined that sexual harassment constitutes illegal discrimination based on sex when:

- Submission to such conduct is made explicitly as a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive working environment.

The following are some illustrations of inappropriate actions:

- An instructor, staff member, supervisor, or administrator indicates that a student can earn a better mark by providing sexual favors to the instructor or supervisor.
- An instructor, staff member, supervisor, administrator, or student makes unwelcome physical contact with a student or another employee.
- An instructor, staff member, supervisor, administrator, or student tells sexually offensive or degrading jokes or stories; uses sexually oriented profanity; or makes offensive gestures of a sexual nature.
- An instructor, staff member, supervisor, administrator, or student makes unwelcome comments about the appearance or anatomy of another individual.

All those in the academic environment must exercise their own good judgment to avoid engaging in conduct that may be perceived by others as sexual harassment.

The same investigative procedures as stated in the discrimination and harassment policy will be followed in allegations of sexual harassment.

CRIME AWARENESS AND CAMPUS SECURITY

(A) Reporting Incidents and/or Criminal Actions

Any student, visitor, faculty or staff member who is a victim of, or witness to a crime while on MiSPP property is expected to make a report of the criminal activity as soon as possible to the director of finance and facilities or the Farmington Hills Police Department, (248) 871-2754. Within the next seven days, the victim or witness should file a formal report with the director of finance and facilities for

institutional response and record keeping. In situations where warranted, MiSPP will investigate further and will pursue legal actions, possibly independent of the municipality of Farmington Hills.

(B) Building Security

1. Any door or fire exit that is locked or electronically controlled shall remain closed and locked at all times unless a MiSPP faculty member or staff person is present to monitor the use of the door.
2. Students, faculty or staff shall report any suspicious person entering the building, or on its grounds, immediately to the director of finance and facilities.

(C) Informing Students

In September of each year, MiSPP holds orientation and education meetings. Attendance is required of all students. At that time, procedures related to campus security methods are identified. The significance of personal awareness and responsibility are emphasized. The Academic Catalog & Student Handbook, available on the website www.mispp.edu, contains policies relevant to the Campus Security Act, as well as required statistics.

(D) MiSPP has no off campus student organizations.

(E) Alcoholic beverages are not for sale at MiSPP. Guidelines for the reporting, adjudication, and/or administrative action regarding substance abuse are outlined in the Drug and Alcohol Prevention Program and Procedures.

DRUG AND ALCOHOL PREVENTION PROGRAM

The school recognizes that substance abuse and chemical dependency are a growing problem in this country. The Drug-Free School and Campus Act (DFSCA) requires MiSPP to adopt and implement a drug prevention program to prevent the use, distribution, unlawful possession, or sale of illicit drugs and alcohol. MiSPP is committed to informing students and employees of the dangers and consequences arising from the abuse of or dependence on alcohol, drugs, or any mood altering chemicals.

A vast and growing body of medical research has documented the debilitating, and often deadly consequences, of regular or episodic use of mood altering chemicals. Due to factors such as body mass, endocrine function, metabolic biochemistry, genetic history, and overall health, it is not possible to predict who will be susceptible to health risks and what the consequences may be. However, it is known that over time substance abuse and chemical dependency have measurable, deleterious effects on various organs of the body and on physiological and intellectual functioning. Users often feel they are performing at their best when, in fact, actual performance is poor. Memory is also harmfully affected. Emotional

problems and mood swings also may result. The risks are known to be greater when there are accompanying or pre-existing organic conditions. Severe insult to the fetus of a pregnant woman who ingests or inhales mind-altering drugs is also a threatening possibility.

A description of the applicable legal sanctions for the unlawful possession or distribution of illicit drugs and alcohol and the health risks associated is available on the MiSPP website at www.missp.edu.

The Drug and Alcohol Prevention Program, consistent with the MiSPP Code of Student Conduct, prohibits the following behaviors. In the incident of these behaviors, appropriate administrative action will be taken.

1. Alcohol abuse and related behavior, including:
 - a. possession and use of an alcoholic beverage onsite or at school sponsored activities;
 - b. intoxication made manifest by boisterousness, rowdiness, lewd, obscene, or indecent appearance, conduct or expression;
 - c. language which is profane, lewd, or in general unbecoming a graduate student or MiSPP employee.

2. Drug abuse and related behavior, including:
 - a. use or possession of drugs, without valid medical prescriptions; or manufacture, sale, or distribution of any controlled substance or mood altering chemical;
 - b. altered behavior made manifest through rowdiness, obscene or disorderly conduct, indecent appearance, conduct, expression, or otherwise impaired functioning;
 - c. language which is profane, lewd, or in general unbecoming of a graduate student or employee.

Violations of this policy will result in a student being referred to the vice president for action.

Should a student be found to have used alcohol or drugs on school property, the sanction will result in one or more of the following:

1. Written reprimand
2. Probation
3. Suspension
4. Dismissal
5. Recommendation for inpatient or outpatient therapy appropriate to the issue involved. If this course of action is recommended, then the vice president will establish guidelines for reentering a MiSPP program at the time that reentry is requested. A letter from the attending physician or psychologist verifying resolution of the problem must accompany the student request for

reentry. Participation in drug or alcohol rehabilitation programs may also be required.

6. Filing of a report of violations to city, state, or federal authorities, where appropriate, for prosecution and legal action. In such cases, the individual in question may face fines, imprisonment or both following prosecution and determination of guilt.

Right of Appeal

Students shall have the right to appeal based on the Student Appeal Procedure.

The Drug and Alcohol Prevention Program of the MiSPP will be reviewed on a biennial basis to determine its effectiveness and to ensure that disciplinary sanctions are consistently enforced.

STUDENT GRIEVANCE/APPEAL PROCEDURE

The school is committed to effective resolution of student concerns. Students with concerns involving academic or non-academic decisions, policies, procedures or conduct should make an attempt to resolve the problem through discussions with the person or persons most directly involved. Students may also choose to enlist the assistance of another member of the school community to help mediate the problem.

Grievance Procedure

The **Grievance Procedure** may be used when a student believes he/she has been adversely affected by an action that results from:

- violation of a duly adopted school policy as described in official school publications;
- illegal discrimination under any federal, state, local law, or;
- unethical conduct according to professional standards.

In the absence of any of the criteria set forth above, this procedure may not be used to dispute the legitimate exercise of professional judgment by the faculty, administration or staff, including but not limited to:

- the substance of any duly adopted policy or procedure;
- the basis for student performance evaluation or grade for a course or practicum/internship or for independent academic work under the supervision of a faculty member or in the form of an Academic Development Plan;
- a decision regarding a student's academic status made by a duly designated administrative officer;

- any action taken on a previously filed grievance or outside of the time frame (30 days) in which to file a grievance.

Appeal Procedure

The **Appeal Procedure** exists to resolve concerns that students may have about the implementation of school policies. The primary objective of this appeal procedure is to ensure that student concerns are dealt with promptly and resolutions reached in a reasonable manner. This student appeal procedure will be followed except in cases where there is a specific appeal procedure that exists elsewhere and governs a specific policy.

Basis for Appeal - Students have the right to appeal dismissal or disciplinary action decisions. In case of appeals of dismissal, students are not allowed to attend classes or school activities until an appointed committee or designated school official renders a decision to reinstate them.

The appeal process is not an opportunity for the student to have his or her case reconsidered merely because of dissatisfaction on the part of the student with the decision. Rather, all appeals must be based on one or more of the following:

- new evidence;
- evidence of improper procedure, or;
- new arguments that could not be provided at the time of the original appeal/investigation.

Extenuating circumstances that may be considered include, but are not limited to, extreme circumstances such as a catastrophic or life threatening illness or injury of the student; or injury or death of a member of the student's immediate family. Students may be required to provide documentation of extenuating circumstances.

Grievance/Appeal Process

Informal Procedure

The initial step of the student appeal procedure is for the student to first try to obtain resolution through discussions with the person(s) involved. These discussions should be held as soon as possible. If the student feels that a satisfactory solution has not been provided, the student should discuss the matter with his/her faculty advisor/supervisor. If the matter is still not resolved, the student should proceed to the formal appeal procedure.

Formal Procedure

Students presenting grievance/appeals for resolution must present them within thirty (30) calendar days of the incident prompting the appeal.

Step One - Students who wish to file a grievance or appeal for reasons stated above must submit a letter to the vice president stating the reason for the appeal, the facts surrounding the issue, the solution requested and any supporting documentation.

If, upon review, the vice president determines that the request for the grievance or appeal is clearly without merit or does not meet the requirements set forth above, the vice president will reject the appeal and inform the student in writing within thirty (30) days of receipt of the grievance/appeal letter. The decision will stand as the final decision of the school.

If the grievance/appeal meets the above stated criteria, the vice president will decide if a meeting with the student is necessary and conduct an investigation of the information set forth in the appeal. The vice president will render a written decision to the student within thirty (30) days of receipt of the appeal letter.

Step Two - If step one does not resolve the problem, the student may, within ten (10) calendar days thereafter present an appeal to the president, together with all correspondence from step one. The president will then review all material submitted and may appoint a committee to review the appeal. Investigatory meetings with the student, advisor/supervisor, and others deemed appropriate may be held, as determined by the president or the members of the appointed committee. The president or appointed committee can gather relevant data and evaluate the situation. An appointed committee will then make a recommendation to the president. The president or committee will prepare a final written decision that will be communicated within thirty (30) days of receipt of the appeal letter to the student. This decision is final.

All grievance/appeal procedures and records are confidential in nature and will be treated accordingly. Since this procedure is an institutional process, not judicial, the presence of legal counsel for any party to the grievance at any stage, including meetings or hearings, must be with mutual consent.

FINANCIAL INFORMATION

FEES

A list of current fees is available on the website at www.mispp.edu. Tuition and fees are subject to change without notice. Outstanding tuition and fees may result in a hold being placed on a student's record until paid in full.

REFUND POLICY

Tuition and fees must be paid in full by the designated due date prior to each semester. In the circumstance of a withdrawal from classes, a refund of tuition is granted according to the following schedule; fees are not refundable:

1st day of semester	100%
Within 5 days	80%
Within 7 days	60%
Within 14 days	40%
After day 14	0%

ADDITIONAL EXPENDITURES

Students attending MiSPP may incur additional expenses during their studies, such as textbooks, required software, transcription/editing and photocopying. In addition, students may be charged a fee for computerized literature searches depending on the library chosen for this service. A student may be referred to a writing skills tutor, who may charge an additional fee. Supervision fees may also be incurred. All graduating students are required to have their master's thesis project or doctoral dissertation edited by a professional editor to ensure professional standards and uniform quality. Fees for this service vary. Candidates for the PsyD degree must supply the school with a bound copy of the dissertation. Students bear the cost of binding. Consult the library staff for fee amount.

FINANCIAL AID

All students attending MiSPP are encouraged to apply for financial aid. Although financial aid for graduate students is primarily in the form of loans, grants and scholarships may also be available.

Student loans at MiSPP are borrower initiated in which the student files a FAFSA and then completes an on-line loan application with the lender of their choice. MiSPP utilizes Great Lakes Educational Loan Services, Inc., Sallie Mae, Access Group and Nelnet service providers with a choice of lenders and borrower benefits. All students are encouraged to complete their FAFSA each year by March 1st to become eligible for the Michigan Tuition Grant regardless of whether they intend to secure loans to finance their education. Refer to the financial aid section of the website under Admissions, Financial Aid at www.mispp.edu for additional information.

Federal Family Education Loan Program (FFELP)

Loans are available to students from banks, credit unions, or other lenders. To receive a Subsidized Stafford Loan, the student must demonstrate financial need. Subsidized loans are exempt from interest accrual until six months after the student ceases attending on at least a half-time basis. The Unsubsidized Stafford Loan has the same terms as the Subsidized Stafford Loan, except the borrower is responsible for interest that accrues while in school and is not need based. Interest rates are fixed for Stafford loans at 6.8% and 8.5% for Grad Plus for the 2008-2009 academic year. Rates are adjusted July 1st of each year for loans in the Federal Family Educational Loan (Stafford & Grad Plus) program.

Other loans are also available. Visit the Financial Aid section online at www.mispp.edu for additional information.

Grants and Scholarships

The Michigan Tuition Grant (MTG) is based on the availability of funds given to MiSPP for disbursement. Individual awards are determined by the state of Michigan based on need as documented on the FAFSA. Priority is given to those who file prior to March 1st. These funds do not arrive prior to the tuition due dates. Payment of full tuition for each semester is due, as scheduled, without including MTG funds. A limited number of MiSPP scholarships are also available. For additional information, contact the Financial Aid Office.

Satisfactory Academic Progress for Financial Aid

Students who receive federally funded student aid must maintain Satisfactory Academic Progress. This is defined as successful completion of 67% of the coursework, registered for in any given semester, as outlined in the Grading System Policy. Failure to maintain

Satisfactory Academic Progress may result in cancellation of eligibility for financial aid. Academic Standing of Warning/Probation or dismissal will affect financial aid eligibility.

Students who have become ineligible for financial aid due to academic progress may appeal. Contact the financial aid administrator for the appeal process.

Enrollment Status

MiSPP offers full-time masters and doctoral programs in Humanistic and Clinical Psychology. For enrollment verification and financial aid purposes, MiSPP defines full-time as a minimum of 9 credit hours and half-time enrollment as a minimum of 5 credit hours. Students who are enrolled less than half-time are not eligible for financial aid.

Return of Title IV Funds

This policy applies to students who are eligible for Title IV funds and withdraw prior to the date that marks the 60% point of the semester (described below). This determines a student's amount of Title IV funds earned for said period. The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs, if awarded, at the Michigan School of Professional Psychology: Stafford, Grad Plus and Michigan Tuition Grant. A student's withdrawal date is the last date of recorded attendance.

The return of Title IV assistance is determined on a pro-rata basis. It is based on calendar days, including weekends (and holidays no longer than five consecutive days), up to the 60% point in the semester. When students withdraw from classes prior to the 60% point, the Title IV financial aid must be returned to the lender on a pro-rated basis according to the last date of attendance. After the 60% point Title IV assistance is viewed as 100% earned. A copy of the worksheet used for this calculation can be requested from the financial aid office.

In accordance with federal regulations, Title IV Funds returned to the lender shall include Unsubsidized and Subsidized Stafford loans, Grad Plus and Michigan Tuition Grants. The student is responsible for returning, to MiSPP, any Title IV funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

The Michigan School of Professional Psychology is responsible for providing each student with the information given in this policy, identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for said students.

The policy listed supersedes those published previously and is subject to change at any time.

After calculating return of Title IV loans, a balance may exist on account. The guidelines of the Title IV Student Assistance General Provisions also allow an institution to assess a reasonable administrative fee not to exceed the lesser of five percent of the tuition, fees, and other charges assessed the student, or \$100, whichever is the lesser amount. Student must pay any balance due within 60 days of the notice that is provided upon withdrawal and also must complete exit counseling. Refer to the Refund Policy for tuition refund percentages.

Veterans

MiSPP is approved for the education of veterans under all applicable public laws relating to veterans training. These laws provide for educational funding for veterans. They also require strict reporting by MiSPP on enrollment and progress toward the degree. Veterans who do not comply with the academic standards of MiSPP must be reported to the Veterans Administration. Briefly, these standards require that academic warnings be issued when the student is making unsatisfactory academic progress and is in danger of probation or dismissal. After two consecutive warnings, the student is reported to the Veterans Administration as making unsatisfactory academic progress.

GENERAL INFORMATION

TRANSCRIPTS

Official student records, including transcripts, are privileged, confidential information and are not open to public inspection or released to a third party without the student's written consent. Therefore, transcripts must be requested in writing by the student. A transcript request form may be obtained at the office of the registrar or can be found online at http://www.mispp.edu/downloads/registrar/transcript_release.pdf. The request must be signed and accompanied by the transcript fee.

Transcripts will be released for any student who does not have financial indebtedness to MiSPP. Transcript requests are normally processed within three to five (3-5) business days. Express Mail service is available for an additional charge. MiSPP does not fax academic transcript to students, employers, or agencies under any circumstances.

Transcripts issued directly to the student will be stamped "Issued to Student" and should be considered unofficial. In accordance with the Family Educational Rights and Privacy Act (FERPA), official transcript issued to MiSPP from previously attended colleges and universities are furnished in confidence and are considered part of the student's educational record. Therefore, duplication of the student's previous official college transcripts will not be permitted.

Graduating students applying for licensure must request an official transcript to be sent to the Michigan Board of Psychology. Transcripts will be processed within thirty (30) business days following the graduation date. A Certification of Education form must accompany the transcript. All transcript/certification forms submitted for graduating students are sent in one package to the board. It is the student's responsibility to ensure that both forms have been turned in to the registrar for processing.

INTERNATIONAL STUDENTS

International students, who are attending school on an F-1 Visa, must annually provide all documentation required by SEVIS and the school to maintain ongoing enrollment. In addition, international student must maintain full-time enrollment status and good academic standing.

STUDENTS WITH DISABILITIES

It is the policy of MiSPP to offer reasonable accommodations to qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a documented disability wishes to receive accommodation in order to participate in the courses, programs, or activities offered by the school, the student may request accommodation by contacting the coordinator of

executive administration. Official required documentation from a qualified professional must accompany the request. The use of these services is voluntary and confidential.

The coordinator will work directly with the student to develop a reasonable accommodation plan. These plans will be shared with the appropriate personnel, as necessary.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 is a federal law designed to protect the privacy of education records. The Act provides students the right to inspect and review their education records; the right to seek to amend those records on the grounds that they are inaccurate or misleading; and to have some control over the disclosure of information from the records.

Education records are those records maintained by the Michigan School of Professional Psychology which are directly related to a student and are maintained by individuals acting for MiSPP. The educational records of currently enrolled and formerly enrolled students are protected under FERPA. A student has the right to file complaints with The Family Policy Compliance Office, Department of Education for failure by MiSPP to comply with FERPA.

The purpose of the Act (FERPA) is to afford students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five (45) days of the day MiSPP receives a request for access. The student should submit a request for review to the registrar who will then notify the student when the records are available for review. MiSPP education records do not include:
 - records created by MiSPP personnel that are in the sole possession of the writer and are not accessible or revealed to any other person;
 - employment records, if applicable;
 - alumni records.
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. The student should submit this request to the registrar, clearly indicating what part of the record is in question. Applicable MiSPP personnel will review the record and the student will be notified of the outcome.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Without consent would be to a school official who has a legitimate educational interest such as, when a school official needs to review an educational record in order to fulfill his/her responsibility on behalf of the MiSPP.

A school official is a person or persons contracted by MiSPP to conduct school business (e.g., auditor, attorney, faculty).

4. The right to file, with the U.S. Department of Education, a complaint concerning alleged failures by MiSPP to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202-4605

5. The right to obtain a copy of MiSPP's student policies. These policies can be found in the Academic Catalog & Student Handbook, located on the website, or in the registrar's office.
6. The right to withhold information that MiSPP considers "Directory Information" which is stated below.

At its discretion, MiSPP may provide "directory information," should that information not be considered harmful to the student or an invasion of privacy if disclosed, in accordance with the provisions of FERPA. MiSPP defines the following items as "directory information" and may permit disclosure without written consent of the student:

- Name
- Home address
- Phone numbers
- Email address
- Current or past enrollment status
- Academic program/degree
- Dates of attendance
- Degree(s) earned

Current or former students have the right to request non-disclosure of directory information only. This must be an annual written request submitted to the registrar.

FERPA authorizes disclosure of educational records without the consent of the student under the following provisions:

- to school officials with legitimate educational interest;
- to officials of other schools in which the student seeks or intends to enroll;
- to federal, state and local authorities involving an audit or evaluation of federal legal requirements for compliance with education programs;
- to Veterans Administration officials;
- to persons or organizations providing financial aid to students if the information is necessary to determine eligibility for an amount of aid, conditions of aid, or to enforce the terms and conditions of aid;

- to organizations conducting studies for or on behalf of educational agencies or institutions;
- to accrediting organizations carrying out accreditation functions;
- to parents of dependent students according to the Internal Revenue Code of 1986;
- to comply with a judicial order or lawfully issued subpoena;
- to persons in an emergency if the information is necessary to protect the health or safety of students or other persons;
- to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, the school may disclose the final results of a disciplinary proceeding conducted by the institution with respect to that alleged crime or offense;
- to interested individuals in connection with the final results of an institutional disciplinary proceeding related to an alleged crime of violence to include only the name of the student, the violation committed, and any sanction imposed by the institution, if the student was found to be in violation of rules or policies regarding such crimes;
- to the parent of a student under 21 if the institution determines that the student has committed a disciplinary violation of its drug or alcohol rules or policies or violation of any federal, state or local law.

Personally identifiable information (other than “directory information”) contained in the student’s educational record may be disclosed to third parties only with the prior written consent of the student. This written authorization must identify the individual or agency’s name and address and phone number, and specify the records to be released. The registrar will contact this designated individual.

Copies of the school’s written policy statement regarding the Family Educational Rights and Privacy Act are available from the registrar, or the school website.

THE SOLOMON AMENDMENT

The 1996 Solomon Amendment mandates that institutions receiving federal funding must fulfill requests from the armed forces for access to campus and for lists containing “student recruiting information.” The items that have been identified as “student recruiting information” are student name, address, telephone listings, email address, date and place of birth, level of education, academic major, degrees received, and the most recent previous education institution at which the student was enrolled.

The Solomon Amendment must be honored unless there is an exception that precludes the institution from providing the requested information such as a “Request to Prevent Disclosure of Directory Information” under FERPA.

STUDENT PERSONAL INFORMATION

Students are required to provide Social Security Numbers (SSN) with their admissions application, federal and state financial aid and loan programs forms, scholarship, and veterans certification forms. Upon admittance to MiSPP, students will be issued a unique student identification number that will serve as the primary student identifier in maintaining permanent academic records. Since the student identification number is a unique identifier, students should guard its security carefully. Please note that in the event a student forgets this number, it cannot be given out over the phone. A student who forgets his/her student identification number can obtain it in person or by requesting it in writing.

The collection of the SSN or Tax ID Number (TIN) is still required of MiSPP for purposes of financial aid and federal reporting. The Taxpayer Relief Act of 1997 requires postsecondary institutions to collect and use students' SSN/TIN to report tuition payments to the Internal Revenue Service (IRS) each year. The IRS can impose a \$50 penalty to students who fail to comply with MiSPP's request to provide a SSN or TIN.

STUDENT TECHNOLOGY USE GUIDELINES

Computing Technology

1. Computing resources should be used in a manner consistent with the mission and ethical standards of MiSPP. Resources are to be used in an academic and professional manner. Personal or professional use of information that is proprietary to MiSPP such as the logo, school name, or mission/vision/value statement in print or electronic format is prohibited.
2. The Wilkinson Research Center (WRC) is considered to be part of the Moustakas Johnson Library and all guidelines and rules for Library use apply.
3. Only students and employees of MiSPP may use the WRC. Alumni may obtain special permission to use the WRC from the librarian.
4. No food or drinks are allowed in the WRC.
5. It is unethical and illegal for students to use a computer to: copy or distribute data, software, or copyrighted materials, including audio CDs, without proper authorization; alter or destroy data; obtain access to services and data; cause mischief by distributing programs or data that is intended to damage a system, deny access, or otherwise interfere with the privacy rights or copyrights of others.
6. Use of the MiSPP network, e-mail, internet or website for solicitation, fraud, personal profit, harassment or any criminal activity is prohibited.

7. Access to and viewing of potentially obscene material is prohibited.
8. Users may not install software on a MiSPP computer that MiSPP does not have a license to possess. Consult with the Information Systems Coordinator (ISC) when in doubt about shareware, free downloads, chat or IM software, etc. Users may not install or download files or software from an unknown or untrustworthy source.
9. Users may not alter any MiSPP computer system configurations or settings without approval from the ISC.
10. MiSPP information may be shared only with valid users. Users may not share passwords for online resources and databases.
11. The WRC is for academic use only. Game playing and other leisure activity are prohibited.
12. In the event that all computers in the WRC are busy, priority is to be given to students needing to do online library research or complete class assignments requiring special software. Word processing, etc. is a secondary priority. The WRC may be unavailable for use due to special presentations and events. Though effort will be made to post these closures, the ISC may close the WRC with little or no notice.
13. The WRC computers automatically reset and delete any files stored on the hard drives. Work must be saved to a disk, CD or flash drive. MiSPP is not responsible for the loss of any work saved to the WRC computers.
14. MiSPP reserves the right to investigate internet history and MiSPP provided e-mail accounts and to question appropriate usage of the computing facilities.
15. Students must supply their own media; blank CDs, etc., for data storage.
16. MiSPP is not responsible for lost or corrupted data due to equipment malfunction. It is recommended that backup copies be made of all files.
17. Paper is provided for reasonable printing. Photocopiers are available for printing of multiple copies. Printing of documents of a personal, non-school related nature or wasteful printing is prohibited.
18. MiSPP reserves the right to deny use of the WRC for any violation of the above policies and to limit and reserve availability of computers on an "as-needed" basis for classes or maintenance.

MiSPP maintains the right to deny use of computing facilities or to terminate e-mail or web services to anyone in violation of the above policies per the decision of the Information Systems Coordinator in consultation with school administrators. Technology use violations are subject to non-academic misconduct sanctions.

Email and Website

All students will receive a MiSPP email address to be used by the academic community for professional purposes and communication. This will be a primary method of communicating important information to students. All students are expected to check their email accounts regularly and will be responsible for information communicated through their MiSPP email address. This should also be the primary way of communicating with faculty. It is unethical and illegal to use email to: copy or distribute data, software, or copyrighted materials (including audio CDs) or digital audio without proper authorization; cause mischief by distributing programs, data or viruses that are intended to damage a system, deny access, or otherwise interfere with the privacy rights or copyrights of others, or to distribute email addresses to third party companies or individuals that would use them without proper authorization. It is expected that email accounts will be used responsibly. In addition, the MiSPP website (www.mispp.edu) is the source of the most current school information. Students are encouraged to check the website frequently.

Audiovisual Equipment

MiSPP maintains audio and visual equipment for use by faculty and for student presentations. A TV, VCR, DVD player, LCD projector and computer system is located in each classroom. Additionally, there is a cart with a TV-VCR and DVD player that may be used in other areas of the building. The WRC also has an LCD mounted projection system and PC for powerpoint presentations. A digital video camera is also available. To utilize any audiovisual equipment, students must contact the Information Systems Coordinator (ISC), a minimum of twenty-four (24) hours in advance. The equipment may be reserved and availability may be limited. Audiovisual equipment is subject to the "Student Technology Use Guidelines." The ISC maintains the right to restrict or prioritize use of the equipment to meet instructional needs or other school business needs. No audiovisual equipment may leave the premises.

Photocopying Equipment

The copier for student use is located in the Moustakas Johnson Library. When a student has a large volume of materials requiring duplication or handouts for classroom presentation, these materials must be copied elsewhere.

MOUSTAKAS JOHNSON LIBRARY

The Moustakas Johnson Library's mission is to offer accessible, professional and reliable services and access to a comprehensive collection of materials supporting both the MA and PsyD programs. The library provides innovative and high quality services and materials contributing to the learning, teaching, research and study of psychology.

The library functions consistently with the philosophy, policies, and guidelines set by the Michigan School of Professional Psychology (MiSPP). As an integral unit of MiSPP, the Moustakas Johnson Library is dedicated to supporting the institution's mission by:

- providing convenient access to academic information in psychology
- promoting emerging trends in information technology
- encouraging life-long learning
- consulting faculty, alumni and other professionals in the field of psychology
- supporting remote users

Although the main goal of the Moustakas Johnson Library is to provide services and programs to current students and employees, assistance is extended on a limited basis to alumni and independent researchers. Constituents are provided with a variety of topics, formats and levels of scholarship. Services are generally free, though some exceptions and restrictions may apply.

Materials and Acquisition

Materials housed are cataloged according to the Dewey Decimal Classification System. Bibliographic information about materials may be accessed through the online catalog or by visiting the library.

The library reserves the right to acquire, retain and discard any type of material necessary to conduct research including those items that may have questionable or controversial contents as held under the Intellectual Freedom Guidelines and the ALA Library Bill of Rights.

Borrowing and Loans

All current students are required to have a library account in order to check materials out from the Moustakas Johnson Library. Individuals are required to update any personal information if it changes during the enrollment period. School identification cards are issued to each student and contain an identification number. Students must provide their MiSPP ID card or student ID number and photo ID at checkout. All students should keep their student number private and protect it at all times.

Circulating materials will go out on a first come, first served basis to current MiSPP students, faculty and staff members. Borrowers may have a maximum of 20 items on their accounts, at any given time. When borrowing materials, individuals accept full

responsibility for the return of those materials in good condition and not allow others to use materials checked out under their name. Visitors may only use materials in-house, some restrictions may apply. It is the borrower's responsibility to know the due date of the materials checked out and the fine rates for returning them late.

The following outlines circulation timelines:

Books	2 weeks
Testing materials	1 week
Overnight	Next day
Non-circulating or In-house Items	4 hours in Library or WRC only
Audio-Visual	2 weeks
Testing Counters	1 hour
Reference, Course Reserves	4 hours

Priority for checking out testing materials is given to students enrolled in testing and assessment courses.

Fines and Charges

Individuals checking out materials from the Moustakas Johnson library accept full responsibility for payment of fines for overdue materials. Privileges are reinstated only after all materials have been returned and all fines have been paid in full.

If an item is lost or severely damaged, a borrower will be charged for the replacement cost of the book, plus a processing fee. Overdue fines will also be assessed if the item is late.

Any item not returned three weeks after its due date will be presumed lost. Borrowers will receive a bill for the replacement cost of the item, overdue fines, if any are pending, and a processing fee. Replacement costs on items will vary.

Borrowers who return materials thought to be missing or lost, for which they have been billed, pay only the overdue fines upon return of the item(s). Borrowers who return an item after they have paid for it will receive a refund for the replacement cost only. However, if a replacement has been ordered, no refund will be issued.

Individuals who have outstanding fines exceeding the maximum allowed or who have lost items on their accounts may have their borrowing privileges suspended. A hold will be placed on the student's academic record until fees/fines are paid.

Hold/Reserves

Borrowers may stop by the circulation desk to make a request for a hold or can utilize the online catalog. Students must type the letter p before the student number (p00000). When placing holds by phone or e-mail, the student number must accompany the request. Individuals returning any item to the library cannot renew it if there is a request pending. Holds will not be placed on items marked course reserves, reference books, or overnights or other non-circulating items. Individuals will be notified when an item on hold is available. Held materials must be picked up at the circulation desk.

Interlibrary Borrowing/Lending and Copyright

In requesting materials from other libraries, the library may request a single copy of an article or brief excerpts from a book, so long as the request complies with the copyright laws.

Copyright Information

Copyrighted materials used by MiSPP and its patrons are for the purpose of learning, study and research only. MiSPP will adhere to all guidelines for compliance with copyright law. The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproduction of copyrighted materials.

The law states: “under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be used for any purpose other than private study, scholarship or research. If a user makes a request for, or later used, a photocopy or reproduction for purposes in excess of “fair use”, that user may be liable for copyright infringement.”

MiSPP reserves the right to refuse a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law. Other stipulations apply. More information on copyright is available at the circulation desk in the “Copyright Information for Students” handout.

Library Code of Conduct

Noise levels will be maintained at the absolute minimum possible, since it is a quiet study and research area.

Cell phones must be on vibrate or silent mode and students must leave the library to answer.

No food or drinks are allowed in the library.

The library staff will not be held responsible for personal items left behind or missing.

PHYSICAL INJURY

If a student sustains physical injury while on campus, faculty or staff must be notified immediately so that appropriate action can be taken. An incident report must be completed within 24 hours of the incident. Forms are available from any staff member.

SCHOOL CLOSING

Students are requested to monitor the MiSPP website for school closings. This information will also be listed with local media such as WWJ AM 950 or on television at FOX Channel 2. When MiSPP closes on a class day, classes may be made up. Students are responsible to fulfill assignments for missed classes. Instructors will make every effort to incorporate missed material in subsequent classes.

MAILBOXES

All student mailboxes are limited to use by the academic community for professional purposes. Students must check mailboxes regularly. No advertising or solicitation may be placed in mailboxes or on the student bulletin board without prior approval of a student's faculty supervisor or MiSPP staff member.

LOCKERS

If a student chooses to use a locker, that student may select any available locker and must bring a combination lock to secure its contents. Lockers may not be shared. MiSPP is not responsible for items placed (or left) in lockers.

FOOD/DRINK

All food and beverages are limited to the Atrium. Microwaves and refrigerators are available for use in the student kitchen area. The kitchen and atrium shall be kept clean by students after use. Any dirty dishes must be washed after use, and trash disposed of in available trash cans.

COMMUNICATION

While on campus, students should check their personal mailbox and email daily. Students should also read the information on the bulletin board located in the student kitchen area. This area is for communication from faculty and staff to promote connection with each other and post jobs, workshops, seminars, and other relevant announcements.

TELEPHONES

Cell phones in class must be on vibrate only and used only during non-class hours in the Atrium. Use of cell phones to send/receive text messages or for other non-course related purposes during class is prohibited. Respect for others is requested when using cell phones.

SMOKING

MiSPP maintains a smoke-free environment inside and outdoors.

VISITORS POLICY

Visitors, including children, are not permitted to attend classes or meetings at any time. Children may not be in the library or left unattended by their parent in the building at any time.

ALUMNI ASSOCIATION

The Alumni Association has been established to strengthen the relationship between MiSPP and former students; to provide social opportunities for interested Alumni to come together in the spirit of continuing involvement with the values and mission of MiSPP; to generate avenues of further professional growth and development for graduates; to participate in fund-raising and recruitment activities in cooperation with the Administration and Board of Trustees.

Any student who has graduated from the Michigan School of Professional Psychology, or who graduated under the school name of the Merrill-Palmer Institute or the Center for Humanistic Studies Graduate School meets the requirements for membership in the MiSPP Alumni Association.

GRADUATE COUNCIL

Graduate council serves a point of communication for student concerns, suggestions and questions. The graduate council membership is comprised of representatives from each program and each class where possible. Students select the class representatives. Regular meetings are scheduled. The administration may seek feedback from the graduate council on students' viewpoint. Other activities include annual events and maintaining the Snack Garden.