michigan school
of psychology

power
to grow

2025-2026

Academic Catalog

Revised 2/25/2026

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Overview

Introduction

The Catalog of the Michigan School of Psychology (MSP) outlines academic and administrative policies, regulations, and procedures that provide a framework for student learning and engagement. Its contents serve to guide prospective and current students, and it is each student's responsibility to become familiar with the information contained in the catalog.

The educational process of MSP 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 professional and personal development.

The atmosphere of MSP is characterized by openness in communication, by caring and respectful relationships between students and faculty, and by a supportive and trusting climate.

Students are expected to adhere to all academic requirements posted in the Catalog for their year of entry or the year of re-admissions. This catalog is effective as of fall semester 2025, and all data reflects information as it was available at the publication date. Every effort is made to ensure the accuracy of the information at the time of publication; however, MSP reserves the right to revise any content contained in this publication at its discretion and make reasonable changes in requirements as approved by official MSP action. MSP also reserves the right to change, add, or withdraw courses or programs without prior notification. Except in the case of error or unless otherwise noted, approved changes made to program and degree requirements become effective on the date noted in the update. Due to the possible necessity for changes, the provisions in this catalog should not be regarded as an irrevocable contract between the student and MSP.

Purpose

We believe in every person's power to grow.

We believe that all people have the unique ability to transform. Our purpose is to facilitate that change. We are passionate about helping our students draw on their inner strengths as they grow as human beings, and as psychologists who help their clients to do the same.

Vision

Healthy people, healthy relationships, and healthy communities.

We exemplify our belief in every person's power to grow by consistently evolving in response to society's challenges. Our students are preparing for careers as multi-culturally competent clinicians who will serve their communities. MSP is expanding access to quality mental health services in our community through the Michigan School Psychological Clinic, which offers low-cost mental health services to those most in need.

Mission

Educate psychologists today who will transform our world tomorrow.

We provide experiential and scholarly training in clinical psychology for students who want to make a difference. Our experienced faculty of practitioner-scholars teach psychological theory, technique and skills needed for practice. Our alumni become clinicians who help change the lives of people in community clinics, hospitals, shelters, prisons, and in private practice.

Core Values

We respect every person. Period.

We value genuine relationships.

We practice what we teach.

Diversity, Equity, and Inclusion Statement

The Michigan School of Psychology (MSP) is committed to furthering diversity, equity, inclusion, social justice, and social progress on our campus and in communities. We encourage and honor diversity of ideas, perspectives, and experiences.

The foundation of humanistic psychology is rooted in the unconditional acceptance of others. MSP's core values embody the fundamental tenets of humanistic psychology that honor the uniqueness of the human experience: *We respect every person, period. We value genuine relationships. We practice what we teach*.

We believe in every person's power to grow. Our purpose is to help students draw on their inner strengths as they grow as human beings, and as psychologists who help their clients do the same. A diverse and inclusive MSP benefits every student, the faculty, staff, and administration. We live out our vision of *healthy people, healthy relationships, and healthy communities* by bringing our culture of diversity and inclusion into the communities we serve.

MSP acknowledges the systemic racism, colonialism, and inequality inherent in the higher education system and society as a whole. Beyond this acknowledgement, there is more work to do within the institution and in our communities. We are making change through our actions. This includes developing trainings, curricula, policies, and practices that are inclusive, equitable, and anti-racist. It is the responsibility of all MSP administrators, faculty, staff, and students to foster and grow our culture of respect, empathy, diversity, equity, inclusion, social justice, and social progress. This culture is essential to fulfill our mission to *educate psychologists today who will transform our world tomorrow.*

Nondiscrimination and Harassment Policy

The MSP does not discriminate against any employee or applicant for employment, student or applicant for admission, contractors, vendors, volunteers, or visitors in hiring employees, recruiting

and admitting students, or in operating any of its educational programs and activities based upon their actual or perceived membership in one or more of the following protected classes:

- Age (40 years and over in the employment context)
- Arrest record
- Citizenship status
- Color
- Creed
- Disability
- Ethnicity
- Gender expression[1]
- Gender identity[2]
- Genetic information (including family medical history)
- Height
- Marital or Familial status
- National origin (including ancestry)
- Pregnancy or related conditions
- Race
- Religion
- Sex
- Sexual orientation[3]
- Veteran or military status
- Weight
- Or any other protected characteristic under applicable local, state, or federal law, including retaliation protections for those opposing discrimination or participating in any grievance process within MSP, with the Equal Employment Opportunity Commission, and/or other human/civil rights agency.

This Policy covers discrimination, harassment, retaliation, or other Prohibited Conduct in both employment and access to educational opportunities. Therefore, any member of the MSP community whose acts deny, deprive, unreasonably interfere with, or limit the employment or education, access, benefits, and/or opportunities of any member of the MSP community, guest, visitor, vendor, or volunteer on the basis of that person's actual or perceived protected characteristic(s), is in violation of this Policy.

The MSP will promptly and effectively address any such discrimination of which it has Knowledge/Notice, using the applicable resolution process outlined in the applicable procedures (e.g., Process A or Process B).

Accreditation

Since 1984, the Michigan School of Psychology has been accredited by The Higher Learning Commission, Member-North Central Association. The Record of Status and Scope and the MSP

[1] Complaints of Harassment or Discrimination on the basis of this Protected Characteristic are addressed exclusively as Process B complaints, outside of Title IX.
[2] Complaints of Harassment or Discrimination on the basis of this Protected Characteristic are addressed exclusively as Process B complaints, outside of Title IX.
[3] Complaints of Harassment or Discrimination on the basis of this Protected Characteristic are addressed exclusively as Process B complaints, outside of Title IX.

Degree Granting Charter can be reviewed in the Director of Student Services/Registrar's Office, by appointment.

The Michigan School of Psychology is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.

MSP's doctoral program in clinical psychology is accredited by the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
p: (202) 336-5979
e: apaaccred@apa.org
w: www.accreditation.apa.org

Statement on Ethics

The Michigan School of Psychology adopts, by reference, the Ethical Principles of Psychologists and Code of Conduct, American Psychological Association.

The Learning Community

The educational model of the Michigan School of Psychology (MSP) is based upon a philosophy of person-centered teaching-learning. Within this environment, the uniqueness of each individual is recognized and respected. As faculty, staff, and students fulfill the mission and purposes of education, and training at MSP, they are guided by the ethical principles established by the American Psychological Association. Rights and responsibilities include:

Members of a person-centered learning community, have the right:

- To be treated as individuals.
- To be listened to and accepted.
- To have ideas and accomplishments acknowledged and respected.
- To be treated fairly and with positive regard by all members of the community.

Members of a person-centered learning community, have the responsibility:

- To respect one another's cultural, intellectual, personal and professional differences.
- To refrain from harassment or discrimination.
- To properly honor the intellectual and artistic work of others.
- 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.
- To avoid conflicts of interest and multiple relationships which compromise the educational process or harm individuals.

Members of a person-centered learning community are challenged:

- To learn from one another's 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 contribute to the formation and facilitation of relationships which enhance a sense of community.

Social Responsibility

Students and faculty at MSP 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. In coursework and clinical placements, students identify and seek to remediate social issues that adversely impact well-being. While pursuing research and other 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 focus 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 and faculty at MSP 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, MSP faculty and students adhere to the APA Ethical Principles of Psychologists: http://www.apa.org/ethics/code/index.aspx.

Student Scholarship

Utilizing the practitioner-scholar training model, the academic programs emphasize the importance of scholarship in clinical practice. Faculty foster a climate that supports and encourages student scholarly activities. The academic programs provide coursework in research methodologies. Students design and conduct various research projects. Doctor of Psychology (PsyD) students complete a dissertation as a requirement for graduation.

Students are encouraged to present their research findings at professional conferences, to publish in professional journals, and become members of professional organizations. By supporting student scholarship activities, the school aims to instill the pursuit of scholarship as a lifelong commitment.

Funding for student scholarship activities may be available, upon approval by the Vice President of Academics, to support expenses associated with presentations and conferences.

Library

The Moustakas Johnson Library supports the academic, research, and clinical needs of the MSP community through its highly specialized resources and individualized services. The library supports students throughout their academic journey as they develop their knowledge and practice in psychological theory, research, and experiences both in and out of the classroom.

The library collection is specifically curated to support the study of clinical and humanistic psychology and is comprised of numerous scholarly databases, books, ebooks, DVDs, streaming videos, and psychological testing kits. It also strives to be inclusive of a variety of diverse experiences, perspectives, and cultures. The great majority of library materials are available electronically and can be accessed 24 hours a day via the library website: https://msp.edu/library/. The library website provides a wealth of information for students, including instructional videos, guidance on available services, accessing and using specific collections, and scholarship skill building.

On campus, students can also access the library's physical collection of books, dissertations, psychological testing kits, and laptops, in addition to the electronic resources. Policies related to accessing and borrowing of library materials are posted on the library website. The library's interlibrary loan (ILL) service is used to obtain articles, books, and other materials not available at the library. This service allows library staff to locate materials at other libraries and borrow them on behalf of MSP users.

Librarians offer individual consultations to students on searching, assessing, and citing sources for course papers, dissertations, and research projects. These are offered both in person and virtually. Library and IT staff are also available for assistance during most building hours of operation for troubleshooting printing, software, and other technology-related issues.

Librarians also provide integrated instruction within the curriculum, teaching students to locate, evaluate, synthesize, and appropriately use information resources. The scaffolded information literacy instruction program is designed to increase research competencies throughout a student's time at MSP and to build the skills of information literacy that will serve students throughout their careers.

More detailed information about the library and its services, policies, and facilities can be found on the library website.

Copyright

MSP is committed to respecting the rights of copyright holders and complying with United States Copyright Act of 1976 (Title 17, United States Code), Digital Millennium Copyright Act (DMCA), and other related acts. Members of the MSP community are expected to adhere to the laws set forth in

these acts in regard to the proper use of copyrighted materials. See the copyright section of the library's web page for more information.

Copyright Infringement

Violating one or more of the exclusive rights conferred upon a copyright owner without that owner's permission constitutes copyright infringement under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include reproducing or distributing a copyrighted work as well as downloading or uploading substantial parts of a copyrighted work without permission. Copyright infringement violates the US Copyright Act and MSP policy. MSP community members may not send, receive, upload, or download copyrighted materials, including proprietary, confidential, trade secret, financial, or account information of MSP, except with administrative approval.

MSP community members who violate copyright law may be subject to disciplinary action through the school as well as federal civil and criminal penalties. Penalties may apply even when an individual is not aware that their actions constitute copyright infringement.

Violation of copyright law is an academic offense that will be referred to MSP administration for review, investigation, and adjudication. See the Academic Integrity and Code of Conduct Academic Offenses sections. Federal civil and criminal penalties are determined through a process of litigation. For more information, see https://www.copyright.gov/what-is-copyright/, the library web page on Copyright, or Title 17, United States Code, Sections 504, 505.8

Master of Arts in Clinical Psychology (MA)

The Master of Arts (MA) program follows the practitioner-scholar model in which academic knowledge and scientific research from the classroom are applied in clinical and professional experience. Competency areas of focus are: Relationship, Assessment, Intervention, Diversity, Professional Development, and Research/Scholarship. Program faculty have responsibility for the integrity of the academic program. Faculty continually assess and enhance the program's content and requirements to meet the needs of the field of psychology.

Students have the option of enrolling in day and/or evening classes. Enrollment as a full-time student allows program completion of the MA degree in three consecutive semesters, otherwise, depending on the specific combination of day and/or evening classes, program lengths can vary. Forty-eight credit hours are required to complete the degree.

Program Aims

- Students achieve an understanding of their personal and professional responsibilities as practitioner-scholars.
- Students acquire the knowledge and skills to qualify as licensed clinicians in areas of assessment, intervention, and treatment outcomes.
- Students acquire knowledge of multiple psychological orientations with an emphasis in humanistic, existential, and phenomenological psychology and psychotherapy.
- Students acquire the skill to analyze and evaluate psychological research and determine applicability to clinical practice.
- Students achieve an understanding of and respect for the cultural and individual differences necessary to become culturally responsive therapists.

Many aspects of the educational process are based on experiential learning and self-exploration. Students participate in courses, group processes, and other related activities that require self-exploration, dialogue, and expression of personal information. In addition, courses, clinical supervision, or other program-related activities may require classroom presentations and/or written assignments that involve the communication of personal information.

Admission Requirements

The Admissions Committee is looking for a candidate's demonstration of exceptional ability in professional background or training. Applicant credentials are evaluated as a composite on the basis of all information submitted in the admission process.

The following criteria are necessary for consideration:

- bachelor's degree from an accredited institution;

- a major in psychology, social work, counseling or Program Director approved related field; and
- a preferred undergraduate GPA of 2.5 on a 4.0 scale. Applicants who do not meet the undergraduate GPA preference of 2.5 or higher may be considered by submitting a supplemental GPA appeals essay as part of the admissions application. Applicants are to submit the GPA appeals essay directly to the Admissions Coordinator for consideration.

In addition, relevant field experience in mental health service is desirable, though not required.

Applicants with a misdemeanor or felony charge will be required to complete a background check to ensure that prior criminal history will not impact future licensure.

Applicants who do not meet the undergraduate major requirement may be considered by submitting official transcripts demonstrating successful completion of Program Director approved Introduction to Psychology, Abnormal Psychology, and Developmental Psychology courses. Grades of B (3.0) or better must be earned in these three courses.

Proof of English Language Proficiency (see MSP Admissions website for qualifying proof) must be submitted by students who have completed their degree outside of the United States. Applicants with international credentials must have the equivalent to the required U.S. degree(s) and must submit an official course-by-course evaluation from an NACES approved agency.

Applicants who will be attending on an F-1 Visa must also complete all additional required documents for international students.

Applications are reviewed after receipt of all required documents. Individuals who meet all admission criteria will be invited for an interview. Upon completion of the interview, the Admissions Committee determines acceptance to the program.

Clinical Training Requirement

Enrollment in a practicum is for the entire academic year, ending on the last day of classes of the third semester. Students may not end practicum early without approval from the Director of Clinical Training and the Program Director. Students at the MSP Clinic will abide by a different site-specific schedule with alternative start and end dates that are inclusive of the full academic year. The Training Coordinators and Director of Clinical Training work with students to identify, select, and approve clinical site placement. The Practicum Handbook, located on the student resource website, provides detailed information about clinical training requirements for admitted students. General information about clinical training requirements can be found on the Clinical Training page for each individual educational program on the MSP website.

To achieve credit for practicum, the student must successfully fulfill competency requirements as reflected in evaluations, meet the minimum number of client contact hours (25% of the total hours, at least 125 hours) and total hours (500) on-site as guided by the clinical training requirements outlined in the Practicum Handbook, and meet the additional requirements of the Practicum supervision sequence (566-568) as outlined in the class syllabi.

All students receive supervision from an assigned MSP faculty member who works in collaboration with a site supervisor. Supervision of clinical work is provided weekly in Practicum Supervision class sequence (566-568) and attendance at supervisory meetings during this class time is mandatory. Faculty supervisors provide students with verbal and written feedback relevant to the development of clinical skills. Site supervisors provide similar types of feedback and also guide and oversee student case management.

MA Degree Requirements

500 Core Concepts in Humanistic and Clinical Psychology - 3 cr.
502 Multicultural Psychology – 3 cr.
503 Human Development and Behavior – 3 cr.
504 Evidence Based Theory and Intervention – 3 cr.
509 Crisis and Trauma Counseling – 3 cr.
522 Foundations of Psychopathology – 3 cr.
523 Assessment I - 3 cr.
524 Assessment II - 3 cr.
525 Existential and Phenomenological Psychology - 3 cr.
550 Professional and Scientific Ethics - 3 cr.
560 Research Foundations – 3 cr.
571 Group Process: Theory and Practice - 3 cr.
566-568 Practicum Supervision I, II, III – 6 cr.
576-578 Practicum Skills Lab I, II, III – 6 cr.

TOTAL CREDITS – 48

Example MA Full-time Course Sequence

Year One

First Semester	Second Semester	Third Semester
500 Core Concepts in Humanistic and Clinical Psychology	503 Human Development and Behavior	509 Crisis and Trauma Counseling
502 Multicultural Psychology	504 Evidence Based Theory & Intervention	524 Assessment II
522 Foundations of Psychopathology	523 Assessment I	525 Existential and Phenomenological Psychology
550 Professional and Scientific Ethics	560 Research Foundations	571 Group Process: Theory and Practice
566 Practicum Supervision I	567 Practicum Supervision II	568 Practicum Supervision III
576 Practicum Skills Lab I	577 Practicum Skills Lab II	578 Practicum Skills Lab III

Example MA Part-time Course Sequence

Year One

First Semester	Second Semester	Third Semester
500 Core Concepts in Humanistic and Clinical Psychology	522 Foundations of Psychopathology	524 Assessment II
502 Multicultural Psychology	523 Assessment I	550 Professional and Scientific Ethics

Year Two

First Semester	Second Semester	Third Semester
504 Evidence Based Theory & Intervention	509 Crisis and Trauma Counseling	503 Human Development and Behavior

571 Group Process: Theory and Practice	560 Research Foundations	525 Existential and Phenomenological Psychology
566 Practicum Supervision I	567 Practicum Supervision II	568 Practicum Supervision III
576 Practicum Skills Lab I	577 Practicum Skills Lab II	578 Practicum Skills Lab III

Students admitted to the Master of Arts program are given an academic program plan that outlines course sequencing. This academic program plan details the courses and credit hours required for the degree as well as the course sequence. Students enrolled in the one-year full-time MA program typically take 16 credits a semester. Students enrolled part-time typically take 6-10 credits a semester. Any changes to the program sheet and/or degree requirements will be communicated to the student by the Director of Student Services/Registrar's Office.

Course Descriptions

Length of Program/Time to Completion

MA students may enroll in full-time or part-time sequence of courses and practicum with 48 credit hours required for the degree. MA students have a minimum of one (1) year and a maximum of five (5) years from the first semester of enrollment in the program to complete all degree requirements. Any request to extend enrollment beyond five (5) years must be submitted to the Program Director and the President for review.

Graduation Requirements

The degree is awarded upon final audit and is based on fulfillment of all degree requirements. The posting date is the last working day of the month in which all degree requirements are fulfilled.

To complete all degree requirements, a student must have:

- An MSP cumulative grade point average of 3.00 or higher.
- Current designation of Good Academic Standing.
- Satisfactory completion of all required credit hours/courses.
- Satisfactory completion of the 500-hour practicum training requirement.

Doctor of Psychology in Clinical Psychology (PsyD)

The Michigan School of Psychology's Doctoral Clinical Psychology program aligns with the American Psychological Association's Commission on Accreditation standards for training and is currently accredited by the APA. The Doctor of Psychology in Clinical Psychology (PsyD) is a post-master's professional degree for those pursuing the highest level of practice in clinical psychology. Utilizing the practitioner-scholar model, the doctoral program provides discipline-specific knowledge, and profession-wide competencies through a rigorous curriculum, clinical training, dissertation research, and scholarship. The program, consistent with the practitioner-scholar model, also emphasizes evidence-based practice and integration across various professional-wide competencies. The program aims to provide a training experience that ensures generalist training by employing multiple theoretical approaches. The program fosters an educational environment that values cooperative and collaborative learning and promotes professional development and personal growth.

The program is informed and guided by the institutional mission to educate psychologists today who will transform our world tomorrow. Dynamic relationships and strong academic rigor foster the development of psychologists who make significant contributions to their communities and the mental health profession by delivering expert clinical services with integrity and respect for diverse populations. The doctoral program aims to prepare health services psychologists who are socially conscious in their work in a variety of settings, such as (but not limited to) community mental health, hospital-based settings, schools, and counseling centers.

Program Aims

- Students demonstrate understanding of how clinical practice is informed by psychological research.
- Students demonstrate a comprehensive knowledge base in the scientific foundations of psychology.
- Students demonstrate the necessary knowledge and skills to become competent clinicians who integrate contemporary theories and research findings with client-centered practice.
- Students demonstrate understanding of how cultural factors and individual differences influence all professional activities.
- Students demonstrate professional values, attitudes, and behaviors consistent with APA standards of professional ethics and behavior for health service psychologists in all activities, roles, and communications.

Professional development and personal growth are integral to the degree programs at MSP, and many aspects of the educational process are based on experiential learning and self-exploration. Students participate in courses, group processes, and other related activities that require self-exploration, dialogue and expression of personal information. In addition, courses, clinical supervision, or other program-related activities may require classroom presentations and/or written assignments that involve the communication of personal information. Doctoral program faculty

have responsibility for the integrity of the academic program. Faculty continually assess and enhance the program's content and requirements to meet the needs of the field of psychology.

Admission Requirements

MSP seeks to admit individuals who are clinically minded, possess a mature focus, display strong interpersonal skills, demonstrate critical thinking, and who have the goal of becoming a practicing clinician. Well-rounded individuals with proven academic success, professionalism, and an understanding of the field are encouraged to apply. The Admissions Committee comprised, at the minimum, of the PsyD Core Faculty and the Coordinator of Admissions, seeks candidates who demonstrate exceptional ability in professional background or training. Applicant credentials are evaluated as a composite on the basis of all information submitted in the admission process.

The following criteria are necessary for consideration:

- a bachelor's degree from an accredited institution with a preferred GPA of 2.5 or higher based on a 4.0 scale;
- a master's degree in psychology, social work or counseling from an accredited institution with a preferred GPA of 3.25 or higher based on a 4.0 scale;
- graduate-level practicum;

Proof of English Language Proficiency (see MSP Admissions website for qualifying proof) must be submitted by students who have completed their degree outside of the United States. Applicants with international credentials must have the equivalent to the required U.S. degree(s) and must submit an official course-by-course evaluation from an NACES approved agency.

Applicants who do not meet the undergraduate GPA preference of 2.5 or higher or the graduate GPA preference of 3.25 or higher may be considered by submitting a supplemental GPA appeals essay as part of the admissions application. Applicants are to submit the GPA appeals essay directly to the Admissions Coordinator for consideration.

Applicants who will be attending on an F-1 Visa must also complete all additional required documents for international students.

Applications are reviewed after receipt of all required documents. The Admissions Committee reviews the applications of individuals who meet all admission criteria and determines those applicants selected for interviews. Upon completion of the PsyD interviews, the Admissions Committee determines the candidates accepted to the program.

Length of Program/Time to Completion

PsyD students enroll full-time in a four- to five-year sequence of courses, practicum and internship, research and dissertation, with 138 credit hours required for the degree. 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. Any request to extend enrollment beyond seven (7) years must be submitted to the Vice President of Academics for review.

Clinical Training Requirement

The PsyD program is a post-master's program. Clinical training includes practicum placements in the second and third years followed by full-time internship completed in the fourth or fifth year of the program. Preparation for internship is an ongoing process throughout the doctoral program with information provided in a manner that is graduated and tailored to the needs of students in each year of the program to guide their planning. In the third year of the program, the Director of Clinical Training leads an Internship Readiness course (PSYC 690) with other doctoral faculty that provides intensive support for students in preparing and applying for internship.

Enrollment in practicum or internship is for the entire academic year, ending the last day of classes of the third semester. Students may not end practicum early without approval from the Director of Clinical Training and the Program Director. Students at the MSP Clinic will abide by a different site-specific schedule with alternative start and end dates that are inclusive of the full academic year. Students at APPIC internship sites complete a 12-month internship in accordance with the internship program's scheduled training program. Students are encouraged to limit any employment in order to allow adequate time for classes, clinical training, and dissertation.

While involved in clinical practicum or internship, students are supervised by fully licensed clinical psychologists. All practicum students receive supervision from an assigned MSP faculty member in collaboration with an on-site supervisor. Supervision of clinical work is provided weekly and attendance at supervisory meetings is mandatory. Faculty supervisors provide students with verbal and written feedback relevant to the development of clinical skills. On-site supervisors provide similar types of feedback and also guide and oversee student case management. Students at APPIC internship sites receive supervision from multiple site supervisors throughout the internship year. Students at non-APPIC, local internship sites are supervised by both an assigned MSP faculty member and an on-site supervisor.

Practicum/Internship Requirements

Students complete a minimum of 800 hours of practicum training in the second year of the program (Practicum I) and 800 hours in the third year (Practicum II). For both Practicum I and II, a minimum of 50% of the total practicum hours are required to be in service-related activities. These are defined as: treatment/intervention, assessment, interviews, report writing, case presentations, and case consultation. Of those service-related activities a *minimum* of 25% of the total practicum hours (200 hours for Practicum I and 200 hours for Practicum II) shall be devoted to face-to-face patient/client contact. The Training Coordinator and Director of Clinical Training guide students through the match and application process for practicum placement.

Students must demonstrate competency in multiple clinical domains through a Clinical Competency Evaluation (CCE) process that spans the first two years of the academic program. Students' performance on the CCE determines their readiness to begin advanced clinical training. Students who do not initially demonstrate competency on the CCE are required to complete a remediation process that is tailored to strengthen their knowledge and skills in any areas of

weakness identified. Successful completion of the CCE is required to apply for internship. The PsyD Clinical Training Handbook, located on the Student Resource website under Clinical Training, provides additional information on the requirements of the CCE.

A total of 2,000 internship hours are required for the PsyD degree. Students are required to participate in the national internship match facilitated by the Association of Psychology Postdoctoral Internship Center (APPIC) (See http://www.appic.org/ for further information). Students are encouraged to obtain internship training at APA-accredited internship sites. Students may also pursue internship training at pre-approved sites that are members of APPIC but are not APA-accredited. Students must meet the MSP internship application requirements for their cohort as presented during APPIC informational meetings and the Internship Readiness course (PSYC 690). To be eligible to apply for internship, students must have completed required coursework, successfully met competency requirements through the CCE, and successfully proposed their dissertation.

Students who do not match to an APPIC site in their first year of application will be required to extend their academic program by a year, re-take PSYC 690 Internship Readiness (regardless of previously earned grade in PSYC 690), and reapply through the APPIC Match process the following year. The Director of Clinical Training will work closely with these students to develop a plan for this additional year to strengthen the student's preparation and optimize the student's likelihood of matching in the following year.

In exceptional circumstances, if a student does not match to an APPIC site after meeting the MSP application requirements for two years, the student will be permitted to pursue a local, non-APPIC site that has been approved by the Director of Clinical Training. Students who are completing internship training at non-APPIC sites will be subject to additional requirements, including ensuring that at least 25% of their total hours (500) are comprised of direct client contact and attending one hour of individual supervision by a faculty supervisor every week.

To achieve credit for practicum, the student must fulfill competency requirements reflected in evaluations and meet the minimum number of client contact hours and total hours per semester as outlined in the PsyD Clinical Training Handbook.

To achieve credit for internship, the student must successfully meet all the requirements of their APPIC internship and provide documentation to the Clinical Training Department that shows evidence of the completion of 2,000 hours as verified by a representative of the training site. Students who are at non-APPIC internship sites must fulfill competency requirements reflected in MSP evaluations, meet the minimum number of client contact hours and total hours on-site per semester, and complete the other internship requirements as outlined in the PsyD Clinical Training Handbook.

The PsyD Clinical Training Handbook, located on the Student Resource website, provides detailed requirements for clinical training throughout the doctoral program. General information about clinical training requirements can be found on the Clinical Training page for each individual educational program on the MSP website.

Dissertation

The dissertation process begins as the student advances through research coursework, dissertation planning and doctoral committee selection. MSP students must follow APA guidelines for research involving human participants. All dissertation research must gain Institutional Review Board (IRB) approval prior to implementation of the study. The doctoral committee approves the research design and methodology. See the Dissertation Manual for more detailed information, located on the Student Resource website.

Full-Time Residence Requirement

At the Michigan School of Psychology, full-time residence is required for three full-time academic years (or the equivalent thereof) while students are enrolled in classroom instruction. Per APA requirements, full-time residence means that students must attend class on campus. Students may live in-state or out-of-state as long as they are able to meet this requirement. Students are charged the same tuition rate regardless of living location.

PsyD Degree Requirements

600 History and Systems of Psychology - 3 cr.
604A Identity Formation - 2 cr.
608 Social Bases of Behavior - 3 cr.
613 Child and Adolescent Psychotherapy - 2 cr.
615 Psychopathology and Personality Change - 3 cr.
620 Cognitive and Affective Bases of Behavior - 3 cr.
621 Statistics - 3 cr.
624 Psychometrics - 3 cr.
627 Advanced Intelligence and Achievement Testing – 3 cr.
629A Cognitive and Personality Assessment – 3 cr.
629B Advanced Cognitive and Personality Assessment – 3 cr.
630 Multicultural Psychology and Social Justice – 3 cr.
631 Evidence-Based Practice in Clinical Psychology - 3 cr.
634 Biological Bases of Behavior - 3 cr.
638 Ethics in Professional Psychology - 3 cr.
645 Lifespan Development - 3 cr.
646 Theories of Psychotherapy - 3 cr.
651 Qualitative Research - 3 cr.
652 Dissertation Preparation I: Planning - 3 cr.
653 Dissertation Preparation II: Preliminary Research Applications - 3 cr.
656 Psychological Theory: Psychodynamic – 3 cr.
658 Psychological Theory: Cognitive Behavioral – 3 cr.
663 Existential and Humanistic Psychology – 3 cr.
664 Quantitative Research - 3 cr.
665 Supervision in Psychology – 2 cr.

666 Consultation in Psychology – 2 cr.
684 Clinical Health Psychology – 3 cr.
685 Psychology of Trauma – 3 cr.
686 Human Sexuality: Clinical Application – 3 cr.
690 Internship Readiness – 1 cr.
715-717 Practicum I – 9 cr.
718-720 Practicum II – 9 cr.
816-818 Internship - 18 cr.
820-822 Dissertation - 18 cr.

TOTAL CREDITS 138

Example PsyD Course Sequence

Year One

First Semester	Second Semester	Third Semester
615 Psychopathology and Personality Change	624 Psychometrics	604A Identity Formation
621 Statistics	629A Cognitive and Personality Assessment	629 B Advanced Cognitive and Personality Assessment
638 Ethics in Professional Psychology	646 Theories of Psychotherapy	652 Dissertation Preparation I: Planning
627 Advanced Intelligence and Achievement Testing	664 Quantitative Research	651 Qualitative Research

Year Two

First Semester	Second Semester	Third Semester
608 Social Bases of Behavior	631 Evidence Based	630 Multicultural Psychology and Social Justice
620 Cognitive and Affective Bases of Behavior	634 Biological Bases of Behavior	658 Psychological Theory: Cognitive Behavioral
645 Lifespan Development	716 Practicum I	685 Psychology of Trauma
653 Dissertation Preparation II: Preliminary Research Applications		717 Practicum I
715 Practicum I		

Year Three

First Semester	Second Semester	Third Semester
656 Psychological Theory: Psychodynamic	613 Child and Adolescent Psychotherapy	600 History and Systems of Psychology
663 Existential and Humanistic Psychology	686 Human Sexuality: Clinical Application	665 Supervision in Psychology
684 Clinical Health Psychology	719 Practicum II	666 Consultation in Psychology
690 Internship Readiness		720 Practicum II
718 Practicum II		

Course prerequisites apply, see Director of Student Services/Registrar for additional information. Course offerings and sequence are subject to change.

Year Four-Five

- Students must complete the 2000-hour internship requirement during this time period.
- Students must complete the dissertation (PSYC 820-822) during this time period simultaneously with internship or either before or following internship according to the student's program plan.

Course Descriptions

Graduation Requirements

At the time the student's dissertation research is approved by the Institutional Review Board, the student is considered a PsyD candidate.

The PsyD degree is awarded upon final audit and is based on fulfillment of all degree requirements. The posting date is the last working day of the month in which all degree requirements are fulfilled.

To complete all degree requirements, a student must have:

- An MSP cumulative grade point average of 3.00 or higher.
- Current designation of Good Academic Standing.
- Satisfactory completion of all required credit hours/courses.
- Satisfactory completion of 1,800 hours of practicum.

- Satisfactory completion of the Clinical Competency Evaluation.
- Satisfactory completion of a 2,000-hour internship.
- Successful completion of a dissertation.

Program Policies for All Programs

Graduation

The graduation ceremony is scheduled annually at the end of the third semester. All students who have completed all coursework and (if applicable) defended their dissertation by the last day of the third semester may participate in the commencement ceremony. MA students who have a regularly scheduled practicum that ends in August may participate in the commencement ceremony if they are in good academic standing and are on track to complete their practicum in August. Doctoral students who are on internship with a completion date after the graduation ceremony may participate in the commencement ceremony if they are in good standing and on track to complete their internship by the scheduled completion date. Students must submit a graduation application by the deadline set by the Director of Student Services/Registrar in order to be eligible to participate in commencement and/or to ensure timely degree/certificate conferral.

Guest Student Status

Individuals who desire to enroll as a guest student (non-degree seeking) must submit a guest application to the Registrar's Office. Guest applicants will be required to submit transcripts showing proof of degree completion appropriate for the level of course they are requesting for enrollment. Guest students will be required to meet all MSP course prerequisites. The guest student is responsible for determining whether the home institution will accept the course and credits earned at MSP, if applicable. The Vice President will review the request and reserves the right to deny guest status and/or to limit the number of courses taken as a guest student. Regular tuition rates apply.

Readmission to MSP

Students whose records have been inactivated due to student-initiated withdrawal, academic dismissal due to GPA requirements, or registration/enrollment inactivity of three consecutive semesters or more must apply for readmission to their academic program in order to return as an MSP student. The process for requests for reinstatement after disciplinary suspension can be found in the Student Code of Conduct.

Any student requesting readmission following a dismissal for non-disciplinary reasons must begin the process by submitting a written request, addressing the circumstances leading to the dismissal and any changes that have occurred to warrant a successful return to academic study. This letter must be submitted to the Office of the Director of Student Services/Registrar for initial review. If approved for review the application for readmission will be considered as detailed below.

Applicants for readmission must submit an updated application, resume and any other requested documents. The applications for readmission will be reviewed by the Director of Student

Services/Registrar and appropriate Program Director based on current admission criteria and degree requirements as established by the academic program. Length of time since attending, prior academic standing, and amount of credits previously completed will be considered in determining approval of readmission or the requirement to participate in the interview/new student application process. An individual meeting with the appropriate Program Director is required for any request for return after an academic dismissal.

All holds (financial, academic, etc.) must be resolved prior to seeking readmission. Contact the Director of Student Services/Registrar at 248-476-1122 to determine if there are any holds on the student record.

Satisfactory Academic Progress (SAP) for Financial Aid is based on prior academic standing, to include grades, cumulative progress, and GPA. This determines federal financial aid eligibility. If offered readmission, the SAP status will be the same as when previously enrolled. Individuals whose financial aid was previously suspended may be eligible for financial aid upon return to good SAP status.

Please note: SAP status does not affect the readmission application. Questions related to aid eligibility may be directed to the Office of Financial Aid at 248-476-1122.

Readmission Application Process

To begin the process of applying for readmission:

1. Contact the Director of Student Services/Registrar to discuss the readmission process.
2. Submit a letter to the Director of Student Services/Registrar requesting readmission and explaining the reasons that readmission at this time is appropriate
3. Submit the readmission application materials as requested, which may include completion and participation in the new student application process.
4. If readmitted, the semester of reentry will be dependent upon remaining courses, course scheduling, class size, and other program requirements.
5. Applications for readmission are highly encouraged to be submitted at least two months prior to the start of the semester you intend to enroll.

Enrollment Status

To maintain active enrollment status, students must be registered in at least one semester per academic year. All requests for changes to enrollment status must be approved by the Program Director and Director of Student Services/Registrar.

International students attending school on an F-1 Visa must maintain full-time enrollment status and must remain in good academic standing to comply with the requirements of the F-1 Visa.

The Michigan School of Psychology uses the following for enrollment certification and financial aid:

For the Masters and Doctoral programs at MSP, full-time enrollment for financial aid is defined as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled to complete their final degree requirements – practicum/internship only, or whose course enrollment is restricted by final degree requirements - may be considered half-time.

Transfer Credit

Acceptance of transfer credit to any program is at the discretion of the Program Director for that program. Applicants may request a review of transfer credit during the admission process or after admissions. Course descriptions, official transcripts, and syllabi from the institution attended for the transfer request must be submitted for review. It is the applicant's responsibility to submit these documents.

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

- The course content must be equivalent to the required MSP course.
- No more than nine semester credit hours may be transferred.
- Credits must be earned within five years of admissions starting year to MSP.
- Credits must have been earned from an accredited institution.
- A grade of B (3.0) or better must have been earned in the course.

Courses awarded credits under a quarter hour system will be converted to semester hours.

Academic Policies

Academic Advising

Academic advising provides communication, mentoring, and a means to assist students in attainment of their educational goals. Each student is assigned an advisor.

Credit Hour Definition

This policy provides a definition of credit hour as used at the Michigan School of Psychology and creates operational parameters for use in creating schedules and defining classroom activities. It is the policy of MSP to maintain consistency in implementation of credit hour policies that reflect definitions of the U.S. Department of Education, as well as the accrediting standards of appropriate agencies and mirrors common institutional practices.

- U.S. Department of Education policy defines a credit hour as: "an amount of student work defined by an institution, as approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education.
- Common practice defines one hour of classroom or direct faculty instruction as equivalent to a 50-minute class period.
- Common practice normally assigns a minimum of two additional hours of student work outside of the classroom for each hour of direct instruction.
- Common practice normally assumes a semester length of 15 weeks.

MSP recognizes that 50 minutes of class time each week across a 15-week semester equates to 750 minutes of instructional time or its equivalent, and that this amount of time supplemented by twice as much work outside of direct instruction is equivalent to 1 semester credit hour.

MSP recognizes that it is not necessary for direct instruction to occur across 15 weeks if the minimum minutes of instruction are received.

MSP recognizes that alternative methods of instruction may be used that create the same learning opportunities for students as a 50-minute classroom-based period and, as appropriate, supports the use of alternative approaches to supporting students and providing specific learning opportunity as long as the achievement standards are not compromised.

MSP will maintain a schedule that provides a minimum of 750 minutes of instructional time for every 1-credit awarded in any specific class.

MSP normally operates on a 12-week term. Therefore, for each credit awarded for a course, a minimum of 63 minutes of instructional time will be provided each week across the term.

MSP will maintain a 1:2 ratio in developing learning activities to be completed by students outside of schedule class time.

In creating syllabi and structuring learning activities, faculty will set expectations for in-class instructional time, as well as out-of-class activities that meet these standards.

Clinical supervision always meets for a full 60 minutes for each hour of required supervision as required by Michigan law.

Attendance and Observance of Religious Holidays

Students are expected to attend all course sessions. Absence and tardiness may negatively impact the student's grade. See course syllabus for details related to specific attendance requirements.

An absence for the observance of a religious holiday is considered an excused absence. Students must inform the faculty at least two days in advance and make arrangements for missed course content/assignments.

Academic Program and Degree Requirements

Students must follow the academic program in effect at the time of enrollment and described in the academic catalog based on the year of program entry. Should changes occur in the academic program, students may choose to update to the newest version, however, new program requirements would apply. Students must consult the Director of Student Services/Registrar for formal approval and to determine the impact on their program plan and time to completion.

Student Evaluation

Students are evaluated on the attainment of core competencies through the fulfillment of course objectives and requirements as specified in each course syllabus.
In addition to the course grade, faculty may provide qualitative feedback. Faculty may also provide feedback on the student's performance and growth via verbal or written commentary throughout the academic year. 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 behavior at MSP, at school sponsored activities, and off-site when completing clinical training requirements.

MSP Professional Behavior Expectations

The faculty at MSP has adopted the Council of Chairs of Training Councils (CCTC) model policy of The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs (March 2004).

MSP informs all students that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to:

1. establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and,

2. ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

   As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

   a. interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);

   b. self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);

   c. openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and

   d. resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of development plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably:

1. impacts the performance, development, or functioning of the student-trainee,
2. raises questions of an ethical nature,
3. represents a risk to public safety, or
4. damages the representation of psychology to the profession or public,

appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Students who fail to meet academic, clinical, or research requirements or professional behavior expectations may be dismissed from the program.

Practicum/Internship Evaluation

Through ongoing contact, all supervisors maintain collaborative relationships in guiding the students' progress during practicum or internship. Major areas of focus are based on the competency areas developed by the American Psychological Association. Profession-wide competencies include ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, and consultation and interprofessional/interdisciplinary skills.

Supervisors complete comprehensive assessments at the end of each semester. Assessments are based on the clinical competencies identified for practicum or internship.

For practicum, based on these assessments and the completion of other requirements, the faculty supervisor assigns the grade, composes the evaluation narrative, and meets with the student to review the evaluation. A grade of Credit (CR) is awarded at the end of each semester for successful completion of all requirements for that semester. If a student does not attain the appropriate number of hours as outlined in the MA Practicum or the PsyD Clinical Training Handbooks or does not make satisfactory progress towards requirements, including progress in accruing hours, a grade of "NC" may be awarded.

A grade of "NC" will affect academic standing and require a repeat of that semester's enrollment. Any hours accrued during a semester in which a student earned a grade of "NC" will not count towards required clinical training hours, unless approved by the Director of Clinical Training. Any student who receives two "NC" grades for Practicum or Internship will be dismissed from the academic program.

For students at internship, the site's Internship Training Director and MSP's Director of Clinical Training maintain contact during the internship year. The Director of Clinical Training approves the awarding of a grade of In Progress (IP) for fall and winter semesters, so long as the student is continuing to make progress on internship. At the conclusion of the student's internship, the DCT awards a grade of Credit (CR) or No Credit (NC), based upon the internships' evaluations and feedback. Previous IP grades are changed to match the final grade of CR or NC. A student

receives the same grade for all three semesters of internship. Students who successfully complete internship thus receive CR grades for all three semesters. Any student who does not successfully complete internship or who is released or who is dismissed or who withdraws from internship is awarded grades of NC for all three semesters of internship.

The PsyD Clinical Competency Evaluation

The Clinical Competency Evaluation (CCE) is completed during the second year of the doctoral program and provides students with the opportunity to integrate course material with practical training. Students are required to integrate clinical and research data using theories and methods acquired in the classroom and at practica to demonstrate knowledge of case formulation, assessment and treatment. The CCE is divided into three parts: testing and assessment, video recorded psychotherapy session, and oral presentation.

The CCE allows faculty to evaluate students' readiness for internship and ability to proceed in the program. Students must receive a score of 3.0 or above from each rater in each of the three parts described above. Failure to meet competency in the first administration of the CCE requires successful completion of remediation requirements that are tailored to address the student's specific area(s) of weakness. The requirements may include retaking a portion of the CCE. A designated faculty member and the Director of Clinical Training will oversee the completion of the student's remediation plan.

If a student does not meet competency requirements following a second administration of the CCE, the student will be required to engage in a more intensive remediation plan that will extend the student's program completion for an additional year while the student further develops the knowledge and skill areas that were deficient as identified by the CCE. The student will be required to complete a third administration of the CCE domains that were below competency standards in the second administration. Failure to meet competency requirements upon the third CCE administration results in automatic dismissal from the PsyD program. Please see the PsyD Clinical Training Handbook, located on the Student Resource website, for detailed information.

Assessment of Students

The MA faculty review the performance of all MA students during their time in the master's program. Full-time MA students will be evaluated on their academic and clinical progress, multicultural competencies, and professional behavior at the midpoint of their second semester. Part-time MA students will be evaluated on their academic progress, multicultural competencies, and professional behavior yearly, and those students in practicum will receive an evaluation on their clinical progress each semester. Students are notified, in writing, of the outcome. Assessments are inclusive of academic and clinical performance and expectations of professional behavior. For students who are identified by faculty as being at risk, this review may occur at any point.

The PsyD faculty review the performance of all students at the end of each academic year. Students are notified, in writing, of the outcome. To support student growth and progress, a mid-

year assessment is also conducted for students in the first year of the program and for those continuing students who are identified by the faculty as being at risk.

Assessment of students is inclusive of academic and clinical performance, expectations of professional behavior and research progress. If warranted, students may be placed on probation and/or an Educational Development Plan (EDP) or a Clinical Development Plan (CDP) may be implemented. Students who fail to meet academic, clinical or research requirements or professional behavior expectations may be dismissed from the program.

Additionally, at the end of each semester, student performance is reviewed informally to identify any students who may be considered at risk in an effort to expediently offer them additional supports. Based on the review, the student may be placed on a development plan or academic probation.

Marking System

Courses taken at MSP are awarded a letter grade; the four-point system (4.00) is used to compute the grade point average (GPA). A limited number of courses (noted below) are evaluated on a credit/no credit basis.

Grade	Description	Grade Point
A		4.0
A-		3.67
B+		3.33
B		3.0
B-	**	2.67
C	Unsatisfactory	2.0
F	Failure	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 and internship use only
**While a B- in a single course is considered passing, an overall GPA of 3.0 or higher is required to graduate.

Credit

A grade of “CR” (Credit) is assigned upon satisfactory completion of practicum, internship, and dissertation course work. A grade of “CR” is not used in calculating the grade point average.

No Credit

A grade of "NC" (No Credit) is assigned upon unsatisfactory performance in practicum/internship or unsatisfactory progress in dissertation courses. A grade of "NC" is not used in calculating the grade point average; however, grades of "NC" are considered unacceptable grades for the purposes of student academic progress and Financial Aid Satisfactory Academic Progress (SAP). Please see policies on Academic Standing and Financial Aid SAP for further information.

In Progress

A temporary mark of "IP" (In Progress) is given to students who are engaged in dissertation and internship. "IP" is given in dissertation or internship when a student has satisfactorily completed enough 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 in dissertation, a grade of "NC" may be awarded in any given semester.

Incomplete

An "I" (Incomplete) mark will be granted for significant life events beyond a student's control that prevent an individual from ongoing meaningful engagement in the course and therefore, requirements for a course cannot be completed in the normal time allowed. To be eligible, the student must be performing satisfactorily in the course, have attended two-thirds of the semester (example: in 12 weeks synchronous class, the student must have attended 8 of the scheduled class times), and, in the instructor's judgement, the student is able to complete the required work within one semester after the scheduled class times have ended. Situations may include significant illness or injury of the student; or injury or death of a member of the student's loved one. An "I" mark is allowed only with formal 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 an Incomplete Agreement Form with the Director of Student Services/Registrar, which states what the student must do to satisfy the course requirements, and have it approved and signed by the faculty member. Incomplete work must be finished by the date that is agreed upon between the student and faculty member which cannot extend past the end of the next semester. Courses in which the incomplete class is a prerequisite may not be taken until the incomplete is completed, unless Program Director approved.
Following completion of the course requirements, the notation of an "I" mark remains on the transcript alongside the final grade. If the coursework is not successfully completed by the end of the subsequent semester, the mark of "I" will be changed automatically to a grade of "F," which will affect academic standing.

Auditing a Course

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

- The student is currently in an academic program at MSP.
- The student is in good standing academically.
- The student shows sound rationale for the request.

- The faculty member teaching the course approves the course audit.
- The Program Director approves the course audit.

Audited courses do not apply toward fulfillment of degree requirements. No changes to registration status may occur after the semester has begun. Upon successful completion of the course, a designation of “AU” will be noted on the transcript. A designation of “AU” may not, at a later time, be changed to a grade.

Dropping a Course

Any student may drop a course(s) within the refund period, as established in the academic calendar. A course dropped within the first 14 calendar days of the semester will not be reflected on the academic record/transcript. A dropped course will be refunded as follows:

Up to and including the 1st day of semester – 100%
Within 7 calendar days of semester start (2-7 days from start of semester) – 75%
Within 14 calendar days of semester start (8-14 days from start of semester) – 50 %
After day 14 – 0% (move into withdrawal period)

At the end of the drop period (last day to receive a refund), a student may consider changes in enrollment by withdrawing from a course.

Withdrawing from a Course

Any student who wishes to withdraw from a course must submit a Withdrawal Form obtained from the Director of Student Services/Registrar. Students who withdraw will receive a mark of “W” if the request is submitted by the last date to withdraw as established in the academic calendar. Course withdrawal after that date will reflect the grade earned in the course. A course withdrawal will affect academic standing and time to completion. Financial Aid recipients should consult with the Director of Financial Aid prior to requesting a withdrawal regarding ramifications to aid status. All attempted courses appear on the transcript. A mark of "W" is considered a deficient grade and the course must be repeated; a second attempt with a grade of "C" or less, including a mark of "W" will result in dismissal according to MSP's Academic Standing Policy in the Catalog, as a withdrawn course may only be repeated once.

Repeating a Course

A mark of “W” or any grade of “C,” “F” or “NC” are considered deficient grades and must be repeated. A course may be repeated only one time to replace the deficient grade and fulfill degree or certificate requirements. Failure to successfully complete the course on the second attempt will result in dismissal according to MSP's Academic Standing Policy. Both the original and the repeated course grade will appear on the transcript; only the repeated course grade is used in

calculating the overall GPA. Students may not repeat courses that count towards degree or certificate requirements in an attempt to improve the cumulative GPA or course grade. Any repeated course requires re-enrollment and full tuition payment.

Grade Change Requests

If a student and course instructor agree on a grade change (due to calculation errors, completion of an incomplete, and so on), the course instructor should submit a Grade Change Request form to the Director of Student Services/Registrar. If the instructor who originally awarded the grade is no longer employed by MSP, any student request for a grade change must be submitted to the appropriate Program Director.

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

Appeal of a Course Grade

Only final course grades may be formally appealed. A student who believes that a "C" or lower grade is inappropriate due to the reasons stated below has the right to appeal.

Individual course grade appeals will not be accepted following the process Appeal of a Course Grade process for students who are on academic dismissal. Students appealing an academic dismissal due to GPA requirements should incorporate any information related to a specific final course grade in the Academic Dismissal appeal process.

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

The instructor has the sole responsibility for determining all grades and for assessing the quality of the academic performance of the student.

A grade can only be appealed when 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. If the grade being appealed is due to a clerical error, see the Grade Change Requests Policy.

The student must provide objective evidence demonstrating that the instructor's assessment of their academic performance on assignments, papers, exams, etc. was inaccurate as a result of prejudice or arbitrary action and the final grade was subsequently inaccurate.

Step One – Instructor

To dispute a grade, a student must present a written letter of appeal to the instructor. The appeal must clearly state the facts the student believes support their claim, and the requested outcome. This appeal must be filed within the first ten (10) business days of the start of the next semester immediately following the semester in which the grade was earned.

The instructor will meet with the student to review the student's performance with regard to course requirements stated in the syllabus and to indicate how the grade was determined. If there is a discrepancy between the course requirements, evaluation methods and the grade awarded, it is incumbent upon the instructor to do whatever is reasonable to resolve the issue. The instructor will communicate their decision, in writing, within ten (10) business days of receipt of the student's written appeal. This must be directed to the student, copied to the Program Director (or the President if the Program Director is the instructor), and placed in the student's academic file.

Step Two – Program Director

If Step One does not resolve the concern, the student may, within five (5) business days of receipt of the instructor's response, present an appeal to the Program Director (or the President if the instructor is the Program Director).

Students must present a letter of appeal with a clear statement of the grade change requested, the basis for the appeal and the facts that support the request.

Within ten (10) business days of receipt of the appeal letter, the Program Director (or President) will render a decision and communicate, in writing, to the student and copy the decision to the instructor.

If, upon review, the Program Director (or President) determines that the appeal is clearly without merit or does not meet the requirements set forth under Appeal of a Course Grade, the Program Director (or President) will deny the appeal and render a written decision to the student and instructor.

If, upon review, the Program Director (or President) determines that the appeal does have merit, the Program Director (or President) will conduct an investigation. After this investigation, the Program Director (or President) will render a written decision to the student and instructor.

The decision of the Program Director (or President) is final, and no further appeal is possible. The outcome of the grade appeal will be placed in the student's academic file.

Academic Standing

Students are required to maintain satisfactory academic progress toward the completion of their program, which includes adequate performance with respect to grades, grade point average and all other program expectations for academic performance, professional behavior, clinical skills development and research progress.

Students' academic progress is reviewed each semester and on an as-needed basis. The formal Annual Assessment process for PsyD students identifies those who may be at-risk of failure to meet program and academic expectations. Individuals who are determined by the faculty to be at-risk are placed on Academic Probation.

Students are required to maintain an overall cumulative GPA of 3.0 or above on a 4.0 scale. Grades of "C," "F," or "NC" are not counted toward completion of program requirements. Students

are considered in Good Academic Standing if they have earned a cumulative GPA of 3.0 or above, are not on Academic Probation, and do not have an active Education Development Plan or Clinical Development Plan. Students not in Good Academic Standing may return to Good Academic Standing by completing all applicable requirements.

In addition, federal regulations require that financial aid recipients make Satisfactory Academic Progress to remain eligible for financial aid.

Professional psychologists and psychotherapists 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 behavior and/or judgement, attendance, financial delinquency, emotional stability, or personal conduct is significantly detrimental to the educational goals and purposes of the institution. Please refer to the Student Code of Conduct and MSP Professional Behavior Expectations for additional information.

Academic Probation

Students are placed on Probation for either:

- receipt of any grade of "C", "F", or "NC";
- failure to meet program expectations; or
- failure to maintain the minimum cumulative GPA requirement of 3.0.

Students placed on Probation for grades must meet or correspond with the Director of Student Services/Registrar to receive an updated program sheet. Students may also receive an Educational Development Plan (EDP) or Clinical Development Plan (CDP) from their program.

Students on Probation are eligible for financial aid providing that they meet the requirement for satisfactory academic progress or successfully appeal. Satisfactory Academic Progress must be met for each subsequent semester until the student is removed from probation. If a student fails to meet satisfactory academic progress, the student becomes ineligible for financial aid. Students on Probation are considered to be making good progress if they do not receive any grades of "C" or below or "NC" until the minimum cumulative GPA of 3.0 is achieved. These students remain eligible for financial aid.

Probation is removed and students are considered back in Good Academic Standing when all applicable standards are met:

- course grade(s) of "C", "F", or "NC" are repeated and a grade of at least B- is earned;
- requirements in the Educational Development Plan (EDP) or Clinical Development Plan (CDP) are met; and
- the cumulative GPA is raised to 3.0 or above.

Academic Dismissal

Students are placed on academic dismissal for:

- Receipt of two grades of “F” or “NC” in an academic program, regardless of when earned.
- Receipt of three grades of “C” or below in a single semester.
- Receipt of any grade of “C”, “F”, or “NC” while already on Probation for a previously failed course.
- Failure to successfully pass an individual course (B- or better) with a previously earned grade of “C”, “F”, “NC”, or “W” upon second attempt. Receiving an incomplete does not instigate dismissal as long as the grade earned after the incomplete is a B- or better.
- Failure to successfully pass the Clinical Competency Evaluation after three attempts.
- Failure to meet the remediation requirements of an Educational Development Plan (EDP).
- Failure to meet the remediation requirements of a Clinical Development Plan (CDP).
- Failure to achieve an improved cumulative GPA that progresses toward the required cumulative GPA of 3.0.

Student records are reviewed by the Director of Student Services/Registrar, at the end of each semester for grade requirements. Students may be reviewed at other times on an as-needed basis. Students on a Clinical Development Plan (CDP) are reviewed at the end of each semester by the Director of Clinical Training and at other times as needed. Students on an Educational Development Plan (EDP) are reviewed at the end of each semester by the applicable Program Director and at other times as needed. Students who fail a CDP or EDP will receive notice from either the Director of Clinical Training or the appropriate Program Director and will receive a program dismissal letter from the Director of Student Services/Registrar.

Students dismissed from the institution are ineligible for financial aid.

Academic Dismissal Appeal Process

Students may only be removed from academic dismissal status upon successful appeal of the dismissal. Successful appeal of the dismissal does not remove Academic Probation. Students who successfully appeal a dismissal will not be in Good Academic Standing until they have met the requirements of their Academic Probation.

If a student is appealing an academic dismissal, the student will follow the appeal process outlined here in the Academic Dismissal section rather than the Appeal of a Course Grade policy. Information concerning any final course grade(s) related to the dismissal should be included in the Academic Dismissal appeal.

Students who have been academically dismissed from the institution may submit a letter of appeal to the appropriate Program Director within ten (10) business days of the date of notification. If an appeal has been filed, students may continue attending courses pending the outcome of the appeal. The Program Director will investigate and render a decision within ten (10) business days of receipt of the student’s letter. The decision of the Program Director is final.

If an appeal is denied, students will not be allowed to attend classes for three consecutive semesters. After this time, students must follow the process for consideration for Readmission to MSP.

Withdrawal from the Program

Any student who withdraws during an academic year must submit a Withdrawal Form obtained from the Director of Student Services/Registrar. Financial Aid recipients should consult with the Director of Financial Aid prior to requesting a withdrawal regarding ramifications to aid status including how a withdrawal may affect satisfactory academic progress and loan funding. See Financial Aid section of the Catalog for more information.

All courses withdrawn after the final drop date on the Academic Calendar for that semester will appear on the transcript as a 'W'. See Marking System for course withdrawal policy.

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 instructor and of the student.

In the classroom, academic freedom means that faculty and students may discuss all relevant matters as they apply to the content of the course. In research, academic freedom is the right to pursue all avenues of scholarship in the pursuit of truth. With this right is a corresponding responsibility to represent the knowledge in the discipline of psychology accurately and with fidelity in all circumstances, and to respect differences in approach and understanding when those differences are supported by the research within the field.

Academic Integrity

Academic integrity is considered a basic ethical standard and applies to all written, verbal and electronic communication. Students must demonstrate academic integrity in all aspects of academic performance.

The ethical principles cited below refer to publication credit and these should be adhered to in the preparation of MSP course papers 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. Committing plagiarism or failing to properly follow appropriate rules in referencing and citing another's work are infractions of academic integrity. Multiple or single mistakes in formatting citations within the same paper may be considered plagiarism.

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

ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT (2010; American Psychological Association http://www.apa.org/ethics/code/index.aspx):

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*

Examples of violations of academic integrity may include but are not limited to:

- submitting 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);
- misrepresenting work done in collaboration with other students as one's own work;
- making false claims or misrepresentations related to clinical training;
- violating copyright laws;
- 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;
- cheating or intentionally using or attempting to use unauthorized materials, information, or study aids for assignments or exams;
- fabricating data or research, or violating research protocols.

MSP faculty may use software and/or require students to submit work to a service designed to help prevent and detect plagiarism.

General Policies and Procedures

Multiple Relationship Policy

For purposes of the Multiple Relationship Policy in the academic environment, MSP extends expectations of behavior specifically identified as applying to psychologists to include all individuals within the MSP community, including students, administrators, faculty and staff.

Per ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT (American Psychological Association; http://www.apa.org/ethics/code/index.aspx) Amended 2010 Ethics Code 3.05:

> *(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.*
>
> *A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing their functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.*

MSP extends the above to include refraining from entering into or continuing a multiple relationship with members of the MSP community after becoming a member of the community. Such a relationship increases the risk of exploitation or harm to the individual, MSP, or institution with whom the professional relationship exists. Such relationships may include but are not limited to relationships that are romantic or sexual or include the provision of psychotherapy, supervision or business transactions. Students who are registered at MSP may not be involved or become involved either on a voluntary or on a paid basis with fellow students as clients or therapists.

If a multiple relationship exists within the learning environment, it is the responsibility of the student, administrator, faculty or staff to take steps to ensure that neither party has an official evaluative or therapeutic relationship with regards to the other, or other relationship that may compromise the learning environment. The Vice President of Academics must be informed so that appropriate assignments or other actions can be taken as necessary. Failure to appropriately acknowledge multiple relationships will be considered a serious breach of personal and professional ethics and subject to appropriate actions, from a verbal warning up to and including dismissal, depending upon the circumstances. 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/individual involved to resolve it with due regard for the best interests of the affected person or institution and in compliance with the APA Ethics Code.

Student Code of Conduct

MSP students are expected to pursue their educational goals and conduct themselves in a manner that preserves an appropriate atmosphere of learning.

Professional psychologists and psychotherapists 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. MSP reserves the right to take disciplinary action to include dismissal when a student's actions are in violation of expected conduct, detrimental to the educational goals and purposes of MSP or the welfare of the student, clients served, and/or members of the MSP community.

The Student Code of Conduct applies to the conduct of individual students and student organizations. All students are responsible for complying with MSP policies, rules, regulations, and processes outlined in the MSP catalog, program handbooks, and other official means of communication.

MSP email is the primary means used to communicate with students. Students are responsible for all communication delivered to their MSP email address.

Statement of Student Rights

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the MSP community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and MSP policy which are deemed necessary to achieve the education goals/mission of MSP:

1. Academic freedom.

    a. Students are guaranteed the rights of free inquiry, expression, and assembly upon and within MSP premises that are generally open and available to the public.

    b. Students are free to pursue appropriate educational objectives from among the MSP's curricula, programs, and services.

    c. Students shall be protected from academic evaluation that is arbitrary, prejudiced, or capricious, and are responsible for meeting the standards of academic performance established by each of their instructors.

    d. Students have the right to a learning environment that is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

2. Due process.

a. The rights of students to be secure in their persons, papers, and effects against unreasonable searches and seizures is guaranteed.

b. No Student Code of Conduct disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.

c. A student accused of violating this Student Code of Conduct is entitled to procedural due process as set forth in this policy.

How to file a complaint or report of a Student Code of Conduct violation

Call 9-1-1 for immediate concerns of personal safety or the safety of others or property. If safe and possible, connect with the MSP security guards, the Director of IT & Security, or the Vice President of Services and Operations after calling 9-1-1.

Non-urgent/non-immediate concerns should be reported to the Vice President of Services & Operations.

Prohibited Student Conduct

MSP may impose disciplinary sanctions against a student who commits, attempts to commit, aids, abets, incites, encourages, or assists another person to commit, an act(s) of misconduct which include academic and non-academic offenses.

Academic Offenses

Actions that compromise the integrity of MSP scholarly activities are considered to be academic offenses, and may include but are not limited to the following:

1. Academic dishonesty. Any act of academic dishonesty including, but not limited to, cheating, plagiarism, fabrication and inappropriate use of artificial intelligence. The decision to bring a student conduct proceeding under this code for academic dishonesty is at the sole discretion of the appropriate Program Director or designee. Nothing in this code prohibits instructors/faculty and/or academic programs from imposing academic consequences in response to academic dishonesty. Instructors/faculty may impose up to and including a failing grade in an academic class and academic programs may impose up to and including dismissal from an academic program. Policies and procedures governing the imposition of academic consequences for academic dishonesty can be found in the class syllabus and applicable program handbooks.

2. Violation of MSP's expectations of academic integrity or the APA Ethical Principles of Psychologists governing plagiarism and publication credit to include:

    a. 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).

b. Misrepresentation of work done in collaboration with other students as one's own work.

c. Violation of research protocols.

3. False claims, misrepresentation of clinical training hours or related information, or misrepresentations of written or verbal statements of fact to a member of the faculty, practicum or internship site supervisors, in order to obtain academic credit that is unearned.

4. Failure to maintain ethical standards of conduct and professional behavior expectations while engaged in practicum and internship.

5. Forgery, alteration, or misuse of MSP document(s) relating to the academic status of the student.

6. Violation of copyright laws.

7. Submission of work for one course that has been or is being submitted for another course without express permission of the instructor(s)/faculty to do so.

8. Public disclosure of confidential information that was privately shared in courses, supervision, supervision groups, and internship/practicum activities.

9. Violation of policy pertaining to multiple relationships.

10. Cheating includes using or any attempt to use, give or obtain unauthorized assistance relating to the completion of an academic assignment, test, or exam.

11. Fabrication includes falsifying data, information, or citations in completing an academic assignment and also includes providing false or deceptive information to an instructor/faculty member concerning the completion of an assignment.

12. Deliberate damage includes taking deliberate action to destroy or damage another's academic work.

Non-Academic Offenses

Actions that compromise the professional learning environment are considered to be nonacademic offenses, and may include but are not limited to the following:

1. Abuse of others. Assault, physical abuse, verbal abuse, threat(s), intimidation, or other conduct, which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property unless otherwise protected by law.

2. Unprofessional conduct to include incivility, disrespect, intimidation and/or bullying directly, via social media, or other means.

3. Disorderly Conduct. Conduct, or assisting or encouraging another person to engage in such conduct, which disrupts campus operations of MSP's educational, social, or other programs, which may include but not be limited to, breach of the peace or obstruction or disruption of teaching, research, administration, disciplinary procedure, or other MSP activities, including its public service functions or other authorized activities.

4. Lewd, indecent or obscene conduct or expression. Conduct which is vulgar, obscene, or indecent, unless otherwise protected by law.

5. Use of any tobacco, electronic cigarettes, and related products or nicotine products on campus or any MSP owned or operated facilities.

6. Property violation. Damage to, theft of, misappropriation of, unauthorized use or possession of, vandalism of, or other nonaccidental damaging or destruction of, real or personal property or money of:

    a. MSP;

    b. Any student or MSP officer, employee, or student organization; or

    c. Any other member of the MSP community or visitors.

7. Failure to remit or return MSP property or records within the time prescribed.

8. Failure to comply with directive. Failure to comply with the reasonable direction of a MSP officer, employee, or security personnel who is acting in the legitimate performance of their duties, including failure to properly identify oneself to such a person when requested to do so.

9. Unauthorized access. Unauthorized possession, duplication, or other use of a key, keycard, or other restricted means of access to MSP property, or unauthorized entry onto or into MSP property. Providing keys to an unauthorized person or providing access to an unauthorized person is prohibited.

10. Acts of dishonesty. Acts of dishonesty include, but are not limited to:

    a. furnishing false information, or failing to furnish correct information, in response to the request or requirement of a MSP officer, employee, or security personnel;

    b. making false statements in disciplinary hearings;

    c. forgery, alteration, submission of falsified documents, or misuse of any MSP document, record, or instrument of identification.

11. Safety violations. Safety violations include committing any reckless or unsafe act that endangers others, failing to follow established safety procedures, or interfering with or otherwise compromising any MSP policy, equipment, or procedure relating to the safety and security of the MSP community or visitors including, but not limited to, tampering with fire safety equipment or triggering false alarms and other emergency response systems.

12. Misuse of computer time or electronic resources. Theft or other misuse of computer time or other electronic information resources of MSP. Such misuse includes, but is not limited to:

    a. Unauthorized use of such resources or unauthorized opening of a file, message, or other item;

    b. Unauthorized duplication, transfer, or distribution of a computer program, file, message, or other item;

    c. Unauthorized use or distribution of someone else's password or other identification;

    d. Use of such time or resources to interfere with someone else's work;

    e. Use of such time or resources to send, display, or print an obscene, harassing, or abusive message, text, or image;

    f. Use of such time or resources to interfere with normal operations of MSP's computing system or other electronic information resources;

    g. Use of such time or resources in violation of applicable copyright or other law;

    h. Adding to or otherwise altering the infrastructure of MSP's electronic information resources without authorization;

    i. Failure to comply with the Appropriate Use of Information Technology Resources or subsequent similar policy.

13. Marijuana or other drugs.

    a. Marijuana or marijuana products. The use, possession, delivery, sale, or being observably under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.

    b. Drugs. The use, possession, delivery, sale, or being observably under the influence of any legend or prescription drug, or any other controlled substance, including narcotic drugs or opiates, except as prescribed for a student's use by a licensed practitioner.

14. Alcohol. The use, possession, manufacture, distribution, sale, or being under the influence of any alcoholic beverage, except as permitted by law and applicable MSP policies.

15. Sexual misconduct. As outlined in the MSP Equal Opportunity, Harassment, and Nondiscrimination Policy;

16. Weapons. Possession, use, holding, wearing, transporting, storage or presence of any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, explosives,

explosive device, chemicals, or any other weapon apparently capable of producing bodily harm or could be perceived as a weapon is prohibited on the MSP campus, subject to the following exceptions:

a. The president may grant permission to bring a weapon on campus upon a determination that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated in the written permission.

b. This policy does not apply to the possession and/or use of disabling chemical sprays when possessed and/or used for self-defense.

17. Cyber misconduct. Cyberstalking, cyberbullying, or online harassment. Use of electronic communications including, but not limited to, electronic mail (email), text messaging, social media sites, or applications (apps), to harass, abuse, bully, or engage in other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person. Prohibited activities include, but are not limited to, unauthorized monitoring of another's electronic communications or computer activities directly or through spyware, sending threatening emails or texts, disrupting electronic communications with spam or by sending a computer virus, or sending false messages to third parties using another's identity (spoofing).

18. Discriminatory harassment.

    a. Unwelcome and offensive conduct, not otherwise protected by law, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is subjectively and objectively offensive and is so severe or pervasive as to:

        i. Limit the ability of a student to participate in or benefit from MSP's educational or social programs; or

        ii. Creates an intimidating, hostile, or offensive environment for other MSP community members and/or visitors.

    b. Discriminatory harassment may include, but is not limited to physical, verbal, written, social media, and electronic communications.

    c. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age; religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification.

19. Disruption or obstruction. Disruption or obstruction of instruction, research, administration, disciplinary proceeding, or other MSP activity, including the obstruction of the free flow of pedestrian or vehicular movement on MSP premises or at a MSP activity, or any activity that is authorized to occur on MSP premises, whether or not actually conducted or sponsored by MSP.

20. Harassment or bullying. Conduct unrelated to a protected class that is unwelcome and sufficiently severe, persistent, or pervasive such that it could reasonably be expected to create an intimidating, hostile, or offensive environment, or has the purpose or effect of unreasonably interfering with a student's academic or work performance, or a student's ability to participate in or benefit from MSP's programs, services, opportunities, or activities.

    a. Harassing conduct may include, but is not limited to physical, verbal, or nonverbal conduct, including written, social media, and electronic communications unless otherwise protected by law.

    b. For purposes of this code, "bullying" is defined as repeated and/or severe aggressive unwanted behavior not otherwise protected by law when a reasonable person would feel humiliated, harmed, or intimidated.

    c. For purposes of this code, "intimidation" is an implied threat. Intimidation exists when a reasonable person would feel threatened or coerced even though an explicit threat or display of physical force has not been made. Intimidation is evaluated based on the intensity, frequency, or duration of the comments or actions.

21. Hazing. Hazing includes any act, on or off MSP premises, committed as part of a student's recruitment, initiation, pledging, admission into, or affiliation with a student organization or any pastime or amusement engaged in with respect to such an organization that causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student attending MSP, including causing, directing, coercing, or forcing a student to consume any food, liquid, alcohol, drug, or other substance which subjects the student to risk of such harm, regardless of the student's willingness to participate.

22. Retaliation. Any intentional, adverse action taken by an accused individual or allied third party, absent legitimate nondiscriminatory purposes, as reprisal against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations or violations of federal, state, or local laws, or MSP policies including, but not limited to Student Code of Conduct provisions prohibiting discrimination and harassment. Retaliatory actions include, but are not limited to threats or actual violence against the person or their property, adverse educational or employment consequences, ridicule, intimidation, bullying, or ostracism.

23. Violation of other laws or policies. Violation of any federal, state, or local law, rule, or regulation, or other MSP rules or policies.

Jurisdiction

1. The Student Code of Conduct shall apply to student conduct that occurs:

    a. On MSP premises;

    b. At or in connection with MSP sponsored events/activities; or

c. Off-campus where indicated in the rule or that in the judgment of MSP adversely affects the college community, visitors, or the pursuit of MSP's mission/objectives.

2. Jurisdiction extends to, but is not limited to, locations in which students are engaged in official college activities including, but not limited to, foreign or domestic travel, activities funded by MSP, internships, practicums, supervised work experiences, or any other college sanctioned social or club activities.

3. The Student Code of Conduct also applies to behavior conducted online, via email, or other electronic medium. Students should also be aware that online postings such as blogs, web postings, chats, and social media are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations are posted online. MSP does not regularly search for this information but may take action should such information be brought to the attention of MSP.

4. Students are responsible for their conduct from the time of notification of acceptance at the college through the actual receipt of a degree or certificate. This Student Code of Conduct applies even if the conduct occurs before classes begin or after classes end, as well as during the academic year, and during periods between terms of actual enrollment.

5. These standards shall apply to a student's conduct even if the student withdraws from MSP while a disciplinary matter is pending.

6. The VPSO or designee have sole discretion on a case-by-case basis to determine whether the Student Code of Conduct will be applied to conduct that occurs off-campus.

There is no time limit on reporting alleged violations of the Student Code of Conduct; however, the longer someone waits to report an incident, the harder it becomes for MSP officials to obtain information and witness statements and to make determinations regarding alleged violations.

Student Abroad

Students who participate in any college sponsored or sanctioned international program or activity shall observe the following:

1. The laws of the host country;

2. The rules, policies, and procedures of the clinical training site where the student is placed;

3. Any other agreements related to the student's program in another country; and

4. MSP's Student Code of Conduct.

Disciplinary Sanctions

The following disciplinary sanctions may be imposed upon students found to have violated the Student Code of Conduct. Depending upon the misconduct, more than one sanction may be imposed. Other than dismissal or revocation or withholding of a degree, disciplinary sanctions are

not made part of the student's academic record, but are part of the student's disciplinary record. Violation of any disciplinary sanction or condition constitutes a new violation and may subject the student to additional sanctions and/or conditions.

1. Disciplinary warning. A written statement to a student that there is a violation and that continued violations may be cause for further disciplinary action.

2. Disciplinary Probation. Formal action placing specific conditions and restrictions upon the student's continued attendance depending upon the seriousness of the violation and which may include a deferred disciplinary sanction. If the student is subject to a deferred disciplinary sanction and is found in violation of any MSP rule during the time of disciplinary probation, the deferred disciplinary sanction, which may include, but is not limited to, a suspension or a dismissal from MSP, shall take effect immediately without further review. Any such sanction shall be in addition to any sanction or conditions arising from the new violation. Probation may be for a limited period of time or may be for the duration of the student's attendance at MSP.

3. Disciplinary Suspension. Separation from MSP and from the student status for a stated period of time. There will be no refund of tuition or fees for the semester in which the action is taken.

4. Dismissal. The revocation of all rights and privileges of membership in the MSP community and exclusion from all MSP campuses and MSP owned or controlled premises without any possibility of return. There will be no refund of tuition or fees for the semester in which the action is taken.

Disciplinary terms and conditions that may be imposed in conjunction with the imposition of a disciplinary sanction include, but are not limited to, the following:

Educational activity. MSP may require the student to complete an educational activity or experience directly related to the violation committed at the student's expense.

Community service. MSP may require the student to complete community service related to the violation committed at the student's expense.

Professional evaluation. Referral for drug, alcohol, psychological, or medical evaluation by an appropriately certified or licensed professional may be required. The student may choose the professional within the scope of practice and with the professional credentials as defined by MSP. The student will sign all necessary releases to allow MSP access to any such evaluation. The student's return to MSP may be conditioned upon compliance with recommendations set forth in such a professional evaluation. If the evaluation indicates that the student is not capable of functioning within the MSP community, the student will remain suspended until future evaluation recommends that the student is capable of reentering MSP and complying with the rules of conduct.

Not in good standing. A student may be deemed "not in good standing" with MSP. If so, the student shall be subject to restrictions when "in good standing" is required. Examples include, but are not limited to the ability to hold an officer position in a student organization, participate in the graduation ceremony, and apply for student funding support for conference attendance.

Restitution or monetary fine. Reimbursement for damage to or misappropriation of property, or for injury to persons, or for reasonable costs incurred by MSP in pursuing an investigation or disciplinary proceeding. This may take the form of monetary reimbursement, appropriate service, monetary fine, or other compensation.

Hold on transcript or registration. This is a temporary measure restricting release of a student's transcript or access to registration. Upon satisfactory completion of the conditions of the sanction, the hold will be released.

Revocation of admission or degree. Admission to or a degree awarded from MSP may be revoked for fraud, misrepresentation, or other violation of standards of conduct for students in obtaining the degree, or for other serious violations committed by a student prior to graduation.

Withholding degree. MSP may withhold awarding a degree otherwise earned until the completion of the conduct process set forth in this code, including the completion of all sanctions imposed.

No trespass order. A student may be restricted from MSP property based on misconduct.

No contact order. An order directing a student to have no contact with a specified member of the MSP community, visitor, or a particular MSP facility.

Initiation of Disciplinary Action

1. All complaints alleging violations of the MSP Student Code of Conduct will be immediately, or as quickly as reasonably possible, brought to the attention of the Vice President of Services & Operations (VPSO).

2. The VPSO will conduct an initial review of the allegation to determine next steps.

    a. Refer Academic violation allegations to the appropriate Program Director.

        i. If the allegation involves the Program Director, the President may designate another person to review the allegation and proceed.

    b. Refer Title IX violation allegations to the Title IX Coordinator.

        i. Refer to the Title IX policy for procedural steps.
        ii. If the allegation involves the Title IX Coordinator, refer to the Title IX policy for next steps.

    c. Proceed with investigating non-Academic violation allegations.

        i. If the allegation involves the VPSO, the President may designate another person to review the allegation and proceed.

3. The Program Director or VPSO shall initiate disciplinary action by serving the student with written notice directing the student to attend a disciplinary meeting within ten (10) business

days of receiving the allegation information. The notice shall briefly describe the factual allegations, the provision(s) of the Student Code of Conduct the student is alleged to have violated, the range of possible sanctions for the alleged violation(s), and specify the time and location of the meeting. At the meeting, the Program Director or VPSO will present the allegations to the student and the student shall be afforded an opportunity to explain what took place. If the student fails to attend the meeting, after proper service of notice, the Program Director or VPSO may take disciplinary action based upon the available information.

4. Within ten (10) business days of the disciplinary meeting and after considering the evidence in the case, including any facts or argument, presented by the student, the Program Director or VPSO shall serve the student with a written decision setting forth the facts and conclusions supporting the decision, the specific Student Code of Conduct code provisions found to have been violated, the discipline imposed, if any, and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal.

5. The Program Director or VPSO may take any of the following disciplinary actions:

    a. Exonerate the respondent and terminate the proceedings.

    b. Impose disciplinary sanction(s) and/or condition(s) as described in the Disciplinary Sanctions of this policy.

6. MSP uses the preponderance of evidence standard in the student conduct process, which means that the statements and overall information presented in the case must indicate to a reasonable person that it is more likely than not that the student committed a violation.

Emergency Action

In circumstances of concern for the safety of the MSP community, MSP property, and/or specific MSP community members, the VPSO or designee may take emergency action that results in a temporary separation of a student(s) from MSP. This may include, but is not limited to, immediate removal from MSP property, ability to continue in class or internship suspended, removal from co-curricular activities, restriction on contact with another community member or members, and/or access to MSP materials including email suspended.

In the event emergency action is taken, the student(s) will be notified by the VPSO or designee. The VPSO or designee will notify appropriate MSP officials to coordinate the emergency action.

Students who wish to dispute the emergency action should contact the VPSO or designee as outlined in the notification.

The termination of emergency action will result in either:

1. the student being found not responsible and the student returning to normal rights and privileges; or

2. the student being found responsible and formal disciplinary sanctions imposed. Emergency action will terminate and formal disciplinary sanctions will commence immediately upon the announcement of the result of the student conduct process.

Appeal

1. As part of the student conduct process the student is informed of the right to appeal and procedures to be followed. Disagreement with the finding or sanctions is not, by itself, grounds for appeal. The following will be considered grounds for appeal.

    a. A procedural error or irregularity which substantively affected the outcome of the student conduct process (e.g. substantiated bias, material deviation from established procedures, etc.).

    b. New evidence that was not available at the time of the student conduct meeting and which could have a substantial impact on the outcome of the student conduct process. A summary of this new evidence and its potential impact must be included with the appeal.

    c. The disciplinary sanctions imposed are substantially disproportionate to the severity of the violation.

2. All appeals must be in writing, explain the reason for appeal based on the above grounds, and be submitted to the appropriate person as outlined in the conduct decision letter within five (5) business days of the Program Director or VPSO's decision. Failure to timely file a notice of appeal constitutes a waiver of the right to appeal and the Program Director or VPSO's decision shall be deemed final.

3. Under most circumstances, imposition of disciplinary sanctions will be deferred pending the review of the appeal, unless it is determined that there is a substantial safety risk to members of the MSP community in which case disciplinary sanctions will be immediately implemented.

4. A review of the appeal and written decision will be sent to the student within ten (10) business days of receipt. This decision is final, and no additional appeals are available.

Requests for Reinstatement after Disciplinary Suspension

If after a student's Disciplinary Suspension time period has passed and all conditions accompanying the Disciplinary Suspension have been met, the student can request reinstatement by submitting a written letter to the Disciplinary Suspension decision maker (Program Director or VPSO) requesting a reinstatement review. Requests will be reviewed on an individual basis, in consultation with the VPSO, the appropriate Program Director, and other appropriate MSP employees. A reinstatement review will determine if the student has satisfied all the conditions of the Disciplinary Suspension and the student has an appropriate plan to ensure similar behavior that resulted in the suspension does repeat. Individual circumstances and specific program requirements may be considered.

The reinstatement review outcomes may include, but are not limited to

1. approval to reapply to the program following the admission process,

2. denial of reinstatement,

3. additional time separated from MSP, and/or

4. reinstatement back into the program without reapplying.

Use of Generative Artificial Intelligence (GenAI) Policy

GenAI refers to programs such as ChatGPT, Gemini, or DeepSeek that generate novel responses to user prompts. The following policy is meant to govern use of GenAI in written classroom assignments.

Appropriate versus Inappropriate use of GenAI

For the purposes of this policy, the following uses of GenAI are considered generally appropriate unless otherwise prohibited in specific assignment guidelines:

1. Copy editing and proofreading of a student's original work without generation of additional ideas or sources not originally expressed or cited (e.g., use of proofreading tools in Grammarly).

2. Suggesting potential restructuring or revision of the composition of a student's original work without generation of additional ideas or sources not originally expressed or cited (e.g., "Help me restructure the following passage of my writing to improve readability and flow. Do not add ideas not already expressed in the passage.").

3. Providing feedback on a draft of a student's original work to allow the student to independently make revisions to improve clarity, coherence, conciseness, etc. (e.g., "Provide me with feedback on how to reduce the length of my article summary without loss of important information.").

4. Other uses meant to help revise and improve writing that is substantively the original work of the student.

For the purposes of this policy, the following uses of GenAI are considered inappropriate unless otherwise explicitly allowed or required (e.g., for demonstration purposes) in specific assignment guidelines.

1. Composition of new content that is not substantively the original work of the student (e.g., "Write me a 1,000-word summary on the history and application of cognitive-behavioral therapy with citations and references.").

2. Summarization, integration, or paraphrasing of content copied directly from a source or sources that are not the original work of the student (e.g., "Summarize and integrate information from the five article abstracts below to generate a 200-word paragraph on the

various methodologies used to examine the relationship between internet use and loneliness and their associated findings.").

3. Generation of references with or without accompanying summary information (e.g., "Generate an annotated bibliography with one-paragraph summaries of 15 APA formatted references on the efficacy of psychedelic drugs in treating depression." Or "Fix my references list.").

4. Other uses relating to the generation of new text, sources, or ideas that are not based on original student-generated content.

Substantiated vs. Suspected Inappropriate Use of GenAI

Substantiated inappropriate GenAI use occurs when there is a preponderance of evidence to conclude that all or part of a student's assignment has been generated via the inappropriate use of GenAI. A preponderance of evidence means that the evidence suggests that an event is more likely than unlikely to have occurred (i.e., that the likelihood is greater than 50%).

Inappropriate use of GenAI will be considered to be substantiated when:

1. One or more references within the assignment is determined to be fake or fabricated ("Hallucinated" sources).

    a. *Students are expected to be able to produce all cited materials for all assignments.*

Language directly signifying that content is AI generated is present (e.g., "I hope that this response fully addressed your prompt.").

Instructors are required to have policies regarding substantiated use of GenAI in their course syllabi and to report these cases to the appropriate Program Director as outlined in section III below. (*i.e., Substantiated use of GenAI in courses housed in any MSP program should be reported to that program's Director, and substantiated use at clinical sites to the Director of Clinical Training.)*

Suspected inappropriate GenAI use occurs when there is some evidence that all or part of a student's assignment may be the result of inappropriate use of GenAI, but that evidence is not sufficient for concluding that inappropriate use was more likely than unlikely to have occurred (*fails to meet a preponderance of evidence threshold*).

Inappropriate use of GenAI should be considered suspected rather than substantiated in cases where:

1. There are serious inconsistencies in the tone, voice, or quality of a student's composition.

2. The composition of the writing is overly robotic and repetitive.

3. An AI-detection tool analyses student submitted text and estimates a high probability that the writing itself was created with GenAI.

Individual instructors may include suspected GenAI use in their syllabus policies, but guidance will be to limit consequences of suspected GenAI use to requiring revision and resubmission of drafts of assignments or possible point deductions.

1. Such instances should be reported to the appropriate Program Director who will monitor for patterns, which may then inform additional action. (*Note that without evidence that meets the threshold to be substantiated, it is advisable to conclude that a writing skills issue exists and act accordingly.*)

2. Faculty are encouraged to document suspected use for detection of possible patterns in their own records as well, which then may inform additional action.

Substantiated Inappropriate use of GenAI and Program Standing

1. Instructors of classes situated in any MSP program are required to report incidents involving substantiated inappropriate use of GenAI among students to the appropriate Program Director.

2. The Program Director will refer the incident to the full core faculty of their program, who will discuss the implications of the inappropriate use for a student's program status.

3. The full core faculty will, at minimum, review relevant information and vote on whether or not to place the student on an Educational Development Plan (EDP). Other actions related to program standing are possible.

Substantiated Inappropriate Use of GenAI and Course Standing

All faculty teaching courses in an MSP program will be required to have policies regulating substantiated inappropriate use of GenAI in their course syllabi.

1. Core Faculty members will have discretion to implement policies regarding the consequences of AI use on assignments in their own classes, but suggested guidance is for at least an automatic failure of the assignment when inappropriate use of GenAI is substantiated.

2. Adjunct faculty members will enforce whatever policy is prescribed to the course by supervising Core Faculty.

If a student is unclear about whether a given use is appropriate, they are advised to always ask their professor first. Vigilance is encouraged such that GenAI is never used in ways that are not clearly appropriate and that students document any GenAI use that extends beyond copy editing and proofreading (e.g., "I entered the prompt and passage below in ChatGPT 4.0 to elicit feedback, which I then used to make revisions independently.").

Drug and Alcohol Prevention

The school recognizes that substance abuse and chemical dependency are a growing problem in this country. The Drug-Free Schools and Communities Act (DFSCA) requires MSP to adopt and implement a drug prevention program to prevent the use, distribution, unlawful possession, or sale of illicit drugs and alcohol.

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 negatively impacted. 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 threat.

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 MSP website. The Drug and Alcohol Prevention Program, consistent with the MSP Student Code of Conduct, prohibits the following behaviors.

1. Alcohol abuse and related behavior, including:
    a. unlawful possession and/or use of an alcoholic beverage onsite or at school-sponsored activities;

    b. intoxication made manifest by boisterousness, rowdiness, lewd, obscene, or indecent appearance, conduct, expression, or other impaired functioning;

    c. language which is profane, lewd, or in general unbecoming of a graduate student.

2. Drug abuse and related behavior, including:
    a. unlawful possession and/or use of cannabis onsite or at school-sponsored activities;

    b. use or possession of drugs without valid medical prescriptions; or manufacture, sale, or distribution of any controlled substance or mood altering chemical;

    c. altered behavior made manifest through rowdiness, obscene or disorderly conduct, indecent appearance, conduct, expression, or other impaired functioning;

    d. language which is profane, lewd, or in general unbecoming of a graduate student.

Altered behavior that indicates impairment will be addressed immediately and action will be taken to ensure the health and safety of the individual(s) involved, i.e. notification of emergency contact

for transportation home.

Violations of this policy will be referred to the Vice President of Services and Operations (student conduct) or the Director of Human Resources (employee conduct) for review, investigation, and adjudication.

Violations of this policy may result in one or more of the following sanctions. Additional possible sanctions are noted in the Student Code of Conduct.

1. Referral for American Society of Addiction Medicine (ASAM) assessment, by an approved provider, to determine standards for level of intervention. Guidelines for ongoing enrollment or return to an MSP program will be contingent upon compliance with recommended standards of care.

2. Written reprimand (disciplinary warning)

3. Probation

4. Suspension

5. Dismissal

6. Filing of a report of violations to city, state, or federal authorities, where appropriate, for prosecution and legal action.

Right of Appeal

Students shall have the right to appeal following the Appeal process outlined in the Student Code of Conduct.

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

Equal Opportunity, Harassment, and Nondiscrimination Policy (including Title IX)

The Michigan School of Psychology is committed to providing an educational and employment environment that is free from Discrimination based on Protected Characteristics, Harassment, and Retaliation for engaging in protected activity.

The MSP values and upholds the equal dignity of all members of its community and strives to balance the rights of the Parties in the resolution process during what is often a difficult time for all involved.

To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goal of fairness in all aspects of the Education Program or Activity, the MSP has developed policies and procedures that provide a prompt, equitable, and

impartial resolution of allegations of Protected Characteristic Discrimination, Harassment, or Retaliation.

Refer to the Equal Opportunity, Harassment, and Nondiscrimination Policy for all complaints related to discrimination, harassment, and retaliation, including sexual harassment, sexual misconduct, domestic violence, stalking, and sexual assault.

Student Complaints & Concerns Resolution

MSP strives to provide a high-quality education to all students; however, we realize we may miss something that needs addressing. We want students to have a venue to express concerns and complaints. We understand that there are a variety of issues that may come up, so we have provided a variety of options to address your complaint or concern. If you are uncertain on how to report or which process to follow, please reach out to the Vice President of Services & Operations or your Program Director for assistance.

Discrimination based on Protected Characteristics, Harassment, and Retaliation (Title IX)

Student Code of Conduct

Appeal of a Final Course Grade

Academic Dismissal Appeal

Readmission Appeal

Grade change Requests due to clerical error

Financial Aid Satisfactory Academic Progress (SAP) Appeal

If none of the above processes align with your complaint or concern, please follow the Student Grievance/Appeal process outlined below.

Student Grievance/Appeal Procedure

Step One:

> As part of MSP's commitment to creating an atmosphere that is characterized by caring and responsive relationships among students, faculty, staff and administrators, MSP encourages conflict resolution through open communication about issues and concerns. Students are encouraged to attempt to resolve issues through discussions with the person or persons most directly involved. Students may also seek assistance with conflict resolution or complaints from their faculty supervisor, their Program Director, the Vice President of Services & Operations, or other administrator.

MSP recognizes there are types of complaints or concerns where directly approaching the person is not appropriate (e.g. sexual harassment, sexual assault, dating/domestic violence, stalking, etc). Please refer to the Discrimination based on Protected Characteristics, Harassment, and Retaliation (Title IX) processes.

Step Two:

If Step One did not resolve the complaint/concern or you do not believe a direct communication is appropriate given the circumstances, a letter should be submitted to the Vice President of Services & Operations who will determine the appropriate administrator responsible for reviewing the complaint/concern. If there is a specific appeal procedure governing the submitted complaint/concern, the student will be referred to that process. This Student Complaint/Grievance process is only applicable to those complaints/concerns without an already identified complaint process.

The letter must state the complaint/concern, the facts surrounding the issue, the solution requested and any supporting documentation. The matter will be forwarded to the President in any circumstance where the Vice President is the subject of the complaint/concern. All complaints/concerns will be treated seriously and information will be communicated following all FERPA regulations.

The Vice President of Services & Operations in conjunction with the administrator conducting the review will render a written decision to the student within ten (10) business days of receipt of the complaint/concern letter. If additional time is needed to ensure a complete review of the complaint/concern, the student will be notified in writing about a need for an extension within the previously mentioned ten (10) business day window.

Step Three:

If Step Two did not resolve the problem, the student may within five (5) business days of receipt of determination from Step Two, submit an appeal letter to the President. The letter must include all documents and correspondence submitted in Step Two, and outline the reason for appeal.

The appeal process is not an opportunity for the student to have their complaint/concern reconsidered merely because of dissatisfaction with the decision. Rather, the appeal 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 complaint/concern submission.

The President, or designee if the President rendered the decision in Step Two, will review all material submitted and review the appeal rationale. The President will render a written decision to the student within ten (10) business days of receipt of the complaint/concern appeal letter. If additional time is needed to ensure a complete review of the complaint/concern appeal, the student will be notified in writing about a need for an

extension within the previously mentioned ten (10) business day window. The President or designee's decision is final.

All complaint/concern records will be maintained following the FERPA regulations. This is an institutional process, not a judicial one. The presence of legal counsel for any party at any stage in this Student Complaint Grievance process must be with mutual consent.

General Information

Financial Aid

The Michigan School of Psychology is approved by the U.S. Department of Education to award federal aid to eligible students. Through participation in Title IV Federal Student Aid Programs, eligible students have loan options to choose from including Federal Direct Unsubsidized Loan, and Federal Direct Graduate PLUS Loan. In addition, MSP offers assistance in the form of academic scholarships and may certify private educational loans for students who are not eligible or cannot secure a Federal Direct Loan.

The student begins the financial aid process by filing a Free Application for Federal Student Aid (FAFSA) and also completes an online master promissory note (MPN) and loan entrance counseling.

Students should refer to the financial aid section of the website www.MSP.edu for additional information.

Enrollment Status and Eligibility for Financial Aid

To maintain active enrollment status, students must be registered in at least one semester per academic year. All requests for changes to enrollment status must be approved by the Program Director and Director of Student Services/Registrar.

International students attending school on an F-1 Visa must maintain full-time enrollment status and must remain in good academic standing to comply with the requirements of the F-1 Visa.

The Michigan School of Psychology uses the following for enrollment certification and financial aid:

Full-time enrollment for the Master of Arts and Doctor of Psychology is defined as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled to complete their final degree requirements – practicum/internship only, or whose course enrollment is restricted by final degree requirements - may be considered half-time.

Requirements for Maintaining Financial Aid Satisfactory Academic Progress (FA SAP)

FA SAP is reviewed at the end of each semester after grades are submitted. Students with a negative FA SAP status (Financial Aid Warning, Financial Aid Probation or Financial Aid Suspension as defined below) are sent a status notification letter by email and USPS mail. All enrollment is

included in FA SAP calculations, whether or not a student received aid in a given semester. To remain eligible for Financial Aid, a student must:

1. Maintain a minimum 3.0 cumulative grade point average (GPA) – Qualitative Measure. All letter grades/marks are considered in evaluating SAP, including repeated courses.

2. Complete at least 67% of attempted credits – Quantitative Measure. Students are evaluated quantitatively by the pace at which they progress toward degree or certificate completion. A student must maintain an aggregate completion rate of coursework attempted, and must pass a minimum of 67% of credit hours. For example, a student who attempted 32 credits and passed 24 has a successful completion rate of 75%. Courses in which a student withdraws and receives a mark of W are included in credits attempted, but not successfully completed.

3. Complete the degree/certificate program within the maximum timeframe - 150% Rule. Financial Aid eligibility extends for a maximum of 150% of required credits for a degree or certificate. For example, 150% of the 48 credit hours required for the Master of Arts in Clinical Psychology equates to a maximum of 72 credits attempted; The 138 credit Doctor of Clinical Psychology is eligible through 211 credits attempted. All enrollment is included in the maximum timeframe to complete calculation, whether or not a student received aid for a given semester. Courses in which a student withdraws and receives a mark of W are included in credits attempted when calculating the 150% rule.

Financial Aid is automatically suspended if it is determined, using FA SAP measures, that a student cannot mathematically finish the degree and comply with the standards of SAP maximum timeframe to complete.

Transfer Students

The number of transfer credits accepted to a student's program will be counted as credits attempted in both the quantitative measure (percentage completion rate) and the 150% rule.

Course Repetition and Evaluation of Grades

When a student fails a course, they may repeat that course once, according to the school's academic policy, with Financial Aid. The original grade, the grade earned on repeating the course, and all credit hours are included in the three elements of SAP calculations listed above. Students are not allowed to retake a course for the sole purpose of improving a passing grade.

A mark of I (Incomplete) is awarded by faculty only due to extenuating circumstances and is considered still active until the final grade is posted. An Incomplete must be completed by the end of the following semester. A grade of I lapses to an F if the coursework is not completed in the following semester. FA SAP status is determined in the next regular cycle of SAP (when grades are submitted at the end of a semester). The MSP Director of Student Services/Registrar notifies the

Financial Aid Office of any grade changes, and FA SAP is run on demand in these instances. If the FA SAP status changes for the student as a result of the grade change, students are notified by the Office of Financial Aid.

Audited courses do not affect GPA and are not counted in credits attempted or completed. Audited courses are not eligible for financial aid and they will not be included in enrollment for consideration of aid.

FA SAP Status Definitions

Good Standing
Students who meet all of the standards of SAP are determined to be in Good Standing.

Financial Aid Warning
A Financial Aid *Warning* alerts the student of their failure to meet the qualitative and/or quantitative standards of SAP. A Financial Aid Warning does not require an appeal by the student. However, if the student does not meet SAP requirements at the conclusion of the next semester of enrollment, they become ineligible for financial aid (*Suspension*).

Financial Aid Probation
Students with an approved financial aid suspension appeal are placed on Financial Aid *Probation.* Students must meet all SAP conditions as determined by the FA SAP Appeal Committee, which may include a review of the Educational Development Plan (EDP) if applicable.

Suspension of Eligibility for Financial Aid
Students who have not met one or more of the standards of SAP while on *Warning* or *Probation* are placed on *Suspension* and become ineligible for financial aid. The student may appeal this status.

FA SAP Appeal

Students whose eligibility for financial aid has been suspended may appeal. Submitting an appeal does not guarantee approval. Circumstances for which a student may appeal include the death of a relative, injury, illness or other extenuating circumstances. To appeal, see the Satisfactory Academic Progress Appeal Form.

Return to Good Standing/Reinstatement of Financial Aid Eligibility

Students may self-pay until such time as SAP requirements are met. Students are automatically returned to *Good Standing* for the next semester of enrollment after they meet all SAP measures; that is, a minimum GPA of 3.0 and a successful credit hour completion rate of 67% or more.

Cost of Attendance

For the purpose of calculating eligibility for financial aid, MSP estimates the annual Cost of Attendance (COA) based on allowable projected expenses. The COA calculation includes tuition and fees, books and supplies, estimated loan fees, and other indirect expenses such as food, housing, transportation, personal and miscellaneous expenses. All students are initially assigned the same allowances for food, housing, and personal expenses. The COA establishes the total amount of financial aid that may be available.

Adjustments for COA may be made on a case-by-case basis to cover extraordinary expenses, such as childcare or medical. Students may request a COA evaluation by providing current documentation of expenses with a written explanation of unusual circumstances to the Financial Aid Office.

MSP reserves the right to adjust the Financial Aid Award based on enrollment and cost of attendance.

Return of Title IV Funds

The Michigan School of Psychology (MSP) adheres to the refund policy of the U.S. Department of Education for students who are recipients of Title IV funds. MSP 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 students.

The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and at MSP includes the Federal Direct Unsubsidized Loan and Federal Direct Graduate PLUS Loan programs. The date of withdrawal is a driving factor in determining the amount of Title IV funds that may have to be returned to the Department of Education for the semester. A withdrawal calculation must be performed when a student ceases attending or withdraws from all of their courses for a semester. MSP will determine the student's withdrawal date based on one of the following conditions:

- the date the student initiated the official withdrawal process through the Director of Student Services/Registrar's Office.
- the student's last date of attendance at an academically related activity (to include class attendance).
- the midpoint of the semester if the student ceases attending without notifying MSP (unofficial withdrawal where no last date of attendance can be determined).

During a semester in which a student has begun attendance and received federal Title IV loan(s) (Direct Loan), and the student is considered to have withdrawn as described above, MSP is required to determine the amount of earned and unearned Title IV loan funds. The return is determined on a pro-rata basis. A student is only eligible to retain the percentage of Title IV loan disbursed that is equal to the percentage of the semester that was completed by the student. The unearned Title IV loan must then be returned to the appropriate federal aid program(s) within 45 calendar days of the determination that the student withdrew. If more than 60% of the semester

has been completed by the student, no Title IV loan funds are required to be returned. 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.

If a student did not receive all of the loan funds that were earned, the student may be eligible for a post-withdrawal disbursement. Loan funds require additional confirmation by the student borrower to authorize any post-withdrawal disbursement. The student may choose to decline some or all of the loan funds so that the student does not incur additional debt.

Unearned Title IV loan funds will be returned to federal programs in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Graduate PLUS Loan

MSP will return all unearned loan funds to the applicable federal program. The student will be responsible for paying to their MSP account any balance created by the return. Payment is due to MSP within 60 calendar days. The student is responsible to complete loan exit counseling at StudentAid.gov. Per the MSP billing, disbursement, and refund policy, any credit balance occurring on a student account will be refunded to the student within 14 calendar days or less.

The following is an example of a Title IV return calculation. This example does not represent all return possibilities but is presented here to illustrate the process in a simple format.

Institutional charges (tuition/fees): $9,832
Federal Direct Unsubsidized Loan: $6,000
Federal Direct Graduate PLUS Loan: $4,000
Total Federal Direct Loan: $10,000

Student withdraws on the 45th day of a 103-day semester:
Percent Earned 45/103 = 44%
Percent Unearned 100% - 44% = 56%
Unearned loan funds $10,000 x 56% = $5,600
MSP returns $5,600 Federal Direct Unsubsidized Loan funds to federal programs
Within 60 days the student is responsible for paying to MSP any bill this creates

The requirements for Title IV program funds when a student withdraws or stops attending, are separate from MSP's refund policy for tuition. This policy supersedes any previously published version and is subject to change at any time, in order to comply with federal regulations.

Veterans

The Michigan School of Psychology is approved for the education of veterans under all applicable public laws relating to veterans training. These laws provide for educational funding for veterans and require reporting by MSP on enrollment, progress and academic standing.

Veterans should begin the process of applying for Veterans Administration (VA) educational benefits at the VA website. The website will provide detailed information regarding eligibility for veterans' benefits – https://benefits.va.gov/gibill/. Upon approval, the "Certificate of Eligibility" letter must be submitted to the Financial Aid Office. MSP complies with all VA reporting requirements pertaining to enrollment and academic progress.

Some branches of the military such as Michigan National Guard may have tuition reimbursement programs as well for active duty. Begin by checking with your advisor in the military branch.

Academic 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 consent. Transcripts must be requested online through the National Student Clearinghouse. A paper transcript request form may be obtained at the Office of the Dean of Student Services/Registrar.

Transcripts issued directly to the student will be stamped "Issued to Student" and are considered unofficial. In accordance with the Family Educational Rights and Privacy Act (FERPA), official transcripts issued to MSP 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 is not permitted.

Registration and Student Record Holds Policy

Purpose

The purpose of this policy is to establish clear guidelines regarding holds that may restrict a student's ability to register for courses, receive transcripts, or access other academic services. Holds are used to ensure compliance with institutional policies, financial obligations, and academic requirements.

Definition

A hold is an administrative restriction placed on a student's academic record that may prevent:

- Course registration or schedule changes
- Release of official transcripts
- Degree conferral
- Participation in graduation ceremonies
- Access to certain institutional services
- Holds remain in effect until the underlying issue is resolved.

Types of Holds

Holds may include, but are not limited to, the following:

Financial Hold

Placed when a student has:

- An outstanding tuition balance
- Unpaid fees, fines, or institutional charges
- Defaulted payment plans

Responsible Office: Financial Aid/Student Billing

Academic Hold

Placed when a student:

- Is academically dismissed
- Has exceeded maximum time-to-degree limits

Responsible Office: Registrar

Compliance Hold

Placed when a student has:

- Missed mandatory training (e.g., Title IX, FERPA, etc.)
- Failed to meet institutional or accreditation requirements

Responsible Office: Registrar

Administrative Hold

Placed for other institutional obligations, including:

- Conduct issues
- Unreturned library materials
- Outstanding technology equipment

Responsible Office: Various

Notification

Students will be notified directly by email from the appropriate administrator. The notice will include:

- The reason for the hold
- Steps required to resolve it
- Appropriate contact and their contact information

Resolution of Holds

To remove a registration or student record hold, students must:

1. Resolve the underlying issue.
2. Submit any required documentation or payment.
3. Obtain confirmation from the responsible office that all requirements have been met.

Holds will be removed within 1 (one) business day after the underlying issue has been resolved and the responsible office has been notified.

Impact on Enrollment Status

Students with active registration or student record holds may be impacted in the following ways (including but not limited to):

- May be unable to register for future terms,
- May face delays in graduation,
- May not be able to receive a complete official academic transcript.

The institution is not responsible for schedule limitations resulting from unresolved holds.

Students with questions, concerns, or requests for exceptions should contact the responsible office associated with their hold.

Discretion

MSP reserves the right to place or remove holds at its discretion when necessary to ensure compliance with institutional policies or regulatory requirements.

Policy Review

This policy will be reviewed annually by the Registrar's Office to ensure compliance with institutional, accreditation, and regulatory standards.

Students with Disabilities

It is the policy of MSP 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 accommodations in order to participate in the courses, programs, or activities offered by the school, the student must contact the Director of Student Services/Registrar for the required forms and procedure. Upon the

return of all required documentation and completion of the interactive process between the Director of Student Services and the student, the Director of Student Services/Registrar will develop an appropriate accommodation plan and communicate, as appropriate, with the relevant faculty and/or personnel regarding accommodations. The use of these services is voluntary and confidential.

Service Animal Policy

The Michigan School of Psychology follows the ADA and supports students, employees, and community members with disabilities who need service animals. The following policy outlines expectations for service animals to ensure that our environment is inclusive for all.

For service animals to be on campus, the work or tasks performed by the service animal must be directly related to the individual's disability. Examples of such work or tasks include, but are not limited to:

- Guiding people
- Alerting people
- Pulling a wheelchair
- Alerting or protecting a person who is having a seizure
- Reminding a person to take prescribed medications
- Performing other duties directly related to the individual's disability

Service animals are allowed to accompany people with disabilities in all areas of the campus where the public is allowed to go. Service animal handlers must be in control of their service animal at all times, keep their animal leashed (unless this prohibits the animal from completing their work or tasks), and ensure their animal is housebroken. The only time a service animal would be requested to vacate campus is if the animal is out of control and the handler does not take effective action to control it, or if the animal is not housebroken. If there is a legitimate reason for a service animal to be asked to vacate campus, the handler will be provided alternative accommodations.

Service animal handlers do not need to register with Accessibility Services, though they are more than welcome to if they choose. There is no paperwork to complete for bringing a service animal to campus and service animals are not required to wear a labeled vest.

Service animal handlers may be asked by Accessibility Services:

1. Is the service animal required because of a disability?
2. What work or task has the animal been trained to perform?

Other individuals' allergies or fears are not a reason to deny the use of a service animal. Accessibility Services will work to accommodate both parties if this situation occurs.

Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. These rights include:

The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. 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. The educational records of currently enrolled and formerly enrolled students are protected under 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) calendar days of the day MSP receives a request for access. The student must submit a written request for review to the Director of Student Services/Registrar. MSP will arrange for access and notify the student of the time and place where the records may be inspected. MSP education records do not include:

    - records created by MSP 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 that the student believes are inaccurate, misleading, or are in violation of the student's privacy rights. The student must submit this request to the Director of Student Services/Registrar, and the student must clearly and specifically indicate what part of the record the student wants changed and why it should be changed. The Vice President of Operations and Services, along with any other appropriate MSP personnel, will review the record and decide whether to amend the record as requested within a reasonable time. The student will be notified in writing of the outcome. If MSP decides not to amend the record as requested, MSP will also inform the student regarding the right to a hearing.

3. The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    MSP may disclose education records without a student's prior written consent under certain FERPA exceptions. One such exception to the consent rule is disclosure to school officials with legitimate educational interests. A school official is typically a person employed by MSP in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); an individual serving the school as a board member; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official may also include volunteers, contractors, or other non-employees who perform an institutional service which MSP would otherwise use its

own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, collection agent, or a student volunteering to assist another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the school.

MSP may also disclose personally identifiable information from education records without consent to authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State educational authorities

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

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

5. The right to restrict the release of "Directory Information" as stated below.

MSP defines the following items as "directory information":

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

MSP may disclose "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. It is MSP's practice to typically not disclose directory information to outside parties. Current students have the right to refuse to let MSP designate any or all of the above types of information about the student as directory information. Current students still in attendance must submit a written request that directory information be modified or not be disclosed to the Director of Student Services/Registrar.

MSP will follow FERPA permitted disclosures of education records without the consent of the student to include but not be limited to under the following FERPA provisions:

- to school officials, including, but not limited to, teachers, whom MSP has determined to have legitimate educational interests. School officials may also include contractors, consultants, volunteers, or other parties to whom MSP has outsourced institutional services or functions;

- to officials of other schools in which the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- to authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of Personally Identifiable Information (PII) to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf;
- 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 federal law (e.g. The Patriot Act), 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 individuals requesting Information the school has designated as "directory information"
- 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, except as listed above. This written authorization must be provided to the Director of Student Services/Registrar and identify the individual or agency's name and address and phone number and specify the records to be released.

Student Photos & Class Recordings

The Michigan School of Psychology has the irrevocable and unrestricted right and permission to take, use, reuse, publish, and republish photographic portraits or pictures of all members of the Michigan School of Psychology community. Anyone who registers at, visits, or is employed by the school authorizes the use and reproduction by the school, or anyone authorized by the school, of any photographs taken while at the Michigan School of Psychology, without compensation.

All negatives and positives, photographic prints, and digital photo files shall be Michigan School of Psychology property, solely and completely. Photographs will be used by the Michigan School of Psychology for publications and school purposes only. All members of the Michigan School of Psychology waive their right to inspect or approve the products and materials. Any member of the

School who does not wish to have their photograph published should declare this in writing to the Director of Student Services/Registrar.

The Michigan School of Psychology also has the irrevocable and unrestricted right and permission to record, use, reuse, and share courses and course content that occurred either in person or online. Special care and consideration is taken to protect confidentiality if it is necessary to share such recordings.

The Solomon Amendment

The 1996 Solomon Amendment mandates that institutions receiving federal funding 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 veteran's certification forms. Upon admittance to MSP, 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 their student identification number should contact the Director of Student Services/Registrar.

The collection of the SSN or Tax ID Number (TIN) is required of MSP 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.

IT Policy

Appropriate Use of Information Technology (IT) Resources

IT resources should be used in a manner consistent with the mission and ethical standards of MSP. Members of the MSP community are expected to know and adhere to school rules, regulations and guidelines for their appropriate use including the Student Code of Conduct and facilities regulations. The following policy applies more specifically to use of IT resources:

1. General Guidelines
   Access to IT resources is a privilege granted to the members of the MSP community. MSP may deny use of computing usage or terminate e-mail or web services to anyone in violation of the school policies. IT resource violations may be subject to academic and non-academic misconduct sanctions.

2. Individual Responsibility
   Members of the MSP community are given individual authorization for use of IT resources. This authorization is for the user's personal academic use only. Many of the IT resources available through the school have licenses that restrict their use to the MSP community.

3. Security
   Users are responsible for the security of their own personal user ID and password, should not share it with anyone else, and are expected to take steps to ensure others cannot gain access to their account.

4. Intellectual Property
   It is unethical and illegal for users to use MSP's IT resources to copy or distribute copyrighted materials without proper authorization. Peer-to-peer file sharing is prohibited unless user can demonstrate that the materials being shared comply with copyright laws and there is an academic need for the service.

5. "Hacking" & Malicious Activity
   Use of the MSP IT resources to 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 of others for solicitation, fraud, personal profit, harassment, or any criminal activity is prohibited.

6. Commercial, Political and Non-School Activities
   Personal use of information that is proprietary to MSP, such as the logo, school name, or mission/vision/value statement, is prohibited. Users may not use MSP IT resources to sell or solicit sales of services, goods, or contributions; advocate for or attempt to influence a vote in any election or referendum; represent the interests of a non-school related group or organization unless authorized by MSP's administration.

7. Privacy
   In general, data files and messages traversing the school's network are private. A user's privacy is superseded, however, by the school's requirement to maintain the network's integrity and the rights of all network users. Should the security of the network be at-risk or should any other compelling reason arise, user files and messages may be examined under the direction of the President or Vice Presidents or designee. In all cases, MSP reserves the right, as owner of the network and/or hardware in question, to examine, log, capture, archive and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should the circumstances warrant such

actions. All members of the community must recognize that electronic communications are by no means secure and that during the course of ordinary management of computing and networking service the Director of IT and Campus Security or the IT Support Specialist may inadvertently view user files or messages.

8. State and Federal Laws
   MSP's IT resources may not be used to violate state or federal laws.

9. Printing
   MSP provides printers/copiers for academic use only. Use of these machines is monitored. Any non-academic/school use is prohibited.

Equipment and Electronic Communication

MSP's Library has laptop computers available for students to check-out and use on campus for academic purposes. Users are responsible for adhering to all IT policy guidelines of use. Additionally, damage to laptops while checked out that is in excess of normal wear and tear, such as dropping, screen breakage, spilling of beverages, etc. will result in an assessment of cost of repair or replacement to a student's account.

All students will receive an MSP email address to be used by the academic community for professional purposes and communication. Students are responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. Students are expected to check their email accounts regularly. Email accounts for students who withdraw from their program are cancelled within two weeks. Email accounts for students who are dismissed from MSP are cancelled immediately.

Crime Awareness and Campus Security

1. Reporting Incidents and/or Criminal Actions

   Call 911 for immediate concerns of personal safety or the safety of others or property. If safe and possible, connect with the MSP security guards, the Director of IT & Security, or the Vice President of Services & Operations after calling 911. Non-urgent/ non-immediate concerns should be reported to the Director of IT & Security or the Vice President of Services & Operations. In situations where warranted, MSP will investigate further and will pursue legal actions, possibly independent of the municipality of Farmington Hills. Any student who has a Personal Protection Order against a third party must notify the school administration.

   In the event that a situation arises, either on or off campus, that in the judgment of MSP administration constitutes a continuing threat, a campus "timely warning" will be issued via the MSP email to students, faculty, and staff. For situations that impose an immediate threat to the community and individuals, the school's paging system and Emergency Notification System will be utilized.

2. Building Security

a. Any door or fire exit that is locked or electronically controlled shall remain closed and locked at all times unless an MSP employee is present to monitor the use of the door. Access cards are given to all staff, faculty and students. If an access card is lost or stolen it shall be immediately reported to the Director of IT and Campus Security for deactivation.

b. Students, faculty or staff shall immediately report any suspicious person entering the building, or on its grounds, to the Director of IT and Campus Security, the on-duty guard or the Vice President of Services and Operations.

3. Informing Students

   All students are notified of previous crime statistics on MSP's campus and nearby vicinities in October of each year via an annual report, available on the MSP website at www.msp.edu.

4. MSP has no off-campus student organizations.
5. Alcoholic beverages are not for sale at MSP. Guidelines for the reporting, adjudication, and/or administrative action regarding substance abuse are outlined in the policy and procedures of Drug and Alcohol Prevention.

Weather and Emergency Cancellations and Delays

It does not happen often but, occasionally, classes and events at MSP must be cancelled or delayed to ensure the safety of our students and employees. Generally, cancellations are caused by inclement weather and emergencies. When inclement weather causes transportation problems or locally hazardous conditions, students and employees are expected to give first consideration to their personal safety when evaluating their ability to travel to MSP.

When will MSP decide about a cancellation or delay?

If it appears that inclement weather or other circumstances might cause cancellations or delays to day classes or events, MSP strives to inform students and employees no later than 6:00 a.m.

Decisions about evening classes and events will generally be made no later than 2:00 p.m.

How are closure/delay decisions made?

MSP students and employees commute from a variety of distances across multiple counties. MSP will base decisions to cancel or delay classes based on multiple factors to include but not limited to the weather specifically at MSP, the road conditions in and around Oakland County, and the closures of other schools in the area. MSP will strive to make an informed decision on closures; however, each student and employee needs to determine their own safety related to traveling to MSP. Students are encouraged to contact their professors and inform them of their situation if MSP is open and they will not be able to attend due to weather conditions. Employees should contact their direct supervisor to discuss remote work or taking leave.

Does MSP's closure impact practicum/internship sites? What about the MSP Clinic?

A decision by MSP to close, delay, or move to online activities does not impact student commitments to practicum, internship, or other training activities. In all cases, students are expected to follow policies at their training site regardless of decisions made by MSP. Students should always verify independently the expectations of their training site. For activities conducted at the site, adhere to the policies and directions of the site.

The MSP Clinic follows MSP's campus closure and delay decisions. Clients and practicum students should follow specific instructions from the Clinic Director regarding individual appointments during MSP closures and/or delayed openings.

How will MSP share information about cancellations or delays?

- Updated information will be available on the MSP home page and shared with students and employees through MSP email.
- Text message will be sent to those who are enrolled in the MSP emergency notification system.
- Information will be sent to the Detroit Media School Closing Alliance (WWJ.950, WJR, CH7, CH4, CH2).

What messages should I expect to receive?

In order to provide clear messaging within the character limited text alert the messages below will be sent via the emergency notification system. Additional details and information will be sent to student and employee MSP emails.

- MSP is closed today (insert date). Students refer to your syllabi. Employees refer to your email.
- MSP is open. All classes, events, services, and functions will operate as scheduled for (day of week and date).
- MSP is closed until (insert opening time) today (insert date). Students refer to your syllabi. Employees refer to your email.

What is the difference between a closure and a delayed opening?

Delayed openings will be activated sparingly due to the tightness of the MSP class schedule. Operating with a delayed opening (i.e. late start) may make it difficult or impossible for students and employees to attend one class remotely and then be expected to be on-campus for the next class. Many have little to no travel time between classes and supervision meetings. MSP recognizes this scheduling difficulty and will reserve using delayed openings unless closure is not an appropriate option.

What if the situation does not fit these guidelines?

While this policy provides a framework for typical weather events, nature and emergencies are unpredictable. MSP reserves the right to deviate from these standard procedures as conditions evolve or event scheduling requires. MSP remains committed to transparency and will communicate any unique instructions as quickly as possible via official channels.

Weapons Free Campus Policy

In the interest of protecting students, employees, and visitors from violence and to maintain a safe environment, MSP strictly forbids the possession or use of weapons on its property or in the buildings. This prohibition includes individuals licensed to carry a concealed weapon. The only exceptions to this policy are MSP Campus Security and law enforcement officers entering campus in the line of duty.

This policy applies to students, employees, temporary employees, independent contractors, and visitors to MSP. Individuals violating this policy will be subject to immediate discipline. For students and employees, this could be up to and including dismissal or termination. For visitors, this could be up to and including being trespassed from all MSP property. “Weapons” may include but are not limited to firearms, daggers, swords, knives or other cutting or stabbing instruments, clubs, explosives, explosive devices, chemicals, or any other weapon apparently capable of producing bodily harm or could be perceived as a weapon or as defined by Michigan law or local ordinance.

Smoking Policy

MSP maintains a smoke/tobacco-free campus. There is no smoking on the property. Use of any tobacco or nicotine products including chewing tobacco and electronic cigarettes, is prohibited.

Visitors Policy

Visitors of students are not permitted to attend classes or meetings at any time. Visitors of students may not be in the library or left unattended in the building at any time.

Children of Students and Visitors on Campus

MSP is committed to preserving a safe and academically-focused environment while supporting the needs of the MSP community. This policy outlines the expectations and limitations of children of students and visitors on the MSP campus. For purposes of this policy, *Child(ren)* is defined as anyone under the age of 18.

The invitation of children may be permitted with the following precautions and limitations, which are intended to protect health and safety while maintaining productivity. No student or visitor to MSP shall leave a child unattended, including in campus buildings, on campus grounds, or in a vehicle. A child shall not be left with an MSP employee. MSP does not supervise children and neither MSP nor its employees or students may accept responsibility to do so on behalf of MSP. MSP retains the right to revoke visitation permission at any time. Line of sight supervision of children by the

parent or accompanying adult is required at all times. It is the responsibility of the parent or accompanying adult to ensure that children do not disrupt the educational setting.

Children are not allowed in the following high-risk areas: mechanical rooms; any areas, indoors or out, containing power tools or machinery with exposed moving parts; near grounds equipment, heavy duty or other motorized equipment; any other high-risk areas (no playing in stairwells or doorways, no access to rooftops, construction zones, etc.).

Children are not allowed in classrooms where classes are in session.

On occasion a student may request to bring a child to a meeting the student has with an MSP employee. Approval to bring the child is to be requested in advance. Permission is granted by the MSP employee based on the type of meeting, information to be discussed, and location of the meeting. Requests for exceptions to this policy may be brought to the attention of the Vice President of Services and Operations for consideration.

School Logo and Photos

The Michigan School of Psychology is the owner of its name, logos and other trademarks, and photos and has sole discretion over the usage.

The use of MSP's logo/photos is prohibited for the titles of publications, on manufactured goods (such as clothing or other items), in the names of student organizations, on Facebook, Twitter or any social media or in any other way, without the approval of MSP. Request for permission and approval must be made to the Vice President of Services and Operations. Violation of this policy may subject an individual(s) to disciplinary action. In addition, any goods upon which MSP's name, logo or trademark appear without authorization is subject to confiscation and may be destroyed.

Electronic Devices

Cellular phones, pagers, tablets and other electronic devices shall not be used in a manner that causes disruption in the classroom, library, or at MSP events. This includes abuse of cellular phones or electronic devices with photographic and audio recording capability. Violation of this policy may subject an individual(s) to disciplinary action.

Course Descriptions

Master of Arts Courses

500 Core Concepts in Humanistic and Clinical Psychology

Total Credits: 3

This course explores philosophical and theoretical foundations of humanistic and clinical psychology. In examining humanistic psychology as a "third force," historical perspectives are considered in relation to behaviorism and psychoanalysis. Basic theories and concepts that are examined include the holistic and unique nature of the person, the significance of emotions, self-actualization, creativity, personal growth, and the individual as an experiencing being. Core theories, concepts and relevant readings are integrated with personal experiences.

502 Multicultural Psychology

Total Credits: 3

This is a graduate level course on multicultural psychology. This course examines cultural issues that have an impact on the psychological assessment, treatment, consultation, and education of people from different racial, ethnic, and sociocultural backgrounds. The topics to be addressed in this course include ethics, theory, competencies, models of identity, and discussions of marginalized groups. The class focuses on building knowledge and awareness of others and self, including the factors that impede the development of cultural competency such as implicit bias, privilege, and systemic oppression. It also provides the foundation for the building of skill in competent multicultural practice.

503 Human Development and Behavior

Total Credits: 3

The course will use a biopsychosocial framework to understand how a person develops across the lifespan. This course will examine the seminal theories of human development and their current status today. Specifically, we will cover biological, cognitive, social, relational, linguistic, and cultural theories of human development.

504 Evidence Based Theory and Intervention

Total Credits: 3

Prerequisite: B- or Better in PSYC 522

This course will examine basic concepts and applications of evidence-based interventions, including cognitive, behavioral and other therapies. Students will be introduced to theory, research, basic techniques, and evidence-based applications of various models, with an emphasis on Cognitive-Behavior therapy. The course will cover theoretical conceptualization and the basic application of therapeutic interventions and techniques. Topics such as progressive muscle relaxation, in-vivo and imaginal exposure, behavior monitoring, behavioral activation, cognitive restructuring, schema therapy, behavioral experiments, and other cognitive-behavior therapy techniques will be discussed. Additional evidence-based interventions will be introduced, including Positive psychology, Mindfulness, and Emotion-focused therapy techniques. Emphases will be on interventions for depression, anxiety, and other common psychological disorders. Special consideration will be given to ethnic, cultural, and individual differences.

509 Crisis and Trauma Counseling

Total Credits: 3

This course is designed to give a broad overview of the constructs of crisis intervention and trauma psychology; as well as the basic skills necessary to intervene with those who have experienced crisis or trauma. We will explore trauma psychology and crisis intervention from a historical, cultural, social and political lens and learn about the psychological, biological and socio/cultural aspects of traumatic stress, including acute, insidious, and complex trauma. The course focuses on single and multiple incident trauma, as well as poly-victimization, and developmental trauma. We will learn approaches to the assessment of trauma, as well as current literature and research on evidence-based therapeutic interventions concerning post-traumatic stress disorder, dissociation and developmental trauma as well as co-morbidities. The course examines the role of vulnerabilities and resilience in the recovery from traumatic experience, trauma exposure response for the therapist and trauma stewardship on the individual, organization and societal level, as well as the experience of posttraumatic growth.

522 Foundations of Psychopathology

Total Credits: 3

This course will explore mental health and illness within historical, social, and cultural contexts, through a review of predominating paradigms such as (but not limited to) the DSM 5. Major disorders and their etiology, symptoms, and preferred treatment strategies will be examined. Multicultural and historical influences on the definition of psychopathology and theories of personality change will also be reviewed.

523 Assessment I

Total Credits: 3

Prerequisite or Corequisite: PSYC 522

This course emphasizes the application of psychological assessment to specific clinical settings. Students will obtain proficiency in the administration and scoring of instruments such as the WAIS-V, MMPI-3, and other tests, completing competency evaluations in a clinical assessment lab. Emphasis will be placed on the administration and scoring of these evaluations, along with beginning introductions to understanding interpretation, integration of test findings, treatment planning, and viewing the results in the context of the DSM-V-TR. This course primarily focuses on assessment with adults, whereas child and adolescent assessment will be covered in the second assessment course.

524 Assessment II

Total Credits: 3

Prerequisite: B- or Better in PSYC 523

This course emphasizes the application of psychological assessment to specific clinical settings, as an extension of the Assessment I course. Students will obtain proficiency in the administration and scoring of instruments such as the WISC-V, WIAT-IV, and other tests, completing competency evaluations in a clinical assessment lab. Emphasis will be placed on the administration and scoring of these evaluations, along with beginning introductions to understanding interpretation, integration of test findings, treatment planning, and viewing the results in the context of the DSM-V.

525 Existential and Phenomenological Psychology

Total Credits: 3

Recommended Co-Requisite: Practicum

The focus of this course is on the origins of being and knowing as they are formulated in existential and phenomenological modes of inquiry. Students explore concepts of being and non-being, perception, meaning, choice, fear, guilt, angst, and death. Application of this material to psychotherapeutic interactions is required. Other themes of this course include dream work and psychotherapeutic implications. Emphasis is placed on the reading and comprehension of classic and contemporary works.

550 Professional and Scientific Ethics

Total Credits: 3

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 clinical psychology.

560 Research Foundations

Total Credits: 3

This course explores fundamental elements of social science research. The basic components of the quantitative research paradigm (including parametric and nonparametric statistical designs) are examined as well as those of various qualitative models including Heuristic and Phenomenological methodologies. Through this course, students will become discerning consumers of research literature. Course content is supported by reading assignments and a variety of classroom learning activities.

566-568 Practicum Supervision I, II, and III

Total Credits: 2 Each Section (6 Total)

Co-requisite: 576-578 Practicum Skills Lab I, II, III (or Program Director Approval)

Enrollment in this supervision group supports students' clinical skills development while they are training at a practicum site. Students receive supervision from fully licensed psychologists in a manner consistent with Michigan licensure laws. Supervisors will provide feedback to foster growth in clinical competency and professionalism. Students will demonstrate understanding of the therapy process through discussion, written work, case presentations, and self-reflective exercises. Performance will be monitored and credit will be assigned by their faculty supervisor in consultation with their site supervisor.

571 Group Process: Theory and Practice

Total Credits: 3

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.

576-578 Practicum Skills Lab I, II, and III

Total Credits: 2 Each Section (6 Total)
This year-long course combines didactic teaching, experiential exercises and group practice to prepare students for a successful practicum experience through a review of critical psychotherapy techniques, such as diagnostic interviewing, creation and maintenance of the therapeutic relationship and framework, record keeping, treatment planning, and termination of the professional relationship. Students will learn to identify and address client resistance and transference, and therapist countertransference as well as effective communication techniques. They will develop an understanding of and skills to respond to multicultural complexity. Case studies, role plays, and in-class exercises will illustrate the principles of therapeutic process and change.

Students will demonstrate their growing knowledge and development of professional identity and behavior through the completion of course assignments, interactions/exchanges with faculty, peers, and staff, and during class presentations and experiential activities. Students will also demonstrate their ability to document clinical work through the completion of a series of assignments specific to organizing and writing a Biopsychosocial intake, progress notes, a treatment plan including long and short-term treatment goals and diagnostic considerations/justifications, and a termination summary. Case Conceptualization skills will be introduced. Student feedback will focus on input from professors regarding interpersonal impacts relevant to clinical contexts, including exchanges with other students, staff, and faculty, through demonstrations and exercises that exhibit the student's progress with establishing and maintaining therapeutic rapport, accurately evaluating clients' presenting problems, identifying effective treatment methods, developing a treatment plan, and monitoring client progress. Professionalism will be monitored and evaluated throughout the term. Students are expected to integrate information from other courses with information from the Practicum Skills Lab course to enhance their performance at the practicum sites.

Doctor of Clinical Psychology Courses

600 History and Systems of Psychology

Total Credits: 3
A survey of critical theories, philosophical perspectives, historical milestones, and important individual contributions to the field of psychology are presented. The course reviews many key aspects within the field of psychology, including the establishment of the discipline; relationships between research and practice; the social implications and influences of psychology; and the growth of the American Psychological Association and other important associations. The historical and philosophical precursors to scientific psychology, the development of professional psychology from the 19th to the 21st century, and the cultural contexts essential to understanding these developments, will be highlighted.

604A Identity Formation

Total Credits: 2
This course focuses on identity formation as influenced by biological, socioeconomic, gender, cultural and ethnic factors, family of origin characteristics, communication styles, and other unique

factors that influence identity development. Emphasis is placed on concepts and foundational theories of identity development and the importance of awareness, personal growth, and self-responsibility. Through self-exploration, interaction with peers, and investigative research, students will have opportunities to increase personal and professional understanding of identity factors that apply to case conceptualization and the therapeutic relationship.

608 Social Bases of Behavior

Total Credits: 3

This course is a graduate-level survey of contemporary theory and research in social psychology. Classics of modern social psychology as well as recent trends, emerging perspectives, and cutting-edge research will be covered. Generally, this course explores the influence of societal and environmental factors on human behavior in individual and group contexts. Topics include but are not limited to: attitude, social cognition, self, group dynamics, prosocial behavior, aggression, and stereotyping.

613 Child and Adolescent Psychotherapy

Total Credits: 2

This course will examine psychotherapeutic treatments for prevalent childhood and adolescent disorders that are likely to be encountered in a clinical psychology practice. The interventions addressed in this course are used with individuals across the age span from toddlerhood through the teenage years and often incorporate work with parents. The course incorporates a variety of theoretical orientations, including psychodynamic, humanistic, cognitive, behavioral, and cognitive-behavioral. Specific issues relating to ethics, technology, and cultural concerns will also be addressed in relation to their unique role in the psychotherapy of children and adolescents.

615 Psychopathology and Personality Change

Total Credits: 3

This course will address the identification and diagnosis of psychopathology, including mood, anxiety, thought, substance abuse, eating disorders, trauma and maltreatment, personality disorders, and disorders of childhood. Psychopathology is considered from a number of different perspectives and identified through classification systems such as the current psychiatric classification system, the DSM 5. 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.

620 Cognitive and Affective Bases of Behavior

Total Credits: 3

This course explores the cognitive and affective bases of human functioning, with emphasis on the brain-behavior relationships in learning, thinking, motivation, emotion, memory, and attention. Students will learn the functional aspects of cognition and the hierarchical control of brain systems over behavior. In addition, theories of emotion will be discussed. Students will explore theories of cognition and emotion and learn how treatment and assessment are informed by our developing understanding of brain-behavior relationships. Historical and modern theories of cognition and emotional functioning will be explored.

621 Statistics

Total Credits: 3

This course is designed to provide students with a thorough understanding of the 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; mediation, moderation, and meta-analysis.

624 Psychometrics

Total Credits: 3

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 and inferential statistics 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.

627 Advanced Intelligence and Achievement Testing

Total Credits: 3

This course emphasizes the application of psychological assessment to specific clinical settings (e.g., schools, outpatient practice, etc.). The primary emphasis of this course is for students to obtain proficiency in the administration and scoring of the WAIS-5, WISC-V WIAT-4, and WASI. Students develop basic interpretive and report writing skills related to IQ and achievement tests. At the end of the course, students demonstrate competency of their clinical assessment administration and scoring skills.

629A: Cognitive and Personality Assessment

Total Credits: 3

Prerequisites: PSYC 627

This course offers students an opportunity to build upon their knowledge and abilities in assessment of cognitive functioning by examining additional domains of functioning (e.g., executive functioning, memory). Students will obtain proficiency in the administration and scoring of instruments such as the Delis Kaplan Executive Functioning System, Conner’s CPT-3, and Rey Auditory Verbal Learning Test. Additionally, students develop their skills in the area of personality assessment through in-depth examination of the MMPI-3 and MMPI-A-RF. Students expand their interpretative and report writing skills developed in PSYC627 to include the additional cognitive domains and personality assessment pieces. Emphasis is placed on learning how to conceptualize psychological assessment data and integrate this with biopsychosocial data and behavioral observations to provide accurate description of the person's functioning. At the end of the course, students demonstrate competency in basic data integration and report writing.

629B: Advanced Cognitive and Personality Assessment

Total Credits: 3

Prerequisites: PSYC 629A

This course is an advanced class in the utilization of psychometric instruments for the purpose of direct clinical application for conceptualizing clinical cases and developing comprehensive treatment plans. Building on knowledge gained in prerequisite classes, students expand their repertoire of personality assessment (e.g., PAI, SPECTRA). The information gained will be used to

evaluate various aspects of cognitive functioning (e.g., intellect, attention, memory), behavior, personality traits and styles, as well as other individual characteristics to assist in making judgments, predictions, and decisions in clinical cases. By the end of this course, students will be able to integrate biopsychosocial data, behavioral observations, and full test data for advanced interpretation, case conceptualization, diagnostic formulation, and treatment recommendation through comprehensive report writing. At two points in the course, students will demonstrate the ability to write an accurate and cohesive comprehensive report.

630 Multicultural Psychology and Social Justice

Total Credits: 3

This course examines critical aspects of culture and identity that impact the delivery of psychology in multiple settings including clinical practice, research, educational settings and assessment. Using the BOLD ADDRESSING model developed by Pamela Hays and expanded on by Dr. Roger Kuhn, this class will explore the psychological literature on body size, land occupation, lived experience, desire, age, disability and Ableism, religion, race and ethnicity, socioeconomic status, sexual identity, indigenous heritage, national origin and gender. Students will be invited to consider what it means to develop multicultural awareness and skills, the difference between developing cultural competency verses cultural humility, and how privileged and subjugated identities impact interactions and perceptions. This course focuses on increasing knowledge and awareness of how implicit bias, prejudice and socialization manifest within relationships and can perpetuate harm whether intended or unintended. This course also focuses on developing strategies for repairing ruptures in therapeutic and academic relationships, and skills for conceptualizing clinical practice from a multicultural frame. A psychologist's responsibility for multicultural humility and social justice, in the many professional roles one might fill, will be explored throughout the course.

This course will utilize lecture, class discussion, experiential exercises and case consultation, to foster three areas of multicultural competencies: awareness, knowledge, and skills, to provide a foundation for continued personal and profession growth in this area of study. There is one required asynchronous class to be completed prior to the first in person meeting.

631 Evidence-Based Practice in Clinical Psychology

Total Credits: 3

Through this course, students deepen their understanding of the evidence-based practice tradition in psychotherapy and psychotherapy research. Building on students' understanding of quantitative and qualitative research methods, methods of investigating therapeutic change and the change process are discussed. In addition to describing the role of common factors, trans-theoretical processes, and client factors in the change process, research supporting the use of specific theoretical orientations is sampled. Throughout the course, students consider and critique the strengths and limitations of competing perspectives on evidence-based practice and the role of evidence-based practice in the delivery of psychotherapy. Issues of diversity in the conceptualization of treatment, delivery of services, and evaluation of evidence-based practice are considered. Students emerge with an understanding of the change process that is articulated through development of a personal, evidence-based model of psychotherapy practice.

634 Biological Bases of Behavior

Total Credits: 3

This course covers the following topics: brain and nervous system anatomy; brain-behavior relationships and neuropsychology; physiological psychology; the biological bases of vision & perception, motivation, memory, learning, emotions, control of movement, reproductive behavior,

pharmacology, drug abuse, biopsychosocial models of stress and pain; neurological disorders, and psychiatric disorders; neuroscience perspectives on psychological symptoms, disorders and treatment; and brain plasticity.

636 Existential and Phenomenological Approaches to Psychotherapy

Total Credits: 2

This course focuses on applications of existential and phenomenological theory, assessment, and psychotherapy. It includes discussions and demonstrations of the applications of a number of classic and contemporary theories to obtain a theoretical grounding for the treatment of psychological disorders and dysfunctional behavior. There will be an emphasis on the use of the self of the therapist as a primary instrument in effective existential and phenomenological approaches to psychotherapy. Knowledge of concepts, theories, and research is applied in the clinical psychology practicum.

638 Ethics in Professional Psychology

Total Credits: 3

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. Ethics in research and practice are interwoven throughout content areas.

642 Humanistic Psychology and Psychotherapies

Total Credits: 3

This course offers advanced study in humanistic psychology and related psychotherapies. It emphasizes the integration of humanistic theory, values and practice, and clarifies how humanistic theoretical concepts can be translated into the relationship with the client. Students examine aspects of growth and change, human potential and the use of creativity as a therapeutic resource. Several models of humanistic psychotherapy are studied culminating in each student's development of an original clinical paradigm based on foundational aspects of humanistic psychology.

645 Lifespan Development

Total Credits: 3

This course explores the developmental processes from prenatal life through late adulthood, with emphases on physical, cognitive, emotional and social aspects. Major theories about lifespan development will be evaluated from biopsychosocial, cross-cultural and multicultural perspectives. Clinical implications of developmental stages on the context of assessment and treatment of persons, families and communities will be reviewed.

646 Theories of Psychotherapy

Total Credits: 3

This course is an introduction to, and overview of, major theories of psychotherapy. The focus is on contemporary theories that are evidence-based. Special attention will be given to therapeutic processes that are common factors across multiple theoretical approaches. Additionally, unique

factors that differentiate theoretical approaches will also be given significant attention. Readings and video will endeavor to help the students ground their knowledge of the theoretical with applied illustrations of the major components of each theoretical orientation. The aim of the course is to provide a foundation in psychotherapy theory that will enable students to develop their own integrative approach to psychotherapy.

647 Family Psychotherapy

Total Credits: 2

This course focuses on challenges and interventions relevant to theory, concepts, and therapeutic processes and practices regarding families and intimate partners. Students are introduced to the leading approaches to working with intimate partners 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 intimate partner and family relationships.

651 Qualitative Research

Total Credits: 3

This course provides essential knowledge on the development and understanding of scientific studies of persons, human behavior and experience. It examines the historical and philosophical foundations as well as challenges particular to qualitative inquiry. Interviewing, the primary method of data collection in qualitative inquiry, will also be a focus of study. Through examination and application of six qualitative research models, the course serves as a basis for investigating problems and questions that challenge the practitioner-scholar. It prepares the student for organized and rigorous scientific inquiry in the dissertation process.

652 Dissertation Preparation I: Planning

Total Credits: 3

Prerequisite: B- or Better in PSYC 651 or PSYC 664

As the first phase of the dissertation process, this course focuses on selecting a topic, developing a research question, and reviewing relevant literature. Additionally, an overview of the dissertation process is provided and dissertation chairs and advisors are selected. Students engage in independent study, consult with faculty and peers, participate in class discussions, and demonstrate doctoral level writing and critical thinking as they develop and revise a literature review on a topic of their choosing. As the course progresses, students assess the social and clinical relevance of their work and identify appropriate investigative methods. The final product of this course is composed of an outline of the Introduction and Methods chapters and a well-developed Literature Review chapter that serves as a foundation for the Doctoral Research Proposal. Successful completion of this course prepares students for continued development of the Doctoral Research Proposal in PSYC 653.

653 Dissertation Preparation II: Preliminary Research Applications

Total Credits: 3

Prerequisite: B- or Better in PSYC 652

This course is an advanced study of the applications of qualitative or quantitative research depending upon students' intended dissertation research model. Building upon the work in Dissertation Preparation I, students develop an individualized reading list, articulate their research model, and detail their methods, procedures, and proposed analyses through a series of assignments. The assignments are such that when combined will constitute a complete draft of Chapter 3 of the dissertation. Additionally, monthly meetings with the dissertation chairperson are

required in order to promote the integration of the course work with the guidance and perspective of the student's dissertation chairperson.

656 Psychological Theory: Psychodynamic

Total Credits: 3

The aim of the course will be to provide a foundation in evidence based psychodynamic theory. The focus on therapeutic processes associated with the psychodynamic approach to psychotherapy will enable students to develop their own integrative orientation for clinical practice.

658 Psychological Theory: Cognitive Behavioral

Total Credits: 3

The aim of the course will be to provide a foundation in evidence based cognitive behavioral theory. The focus on therapeutic processes associated with the cognitive behavioral approach to psychotherapy will enable students to develop their own integrative orientation for clinical practice.

659 Assessment Lab

Total Credits: 2

This course emphasizes the application of psychological assessment to specific clinical settings. Students will obtain proficiency in the administration and scoring of instruments such as the WAIS-IV, WIAT, and other tests (e.g., WISC-V). Emphasis will be placed on the administration and scoring of these evaluations. By the end of the course, students will be completing competency evaluations in clinical assessment administration and scoring.

662 Supervision and Consultation in Psychology

Total Credits: 3

Topics to be covered are various theories and models of supervision & consultation. Competency, developmental, experiential, process and events-based models of supervision will be explored. Consultation models in primary care, school, for-profit business and non-profit organizations will be examined. The course will also focus on the status of the evidence base for supervision and highlight the many empirically unexplored issues in supervision and consultation. Aspects of the supervisory relationship will be examined with a critical review of the literature on alliance, parallel process, transference and counter-transference in the supervisory relationship. This course will foster increased awareness of the multicultural issues in the supervisor-supervisee-client triad. Course participants will develop an appreciation of how to respond to supervisee's personal issues, skill difficulties and skill deficits with a balanced perspective on the need to both promote the professional development of the supervisee and also protect the public from impaired professionals in training. Students are expected to apply each topic through readings, case presentations, and critiques of live and recorded supervisory sessions. While touching on the competencies of assessment, diversity, intervention and relationship, this course focuses on building a foundation of supervisory and consultative competencies.

663 Existential and Humanistic Psychology

This course offers advanced study on foundational concepts, theories, and research in existential-humanistic psychology. It emphasizes an integration of classic and contemporary theories, philosophical foundations, and phenomenological processes within clinical paradigms that provide a framework for the treatment of psychological disorders and dysfunctional behavior. The course includes discussions, experiential activities, and demonstrations of evidenced-based applications and interventions that can be applied to and/or integrated with numerous other therapeutic approaches. Students will examine aspects of personal growth and change, human potential, the

use of creativity, and explore the self as an instrument and facilitator in forging a strong therapeutic relationship. The course will also explore the importance of including values, meaning-making, and existential concerns to promote healing practices and maintain well-being.

664 Quantitative Research

Total Credits: 3

Building on knowledge acquired in graduate level courses in statistics and psychometrics this course focuses on developing competencies in research design (e.g., hypothesis generation; experimental, quasi-experimental, observational; survey; group and single-case research designs; randomized controlled trials; longitudinal and cross-sectional designs), methodology (e.g., sampling, instrument, instructions for research subjects, data collection procedures). Attention is given to considerations for critical appraisal and utilization of research findings (e.g., technical adequacy, limitations to generalizations, threats to internal and external validity, design flaws) and to the presentation and dissemination of research findings (e.g., analyzing the data and interpreting results in APA format).

665 Supervision in Psychology

Total Credits: 2

Students will become familiar with various theories and models of supervision. Competency, developmental, experiential, process and events-based models of supervision will be explored. Students will become familiar with the status of the evidence base for supervision. They will develop increased awareness of the multicultural issues in the supervisor-supervisee-client triad. Aspects of the supervisory relationship will be examined with a critical review of the literature on alliance, parallel process, transference and countertransference in the supervisory relationship. Course participants will develop an appreciation of how to respond to supervisee's personal issues, skill difficulties and skill deficits with a balanced perspective on the need to both promote the professional development of the supervisee and also protect the public from impaired professionals in training. Students are expected to apply each topic through readings, case presentations, and critiques of live and recorded supervisory sessions. While touching on the competencies of assessment, diversity, intervention and relationship, students will focus on building a foundation of supervisory competencies.

666 Consultation in Psychology

Total Credits: 2

Students will become familiar with various theories and models of consultation in primary care, educational settings, for-profit business and non-profit organizations. Students will review the status of the evidence base for consultation. They will demonstrate knowledge and respect for the roles and perspectives of other professions. Students will be provided with opportunities to engage in common practices in consultation (e.g., systems-level assessment, intervention planning, and ongoing evaluation of the effectiveness of strategies implemented) while attending to competencies of assessment, diversity, intervention and relationship.

684 Clinical Health Psychology

Total Credits: 3

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, adults, and older adults with medical conditions who are

experiencing problems with compliance, symptom management, health-promoting behaviors, and/or adjustment to illness. This course offers 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. Some of the challenges and opportunities faced by clinical health psychologists in professional practice will be presented and discussed.

685 Psychology of Trauma

Total Credits: 3

The focus of this course is on historical, psychological, biological and socio/cultural aspects of trauma. This course explores various types of traumas and violence across the lifespan, including physical abuse, neglect, incest, sexual assault and intimate partner violence. Trauma across diverse populations, human trafficking, religious trauma, military/war and disaster trauma is also addressed. Aspects of research, assessment, ethical considerations, and therapeutic interventions concerning post-traumatic stress disorder, disassociation, and developmental trauma will be discussed to help students apply readings and lectures to specific clinical experiences. Various treatment modalities will be covered with a specific focus on culturally sensitive practices. This course examines populations vulnerable to trauma as well as post-traumatic growth and resilience in recovery from traumatic experiences. The role of psychologists relative to vicarious trauma, susceptibility to burnout, and trauma stewardship will also be introduced and explored.

686 Human Sexuality: Clinical Application

Total Credits: 3

In this class, students examine their attitudes related to sexuality, explore biological and developmental aspects of human sexuality and identity, and increase their understanding of psychological and relational dimensions of sexuality. Students consider the role of culture and intersectional identities as they demonstrate the ability to apply a biopsychosocial lens to conceptualize sexual health concerns. Students build on previous training experiences and demonstrate advanced student level competency in methods of assessing and addressing sexuality-related concerns that frequently arise in the psychotherapy setting. Students showcase their abilities through contributions to class discussions, experiential activities, and class assignments.

690 Internship Readiness

Total Credits: 1

Prerequisites: Successful completion of PSYC 715-717, Dissertation Proposal, and Passed CCE

The Internship Readiness class will provide information and guidance to prepare students for applying to internships through the APPIC Match process. Students will gain an understanding of the overall process and receive in-depth information about the APPIC application and how to approach writing essays, cover letters, and other materials to support their applications. Students will learn about interviewing for internships and how to approach the decision-making and rank order process. In addition to learning through class presentations and reading, the course is designed to provide the opportunity to work on internship materials in class and to engage in mock interviews. Additional faculty members will participate in selected class activities.

*Students must be in good academic standing (or have Program Director approval) to take Internship Readiness.

690A Internship Readiness II

Total Credits: 1

Prerequisites: CR in PSYC 715-717, Pass or Accept/Pass with Changes Dissertation Proposal, CR in PSYC 690, and Passed CCE
The Internship Readiness II class is required for all students who either do not obtain or complete an internship in the APPIC match after completing PSYC 690. This class will provide information and guidance to prepare students for applying to internships through the APPIC Match process. Students will gain an understanding of the overall process and receive in-depth information about the APPIC application and how to approach writing essays, cover letters, and other materials to support their applications. Students will learn about interviewing for internships and how to approach the decision-making and rank order process. In addition to learning through class presentations and reading, the course is designed to provide the opportunity to work on internship materials in class and to engage in mock interviews. Additional faculty members will participate in selected class activities.

*Students must be in good academic standing (or have Program Director approval) to take Internship Readiness II.

715-717 Practicum I

Total Credits: 3 Each Section (9 Total)
Prerequisites: B- or Better in PSYC 604A, 615, 627, 629, 638, 646 and 659
The goal of practicum training is for graduate students to acquire the theoretical knowledge, clinical competencies, and self-awareness needed to become effective practitioners. The clinical practicum complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and helps students acquire competence in: forming and maintaining therapeutic relationships; demonstrating awareness of how client diversity affects therapeutic relations; providing assessments, diagnostic services and interventions; and demonstrating professionalism.

Students apply the academic knowledge, methods and competencies that are learned in doctoral courses to their work in therapy and assessment. Additionally, the practicum affords students the opportunity to develop their professional identity.

718-720 Practicum II

Total Credits: 3 Each Section (9 Total)
Prerequisite: CR in PSYC 715-717
The goal of practicum training is for graduate students to acquire the theoretical knowledge, clinical competencies, and self-awareness needed to become effective practitioners. The clinical practicum complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and helps students acquire competence in: assessment and diagnosis, evidence-based intervention, forming and maintaining therapeutic relationships; demonstrating awareness of how client diversity affects therapeutic relations; and demonstrating professionalism.

Students apply the academic knowledge, methods and competencies that are learned in doctoral courses to their work in therapy and assessment. Additionally, the practicum affords the student the opportunity to develop their professional identity.

724-726 Practicum III

Total Credits: 2 Each Section (6 Total)
Prerequisites: CR in PSYC 718-720

The emphasis of Practicum III training is providing the opportunity for students to gain additional clinical training experience to foster their development and further strengthen their base of experience prior to beginning internship. To ensure that the planned Practicum III experience will provide a sufficient growth experience for the student, all Practicum III placements must be approved by the Director of Clinical Training.

727-729 Individualized Practicum

Total Credits: 1 Each Section (Up to 3)
Prerequisites: B- or Better in PSYC 604A, 615, 627, 629, 638, 646, and 659, or DCT approval
Individualized Practicum is a DCT-initiated training opportunity semester-long training experience that is limited in time and scope. Individualized Practicum experiences are meant to assist students in obtaining valuable training they may not be able to acquire in their required year-long practicums, thereby enhancing their competitiveness for internship placement and future employment. Students may also be required to complete an Individualized Practicum as part of a remediation effort. In these cases, the requirements for the Individualized Practicum are documented in a Clinical Development Plan (CDP).

816-818 Internship

Total Credits: 6 Each Section (18 Total)
Prerequisite: Passed CCE, PSYC 690, and 718-720 Practicum II
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 prepares them for beginning professional practice upon receipt of the PsyD degree. The internship complements classroom v 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. Students enrolled in the half-time internship model will be registered in PSYC 810-815.

820-822 Dissertation

Total Credits: 6 Each Section (Minimum of 18)
Prerequisite: Pass or Accept/Pass with Changes Dissertation Proposal
Doctor of Psychology degree recipients are scholarly consumers of research who integrate rigorous analysis and investigation into their clinical practices. The dissertation demonstrates mastery of the many competencies that are required of an effective practitioner-scholar. This course provides the structure for the implementation and completion of the dissertation process as developed and approved by the Dissertation Committee during the Proposal Meeting. Consistent with the Dissertation Defense Rubric, research methods and procedures are finalized, a scientific study is conducted, data are analyzed and findings articulated.
*If a student does not defend their dissertation by the final day of the semester in which they are registered for PSYC 822, they must register for dissertation every semester until they have defended.

999A Introduction to Neuropsychology – Seminar

Total Credits: 1

The aim of the course is to introduce the student to theories in neuropsychology, neuropsychological assessment instruments, neuropsychological conceptualization and an overview of report writing styles. This course is a one credit elective.

2025-2026 Academic Calendar

Calendar Key:

MSP Closed: Faculty, Staff, and Students are on break, and the buildings are closed (MSP Clinic hours may vary, please review their website). No supervision during this time. Practicum responsibilities only exist if the student has set up supervision requirements.

No Classes: Academic Classes are not in session. Students do have supervision and practicum responsibilities if applicable. Building hours may vary. Faculty and Staff are working and may have increased expectations.

Recess: Faculty and Students are on break. No supervision during this time. Practicum responsibilities only exist if the student has set up supervision requirements. Staff are working; however, building hours may vary.

First Semester (Fall)

August 22	First Semester Tuition Due
September 1	MSP Closed: Labor Day
September 2	Final Day to Drop for a 100% Tuition Refund
September 2	First Semester Begins
	In person expectations begin. Check each class for specific first week requirements. Be ready to attend in person student meetings. Practicum supervision starts.
September 2	New Student Orientation (Mandatory for All New Students)
September 3	Mandatory Meetings
	Faculty and Staff Kick-Off
	All MA Student In-Person Meeting
September 4	Mandatory Meetings
	All PsyD Student In-Person Meeting
	PsyD Practicum Supervision
September 8	Synchronous Class Schedule Begin
September 8	Final Day to Drop for a 75% Tuition Refund
September 15	Final Day to Drop for a 50% Tuition Refund
October 13	No Classes
October 29	No Classes: All Employee Professional Development Day
November 18	No Classes

November 22	Final Day to Withdraw with Grades of "W"*
November 24-25	No Classes
November 26-28	MSP Closed: Thanksgiving and Native American Heritage Day
December 1	Second Semester Tuition Due
December 11	No Classes
December 12	No Classes: Last Day of the Semester
	All Work Due from Previous Semester Incompletes
December 15-Jan 2	MSP Closed for Winter Break

Second Semester (Winter)

January 5	Second Semester Begins
	In person expectations begin. Check each class for specific first week requirements. Be ready to attend in person student meetings. Practicum supervision starts.
	Final Day to Drop for a 100% Tuition Refund
January 6	All Employee Professional Development Day
January 9	Synchronous Class Schedule Begin
January 11	Final Day to Drop for a 75% Tuition Refund
January 18	Final Day to Drop for a 50% Tuition Refund
January 19	MSP Closed: Martin Luther King, Jr. Day
February 16-20	MSP Closed: Mid-Semester Break
March 3	No Classes: PsyD Interview Day
March 11	No Classes: PsyD Interview Day
March 20	No Classes: All Employee Professional Development Day
March 28	Final Day to Withdraw with Grades of "W"*
April 10	Third Semester Tuition Due
April 17	No Classes: Last Day of the Semester
	All Work Due from Previous Semester Incompletes
April 20-24	Semester Recess

Third Semester (Spring)

April 27	Third Semester Begins: Synchronous Class Schedule Begin
	Final Day to Drop for a 100% Tuition Refund

May 3	Final Day to Drop for a 75% Tuition Refund
May 10	Final Day to Drop for a 50% Tuition Refund
May 25	MSP Closed: Memorial Day
May 26	No Classes: All Employee Professional Development Day
June 18	MSP Closed
June 19	MSP Closed: Juneteenth
June 22	No Monday Classes
	Classes Scheduled to Meet on Fridays in Third Semester will Meet Today to Ensure the Appropriate Seat Time
July 3	MSP Closed: Independence Day
July 12	Final Day to Withdraw with Grades of "W"*
July 14	No Classes
July 22	No Classes
July 29	No Classes: Mandatory Graduation Rehearsal
July 31	No Classes: Last Day of the Semester
	All Work Due from Previous Semester Incompletes
	Graduation Ceremony
August 3-7	MSP Closed
August 11-29	Summer Recess
August 14	MSP Closed
August 21	MSP Closed
August 28	MSP Closed

*Courses that are 10 weeks in length may have an earlier withdrawal date. Please refer to the course syllabus for withdrawal dates specific for those courses.

Please Note: MSP operates on a semester credit hour model. The standard semester length is 12 weeks; when there are less than 12 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.

Organization and Governance

The Michigan School of Psychology is a private, independent non-profit institution of higher education. Governed by a Board of Trustees, the President and personnel manage daily operations. The faculty are responsible for all aspects of the academic programs.

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