

INTRODUCTION

Welcome to the University of Indianapolis Master of Arts in Clinical Psychology Program. This handbook describes the general philosophy, policies, and procedures of the program. Please read this handbook and become familiar with these materials. Additional material concerning University of Indianapolis policies and procedures is available in the *Graduate Arts and Sciences Program Catalogue*.

Entrance into the M.A. program at the University of Indianapolis is competitive, and being accepted is an acknowledgement by the Faculty of your current achievements and future potential. The policies and procedures presented in this document are designed to guide you to realize this potential.

The information contained in this handbook will facilitate your successful progress through the program. Please save this document and refer to it as needed. The program reserves the right to change its policies and procedures at any time. These changes, if or when they occur, will be posted, distributed, and discussed with students. If you have any questions or comments concerning any of these policies or procedures, please see your advisor or any member of the graduate faculty or department staff.

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Mission of Graduate Arts and Sciences

The Graduate Arts and Sciences programs propose to educate students through coursework in their chosen academic specializations; to foster personal enrichment through participation in a community of learners; and to promote professional development through professional practice opportunities. These programs recognize differing goals and needs of students, who engage in further learning at a pace that suits student needs. The broad liberal arts goal of continuing and developing an appreciation of diverse cultures and heritages undergirds each graduate program.

University of Indianapolis Athens Mission of Psychology Program

The master's program in clinical psychology at the University of Indianapolis is based on a practitioner-scholar model of training. As such, the program is committed to developing highly competent and qualified individuals who can provide a wide range of psychological services. The focus of the program is on preparing individuals to aid in the prevention and treatment of human problems, as well as the enhancement of human function and potential. The program trains students in the general, integrative practice of professional psychology through a broad-based exposure to a variety of psychological approaches and modalities.

The faculty believe that education is most effective when the relationship between students and faculty is characterized by mutual respect, responsibility, and dedication to excellence. The program is founded on a deep and abiding respect for diversity in individuals, the ethical practice of psychology, and a commitment to service to others. These foundation themes are reflected in the selection of students, the coursework and training experiences offered, and the faculty who serve as role models and mentors.

Shared Values of the Program

The Psychology Department has adopted a set of core values which are integrated into the M.A. program and its curriculum. These values represent strongly held beliefs and aspirations of department members. As such they represent a set of shared ideals which the faculty strive to embody in their teaching and in the learning environment of the program. The values of the program are as follows:

Mutual Respect and Responsibility

- We believe that students and faculty deserve to be treated with respect and dignity, and that fundamental rights of privacy should be honored within the limitations of providing responsible training in the field of psychology.
- We believe that it is important to recognize and respect the personal goals and varying needs of students and faculty while ensuring that we provide a quality education and educational experiences needed by professionals in the field of clinical/counseling psychology.

Integrity

- We believe in the importance of accurately and honestly representing the program to students, the public, and the profession; and to follow through on promises/obligations which we have made.
- We believe in the importance of open and honest communication of viewpoints, careful and nonjudgmental listening to others, and constructively responding to questions.

Flexibility and Innovation

- We embrace flexibility, innovation, and change as basic requisites of creativity, productivity and success. We believe in fostering an environment where students and faculty can explore new ways of being and doing.

Dedication to Excellence and Continuous Quality Improvement

- We believe in the importance of continuously striving for excellence in courses, educational programs, and training experiences that we develop and offer.
- We endorse “Continuous Quality Improvement” as an essential doctrine and means of improving organizational and student performance. We believe that quality assurance is predicated upon the continual need to ask difficult but meaningful questions, collect pertinent yet sensitive information, reach conclusions which may require us to change, and implement solutions and improvements which challenge us to demonstrate our commitment to excellence.

Service to Others

- We believe that it is our duty to benefit the students, our clients, the profession, and society through our training program, and minimize the potential for risks and harm. We believe that a commitment to service involves taking a stand on important issues and taking action in specific directions.

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- We believe that it is incumbent upon us to be responsible stewards in overseeing the utilization and management of department, university, and community resources. We are committed to the conscientious use of human and financial resources as part of our service to society and the profession.

Professionalism and Ethics

- We believe that faculty should demonstrate professionalism and ethical behaviors in their position as role models, mentors, and educators. We also believe that it is equally important for students to act in a professional and ethical manner in their dealings with peers, professors, and the public.

Program Goals

Based on our mission and shared values, the faculty have established the following program goals:

1. To expose students to the basic tenets of major theoretical and scientific perspectives regarding the bases of human behavior and developmental processes across the life span.
2. To foster students' ability to critically analyze and synthesize various perspectives and information from multiple sources in order to encourage their development as lifelong learners and self-reflective practitioners.
3. To provide training in therapeutic relationship skills as well as a variety of intervention approaches and modalities.
4. To expose students to a wide range of clinical populations through participation in supervised clinical training experiences.
5. To provide training in the selection, application, and interpretation of clinical assessment techniques and methods.
6. To foster the development of high ethical standards, professional role functioning, and adherence to standards of practice in clinical/counseling psychology.
7. To foster an understanding and appreciation for the wide diversity represented by individuals of different cultures, gender, ethnicity, races, religions, ages, physical/mental status, and other groups.
8. To enable students to be wise consumers of research, and to function as local scientists in their approach to psychological problems by providing training in the use of scientific methods and empirical bases for the provision of clinical/counseling services.
9. To prepare students to function in a variety of roles in society such as therapist, consultant, and educator.
10. To foster a sense of responsibility for improving the human condition, contributing to the welfare of others, and providing creative leadership in the professional community and society at large.
11. To accurately represent the program and foster communication between students and faculty, to provide and manage resources needed by students and faculty, and to monitor and evaluate efforts to provide quality educational training.

Program Organization and Administration

The administration and management of the master's program is carried out through the departmental committees and individuals with designated responsibilities in the M.A. program. The Chair of the Department of Psychology (PDC) and the Dean of the School of Psychological Sciences (SPS Dean) have general responsibility for overseeing the effective functioning of the program, as graphically illustrated in Appendix D. Although the organizational and administrative aspects of the master's program are independent and distinct from other departmental programs, it should be noted that the structures and processes outlined here serve similar functions for the undergraduate programs as well. An overview of the program organization and administration is as follows:

Departmental Committees

PSYCHOLOGY GOVERNANCE COMMITTEE (PGC)

The Psychology Governance Committee is the major decision making and information sharing body in the department. Most policies and procedures are reviewed by this committee, as well as changes in the curriculum, faculty assignments, student progress, approval of students for graduation, student disciplinary decisions, and other general matters involving the department. The PGC meets on a bimonthly basis, although special sessions may be called at the discretion of the PDC who oversees this committee.

All psychology faculty are members of the PGC. In addition, contractual and affiliated faculty and a student representative are considered non-voting members and are asked to attend PGC meetings. Among the functions of the Psychology Governance Committee are the following:

- Evaluates student petitions concerning the provision of psychological services outside of departmental supervision and governance.
- Convenes sub-committees to investigate and evaluate charges of violation(s) of standards of academic or professional integrity.
- Recommends remedial plans and/or disciplinary actions for violations of university/departmental policies and regulations to the PDC (and CAS Dean).
- Receives periodic "Review of Student Progress" summaries from academic advisors and evaluates whether progress is satisfactory.
- Receives and evaluates recommendations from PDC on various proposed departmental actions (e.g., student petitions, remedial plans, program revisions, etc.).
- Reviews reports from ad hoc committees on actions taken and business conducted.
- Evaluates student achievement/performance and decides on departmental awards and honors to be given.
- Reviews various departmental assignments made by the PDC (e.g., teaching loads, course schedules, student advising, committee assignments, special projects, etc.).
- Plans, organizes, and implements colloquia and other special educational offerings.
- Reviews and approves student petitions for graduation, and oversees graduation activities.

PSYCHOLOGICAL SERVICES AND TRAINING COMMITTEE (PSTC)

This committee plans, organizes, and implements program policies and procedures related to clinical training and practice. This includes activities related to practicum placements, professional practice seminars, and clinical internships. The Director of Clinical Training (DCT) serves as the chair of this committee. The PSTC membership includes faculty members involved in the supervision of students' clinical training activities and practica. Among the functions of this committee are the following:

- Oversees the student-practicum site matching process.
- Approves practicum training sites and student placements.
- Reviews assessments of student practicum performance.
- Approves remedial plans when needed for practicum students and forwards recommendation to PDC.
- Receives and evaluates student petitions concerning any aspect of clinical training.
- Reviews annual assessments of students' training progress, and forwards results to PDC.
- Assists students in the practicum planning and application process.
- Receives student applications for eligibility to go on practicum and approves requests.

Department Personnel

DEPARTMENT CHAIR (PDC)

The Department Chair (PDC) is responsible for the overall coordination and management of departmental operations and program development. Among the functions of the PDC are the following:

General Duties

- Receives student concerns (informal complaints) and facilitates resolution.
- Receives course evaluations and reviews quality of instruction.
- Receives student petitions and inquiries, evaluates, and proceeds with appropriate action.
- Receives and evaluates requests for psychological testing equipment and test forms, approves acquisitions, and monitors utilization.
- Receives and evaluates requests for library holdings (periodicals and books), approves acquisitions, and monitors utilization.
- Receives and evaluates requests for audiovisual holdings and equipment, approves acquisitions, and monitors utilization.
- Receives and evaluates requests for computer equipment and software, approves acquisitions, and monitors utilization.
- Writes annual departmental report and submits to President, Vice President for Academic Affairs and Dean of School of Psychological Sciences.
- Conducts annual evaluations of all department members (faculty and staff) and makes tenure and promotion recommendations.
- Develops annual departmental budget (including justifications) and submits for approval.
- Monitors utilization of department budget and approves expenditures from various lines.
- Makes faculty teaching and course assignments.
- Evaluates psychology curriculum needs, develops course schedules for department each semester, and monitors whether scheduled courses meet student needs.
- Identifies potential adjunct faculty, makes inquiries concerning possible teaching interests, interviews candidates and evaluates credentials, recommends further action to appropriate source (President, Vice President for Academic Affairs, Dean of School of Psychological Sciences, etc.), and monitors quality of instruction when hired.
- Reviews departmental assessment efforts and ensures their integration into the university assessment plan.
- Receives faculty requests, evaluates, and approves requests for reimbursement for teaching-related expenses, professional development funds, attendance at professional meetings, etc.
- Monitors need for, approves, and initiates contracts for adjunct faculty and extra-contract teaching of full-time faculty.
- Receives and evaluates recommendations from standing committees on proposed actions to be taken by the department, consults with appropriate individuals/groups (including the Psychology Governance Committee and SPS Dean), and determines steps to be taken.

- Establishes departmental agenda, schedules Psychology Governance Committee meetings, chairs meetings, and follows up on action items.
- Reviews departmental plans and monitors efforts to ensure diversity is appropriately represented in faculty, students, and curriculum.
- Advertises for new faculty; establishes search committee; receives and evaluates applications; invites finalists to campus; arranges travel, accommodations, and interview schedule; evaluates finalists and makes hiring recommendations to SPS Dean, VP for Academic Affairs, and President.
- Reviews and helps coordinate new student orientation activities.
- Represents Psychology Department on various university committees.
- Collaborates on and gives final approval for advertisements, brochures, handbooks, and other printed department materials.

Coordination of the Master of Arts Program

Major responsibilities include the following:

- Coordinate and oversee MA advertising, recruitment, review, and selection activities.
- Ensure appropriate MA program assessment efforts (e.g., annual review of program, student evaluation of program, post-graduate survey, etc.).
- Oversee MA program development activities (e.g., courses that need offering, class schedules etc.).
- Evaluate student applications to the M.A. program.
- Select and invite candidates for personal and/or telephone interviews.
- Conduct personal and telephone interviews.
- Receive and evaluate petitions on students requesting temporary part-time status.
- Receive and evaluate petitions for an extension of time limits.
- Monitor students placed on probation due to unsatisfactory academic or professional standing.
- Receive and evaluate student petitions for leave of absence and withdrawal from program.
- Receive and evaluate petitions for readmission to the M.A. program.
- Develop and implement strategies to enhance student involvement, professional development, personal growth, and integration within the department culture and the university community.
- Evaluate student transcripts and make recommendations on courses appropriate for transfer credit.
- Evaluate student petitions for course exemptions, special credit, and other modifications in academic requirements.
- Plan and conduct new student orientation activities.
- Update the MA brochure, handbook, and other materials as needed.
- Assist in reviewing and approving clinical case studies that MA students complete as part of their degree requirements.
- Oversee MA advising process to ensure that students are receiving accurate and timely feedback from faculty about their progress in the program.
- Review MA student files for completion of program requirements (e.g., completion of required courses, satisfactory GPA, etc.).

- Oversee MA practicum site development, placement, and evaluation process in conjunction with the Practicum Coordinator.
- Assist the Director of Clinical Training in developing remediation plans for MA students when needed.
- Receive petitions from students and forward them to the appropriate individual or department committee for consideration.

Coordination of Student Admissions

The PDC oversees student recruitment, retention, registration, and information activities in the program. He works closely with the Vice President of Academic Affairs and SPS Dean to ensure the establishment and effective functioning of the selection process and availability of various student services. Major responsibilities include the following:

- Collects and monitors data on student progress in completing program requirements.
- Collects and monitors data on the student advising process (e.g., course schedules completed, PCE's done, academic standing, etc.).
- Serves as resource person concerning various support services available on and off campus.
- Serves as resource person concerning availability of various learning and research materials.
- Serves as a resource person concerning student grievances and petitions, informs students of due process, helps students determine appropriate procedures to follow, and monitors process/resolution.
- Monitors applications for admission to the graduate program. Corresponds with students concerning application status, application materials received, and program requirements and options.
- Coordinates development and dissemination of program announcements and advertisements, printed materials, student handbooks.
- Coordinates student recruitment and retention efforts.
- Coordinates (e.g., arranges agenda, sets times, notifies faculty and students, reserves rooms, etc.) new student orientation.
- Coordinates (e.g., arranges agenda, sets times, notifies faculty and students, reserves rooms, etc.) M.A. interviews.
- Designs, administers, and collects surveys from students and faculty which evaluate the degree to which the program is achieving its objectives. Enters information in data base and monitors trends.
- Maintains updated student data and program information needed for APA accreditation and self-study reports.

Monitoring and Evaluation

As part of its commitment to excellence in education and training, the psychology department engages in continual self-study and program assessment. The PDC is responsible for overseeing various quality assessment and quality enhancement activities in the department. He plans, implements, and analyzes studies which evaluate how effectively the program is achieving its goals and objectives. Quality assessment and enhancement activities include

measuring outcomes (e.g., knowledge, skills, competencies, expertise, attitudes), resources (e.g., students, learning materials, effectiveness of teaching methods and processes, quality of practica and internships), and professional values/principles embodied in the program goals and objectives (e.g., diversity, ethical practice, effective functioning in multiple roles, scholarly inquiry, supportive and collegial interactions between students and faculty).

Although not exhaustive, the following represent typical areas that the PDC may evaluate:

- Course evaluations from students.
- Evaluations of students from practicum site supervisors.
- Evaluations of practicum sites from students.
- Periodic reviews of student progress.
- Annual evaluation of the master's curriculum.
- The student selection process.
- The annual assessment of master's program from students.
- Annual evaluations of training progress from the Director of Clinical Training.
- Student performance on the clinical case study.
- Post-graduate surveys of student satisfaction.
- Program completion, timeliness, and attrition data.
- Certification and Licensure rates.

DIRECTOR OF CLINICAL TRAINING (DCT)

The Director of Clinical Training (DCT) oversees and coordinates all training activities in the program. The DCT works closely with the PDC to ensure the establishment and effective functioning of the training process. The DCT is responsible for the development and implementation of clinical training policies and procedures. To facilitate the effective functioning of the DCT in carrying out his or her responsibilities, this individual serves as chair of the PSTC. Major responsibilities of the DCT include the following:

- Recommends and develops clinical training policies and procedures.
- Oversees assessment of students training progress and forwards to PSTC for review.
- Monitors progress of remedial efforts and plans of correction for students having difficulties in the program. Coordinates with faculty academic advisor.
- Recommends assignment of students to faculty advisors.
- Collaborates with the Practicum Coordinator to ensure that appropriate practicum training activities are occurring.
- Schedules and chairs informational meetings with students.
- Completes "Graduate Study in Psychology" updates, and responds to various APA and professional surveys.
- Oversees diversity recruitment, retention, and training efforts.
- Oversees the completion of "Professional Competency Evaluations" for students each year.

The DCT also ensures the establishment and effective functioning of the practicum process. Major responsibilities concerning practicum coordination include the following:

- Recommend practicum training policies and procedures.
- Evaluate the appropriateness and quality of practicum sites. Forward recommendations to PSTC.
- Maintain contact and establish collegial relationship with practicum sites.
- Investigate and develop new practicum site opportunities.
- Coordinate and monitor student placements at practicum sites.
- Receive and evaluate practicum site supervisor assessments of students each semester.
- Receive and evaluate student assessments of practicum sites and supervisors each year.
- Forward student and supervisor assessments to PSTC for review.
- Establish remedial plans as needed for practicum students and forwards to PSTC for approval.
- Oversee practicum site-student matching process each year.
- Coordinate Professional Practice Seminar activities for students on practicum.
- Collect, organize, and maintain updated information on practicum sites (data base), and on student performance.
- Establish and regularly update a “Practicum Manual” for student use.
- Ensure that letters of understanding and affiliation agreements with practicum sites are completed and signed.
- Oversee the process of site supervisors receiving approval as “Clinical Faculty.”
- Make practicum site visits and issue certificates to approved sites on a yearly basis.

Department Faculty and Staff

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M.A. Program Resources

The University provides a range of vital and valuable resources for the graduate student. Of special interest for the M.A. student is the **library**. The library holds approx. 8,000 titles, of which more than 1,000 are in psychology, mental illness, disturbed emotions, and related areas. The library currently subscribes to several periodicals related to psychology and several new publications are being added to enrich these holdings for the M.A. program.

Many online and CD-ROM indices and databases are available in the library (through an online connection with the Krannert Memorial Library on the home campus). The most relevant for psychology are PsychINFO from Silverplatter and Enhanced Academic Index from Information Access Company. There is access to the bibliographic utility OCLC through which virtually any book can be located, as well as many other electronic indices.

The library is open during the following hours:

Monday - Friday 10:00 a.m. to 08:00 p.m.

A modern **computer lab** is available for student use. These computers are on a campus network connected to a mainframe and can access not only word processing and other office software but also the internet. Each student will be provided with an E-Mail address to foster more efficient internal communications. All students are required to check their e-mail regularly for important information and announcements.

The Department of Psychology maintains one **experimental and research lab** consisting of two rooms in the Voulis building (on the 5th floor). These rooms may be used for testing subjects or for data analysis. Each room is not only designed to be used independently, but they are paired (they are glass-divided) for observational purposes.

Curriculum and Program Requirements

The master's degree in the Clinical Psychology Program is designed to produce competent clinicians who are able to think critically about issues, are wise consumers of research, and are able to apply their skills in a variety of settings. To achieve the goals outlined in the M.A. mission statement, the Faculty have adopted a curriculum which is based on resolutions and guidelines from the Council of Applied Master's Programs in Psychology (CAMPP) and the Interorganizational Board for Accreditation of Masters in Psychology Programs (IBAMPP). Although the individual courses focus on different aspects of professional training in psychology, recurrent themes such as integration of theory and practice, the inter-relationship of assessment and intervention, the recognition of individual and cultural diversity, scholarly inquiry, ethical practice, and professional problem solving cut across coursework in the curriculum. Completion of the master's in clinical psychology requires a minimum of 44 credit hours. The following pattern is recommended for full-time students:

Course Sequence for M.A. in Clinical Psychology

Year One – Semester I (Fall)

<i>(PSY-535)</i> Advanced Personality Theory and Research	3 cr. hr.
<i>(PSY-541)</i> Foundation Skills of Psychotherapy	3 cr. hr.
<i>(PSY-520)</i> Ethics, Professional Standards, & Legal Issues	3 cr. hr.

Year One – Semester II (Winter)

<i>(PSY-521)</i> Neuropsychological & Biological Basis of Behavior	3 cr. hr.
<i>(PSY-542)</i> Cognitive & Cognitive-Behavioral Approaches to Treatment	2 cr. hr.
<i>(PSY-560)</i> Cognitive & Cognitive-Behavioral Approaches Lab	1 cr. hr.
<i>(PSY-505)</i> Statistics and Research Methods	4 cr. hr.

Year One – Summer I

<i>(PSY-565)</i> Advanced Psychopathology	3 cr. hr.
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Year One – Summer II

<i>(PSY-544)</i> Brief Therapy and Crisis Intervention	2 cr. hr.
<i>(PSY-561)</i> Brief Therapy and Crisis Intervention Lab	1 cr. hr.
<i>(PSY-511)</i> Personality Assessment	3 cr. hr.
<i>(PSY-556)</i> Personality Assessment Lab	1 cr. hr.

Year Two – Semester I (Fall)

<i>(PSY-550)</i> Master's Practicum	2 cr. hr.
<i>(PSY-580)</i> Family Therapy	3 cr. hr.
<i>(PSY-591)</i> Case conceptualization & Treatment Planning I	3 cr. hr.

Year Two – Semester II (Winter)

<i>(PSY-555)</i> Advanced Master's Practicum	2 cr. hr.
<i>(PSY-575)</i> Group Therapy	3 cr. hr.
<i>(PSY-592)</i> Case Conceptualization & Treatment Planning II	3 cr. hr.

Clinical Practicum

Clinical training experiences are an integral part of the applied training sequence in professional psychology at the University of Indianapolis Athens. A minimum of 225 hours (combination of Master's Practicum and Advanced Master's Practicum) required of all students. Students begin obtaining formal practica experiences during their second year of full-time study. Full-time students complete year-long practica experiences during their second year. Part-time students schedule practica into their curriculum pattern with their advisor, and with consultation from the Practicum Coordinator. Practicum placements include a variety of settings, such as inpatient mental health units, partial hospitalization programs, community mental health centers, correctional facilities, outpatient clinics, residential treatment programs, and private practice. In these placements, students gain supervised experience in psychological assessment and testing, psychotherapy with various types of clients, collaboration and consultation with interdisciplinary treatment teams, program development and evaluation, treatment planning and case management, and various other aspects of professional psychology. Normally, practicum training involves a minimum of 6 to 8 hours per week at training sites, although other arrangements are possible depending on agency and student needs. Clinical practicum placements and training are coordinated through the psychology department Practicum Coordinator. All students involved in training at a practicum site must concurrently participate in a weekly practice seminar group at the university. These groups address a variety of topics important to the practice of psychology and development of professional identity. Students should refer to Appendix A for further information on practicum prerequisites, policies, and procedures.

Placement of students at practica sites occurs via a matching process. During the Winter Semester, the Practicum Coordinator will meet with all students expecting to begin practicum in the subsequent Fall Semester. At this time, the Practicum Coordinator will explain procedures for the matching process and will coordinate a discussion of each available site. A booklet containing information about each site will be available for students to review during the subsequent week. Students provide a listing of places at which they would like to interview. The Practicum Coordinator will then contact students regarding interview arrangements at the various sites. Following interviews, students must submit a rank ordering that lists their preferences of placements. Site supervisors also submit a rank ordering that lists their preference of students. These lists remain confidential and are not shared with students or sites. After the list of preferences is received, the PSTC meets to match students and sites. The Practicum Coordinator will then contact sites and students to announce placements. The student should consult the *Practicum Handbook* for more detailed information.

The practicum experience is an opportunity to work with professionals in the field and learn how to apply the knowledge and information that students have gained from the courses they have taken. It is during these practica that students have the chance to practice and/or enhance their skills under the direction of approved supervisors.

In the normal course of human interactions, students and their supervisors may have conflicts that develop. Students may also encounter difficulties at their site with personnel other than their direct supervisor(s). In either case, it is expected that students will first address the issue with their supervisor. If the problem persists (or a student feels uncomfortable addressing the issue at the site), the student should then contact the Practicum Coordinator. The Practicum Coordinator and the DCT will attempt to resolve the matter informally. In the rare event that a

matter is not resolved through this informal process, the student should follow the remaining steps outlined in the Practicum Grievance Procedure, in the *MA Practicum Handbook*.

Clinical Case Study

Every student in the M.A. program in clinical psychology must complete an approved Clinical Case Study Project. The Clinical Case Study is designed to emphasize students' careers as practicing clinicians rather than academic researchers. It serves as a work sample that allows the faculty to evaluate students' abilities to critically evaluate and synthesize knowledge gained from theory, research, and clinical practice. Students select a client to work with who exhibits difficulties in some clinical area, conduct a literature review over the disorder, complete an assessment of the client, provide appropriate interventions, evaluate outcomes, and produce a scholarly written product (case study) that is academically sound. A primary goal of the Clinical Case Study is for the student to demonstrate in-depth mastery of a specific clinical area or issue. Development and completion of the Clinical Case Study are required elements of PSY-591/592, Case Conceptualization and Treatment Planning.

Format for Papers

Students are encouraged to purchase and familiarize themselves with the most recent edition of the *Publication Manual of the American Psychological Association (5th Ed.)*. The text, citations, and bibliography of a paper must conform to the guidelines in the Manual. Applicable sections of all papers must be completed using these general guidelines unless otherwise specified by the instructor.

Graduation Requirements

To receive the M.A. degree in clinical psychology, students must complete the following requirements within five (5) years of being admitted into the program:

- Successful completion of a minimum of 44 credit hours. The total credit hours must include all required courses specified in the curriculum.
- Successful completion of the clinical case study.
- Satisfactory completion of a minimum of 225 practicum hours at an approved health service training program site.
- A final cumulative GPA of at least 3.0 (B). Please note that no grade below a 2.7 (B-) will be accepted for graduate credit or will count toward graduation.
- Compliance with all university and departmental policies and procedures.

Graduation Application Procedures

Students are required to apply for graduation in the semester before they plan to graduate. Students must complete the Graduation Application Procedures form (see Appendix G) in order to be eligible to graduate. This form and all attachments should be submitted to the student's advisor when the student meets with the advisor in order to register for courses for his/her final semester. Once the student has met with and reviewed all attachments with the advisor, and obtained the advisor's signature on the application procedures form, the form should be given to the Registrar. The Registrar will notify the student of graduation

confirmation during the semester in which the student will graduate. Diplomas are not released to students until ALL requirements are satisfactorily met.

Program Policies and Procedures

Prior Study and Transfer Credit

Students who have completed graduate level work in psychology may substitute these courses for required courses at the U of I. Transfer of credit is subject to the following conditions:

1. A **maximum of 12 graduate hours** may be transferred from another institution.
2. Transfer of credit will only be given for graduate course work in which a **grade of B or better** was obtained.
3. All transferred graduate credit must have been completed within **five (5) years** prior to a student's admission into his or her respective program.
4. Transfer of credit may only be given for prior graduate course work judged to be equivalent to courses offered in the Graduate Psychology program at the University of Indianapolis Athens in which the student is enrolled.
5. Transfer of credit is *not* granted for practica, internships, thesis or dissertation work. Transfer credit will not be offered for **PSY 520** (Ethics, Professional Standards, and Legal Issues); **PSY 541** (Foundations of Psychotherapy); **PSY 550** (Master's Practicum/Seminar); **PSY 555** (Advanced Master's Practicum/ Seminar); **PSY 591/PSY 592** (Case Conceptualization and Treatment Planning I and II). We consider these courses to be fundamental to the program's character and want to certify that students have received training according to those standards.
6. Petitions for courses given during the Fall Semester must be submitted no later than **June 1** prior to the first year of enrollment. Petitions for courses given during the Winter or Summer Semesters must be submitted no later than **October 15** of the first year of enrollment.

How to Request Transfer Credit

For *each* course in which transfer credit is sought, the applicant must include the following:

1. A copy of the **course syllabus** from the semester in which the course was taken. The syllabus must include the course number and name, textbook used (if any), course reading list, and an outline of the course content. The syllabus must also indicate in which semester the course was offered and include the instructor's name.
 - a. For courses in which the student is unable to produce a syllabus, the student must provide a letter on university letterhead from the instructor of record for the course. Letters should include a course description and outline of the course content.
2. A copy of the student's **transcript** (photocopies acceptable) indicating the university and semester in which the course was completed and the grade received. For courses in which the student is unable to produce a copy of the transcript, the student must provide a letter on university letterhead from the instructor of record for the course. Letters should include a statement verifying the grade received.
3. Completed applications should be returned to the **Director of Clinical Training, Department of Psychology, University of Indianapolis Athens, 9 Ipitou St., 105 57 Athens**. (See Appendix C)

Consideration of Petitions for Transfer Credit by the Department

Requests for transfer credit will be reviewed by the Psychology Department only after all the required supporting materials are received. The Department of Psychology reserves the right to require that students evidence satisfactory performance on a competency examination before granting transfer of credit for a course.

Full-time and Part-time Study

Students are generally expected to take a full academic load as they complete the program. Full-time students will be enrolled in courses as outlined in the master's curriculum patterns listed in this handbook. However, a limited number of students who would otherwise not be able to attend the University of Indianapolis Athens may also be admitted to the master's program on a part-time basis. Part-time students may be accepted under the following stipulations:

1. The student must submit a detailed plan of study which includes a semester-by-semester outline of how s/he intends to complete the degree requirements. This plan should include the courses that the student plans to take, practicum schedule, and a time line for completion of the clinical case study. The plan must be submitted to the student's academic advisor by November 15 of the first year of study.
2. Part-time students must be enrolled for a minimum of 3 credit hours during each semester. They are encouraged to complete at least 12 credit hours per year in order to finish the program within the university time limits. Exceptions to this policy may occur if needed courses are not offered during a particular semester, as could be the case when a student enters the program with advanced standing.
3. All students, regardless of full-time or part-time status, must complete the program in five years.

Time Limitations

Students are expected to complete degree requirements within 5 years. If extraordinary circumstances preclude completion, the student must petition the Dean for an extension of the time period.

Student Advising

Student advising occurs at multiple levels in the master's psychology program at the University of Indianapolis Athens:

1. Academic Advising – The PDC serves as the students' Academic Advisor. Students meet with him on a regular basis to answer questions about various aspects of the program, to plan their curriculum, and to ensure appropriate progress in the program and timely completion of program requirements. Students are responsible for contacting the advisor and setting up appointments as follows:
 - At the beginning of the Fall semester to become acquainted and to review background and special needs.

- At the beginning of each subsequent semester as part of the periodic enrollment process. The student should meet with the advisor for review and approval of class schedules.
 - As part of the regular evaluation process, the student should meet with the advisor each semester to review academic progress, professional competency, and to receive feedback and recommendations.
 - Upon the recommendation of any faculty member indicating the need to discuss specific problems with the advisor.
 - As the first step in the submission of a petition or grievance, the student should discuss the relevant issues with the advisor.
 - As the student feels the need for support, advice or the opportunity to review any aspect of the program.
2. Clinical Training Advising - Every student must complete a minimum of 225 hours of practicum in the doctoral program. The psychology department DCT serves as the clinical training advisor for students' practicum training.
 3. Program and Support Advising - The PDC advises students concerning various available support services, financial aid, learning resources, the petitioning process and related matters. The Dean's office and the Vice President of Academic Affairs may also provide advising in this area.

Academic Progress

In order to satisfactorily progress through the master's program, students must maintain good academic and professional standing.

Academic Standing:

In order to remain in good standing as a degree candidate, a student must maintain a GPA of 3.0 (B). No grade below a 2.7 (B-) will be accepted for graduate credit or will count toward graduation. Students will have to retake these courses. A grade of "U" in a S/U graded course is considered a failing grade and students must retake these courses.

Any student receiving an "incomplete" grade (IN) must complete the course requirements by the end of the following semester. No student will be allowed to enroll for any additional courses if they have an outstanding IN grade that they have carried for a semester. Any grade below a B- or a grade of "U" will not count as having satisfactorily completed a "prerequisite" course and students must retake these courses before being allowed to enroll in any subsequent courses that require the prerequisite.

A student becomes probationary when he or she:

1. fails to maintain an average of at least 3.0 (B) after 12 hours of graduate-level courses or 2.7 (B-) within the first 12 hours, or
2. has received two grades of C (2.0) or below in graduate-level courses, or
3. has received one grade of D+ (1.3) or below in graduate-level courses.

A student on probation will be evaluated by a committee from the department and may be required to participate in remedial efforts or to withdraw from the program.

Professional Standing:

An important part of entry-level education is the development of students as future professionals. The faculty believe that there are fundamental skills and abilities (essential functions) which are requisite not only for successful classroom performance, but are also

crucial aspects of the practicing professional. Therefore, students are expected to exhibit classroom and clinical behaviors appropriate to professionals. These behaviors include a commitment to learning, interpersonal skills, communication skills, effective use of time and resources, conflict resolution, problem solving, critical thinking, professional conduct, and personal responsibility and maturity. Students are informed of any deficiencies in these important behaviors that are observed by faculty and remedial steps are discussed. Students are given written feedback on these behaviors as part of their “Review of Student Progress” summaries.

Standards of Student Conduct

Students are expected to evidence both academic and professional integrity in their behavior in order to remain in good standing in the program.

Academic Integrity:

The University of Indianapolis has adopted a set of regulations concerning academic conduct which safeguard the academic integrity of the institution and its educational processes. These regulations address such behaviors as cheating, fabrication, plagiarism, interference, violation of course rules, multiple submission of the same academic work, facilitating academic dishonesty, and abuse of confidentiality (see student handbook for specific regulations).

Professional Integrity:

The master’s program at the University of Indianapolis Athens requires that all students adhere to the Ethical Principles of Psychologists published by the American Psychological Association and the Hellenic Psychological Society. In addition, students are bound by the university rules of personal and social conduct (see student handbook for specific rules).

Work While Registered as a Student

The faculty of the Department of Psychology at the University of Indianapolis Athens recognize that some graduate students will find it necessary to obtain or maintain employment while attending graduate school. Although the Department does not prohibit such employment, we *strongly recommend* that full-time graduate students consider working no more than 15-20 hours per week. The Department’s concern is with student’s academic performance.

Graduate students seeking employment may not hold themselves out as agents or representatives of the Department of Psychology or the University of Indianapolis Athens. They should not use their affiliation with the Department of Psychology, the M.A. program or the University of Indianapolis Athens as a credential for obtaining an employment position. Greek licensure law states that no one shall use the title which uses the word ‘psychologist’ or any variant of these words, such as ‘psychology,’ or ‘psychological,’ or ‘psychologic’ unless that individual holds a valid license.

Students should not take on employment in the mental health delivery area (broadly defined) for which the particular job competencies are outside of the student’s level of training and experience. Students must be appropriately supervised at any agency, clinic, or organization where they are employed. The University of Indianapolis Athens and the Department of Psychology hold no responsibility for such supervision, except in cases of approved practicum sites.

Graduate students licensed or certified to practice independently by a recognized professional board (e.g. Social Work, Marital and Family Therapy) may use only those procedures and techniques in their practice that are governed by the licensure or certification requirements of the appropriate professional board and the ethical standards of their profession. When employed outside of the Department of Psychology, graduate students may not use the facilities or equipment of the Department of Psychology or the University of Indianapolis Athens in carrying out the job responsibilities of their employment.

Graduate students in the Department of Psychology may not count any private clinical work toward the graduate program requirements for practicum credit. All practicum requirements must be completed at sites approved by the Department of Psychology and under the direct supervision of an approved site supervisor and faculty supervisor.

In the event that a graduate student who is employed in any clinical setting outside of the Department of Psychology and the University of Indianapolis Athens, including independent practice, is named in a civil or criminal suite related to his or her clinical practice or is brought up for disciplinary actions by his or her respective professional board, the student must notify the DCT in writing immediately. Any questions regarding matters of employment, credentials, or practice should be directed to the DCT.

Graduate students found not to be in compliance with this policy may be subject to disciplinary actions by the Department of Psychology or the University of Indianapolis Athens, including being terminated from the Department's training program or (where appropriate) being reported to the appropriate professional board.

Grievance Process

If a student feels that their educational progress or civil rights have been unfairly and adversely affected by the university or one of its agents, the student may file a grievance in accordance with official university procedures (see student handbook for specific guidelines). Students are encouraged to attempt to settle complaints and problems at an informal level initially. Students should talk with appropriate faculty member(s) directly about actions, decisions, or sanctions with which they disagree or find inappropriate. If the problem is not resolved following this initial communication, or if the difficulty is more serious in nature, the issue should be raised with the PDC. Following this, a formal grievance petition may be filed if the situation remains unresolved.

Disciplinary Actions

If a student violation of university or departmental policies/regulations occurs, or a student fails to maintain acceptable academic or professional standing, the student may be subject to disciplinary action up to and including dismissal from the program. Unless superseded by university policies and procedures, the department convenes a committee to inquire into the issue at hand. This committee will make recommendations to the PDC and Dean on appropriate actions to be taken. Whenever possible, a remedial plan of improvement should be a major component of the committee's recommendations. In all cases, due process procedures will be strictly followed.

Review of Student Progress

The academic work, professional development, and clinical training progress of each student is reviewed each semester by the psychology department faculty. During this review, items such as course grades, practicum ratings, clinical case study progress, etc. are considered. The student is given written feedback concerning the adequacy of her or his progress through a conference with the academic advisor (see Appendix B).

Leave of Absence

Students needing to temporarily take time away from their studies may request a leave of absence. A student who is requesting a leave of absence from the program must submit a written request to the PDC stating the reasons for the proposed leave and giving a plan on how they propose to make up the missed program requirements. The PDC, in consultation with psychology faculty, must give a written response to the student. A student may not go on a leave of absence without written approval from the PDC. A leave of absence is typically granted only for serious situations that truly prohibit the student from temporarily continuing their studies. Students who are unable to resume taking courses at the end of a leave of absence may apply for honorable withdrawal from the program. Being on a leave of absence does not extend the deadline for incomplete course requirements or for degree completion.

Withdrawal from the Program

The university considers students to be "withdrawn" from the master's program in the following circumstances:

- 1 students who do not register for at least 3 credit hours during a regular semester or during the summer session.
- 2 students who do not return from an approved leave of absence.
- 3 students who fail to follow the proper procedures for requesting a leave of absence or who do not receive approval, and who do not subsequently register for courses.

A student who wishes to withdraw in good standing must submit a letter requesting withdrawal to the Dean of the School of Psychological Sciences and must have met all financial obligations to the university. If approved, the student will be given a letter of "honorable withdrawal" from the master's program.

Readmission

Any student who was dismissed or has been withdrawn from the master's program may petition for readmission. The petition should be addressed to the PDC and state the reasons for previous unacceptable performance or inability to continue in the program, and the steps the student has taken to correct the situation. The PDC will evaluate the petition and will convey the final decision to the student. Depending on the circumstances involved, the student may be required to retake some or all of previously completed course work if they are readmitted.

Student Participation in Program Management and Assessment

Student Representation:

Student involvement and input into the governance of the Master's program is extremely important. Active participation is encouraged through the development of a student governance system. During the fall semester, the graduate students elect officers to represent them in respect to various departmental functions. These individuals represent the student body on matters of concern and report back to the students. The student representatives organize student participation in various departmental events such as orienting new students, awards ceremonies, etc. and may meet with individual faculty members to discuss concerns, share ideas, and raise issues. Students and/or student representatives may also request to attend department and committee meetings to address issues of concern. Each year a student representative is appointed to select committees as a non-voting member.

Involvement in Evaluation:

Students are involved in the evaluation efforts of the program at numerous levels. These include areas such as course evaluations, practicum site evaluations, curriculum evaluations, etc. In addition to the above, students are asked to participate annually in an overall evaluation of the program. Results from this evaluation are compiled into a written report, which is submitted to the PDC.

Right to Review Records and Privacy of Records

It is the official policy of the University of Indianapolis Athens to conform with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA).

Review of Professional Competence

The Department of Psychology accepts it as an ethical responsibility to regularly review students' professional competence. Professional competency is seen to be an essential function of graduate students and practitioners in the field of psychology. The Department conducts periodic evaluations of professional competency as a part of evaluating students' academic progress.

The essential functions to be considered when evaluating professional competency are:

- * **Commitment to Learning**

Students must complete readings, assignments, and other activities outside of class hours. They must willingly accept challenges put before them, go beyond minimum expectations, fulfill obligations, offer their own thoughts and ideas, utilize their own resources before asking others to assist, recognize when they need help and ask for it appropriately.

- * **Interpersonal Skills**

Students must have interpersonal skills as needed for productive classroom discussion and development of a therapeutic relationship with clients, respect differences in others, are polite and tactful, take responsibility for mistakes and make apologies when appropriate, and give feedback in a constructive and helpful manner.

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- * **Communication Skills**
Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships. They must listen actively, avoid distracting behavior, be aware of body language, use language that is appropriate for the setting and the population, and summarize and prioritize information well.
 - * **Effective Use of Resources**
Students are punctual and meet deadlines, are flexible and adaptable, accept imperfections in themselves and others, collaborate with others, set priorities, budget time and other resources appropriately, and are not wasteful of supplies or other resources.
 - * **Conflict Resolution**
Students seek solutions to problems rather than report complaints, are cooperative with attempts to resolve conflicts, generate ideas to remove impasses, follow established guidelines for resolving disputes, are forgiving and seek amends in interpersonal settings.
 - * **Problem Solving**
Students recognize and prioritize problems, generate multiple possible solutions, and select appropriate courses of action from among the field of possibilities.
 - * **Critical Thinking**
Students raise relevant questions, are open to new perspectives, recognize when data are needed, are willing to subject their ideas to systematic inquiry and verification, and exercise sound judgement in class and on practicum by following established policies and safety procedures.
 - * **Professional Conduct**
Students abide by the APA Code of Ethics, by the University Student Code of Conduct, by laws and regulations, display personal integrity, maintain appropriate relationships with others, and project a professional image in dress, hygiene, grooming and deportment.
 - * **Personal Responsibility and Maturity**
Students seek therapy and clinical supervision when needed, maintain a healthy lifestyle, have appropriate outlets for stress, seek a balance between professional and personal lives, are aware of their impact on others, and disclose personal information appropriately. Further, they take constructive feedback without defensiveness or hostility and incorporate such feedback into plans for improvement.

For first-year students, the Department will review students' professional competence each of the first two semesters. Continuing students will be evaluated once in the second semester of each year, or as deemed necessary by the faculty.

1. After the Department's review meeting, each student and the advisor will meet to discuss the rating and any remediation deemed appropriate.

2. If a student receives more than one professional competency rating of *in need of improvement*, the student will be reviewed for mandatory remediation or possible reconsideration for continuation in the program.
3. Students are given written feedback as part of each review.

Nothing in this policy discourages faculty from talking to students about seeking personal counseling or voluntary assistance before problems occur.

Professional Misconduct

Student Misconduct

In the event that a faculty member or a student has reason to believe that any student in the graduate programs has acted in a manner that is not consistent with prevailing professional practice and ethical codes, the student or faculty member who witnessed such behavior is expected to contact the student alleged to have acted unprofessionally and to attempt to resolve the matter informally. In the event this fails to resolve the problem (or if the witness feels uncomfortable addressing the issue directly with the student individually), the student or faculty member who witnessed the alleged unprofessional behavior is to contact the student's advisor to arrange a meeting with the student who was alleged to have acted unprofessionally. In the event that such a meeting does not resolve the issue, the next step is to contact the DCT, who will make an attempt to resolve the problem. A student or faculty member may also choose to contact the DCT directly in the case of allegations of serious misconduct or for consultation on how to proceed. Pending an unsuccessful resolution of the problem, the DCT will bring the issue to the attention of the PDC. In any event, the DCT will report any student matters brought to her/his attention in his/her role as DCT to the PDC for informational purposes. If PDC intervention fails to produce a resolution of the issue, the student or faculty member who witnessed the alleged unprofessional behavior may then proceed to the regular University Grievance Procedures as found in the *University of Indianapolis Student Handbook*.

Faculty Misconduct

If a faculty member or student has reason to believe that any faculty member in the Department of Psychology has acted in a manner that is not consistent with prevailing professional practice and ethical codes, the student or faculty member who witnessed such behavior is expected to contact the faculty member alleged to have acted unprofessionally and to attempt to resolve the matter informally. In the event this fails to resolve the problem (or if the witness feels uncomfortable addressing the issue directly with the faculty member individually), the student or faculty member who witnessed the alleged unprofessional behavior is to contact the PDC. As part of this step, if the PDC is unable to resolve the complaints, the PDC will notify the faculty member that a complaint has been lodged against them. In certain circumstances, the PDC may protect the anonymity of the person lodging the complaint. However, in almost all circumstances, a final resolution will involve a meeting of all parties involved. If the intervention by the PDC fails to produce a resolution of the issue, the student or faculty member who witnessed the alleged unprofessional behavior may then proceed to the regular University Grievance Procedures found in the *University of Indianapolis Student handbook*.

Attendance at Departmental Functions

Throughout the academic year students may be required to attend various departmental functions. These may include such things as attending colloquium presentations by prospective or current faculty, participating in community education programs held by the department, attending continuing education offerings sponsored by the department, participation in feedback sessions scheduled by the DCT or department, involvement in M.A. evaluation activities, and attending various other required departmental functions. Attendance and participation in these activities is an important part of graduate students' education, training, and professional role development as future clinicians. By enrolling in the graduate program, students acknowledge that they are committed to attending departmental functions that are announced and recognize that they may need to change personal schedules (work, family, social) and modify practicum schedules (appointments with clients, supervisory sessions, team meetings) if a conflict with a departmental function occurs. Attendance at these functions will be considered when students' professional competency behaviors are evaluated.

Class Scheduling , Registration and Attendance

The department must balance student desires, faculty availability, university policies and regulations, practicum site schedules, departmental needs, and numerous other factors when scheduling classes. Because the above factors can vary from semester to semester, and unanticipated situations can arise, changes in class schedules may occur. It is the responsibility of the student to consult published schedules and to regularly check for changes in course offerings, including meeting times and dates. Please remember that class schedules are developed on the basis of being offered primarily to full-time students. Course schedules may, therefore, not coincide with other activities in which various students are involved (e.g., work schedules, vacations, family schedules, etc.). As a student enrolled in our graduate program, being available for classes as scheduled by the department and fully attending all class sessions is an important responsibility which you assume. By enrolling in the program, students acknowledge that they are committed to attending classes as scheduled (including any schedule changes) and recognize that they may need to change their personal schedules (work, family, social) if a conflict with their academic schedule occurs. Class attendance and participation may be considered by instructors when assigning grades. Also, according to University policy, students may be administratively withdrawn from classes for excessive absences.

The planning of course schedules should always occur in conjunction with the students' academic advisor. The academic advisor must review and sign the students' proposed schedule before it can be approved. The signed course "Registration Form" must then be submitted to the Registrar. Students will be notified each semester when registration is available, and should enroll in classes as soon as possible. In any event, students must register for courses no later than one week before the beginning of classes. No student will be allowed to enroll in courses (or considered to be officially enrolled in courses) unless this form is submitted to the Registrar. *Any requests to drop, add, withdraw, etc. from courses must also be signed by the PDC. Any course registration forms, drop-add forms, or other course schedule changes taken directly to the Registrar's office will not be considered valid by the department and will not officially take effect – even if accepted by personnel in the registrar's office.* This may result in students having to repeat a course for which they were incorrectly enrolled and/ or having to take additional courses later on, thus lengthening the amount of time that students must take to complete all of their degree requirements.

Meeting with Advisors and Other Faculty Members

Faculty are sometimes unavailable (e.g. sick, away at conferences, family illness, legal obligations, teaching a class, etc.) to respond to graduate student requests to meet. In order to ensure that students have access to faculty for advising, the following procedure should be used when a student needs to arrange a meeting with a faculty member.

1. Students must first attempt to see or contact the faculty member to arrange a meeting. If the faculty member is not available, the student should leave a message requesting a meeting.
2. If the student does not receive a reply (via either direct contact, e-mail, or answering machine) after two (2) business days, they should call the Psychology Department secretary, Maria Koliopoulou.
3. Maria will schedule a meeting for the student during one of the faculty member's office hours on the next available date. Maria will notify the faculty member that the appointment has been scheduled.
4. If there is a conflict with other meetings previously scheduled by the faculty member, the faculty member will contact the student and arrange an alternative time.
5. In the event that a last-minute obligation or emergency prevents a faculty member from attending or rescheduling an appointment, the student should reschedule the meeting through the department secretary. This step should be taken regardless of whether the appointment was originally scheduled by the faculty member or by the department secretary.

The above process (steps 1-5) should also be used to schedule a telephone contact, if a student has been unable to reach a faculty member to ask questions or obtain information, or is not able to attend one of the faculty's regularly scheduled office hours.

Student Petitions

Students have the right to petition for modifications in their enrollment status (FT vs. PT), curriculum requirements (e.g., recognition of transfer of credit), degree requirements (e.g., sequence of prerequisite courses), and course requirements (e.g., independent study). Any non-routine or individually arranged changes in program requirements will require a student petition. Some petitions (e.g., transfer of credit) require specific documentation and forms which are intended for only that one purpose. Other petitions (e.g., changing from full-time to part-time status) simply require a generic petition form (available from the department secretary, see Appendix G). Although students may discuss their intent with faculty and receive verbal support for their ideas, no requests will be formally recognized as approved until the appropriate committee has first reviewed the request and the student personally receives "written" confirmation from the committee chair that the petition has been approved. It is the students' responsibility to ensure that they have written approval from the committee chair in their possession before proceeding in the program.

Please remember that petitions are meant to address atypical or unusual situations, and students should not assume that petitions will be routinely approved. Students must plan in advance if they are considering submitting a petition. Some petitions may entail deadlines and most petitions will require sufficient time to be considered by the appropriate department committee (which meet once a month). All requests must be submitted to the PDC who will then forward the petition to the appropriate committee.

Following is a “partial” list of some of the petitions which the department may deal with:

Request	Specific Policies & Procedures	Request Reviewed By	Form to be Used
Transfer of Credit	Page 19	PDC	Transfer of Credit Request Form
Practicum Changes or Requirements	Page 16 Also see Practicum Handbook	PSTC	Generic

APPENDICES

Appendix A: Graduate Courses

Appendix B: Review of Student Progress Form

Appendix C: Transfer of Credit Form

Appendix D: Psychology Department Governance & Organization

Appendix E: Professional Competency Evaluation Criteria

Appendix F: Student Petition to the Department of Psychology

Appendix G: Graduation Application Procedures Form

Appendix H: Calendar 2001-2002

Appendix I: List of Psychological Journals

Appendix A: Graduate Courses

Graduate Courses

PSY-505 Statistics and Research Methods

This course involves a detailed presentation of the various methods used by psychologists in experimental research and design, as well as the statistical techniques which are used to analyze data. Both parametric and non-parametric techniques are reviewed along with various experimental and quasi-experimental designs. Topics include hypothesis testing and the experimental method, choosing appropriate statistical techniques, threats to internal and external validity, and varieties of experimental control and randomization. Students will be expected to perform statistical procedures on sample data sets and draw conclusions from the results of statistical analyses. (4 hours)

PSY-511 Personality Assessment

Covers the development, administration, scoring, and interpretation of major objective and projective personality assessment instruments. Includes the MMPI-2, 16PF, Rorschach, Thematic Apperception Test, and other personality tests of interest. Test selection, report writing, and diversity issues in appropriate test usage are also discussed. Students must concurrently enroll in the Personality Assessment Lab while taking this course. (3 hours)

PSY-520 Ethics, Professional Standards, and Legal Issues

Provides a broad understanding of the roles and functions of professional psychologists. Topics covered include the ethical principles of psychologists, clinical standards of practice, legal issues and regulations, licensure, professional organizations, and coverage of issues affecting professional practice and the delivery of services. (3 hours)

PSY-521 Neuropsychology and Biological Bases of Behavior

This course explores the relationship between brain functions and human behavior. Topics include neuroanatomical brain structure and development; neuropsychological functioning as it relates to sensory, motor, perceptual, emotional, linguistic, and cognitive abilities; organic syndromes and impairment; and the assessment and rehabilitation of various forms of central nervous system impairment. (3 hours)

PSY-535 Advanced Personality Theory and Research

This course is a systematic survey of the major theories of personality. Personality theories from the psychoanalytic, behavioral, phenomenological-existential, trait-factor, and social learning traditions are presented and contrasted. The fundamental assumptions, nature of development, and individual variability of personality are presented for each outlook. The application of personality research is discussed in a variety of areas such as the study of aggression, anxiety, altruism, and locus of control. (3 hours)

PSY-541 Foundation Skills for Psychotherapy

In this course students refine the fundamental skills of therapeutic relationships. Covers skills in forming a therapeutic alliance; the mastery of empathic listening skills such as paraphrasing, reflecting, and the use of probes; the effective use of advanced relationship techniques such as confrontation, self-disclosure, and interpretation; the use of hypothesis testing in formulating treatment goals; and termination procedures and issues. Students are involved in role-play situations, as well as submitting audiotaped and videotaped examples demonstrating mastery of skills. Ethical issues and the influence of factors such as gender, culture, age, and race on the therapy relationship are discussed. (3 hours)

PSY-542 Cognitive and Cognitive-Behavioral Approaches to Treatment

This course covers cognitive and cognitive-behavioral therapeutic approaches and research. Students explore a broad range of cognitive/cognitive-behavioral assessment and intervention strategies, as well

as the theoretical foundations of these modalities. Skill development in cognitive/cognitive-behavioral therapy includes demonstrations, role-playing, and videotapes. Ethical and diversity issues are discussed. *Prerequisite: PSY-541. (2 hours)*

PSY-544 Brief Therapy and Crisis Intervention

This course presents the theories and methods of several models of brief therapy, including the crisis intervention model. The structure and rationale of brief therapies are examined as applied to a wide range of problems. The acquisition of skills essential for practice of short-term psychotherapy and crisis are covered. This course also includes specialized emergency assessment procedures such as the mental status examination, evaluation for the potential for suicide and violence, and other topics in crisis intervention. Empirical findings, professional issues, and ethical concerns are discussed. *Prerequisite: PSY-541. (2 hours)*

PSY-550 Master's Practicum/Seminar

This course involves supervised clinical experience at an approved placement site. Students learn to apply basic counseling skills and develop an integration of theories of therapy and the application of techniques and interventions. Students must concurrently participate in a weekly practicum seminar. The seminar focuses on introducing students to issues such as ethics, cultural issues, self-assessment and evaluation, record keeping, and the supervision process. *(2 hours)*

PSY-555 Advanced Master's Practicum/Seminar

This course is a continuation of the Master's Practicum (PSY-550) and involves advanced field experience under supervision at an approved placement site. Emphasis is on the continued refinement of various skills involved in therapy, consultation, diagnosis, assessment and program management. The students must concurrently participate in a weekly practicum seminar. The seminar groups provide opportunities for students to address issues related to clinical practice, ethics, case management, diversity, treatment strategies, consultation, program development, and other aspects of professional psychology. *Prerequisite: PSY-550. (2 hours)*

PSY-556 Personality Assessment Laboratory

Students develop competency in the use of personality assessment instruments through the administration and interpretation of major personality tests. This course requires students to be observed administering selected tests, as well as to submit a number of reports with test protocols for critique. Students will be assigned clients for assessment purposes. *(1 hour)*

PSY-560 Cognitive and Cognitive-Behavioral Approaches to Treatment Laboratory

Observation and practice of major techniques in cognitive and cognitive-behavioral approaches. Must be taken concurrently with PSY-542. *(1 hour)*

PSY-561 Brief Therapy and Crisis Intervention Laboratory

Observation and practice of major techniques in brief therapy and crisis intervention approaches. Must be taken concurrently with PSY-544. *(1 hour)*

PSY-565 Advanced Psychopathology

This course involves an examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states. Dimensional and descriptive approaches to classification are reviewed, with emphasis on the current forms of adult psychopathology found in DSM. Topics include the symptomatology, etiology, developmental patterns, and treatment approaches to various diagnostic categories. Empirical findings, methodological concerns, and conceptual issues are discussed. *(3 hours)*

PSY-575 Group Therapy

This is an advanced-level course covering the principles and practices of conducting therapeutic groups. Topics include issues related to various types of groups and group interventions, management of group process, and resolving typical group issues. Theory and research concerning group therapy will also be reviewed. Students are required to participate in in-class group experiences and analyze group dynamics in various scenarios and role plays. (3 hours)

PSY-580 Family Therapy

This course aims to provide adequate understanding of the historical evolution, and the theoretical and practical approaches to family therapy. There will be extensive discussions of the role which general systems theory, communication theories and the postmodern philosophical movement played in the development of contemporary family therapy. Theory will be complemented with an experiential understanding of techniques and applications to specific family problems. (3 hours)

PSY-591 Case Conceptualization and Treatment Planning I

This course is the first of a two-semester capstone seminar designed to prepare students to conceptualize, evaluate, and present clinical cases and to prepare students for employment in a health care environment that increasingly emphasizes professional accountability. Topics covered include case conceptualization, treatment planning, empirically supported treatments, searching and writing case-focused literature reviews, single-case and N=1 research methodology, writing case studies and treatment reports.

Students are required to be concurrently enrolled in PSY-550. (3hours)

PSY-592 Case Conceptualization and Treatment Planning II

This course is the second of a two-semester capstone seminar. This course will be organized as a clinical case conference. During the first part of the semester, students will observe case presentations and view and discuss clinical cases. Students may also be required to attend external seminars (e.g. Grand Rounds) when clinical-relevant topics are presented. In the second part of the course, students will be responsible for presenting cases from their practice.

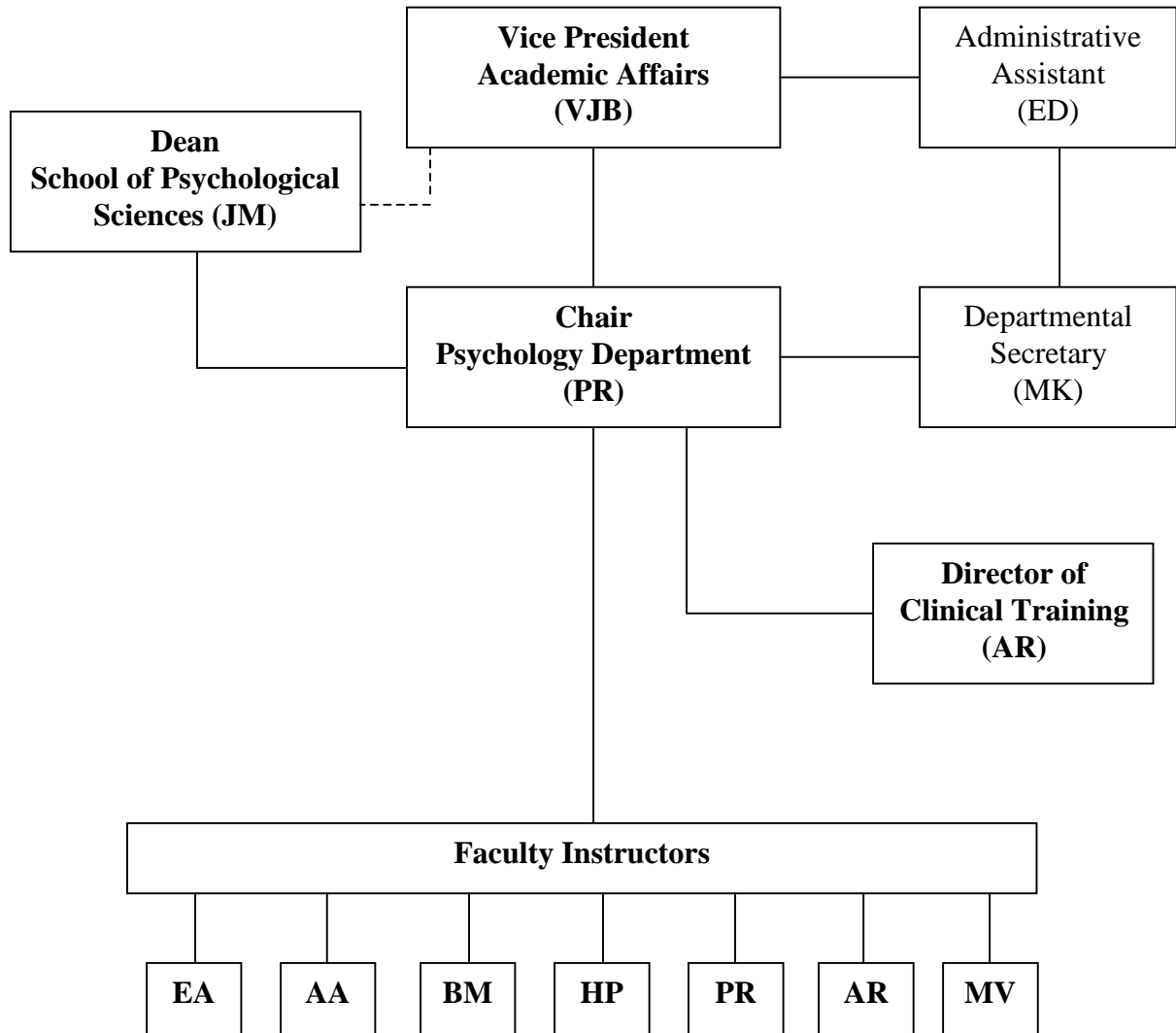
Students are required to be concurrently enrolled in PSY-555. Prerequisite: PSY-591 (3hours)

Appendix B: Review of Student Progress Form

Appendix C: Transfer of Credit Form

Appendix D: Psychology Department Governance & Organization

Psychology Department Governance & Organization



Appendix E: Professional Competency Evaluation Criteria

Commitment to Learning

Excellent	Average	Poor
Develops new and creative ways of answering questions, collects data and engages in a dialogue to clarify and further refine questions.	Research questions and problems on own before asking others for help/assistance.	Asks for help and guidance without first trying on their own.
Seeks out new information, approaches, and opportunities for learning.	Open to considering new information, approaches, and opportunities for learning.	Avoids/unwilling to consider new information and approaches and does not take advantage of additional opportunities for learning.
Regularly exceeds expectations for learning. Seeks out multiple sources of information. Initiates own learning projects.	Willingly accepts challenges put before them. Consistently meets expectations for learning and often exceeds expectations.	Avoids challenges and additional work.
Fulfills obligations/promises before due dates, and in greater detail than required.	Consistently/regularly fulfills obligations and follows through on promises.	Frequently fails to fulfill obligations and promises.
Initiates discussions in class, and offers own thoughts and ideas.	Participates in discussions in class and offers their own thoughts and ideas in class.	Generally does not participate in class discussions and does not voice own thoughts and ideas.
Is aware of personal limitations and sets personal/professional learning goals, which actively works on without prompting.	Is aware of personal limitations, and indicates willingness/desire to work on learning to overcome these.	Unaware of personal limitations and unwilling to acknowledge/accept the need to learn and improve when pointed out by others.
Seeks out feedback to improve performance and aid learning.	Open to feedback about ways to improve performance and enhance learning.	Unwilling to accept feedback about ways to improve performance and increase learning.
Arrives to class/meetings early, has completed all readings and other assignments, and brings in additional references/info to share with others.	Arrives to class/meetings on time and is prepared (has completed all readings and other assignments).	Frequently arrives late to class/meetings and is often not prepared (has not completed readings/assignments).
Attends all CE activities at U of I and seeks out numerous other opportunities for outside involvement in educational activities.	Attends all continuing education activities offered at U of I and some that are offered elsewhere.	Does not attend many continuing education activities, which are offered.

Interpersonal Skills

Excellent	Average	Poor
Demonstrates an interest in people as individuals and relates empathetically to others.	Demonstrates an interest in people as individuals.	Tends to view others based on stereotypes and group categories.
Recognizes differences due to diversity and communicates this in a way that makes other feel understood.	Recognizes differences due to diversity.	Often fails to recognize differences due to diversity.
Initiates cooperative efforts with others and takes a leadership role.	Interacts cooperatively with others.	Often has difficulty interacting cooperatively with others and may monopolize others time and/or fail to help take responsibility for cooperative endeavors.
Is sensitive to others' lifestyles and opinions, while conveying their own beliefs in a respectful manner.	Respects differences about others' lifestyles and opinions.	Tends to see their own lifestyle and opinions as "correct" and dismisses or ignores other viewpoints and lifestyles.
Is sensitive to others' personal space and privacy, and communicates their own space and privacy needs in an appropriate manner.	Respects others' personal space and privacy.	Often ignores the personal space and privacy of others.
Is able to share info/ideas in a way that different individuals find polite and respectful, yet which conveys the intended message.	Polite and tactful.	Frequently engages in rude behavior such as interrupting others, borrowing items without asking, making insensitive comments or jokes, etc.
Initiates discussions of and takes responsibility for mistakes and apologizes appropriately.	Takes responsibility for mistakes and makes apologies when appropriate.	Generally denies/fails to recognize the part they play in or role they may have in mistakes, and reacts defensively when others comment on mistakes.
Displays a positive attitude and confidence, even during stressful times.	Displays a positive attitude and confidence (vs pessimistic, arrogant or unconfident).	Tends to have an overly pessimistic attitude and approaches situations with either a sense of arrogance or lack of self-confidence.

Initiates constructive feedback in a timely fashion, recognizes when others don't understand feedback, and modifies accordingly.	Gives feedback in a constructive and helpful manner.	Often fails to give feedback to others.
Is aware of current situational demands and the affect of others and modifies level of interaction accordingly to ensure appropriate communication.	Appropriately assertive.	Tends to be either aggressive or submissive in communicating or interacting with others.
Demonstrates awareness of level of comfort in different individuals' with self-disclosure, personal questions, and sensitive topics of discussion and modifies behavior accordingly.	Recognizes degree of familiarity that others are comfortable with.	Often fails to recognize the degree of familiarity that others are comfortable with and may excessively self-disclose, ask inappropriately personal questions, or bring up very sensitive topics of discussion.

Communication Skills

Excellent	Average	Poor
Written work is consistently free of any grammatical or spelling errors.	Written work is often error free and at most has one spelling or grammatical error on a page.	Written work often has multiple spelling and grammatical errors.
Written work is focused, informative, appropriate to the level of the audience, logically organized, and free of slang or jargon.	Written work is clearly understandable, effectively communicates ideas in a logical fashion and has minimal use of slang or jargon.	Written work is often unclear (vague, abstract, or inconsistent), lacks good organization, and includes undefined terms and slang or jargon
Summarizes and synthesizes the work of others and appropriately uses APA style in all aspects of written work.	Accurately represents the work of others and appropriately uses APA style for most written work (e.g., quotations, references, etc.)	Is sometimes inaccurate in representing the work of others, fails to cite the source of material, and inconsistently or erroneously uses APA writing style.
Effectively and persuasively communicates through accurate spoken language to individuals as well as to larger groups of people.	Effectively communicates through spoken language, which is clear and focused.	Spoken communication frequently involves digressions, tangential comments, may ramble and include vague terminology.
Tone, pacing, and fluency of speech indicates confidence, sensitivity, and awareness; no distracting nonverbal behaviors are evident; eye contact appropriate for context.	Pacing and fluency of speech is appropriate and few distracting nonverbal behaviors are evident; eye contact is adequate.	Speech dysfluencies and nonverbal distracters (e.g., fidgeting, mannerisms, etc.) are common; eye contact often inadequate or excessive
Consistently uses active listening skills in a way that makes others feel understood, facilitates open communication, summarizes significant ideas or feelings, and redirects conversations as needed.	Effectively uses active listening skills (e.g., reflecting, paraphrasing, clarification, etc.).	Often fails to actively listen and does not demonstrate interest in the ideas or feelings of others; may interrupt when others are speaking and focus on stating own opinions and beliefs.
Effectively analyzes, synthesizes, prioritizes, summarizes, and discusses the important points in a conversation or reading material to facilitate communication.	Is able to select, analyze, and discuss the important points in a conversation or reading material to facilitate communication.	Often unable to discern or evaluate the important points in a conversation or reading material; tends to impede, distract, and disorganize communication.
Demonstrates the ability to give/receive suggestions and ask questions to enhance the exchange of information and ideas in a nonconfrontational and open manner.	Effectively gives and receives suggestions.	Tends to be overly critical and defensive when giving and receiving suggestions.
Consistently incorporates technological resources in presentations (e.g., overheads, videos, handouts, etc.), papers (e.g., power point graphs, tables, figures, web sites, etc.) and discussions (e.g., using e-mail to communicate, participates in conversations on list serves, utilize web resources, etc.) to enhance communication.	Effectively utilizes technological resources to aid in communication (e.g., e-mail, computing services, media services, etc.).	Generally does not utilize technological resources to aid in communication (e.g., does not regularly check or use e-mail, fails to incorporate multimedia aids, does not incorporate Internet resources, etc.)

Effective Use of Time/Resources

Excellent	Average	Poor
Student turns in all assignments within deadlines, and has, on occasion, been noted to turn in assignments prior to deadline.	Student turns in all assignments by deadline.	Student has turned in more than one assignment late.
Student organizes fellow students to address program concerns.	Student attends meetings with fellow students to address program concerns.	Student does not attend meetings (to collaborate) with fellow students to address program concerns.
Student has been noted to conserve resources (e.g. wait until product is complete before printing it).	Student uses resources in an expected manner (i.e., does not over nor under use resources)	Student has used program materials wastefully (e.g. produced multiple copies of papers on departmental printers).
Student is flexible when demands change (e.g. change of meeting times).	Student is compliant when demands necessitate change (e.g. meeting times).	Student is not flexible when demands change (e.g. meeting times).
Student establishes priority listing of work activities, which organizes workflow.	Student performs tasks assigned in the order assigned.	Student has on more than one occasion, been unable to complete tasks due to time demands.
Student is aware of, and independently uses, available resources to complete assignments (e.g. writing lab, computer software, interlibrary-loan).	Student is aware of, and uses with instruction, available resources to complete assignments (e.g. writing lab, computer software, interlibrary-loan).	Student is aware of, yet does not use available resources to complete assignments (e.g. writing lab, computer software, interlibrary-loan).
Student informs other students of available resources.	Student is not aware of, and does not inform other students of available resources.	Student is aware of, yet does not inform other students of available resources.

Conflict Resolution

Excellent	Average	Poor
Student formulates concerns and develops action plans to resolve them.	Student accepts partial ownership of the conflict after it has been addressed.	Student presents concerns in the format of complaints, and does present plans for solution.
Student follows published grievance procedures to address individual concerns.	Student follows formal grievance procedures after being instructed to do so.	Student adheres to beliefs that prevent the resolution of disputes.
Student seeks resolution, and does not continue to discuss situation after it has been formally addressed.	Student attempted to solve difficulties with colleagues, after being instructed to do so by faculty.	Student refuses to accept any responsibility for partial ownership of the conflict.
The student identified difficulties with colleagues, and then independently attempts to resolve them. Student has independently developed, and presented ideas to resolve issues. Student requested meeting to discuss issues of concern with the other party.	Student identified concerns regarding another party, and requested faculty assistance in resolving the issue.	Student continued to deny conflict, even after being discussed with faculty.

Problem Solving

Excellent	Average	Poor
Student identifies, prioritizes, and analyses problem situations. Student also generates methods of effectively dealing with concerns, evaluates and implements the most desirable solution.	Student identifies, prioritizes, and analyses problem situations. Student generates methods of effectively dealing with concerns, evaluates and implements the most desirable solution, after being instructed to do so.	Student does not acknowledge problem areas, nor does student attempt problem solution.
Student remained calm in a problem situation, and performed effective intervention.	Student may become distressed during problem identification, but becomes calm and resolves situation at hand.	Student is unable to solve problem because of emotional interference.
Student uses problem-solving skills to identify and solve clinical problems.	Student uses problem solutions as instructed by clinical supervisor.	Student ignores advice of supervisor, and does not resolve problem.

Critical Thinking

Excellent	Average	Poor
Actively seeks to challenge one's ideas and perspectives so as to gain new understanding.	Displays an openness to perspectives other than one's own.	Firmly holds to narrow ways of addressing issues.
Extends the works of others by positing new ideas that are logical extensions of previous work.	Synthesizes material into a cohesive framework that serves to guide understanding of concepts.	Has difficulty understanding basic concepts.
Plays an active role in discussing views different than one's own.	Able to articulate arguments in favor of and against various issues.	Fails to recognize views that are inconsistent with one's own.
Able to draw upon relevant, but not directly related, material to develop specific hypotheses.	Has the ability to take global concept and posit specific questions related to that concept.	Has difficulty postulating specific questions with the aim of clarifying global concepts.
Incorporates new information from specific questions and extends the global concept from the original idea.	Demonstrates an ability to generalize specific information to global concepts.	Becomes preoccupied with trivial details such as there is difficulty recognizing underlying principles.
Able to alter one's hypothesis, while maintaining the core elements, when confronted with inconsistent information.	Demonstrates the ability to search for both confirmatory and contradictory information regarding hypotheses.	Refutes information, without sufficient rationale, that does not conform to expectations or hypotheses.
Is active in procuring additional information when needed informed decisions.	Recognizes when additional information is necessary before making decisions.	Makes rash decisions without having sufficient information.

Personal Responsibility and Maturity

Excellent	Average	Poor
Self identifies areas in need of improvement and ways to remediate them.	Aware of strengths and areas in need of improvement and follows advice of advisor for remediating weaknesses.	Denies need for changes, even when suggested by faculty.
Seeks to improve self via exercise, self-improvement courses or books, and appropriate social relationships.	Maintains a healthy, balanced lifestyle.	Has enmeshed relationships that interfere with professional functioning or becomes overly involved in professional matters such that interference with personal matters ensues.
Is proactive in dealing with difficult situations and displays an ability to appropriately choose when to confront issues.	Handles problems and interpersonal situations in an effective matter.	Problems persist because of inadequate attempts to resolve them, or frequently has interpersonal problems with others.
Seeks to expand one's limits but recognizes.	Recognizes personal limits and works within those limits.	Becomes overwhelmed with commitments such that multiple deadlines get missed.
Makes effective use of therapy sessions to improve an understanding of oneself.	Seeks therapy when needed.	Fails to request professional assistance, even when suggested by others.
Actively seeks out feedback and changes behavior accordingly.	Listens to constructive feedback and is able to utilize it to improve one's behavior.	Becomes defensive when receiving feedback and does not follow the advice of faculty regarding personal improvement.
Is empathic to the wants and needs of others as well as has an awareness of one's own needs.	Aware of impact on others and discloses appropriate amount of personal information.	Displays limited awareness of the negative impact one has on others.

Professional Conduct

Excellent	Average	Poor
Makes Attempts to continue to learn within one's areas of competence and also makes attempts to learn about new areas.	Works within areas of competence.	Performs functions that one does not have the qualifications to perform.
Works to promote cooperation among others while also recognizing individuals needs and beliefs.	Treats faculty, staff, and other students with respect.	Disparages people in front of others.
Manages unavoidable dual role relationships considering the best interests of all affected persons.	Avoids dual role relationships.	Becomes involved in relationships that are potentially harmful, especially if the relationship is a dual role relationship.
Proactively identifies areas of confusion regarding one's credentials or work and strives to clarify those areas of confusion without prompting from others.	Represents oneself honestly and without deceit.	Gives false information about one's credentials or reasons for missing one's responsibilities as a student, falsely represents someone else's work as one's own, or assists in deception of others.
Develops written consent for treatment forms that contain information regarding confidentiality (and the limits thereof) and provides one to all clients.	Maintains confidentiality of client records and information.	Gives information about clients to people who have no reason to know and without that client's informed consent.
Recognizes one's own potential biases and seeks consultation from others when biases may interfere with good judgment.	Avoids permitting biases to influence decisions that adversely affect others.	Readily discriminates against a group of individuals on the basis of personal characteristics.
Attends Continuing Education seminars devoted to discussion of ethical issues and seeks consultation on ethical dilemmas.	Upholds the APA Ethical Principles and Code of Conduct and abides by the University of Indianapolis Student code of Conduct.	Exhibits clear violation of the Ethical Principles or Student Code of Conduct.
Volunteers time to help charity organizations; gives high quality presentations at local and national events.	Represents the University of Indianapolis and the field of Psychology in a professional manner.	Makes public statements that are not factual and that portray the University of Indianapolis or the field of Psychology in a negative manner.

Appendix F: Student Petition to the Department of Psychology

Appendix G: Graduation Application Procedures Form

Appendix H: Calendar 2001-2002

Graduate Academic Calendar 2001-2002

Fall, 2001 Semester

Mon.-Fri.	Sept. 3-7	Fall, 2001 Registration
Mon.	Sept. 10	Late Registration Begins
Mon.	Sept. 17	Fall, 2001 Semester Begins
Mon.-Fri.	Sept. 17-21	Add-Drop Period
Fri.	Sept. 28	Last Day for Withdrawal with Partial Refund
Fri.	Nov. 16	Last Day for Academic Withdrawal
Thu.	Nov. 29	Thanksgiving Day (No classes)
Fri.	Dec. 14	Last Day of Classes and Final Exams
Friday	Dec. 14	Fall, 2001 Semester Ends

Spring, 2002 Semester

Mon. -Fri.	Nov. 26-30	Spring, 2002 Registration
Mon.	Dec. 3	Late Registration Begins
Mon.	Jan. 14	Spring, 2002 Semester Begins
Mon.- Fri.	Jan. 14-18	Add-Drop Period
Fri.	Jan. 25	Last Day for Withdrawal with Partial Refund
Mon.	Mar. 18	Holiday (No classes)
Mon.	Mar. 25	National Holiday (no classes)
Fri.	Mar. 22	Last Day for Academic Withdrawal
Fri.	Apr. 26	Last Day of Classes and Final Exams
Fri.	Apr. 26	Spring, 2002 Semester Ends

Summer I, 2002 Intersession

Mon.-Fri.	Apr. 1-5	Summer I, 2002 Registration
Mon.	Apr. 8	Late Registration Begins
Mon.	May 7	Summer I, 2002 Intersession Begins
Mon-Tue.	May 13-14	Add-Drop Period
Fri.	May 17	Last Day for Academic Withdrawal
Fri.	June 7	Last Day of Classes and Final Exams
Fri.	June 7	Summer I, 2002 Intersession Ends

Summer USA, 2002

Mon.-Fri.	July 1-Aug. 9	Tentative MA Summer USA Dates: Subject to confirmation
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The University reserves the right to make calendar changes without notice.

Appendix I: List of Psychological Journals