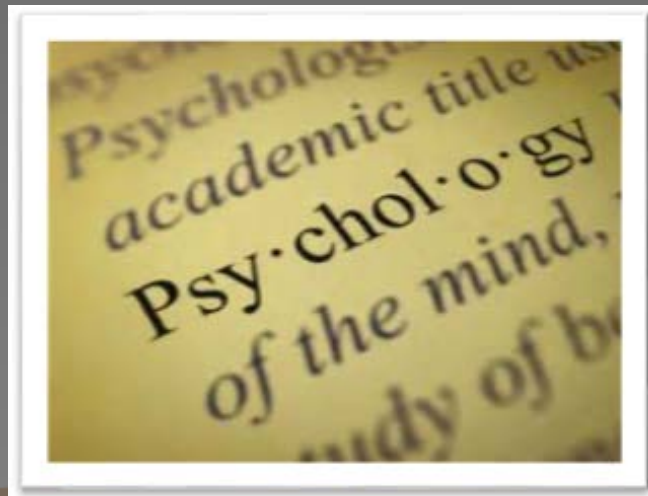




MARTIN
UNIVERSITY

Community Psychology Graduate Handbook



MARTIN UNIVERSITY
2024-2025

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Graduate Programs in Community Psychology

This handbook is designed to provide information about the Martin University Community Psychology Graduate Programs. Martin University offers three programs in Community Psychology. Two programs lead to a Master's of Science (MS) in Community Psychology. One is a 48-credit-hour Non-Licensing Track, and the other is a 60-credit-hour Licensing Track. The third program leads to a Certificate in Counseling and Clinical Studies.

The Community Psychology Graduate Program's mission is to provide a contemporary curriculum in an inclusive, supportive and collegiate University environment to students seeking advanced education in the field of mental health and addictions counseling.

The graduate programs in Community Psychology are academically structured for students to develop skills used in mental health counseling settings. The program's course content and experiential components incorporate a multicultural orientation to psychology. Upon program completion, the graduate will be prepared to enter the mental health counseling workforce (e.g., public and private mental health counseling facilities) or continue graduate education toward a Doctor of Philosophy (Ph.D.) or a Doctor of Psychology (Psy.D.).

Community Psychology Program Process for New Admissions

Individuals interested in pursuing graduate study in all offered Community Psychology programs at Martin University must have earned a bachelor's degree from an accredited program of study with a minimum GPA of 3.0. An undergraduate major in Psychology is preferred but not required.

Applicants will need to complete the initial application process with the Office of Admissions. This includes:

1. Completing an application form indicating which program the applicant is seeking admission into and paying an application fee.
2. Having all prior *official* college transcripts forwarded by mail from *all* prior universities (whether degree conferring or not) directly to Martin University's Admissions Office.
 - a. Unofficial transcripts will not be accepted.
 - b. Hand carried transcripts will not be accepted.
 - c. Missing transcripts will result in a delay in processing the application.
 - d. Martin University students may request that official transcripts be sent through interoffice mail rather than through the USPS.
3. Having three *typed, signed, and dated* letters of recommendation from professional or academic persons who can comment on the applicant's ability to successfully complete graduate level work sent by mail directly from those individuals to the Office of Admissions.
 - a. Hand carried letters will not be accepted.
 - b. Emailed letters will not be accepted unless sent in PDF form, signed and dated, to the Admissions Office.
4. Submitting a 500-word *typed* personal essay. The personal essay should address why the applicant wishes to pursue a mental health counseling graduate degree/certificate, why the applicant wishes to pursue graduate study at Martin University, and a description of the applicant's personal and professional goals.
 - a. The personal essay will be evaluated on "Goodness of Fit" with the goals of the program.
 - b. The personal essay will be evaluated for logical reasoning, writing style, and professionalism.

When the applicant's packet of application materials is complete, the Office of Admissions will forward the completed packet to Community Psychology Faculty Lead for review. Based on this review, a decision will be made regarding acceptance into the Community Psychology program in which the applicant has applied. Some applicants may be contacted for a formal interview before a decision is made. Applicants should expect to receive a formal notification letter within two weeks of the completed application materials being sent to the Community Psychology Faculty Lead.

Notification of **Full Acceptance** indicates the applicant has met all criteria to be admitted as a graduate student in the selected Community Psychology program. The new student will meet with an academic advisor who advises the student regarding degree planning and course selection. Once the student has met with the academic advisor, the student may enroll in graduate courses.

Notification of **Provisional Acceptance** indicates the applicant is deficient in some of the criteria required for full acceptance into the Community Psychology graduate program. The issue(s) that led to provisional acceptance and any corrective actions required on behalf of the student before course enrollment is allowed will be explained in the provisional acceptance letter.

Notification of **Non-Acceptance** status indicates that the application review persons do not believe the applicant meets the criteria necessary to successfully complete the graduate-level work.

Please note that in some cases an applicant may already have a master's degree and be only in need of a few courses that qualifies him/her for licensing in the State of Indiana. In these cases, the applicant will still need to submit all the required materials above. However, if admitted the applicant will be accepted as a non-degree seeking student. Non-degree seeking students are not eligible for Title IV financial aid funding and will need to make alternative payment arrangements with the Martin University Registrar.

Also, note that applicants interested in only the Certificate in Counseling and Clinical Studies will be accepted as a non-degree seeking student. Non-degree seeking students are not eligible for Title IV financial aid funding and will need to make alternative payment arrangements with the Martin University Registrar.

International Students Admissions Policies

Admissions Process

International students must be provided with I-20 Procedures to begin the admissions application process. The PDSO (Primary Designated School Official) for International Students and is certified to process international students and will initiate the application process for immigrant applicants who desire to attend Martin University. International students planning to attend Martin University should contact enrollment management personnel to be provided with the I-20 Procedures.

Martin University is authorized under federal law to enroll non-immigrant students. To obtain a non-immigrant student visa, the prospective student must complete an application for admission and ask the University to complete an I-20 form. The I-20 form is the first step in a formal request for a non-immigrant student visa. Before the University can fill out an I-20 form, the prospective student must provide documentation to the Admissions Office verifying birthplace, nationality, and graduation from high school (or equivalent). Applicants whose native language is not English should plan to submit scores from the Test of English as a Foreign Language (TOEFL) or equivalent. Students should note that Martin University does not offer classes that teach English as a Second Language, and if scores are unsatisfactory, arrangements must be made to take such classes elsewhere.

The prospective student must also provide proof of his or her financial responsibility, as well as proof of financial responsibility of any sponsors. When accepted by the Admissions Office, International students are expected to pre-pay all tuition each semester. The University must also be satisfied that other expenses will be met.

Once all documentation has been provided to the University, a prospective student already in the United States may take or send the completed I-20 form to the Immigration and Naturalization Service (INS). The INS will eventually inform the student whether he/she will be granted a non-immigrant student visa. Prospective students who have provided all necessary documentation to the University and are not already in the United States may arrange to have a completed I-20 form sent to them. The student is then expected to take the completed I-20 form to the American Embassy in his/her country of residence and request a non-immigrant student visa from the Embassy.

International students will need to review the Student Visa Webpage for the required documentation needed for their Visa appointment and to pay the visa application fee. Students can visit the U.S. Immigration and Customs Enforcement (ICE) website and navigate to the Student and Exchange Visitor Program (SEVP) page to learn more about SEVIS and pay the SEVIS I-901 Fee. Students must have the I-901 fee before their interview. Once he/she has secured the Visa, he/she will need to submit a copy to admissions to complete registration. Upon arrival to campus, students will need to report to Admissions for an updated I-20 and meet with the Bursar to set up payment arrangements for the semester.

All non-immigrant (F-1) students are expected to carry a full course load. This is at least 12 credit hours during each of the fall and spring semesters. F-1 students are only allowed to take 1 online class per semester. If a full course load is completed in the Fall and Spring semester, F-1 students are not required to take courses in the Summer semester. F-1 students should refer to the Primary DSO or Student Services for questions and assistance throughout their time as a student.

English Proficiency Test Exemptions

If you were raised speaking English at home, in your community, and throughout your country, you are not required to submit additional proof of your English proficiency. This exemption applies if English was your primary language during your upbringing. However, applicants from countries not explicitly listed who claim English as their native language must provide additional evidence to support their claim.

Countries Whose Native Language is English include: Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Bermuda, Belize, British Indian Ocean Territory, British Virgin Islands, Canada, Cayman Islands, Dominica, Falkland Islands, Gibraltar, Grenada, Guernsey, Guyana, Ireland, Isle of Man, Jamaica, Jersey, Montserrat, Nauru, New Zealand, Pitcairn Islands, Saint Helena, Saint Lucia, Saint Kitts and Nevis, Saint Vincent and the Grenadines, South Georgia and the South Sandwich Islands, Trinidad and Tobago, Turks and Caicos Islands, United Kingdom, U.S. Virgin Islands, and the United States

English Proficiency Test

English Proficiency Test	Score	Website
PTE-A Pearson Test of English-Academic	58	PTE Academic
TOEFL Internet-Based	79	TOEFL iBT
IELTS Academic	6.5	IELT S
iTEP	3.9	iTEP

C1 Advanced (Cambridge Assessment English)	176	C1 Advanced
SAT Evidence-Based Reading and Writing Subscore	500	SAT
ACT English Subscore	19	ACT
Completion of English Composition I and II with grades of A, B, or C from a regionally accredited U.S. university or country where English is the native language		

College and Transcript Evaluations

If you completed your high school or university education outside the United States, you must get your international academic records evaluated. This is a requirement for all applicants, regardless of citizenship, and is different from simply submitting your transcripts.

Please plan ahead as this evaluation can take between 2 to 4 weeks. It is important to ensure that your evaluation is submitted to Martin University by the deadline for your application.

Your evaluation needs to include:

- A detailed review of each course you have taken.
- A calculation of your grade point average.

Remember, your high school or any testing centers must send your academic documents (like transcripts or exam results) directly to the evaluation service you choose.

We only accept evaluations sent directly to us from the following approved services:

- Educational Credential Evaluators (ECE)
- International Education Evaluations (IEE)
- Josef Silny & Associates, Inc.
- SpanTran
 - Make sure to specify Martin University as the recipient on the SpanTran "Contact Information" page to verify your documents.
 - Also, do not use UM as an additional email for document delivery with SpanTran to avoid delays.
- World Education Services (WES)
 - Only for transfer students needing evaluations of university-level transcripts, as WES does not evaluate high school coursework in detail.
- Any other approved member of the National Association of Credential Evaluation Services (NACES).

Please note, we do not accept provisional evaluations. Make sure everything is in order well before your application deadline to avoid any delays with your admission process.

Criteria for Waiving the Evaluation

If you meet any of the following criteria, your international evaluation can be waived:

For new international graduate student applicants:

- You have spent at least three years, including your final year, at a U.S. accredited high school outside the U.S.

- You completed only 9th grade at a school outside the U.S. but earned a U.S. high school diploma by finishing 10th to 12th grades in a U.S. high school.
- You are a graduate of an International Baccalaureate (IB) program outside the U.S.
- You are receiving a Cambridge AICE Diploma.
- You are completing 3-4 A-level courses through Cambridge, AQA, Pearson, or Edexcel and have IGCSE results.
- Attended a high school for at least three years in the United Kingdom or Turkey, or in Canada (excluding Quebec), or in the Caribbean (earning a CAPE Certificate, but not if you're in Dutch, French, or Dominican educational systems).
- Followed the Indian Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), or Indian School Certificate (ISC).
- Have official results from exams like the West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO), Cameroon General Certificate of Education Advanced Level, Kenya Certificate of Secondary Education (KCSE), or Rwanda Advanced Certificate of Education. For WASSCE or NECO, remember to submit the scratch card and PIN.

International Graduate Student Transfer Applicants:

- If you are transferring from an American university located outside the U.S. or from a university in Canada (excluding Quebec), you also do not need to submit an international evaluation.

Community Psychology Program Process for Re-Admission

Students previously admitted to the Community Psychology program who return after an absence of two academic years or longer will need to reapply and be readmitted to the program.

Students applying for re-admission will need to complete the re-admission process with the Office of Admissions. The readmission process includes completing an application, paying any admissions fee, and providing a typed readmission statement. This typed readmission statement should include:

1. A discussion as to why the student wishes to be re-admitted.
2. A discussion as to how the student plans to be academically successful if challenges were experienced during their original admission (e.g., received final course grades below a B, cumulative GPA below 3.0).

When the re-admission packet of materials is complete, the Office of Admissions will forward the completed packet to the Community Psychology Faculty Lead for review. Based on this review, a decision will be made regarding re-admission into the Community Psychology program. Some students may be contacted for a formal interview before a decision is made. Students applying for readmission should expect to receive a formal notification letter within two weeks of the completed re-admissions materials being sent to the Community Psychology Faculty Lead.

Community Psychology Program Process for Admission into the Licensing Track after Completing the Non-Licensing Track

Some students who complete the non-licensing track and graduate may desire to be readmitted at a later date to complete the licensing track courses. The admissions process for this includes:

1. Completing an application form indicating which program the applicant is seeking admission into and paying an application fee.
2. Submitting a 500-word *typed* personal essay. The personal essay should address why the

applicant wishes to complete the licensing-track courses and a summary of his/her work in the mental health and/or addictions counseling field.

3. (Optional) Complete a Pre-Practicum Course waiver form. This is recommended if the applicant is currently working in the mental health field and has worked in the field for a period of at least one year.

Please note that if an applicant is accepted into the licensing-track, he/she will be admitted as a non-degree seeking student. Non-degree seeking students are not eligible for Title IV financial aid funding and will need to make alternative payment arrangements with the Martin University Registrar.

Residency Requirement and Transfer of Graduate Credit

Martin University has a residency requirement regarding graduate coursework in its Community Psychology programs. Students enrolled in the 48-non-licensing track and 60-hours licensing track must complete at least 75% of their credit hours at Martin University. Students in the Certificate Program must complete all of their courses at Martin University.

The Community Psychology Master's Program will consider transferring a maximum of 12 graduate credit hours earned in other accredited graduate programs within or outside of Martin University for students enrolled in the 48-non-licensing track and 60-hours licensing track. Previous graduate practicum/internship work and thesis work will not be transferred to Martin University. Graduate courses with grades below a B are not transferable. Transfer credit will not be approved for those students in the Certificate Program.

Students interested in transferring graduate credit from other graduate programs must make a formal request in writing to the Community Psychology Faculty Lead. This entails providing in written detail what previous graduate work the student wishes to transfer and what coursework the previous work is to replace in the student's current degree plan. The student may also be asked to provide relevant documents (i.e., course syllabus, course textbook, copies of graded tests, official transcripts) supporting the transfer of previous graduate credit. Submitted materials will be reviewed by the Community Psychology faculty to determine if the transfer of credit is granted. Students will be notified in writing after a decision has been made.

Institutional Learning Outcomes

Institutional Learning Outcomes (ILO's) include the knowledge, skills, and competencies embedded within every aspect of the college to inspire and enhance each student's transferable learning skills. The ILO's represent the broad categories of competence that enable students to be successful in further education, careers, as citizens and in their personal lives. Martin University has four ILO's that it expects students to demonstrate upon their program completion. They are:

COMMUNICATION SKILLS

Students will effectively express and exchange ideas through listening, speaking, reading, writing and other modes of interpersonal expression as demonstrated in the following:

- Create a written summary of the main ideas extracted from information gathered. (CS1)
- Effectively organize communications, ensuring there is a clear introduction and conclusion, the content is well-sequenced and there are appropriate transitions. (CS2)
- Know and use the active listening skills. (CS3)

- Make effective presentation, formatting and stylistic choices when developing communication. (CS4)
- Translate or explain what written information means and/or how it can be used. (CS5)
- Understand the role of context, audience and purpose when developing a communication. (CS6)
- Use appropriate posture, gestures, eye contact and vocal expressiveness to effectively communicate information. (CS7)
- Use high-quality, credible, relevant sources to support writing. (CS8)
- Use visual representations such as graphs, charts or graphics to enhance the meaning of the message that is being communicated. (CS9)
- When communicating, use language that is appropriate to the audience. (CS10)

CRITICAL THINKING AND QUANTITATIVE REASONING

Critical thinking and quantitative reasoning provide students with the knowledge, skills, and perspectives needed to appreciate many viewpoints, a key measure of a liberal area's education. It serves as the foundation for all intellectual activity, including problem-solving, inquiry, and decision-making. Philosophical learning promotes informed reflection on various areas, topics, and figures in philosophy. Students learn to formulate and defend solutions to philosophical and ethical issues related to social, cultural, economic, and political factors that affect communities. Students will be able to gather and synthesize relevant information, evaluate alternatives and implement creative and effective solutions as demonstrated by the following:

- Clearly and completely state and describe a problem/issue. (CT1)
- Consider the context, costs, benefits and consequences of potential solutions to problems or issues. (CT2)
- Create and/or organize data and information into meaningful patterns in order to interpret and draw inferences from it. (CT3)
- Develop a plan to implement a solution to a problem or issue. (CT4)
- Evaluate information to identify limitations and biases. (CT5)
- Identify quality sources for data and information pertinent to a problem or issue being examined. (CT6)
- Identify the best solution to a problem or issue. (CT7)
- Use creativity and alternate thinking to brainstorm new ideas and possible solutions to problems or issues. (CT8)
- Use rules or frameworks to provide context for and understand problems or issues. (CT9)
- Use well-designed search strategies to gather data and information. (CT10)

CULTURAL AWARENESS

Martin University students encounter a broad spectrum of human values and behaviors that are different from their own. In doing so, students develop a broader understanding of who they are, individual potential, and the kind of dangers that threaten individuals, families, communities, and nations, and to develop an understanding of what they see as the meaning of life. As students of Martin University are prepared to become future leaders who value human life and diversity, the following courses have been identified to provide them with knowledge about who they are and their role in shaping the future of the world in which we live. Students will be able to understand how culture affects their everyday decisions as demonstrated by the following:

- Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences. (CA1)
- Seek to understand how their actions affect both local and global communities. (CA2)
- Address the world's most pressing and enduring issues collaboratively and equitably. (CA3)
- Explain how similar actions can be understood differently depending on cultural context. (CA4)
- Evaluate the impact of culture on individuals and groups. (CA5)
- Demonstrate the ability to articulate his/her key cultural traditions. (CA6)
- Demonstrate a basic appreciation of the diversity of the human experience. (CA7)
- Be able to compare and contrast diversity in human history. (CA8)
- Demonstrate a basic ability to analyze and evaluate the interconnectedness of local, national, and global communities. (CA9)

WORKFORCE ESSENTIALS PROFESSIONALISM

Workforce essential courses will provide students with the knowledge of computers, professional etiquette, and community service knowledge that will facilitate students' preparation for the workplace and educational experience across the curriculum. Students will understand the nature and role of the workforce and become competent to enter the workforce and advance in their careers effectively.

Students will:

- Demonstrate an adequate understanding of computing fundamentals, including hardware, basic software, and operating systems. (WE1)
- Demonstrate an adequate ability to use the internet and apply technical knowledge and skills in real-life situations. (WE2)
- Demonstrate a basic attitude of civic mindedness. (WE3)
- Demonstrate an adequate ability to reflect his/her moral and ethical choices in making career decisions. (WE4)
- Practice professionalism and ownership demonstrate professional growth and learning. (WE5)
- Demonstrate appropriate professional and self-management practices. (WE6)
- Demonstrate personal accountability. (WE7)
- Demonstrate ethical behavior. (WE8)
- Demonstrate teamwork. (WE9)

Program Requirements for the Community Psychology Masters of Science Degree Programs

The Community Psychology Masters of Science Degree Program offers a 60-credit-hour program (licensing track) for persons desiring to be licensed as a mental health counselor (LMHC) and/or licensed clinical addiction counselor (LCAC) in the State of Indiana and a 48-credit-hour program (non-licensing track) for persons not desiring to be licensed.

Both tracks have several learning outcomes students are expected to demonstrate upon completion of the program. More specifically, students will be able to:

1. Analyze and apply theories and concepts associated with normal and abnormal human behavior, developmental processes, personality processes, cultural awareness, and contextual dimensions of mental health in professional settings.
2. Assess, analyze, and synthesize client information and presenting diagnostic symptoms that are used to formulate an accurate client conceptualization, diagnosis, and treatment plan.
3. Appropriately apply and evaluate the effectiveness of evidenced-based individual, group,

community-based, and career decision-making counseling techniques.

4. Apply evaluative skills that incorporate the use of scientific research methodologies and statistical analyses.
5. Compare and contrast historical mental health practices to current mental health practices.
6. Appropriately evaluate situations within the professional setting so as to make sound professional decisions and demonstrate ethical practices.

60-Credit-Hour Licensing Track

It is highly recommended students wishing to work in the applied mental health field complete the 60-credit-hour licensing track coursework. Although this does not guarantee licensing or employment, a growing trend is that persons with master's degrees in Psychology are becoming licensed. In the near future, it is likely that individuals with master's degrees in Psychology, who are not licensed, will be at a disadvantage regarding mental health employment.

The Community Psychology graduate program at Martin University provides the academic component for those who wish to pursue Indiana State licensing as a Licensed Mental Health Counselor and/or Licensed Clinical Addictions Counselor (LCAC). (Note that additional hours of post-graduate supervised work and passing a State-administered exam are also required by the State before a license will be granted.)

Students in the 60-Credit-Hour Licensing Track must complete the following courses with a final grade of "B" or better:

Course #	Course Title	Credit Hours
CPY 500	Introduction to Community Psychology	3
CPY 514	Fundamentals of Counseling and Psychotherapy	3
CPY 515	Foundations of Addiction Counseling	3
CPY 520	Personality	3
CPY 524	Developmental Psychology	3
CPY 529	Pre-Practicum	3
CPY 531	Group Dynamics	3
CPY 535	Counseling Addicted Family Systems	3
CPY 536	Theories and Techniques of Counseling and Psychotherapy	3
CPY 537	Psychopathology	3
CPY 540	Psychological Assessment	3
CPY 544	Research and Program Evaluation	3
CPY 600	Seminar in Counseling Ethnic Minorities	3
CPY 620	Professional Ethics	3
CPY 630	Lifestyle and Career Development	3
CPY 640	Psychopharmacology	3
CPY 700	Thesis/Graduate Research Paper	3
CPY 542	Clinical Practicum I*	1.5
CPY 543	Clinical Practicum II	1.5
CPY 561	Internship I**	3
CPY 562	Internship II	3
* CPY 542 and CPY 543 must be taken during the same academic semester		
** CPY 561 and CPY 562 must be taken during the same academic semester		

Community Psychology Practicum and Internship Policies and Procedures

Martin University's Masters in Community Psychology 60-Credit-Credit Hour Licensing Track Program is designed to provide the educational components necessary for persons to meet the Indiana State licensing requirements for the Licensed Mental Health Counselor (LMHC) and Licensed Clinical Addictions Counselor (LCAC) endorsement. The program is only designed to meet Indiana State educational requirements for the LMHC and LCAC, not other master's level programs that are licensable in Indiana (e.g., Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT)). Persons interested in those State endorsements should seek education programs outside Martin University specializing in that training. Moreover, completing the Martin University program does not necessarily mean a person will be license-eligible in another state, as other states may have different educational licensing requirements. Persons who plan on residing in a different state should inquire into that state's licensing requirements before enrolling in the Martin University Community Psychology program.

As part of the Indiana licensing requirements, students must complete a supervised practicum and internship for their master's level program. These are experiences in which students provide direct services to clients in a mental health setting. An overview of the specific state requirements for the practicum and internship are provided below.

Practicum Requirements: To meet Indiana license eligibility requirements, students must complete a 100-hour practicum at a Martin University-approved mental health or mental health-related facility. Of these 100 hours, a minimum of 40 hours are required for direct client contact, and a minimum of 10 of these hours must include group counseling work. The balance of the 100 hours is accounted for by other clinically relevant activities that do not include direct client contact (e.g., supervision, training, professional development). In addition, students are required to receive a minimum of 1 hour of individualized clinical supervision each week and a minimum of 1.5 hours of group supervision each week. For students seeking licensure as an LCAC, the practicum must take place at a facility in which addictions counseling is offered.

At Martin University, the practicum requirement is met by completing 50 hours in CPY 542 Practicum I and 50 hours in CPY 543 Practicum II. Working with the Martin University Clinical Training Director, students will be placed at a Martin University approved site. The practicum will include the following activities: client assessment/intake, direct individual counseling, group counseling, consultation, guidance/development/outreach, case management, supervision, staff meetings/case conferences, and program development. Individual supervision will occur weekly at the practicum site with the site supervisor. Group supervision will occur weekly at Martin University with a qualified supervisor.

Internship Requirements: The internship requires 600 hours of supervised training to meet Indiana license eligibility requirements. Of these 600 hours, a minimum of 240 hours is required for direct client contact. The balance of the 600 hours is accounted for by other clinically relevant activities that do not include direct client contact (e.g., supervision, training, professional development). In addition, students are required to receive a minimum of 1 hour of individualized clinical supervision each week and a minimum of 1.5 hours of group supervision each week. For students seeking licensure as an LCAC, the internship must take place at a facility in which addictions counseling is offered.

At Martin University, the internship requirement is met by completing 300 hours in CPY 561 Internship I and 300 hours in CPY 562 Internship II. Working with the Martin University Clinical Training Director, students will be placed at a Martin University approved site. Internship activities include the following: client assessment/intake, direct individual counseling, group counseling, consultation, guidance/development/outreach, case management, supervision, staff meetings/case conferences, and

program development. Individual supervision will occur weekly at the internship site with the site supervisor. Group supervision will occur weekly at Martin University with a qualified supervisor.

As indicated above, the practicum and internship is a supervised experience, and weekly individual and group supervision is provided by an approved supervisor. An approved supervisor is defined as a person who possess at least a Master's degree in counseling or related human service profession (e.g., social work, psychology, psychiatric nursing, school psychology) and is licensed by the State of Indiana. The acceptable licenses include the following: LMHC, LMFT, LCSW, LCAC, School Psychologist, HSPD Psychologist, Boarded Psychiatrist, or Master's level Nurse Specialist in Psychiatry. The Clinical Training Director will assure that placement site supervisors meet the supervisor requirements.

Students may participate in a practicum and internship on or off campus in a variety of settings. Off-campus sites must be approved of by the Clinical Director. Practicums and Internships are not paid positions. However, students may participate in a practicum or internship site at their place of employment providing that it is approved by the Clinical Director and Practicum/Internship Site. Please note that the University has identified several off-campus sites that will provide practicum and internship experiences for Martin students. These sites primarily provide supervision during normal business hours Monday through Friday. Currently, these sites do not typically provide supervision during the evening or on weekends. The few sites that may offer evening and/or weekend supervised experiences typically have a requirement that a student must obtain two weeks or more of "daytime" training before being approved to work evening and/or weekends. Students who are expecting to be placed by the University at a site must be able to work hours in which supervision is available at the site. Students who cannot meet this requirement should self-seek a site that can meet the availability needs or reconsider completing the licensure track.

Please note that although Martin University does not require a drug testing or a criminal background check as part of its admission process, the overwhelming majority of practicum/internship sites that partner with the University do require drug testing and/or a criminal background check as part of placement requirements. Students with a positive drug test result or a criminal record will not be accepted at sites requiring these checks. Students who believe they will have a positive drug test or who have a criminal record should self-seek a site that will accept them for placement or reconsider completing the licensure track. Students who have a criminal record may also attempt to expunge their criminal record. Students who choose to engage in this process do so on their own initiative and at their own expense.

When students have finished their practicum and internship courses, they should have at least the State-required 700 hours of clinical experience, including at least 100 hours of combined individual and group supervision.

Site Approval Process

As per the Indiana State Code, Martin University can place students at university-approved practicum and internship sites external to the University. It is the University's responsibility to ensure that external sites have the capacity to meet State practicum and internship requirements (e.g., clinical experiences, appropriate level of supervision). As such, the University has a process to approve an external practicum and internship site. This process is as follows:

1. A site will be identified as a potential practicum and internship training site for Martin University students.

2. The Clinical Training Director will contact the administrators and clinical directors at the site to discuss the viability of assigning students to the site. As part of this communication, a site packet is shared that identifies the parameters of student training. Also, the Clinical Training Director will verify the license of the site clinical supervisor(s) with the State Professional Licensing Agency (PLA).
3. After several communications, and if the agency agrees to move forward, the Clinical Director sends an MOU agreement to the site for signature. Upon signature by the site, the Clinical Director signs the document.

Student Placement Process

The Clinical Training Director is responsible for placing practicum and internship students at clinical sites. Site placement is based on the student level of experience, training needs, and areas of student-identified treatment interests. The process for placing students at a site is as follows:

1. The Clinical Training Director will work with the student to determine training needs, prior clinical experiences, and interests. As part of this process, the student will develop a resume. Moreover, the student will review and sign a Student Training Agreement (STA) that sets forth the specific anticipated and typical duties the students will be assigned for patient/client direct and indirect services. That form also details the number of hours each week on average the student will complete at a site, general a minimum of 20 hours per week.
2. Based on this collaborative effort, a student resume will be sent to a potential placement site.
3. The site will review the resume and interview the student. After this review process, the site and the student will make a determination if the placement is a good match.
4. If the site is determined as a good match, the student will be placed at the site.
5. If the site is not determined as a good match, then an alternative site will be identified based on the process outlined in steps 2-4 above.
6. Once a placement is made, the Clinical Training Director monitors student progress weekly without interruption until their work is completed. Sometimes challenges may occur during the course of completing the practicum and internship (e.g., personal/family issues, primary employment demands, illness). In these situations, the Director of Clinical Training will work with the student and placement site to help resolve these challenges.

Site Responsibilities

As indicated above, all practicum and internship sites must be approved by Martin University and a signed MOU must be in place before students can begin work at the site. Once a site has been approved by the University and student placement has been made, it is the site's responsibility to:

1. Orient the student to the site's policies and procedures and discuss special ethical and/or legal issues the student should be aware of when working with the target client population.
2. Provide mental health work experience for placed students that meet the University and Indiana code requirements.
3. Provide a minimum of one-hour, weekly individual supervision from an approved site supervisor for each placed student.
4. Review for accuracy and sign weekly log sheets completed by the student.
5. Provide a mid-term and final evaluations of student performance.

6. Contact the Clinical Training Director or Martin University Community Psychology Faculty Lead if issues arise related to student performance/behavior or the site's ability to provide practicum/internship experiences that are consistent with University requirements and Indiana Code.

Student Requirements and Responsibilities

Students must meet the following requirements before being enrolled in the Practicum courses:

- Be in good academic standing in the Community Psychology program with a minimum Cumulative GPA of 3.0 and having passed at least 67% of the graduate courses enrolled in
- Completed CPY 540 Psychological Assessment with a grade of B or better
- Completed CPY 536 Theories and Techniques of Counseling and Psychotherapy with a grade of B or better
- Completed CPY 537 Psychopathology with a grade of B or better
- Completed CPY 529 Pre-Practicum with a grade of B or better

Students are required to complete the Practicum courses before enrolling in the Internship courses. A student may enroll in the Internship courses if he/she will be completing the Practicum course requirements during the semester in which he/she seeks to enroll in the Internship courses.

Students may participate in a practicum and internship on or off campus in various settings. Historical, Martin University practicums and internships have occurred off-campus. The Clinical Training Director must approve all off-campus sites. The Clinical Training Director will assist the student in site placement based on the student's desired training and site availability. The student is responsible for working with the Clinical Training Director to determine appropriate site placement.

Once placed at a site, students are responsible for completing work at the site during the hours agreed upon by the student and the site. It is the responsibility of the student to notify the site supervisor prior to missing any scheduled work time and make arrangements to make up any work hours.

Students are responsible for completing weekly written log sheets of their practicum/internship experiences. These log sheets provide documentation of student clinical experience progress and serve as the basis for the University to verify to the State that the practicum/internship requirements have been met. Completed log sheets must be signed and dated by the site supervisor and student. It is the student's responsibility to collect the site supervisor's signature for each completed log sheet. It is the responsibility of the student to make copies of signed log sheets, retain a copy for his/her records and submit the original log sheets to the University's Clinical Training Director for the University's records.

It is the student's responsibility to contact the University's Clinical Training Director if there are issues at the clinical site that impede the completion of the student's clinical work, and the Director will follow up with the student and site supervisor. Students placed in a situation where the level of supervisor is not adequate will be pulled and reassigned.

Professional demeanor and behavior are considered paramount in this program. It is the student's responsibility to present himself/herself in a professional manner and abide by all mental health ethical standards as well as practicum/internship site policies and procedures during the practicum/internship experiences. If a student is concerned about any aspects of the practicum/internship site (e.g., ethical practices, supervision issues), the student must discuss the issue with the University's Clinical Training Director before taking any independent action. If a student is dismissed from (or otherwise not

successful at) one practicum/internship site, that student will be offered additional coaching and training to remediate any missing skills, and an attempt will be made to place the student at a second site. A student dismissed from (or otherwise unsuccessful at) two practicum/internship sites (in any combination) may be dismissed from the licensing-track program. Such decisions will be made case-by-case at the combined discretion of the University's Clinical Training Director and Community Psychology Faculty Lead. In such cases of licensing-track dismissal, the student will be permitted to complete their master's degree through the non-licensing track but will not be placed in another site through Martin University's program. The student dismissed from the licensing-track process may appeal the decision through the Student Grievance process, discussed in this document.

All students are expected to complete the clinical series Practicum (CPY 542 and CPY 543) and Internship (CPY 561 and CPY 562) during a 2-year period. These courses are sequential, meaning Practicum coursework must be completed before enrolling in the Internship courses. Also, students cannot enroll in both practicum and internship courses during the same semester. The anticipated minimum participation in each clinical experience is 20 hours per week at the approved Clinical Site. Permission from the Clinical Director must be obtained if a student cannot meet the minimum of 20 hours per week.

Practicums I and II are expected to be completed within the semester the student is enrolled for the courses. However, if needed, an additional one-semester extension will be granted to complete the practicum requirements. Under this scenario, an "I" grade will be given at the end of the semester in which the student is enrolled in the practicum courses. A final grade will be given during the next semester. If the practicum coursework is not completed by the end of the next semester, a final grade of "F" will replace the "I" and the student will need to enroll in the practicum course(s) again. Note that students are responsible for continuing to attend weekly group supervision meetings at the University, even if the semester has ended in which the student was enrolled for the practicum course. Students must attend this weekly meeting until the 100-hour practicum requirement has been met.

It is understood that Internship I and II may not be completed within the semester in which the student is enrolled for the courses. If needed, a two-semester extension will be granted to complete the internship requirements. Under this scenario, an "I" grade will be given at the end of the semester in which the student is enrolled in the internship courses. A final grade will be given during the next two semesters. If the internship coursework is not completed by the end of the two-semester extension, a final grade of "F" will replace the "I" and the student will need to enroll in the internship course(s) again. Note that students are responsible for continuing to attend weekly group supervision meetings at the University, even if the semester has ended in which the student was enrolled for the internship course. Students are required to attend this weekly meeting until the 600-hour internship requirement has been met.

Students are responsible for completing an end-of-practicum/internship survey about their practicum and internship experiences.

Martin University Responsibilities

Martin University has several responsibilities in conducting and overseeing student practicum and internship experiences. These responsibilities are as follows:

1. Ensure that students have successfully completed all program prerequisite course requirements and are in good academic standing before enrolling in the practicum and internship courses.
2. Identify and approve all clinical sites external to the University.

3. Assist practicum and internship students with site placement.
4. Monitor student progress once a site placement has been made.
5. Conduct weekly group supervision meetings with practicum and internship students. This supervision will last no less than 1.5 hours per week.
6. Assist in resolving any student or site issues that arise as part of the practicum and internship experience.
7. Collect and store weekly log sheets, site reviews of students, and student reviews of sites.
8. Assign a final grade for practicum and internship courses in which the student has enrolled and completed.
9. Sign appropriate State licensing documents when students apply for licensing.

Two-Year Course Sequence

The 60-Credit-Hour Licensing Track can be completed in two academic years if matriculation starts in the fall semester. To do so, it is recommended the entering student take courses in the order presented below. If the student does not adhere to this schedule, **the courses will not typically be offered until the same semester the following year.** Failure to comply with the suggested course order will increase the time the student takes to complete the degree.

First Year Fall Semester

CPY 540	Psychological Assessment (a prerequisite to begin practicum)
CPY 537	Psychopathology (a prerequisite to begin practicum)
CPY 500	Introduction to Community Psychology
CPY 520	Personality

First Year Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy (a prerequisite to begin practicum)
CPY 531	Group Dynamics
CPY 620	Professional Ethics
CPY 529	Pre-practicum (a prerequisite to begin practicum)

First Year Summer Semester

CPY 514	Fundamentals of Counseling and Psychotherapy*
CPY 640	Psychopharmacology*
CPY 542	Practicum I (a prerequisite to begin internship)
CPY 543	Practicum II (a prerequisite to begin internship)

Second Year Fall Semester

CPY 544	Research and Program Evaluation
CPY 700	Thesis/Graduate Research Paper
CPY 535	Counseling Addicted Family Systems
CPY 561	Internship I
CPY 562	Internship II

Second Year Spring Semester

CPY 524	Developmental Psychology
CPY 600	Seminar in Counseling Ethnic Minorities
CPY 515	Foundations of Addiction Counseling
CPY 630	Lifestyle and Career Development

* CPY 514 Fundamentals of Counseling and Psychotherapy will also be offered as a Fall asynchronous online course, and CPY 640 Psychopharmacology will also be offered as a Spring asynchronous online course. Choosing this option may lead to more than the desired course load in a session/semester.

Alternative Course Sequence

Students may also complete the program on a less than full-time basis, but this will extend program participation to three years or more. There are many possible course sequence combinations for students completing the program on a less than full-time basis (with the exception of the final semester), and the faculty mentor and student will determine the optimal course sequence. Nevertheless, below is one such sequence for completing the program in three years.

First Year Fall Semester

CPY 537	Psychopathology (prerequisite to begin practicum)
CPY 540	Psychological Assessment (prerequisite to begin practicum)

First Year Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy (prerequisite to begin practicum)
CPY 529	Pre-practicum (prerequisite to begin practicum)

First Year Summer Semester

CPY 640	Psychopharmacology*
CPY 514	Fundamentals of Counseling and Psychotherapy*

Second Year Fall Semester

CPY 500	Introduction to Community Psychology
CPY 520	Personality

Second Year Spring Semester

CPY 620	Professional Ethics
CPY 600	Seminar in Counseling Ethnic Minorities
CPY 542	Practicum I (prerequisite to begin internship)
CPY 543	Practicum II (prerequisite to begin internship)

Second Year Summer Semester

CPY 561	Internship I
CPY 562	Internship II

Third Year Fall Semester

CPY 544	Research and Program Evaluation
CPY 700	Thesis/Graduate Research Paper
CPY 535	Counseling Addicted Family Systems

Third Year Spring Semester

CPY 524	Developmental Psychology
CPY 515	Foundations of Addictions Counseling
CPY 531	Group Dynamics
CPY 630	Lifestyle and Career Development

* CPY 514 Fundamentals of Counseling and Psychotherapy will also be offered as a Fall asynchronous online course, and CPY 640 Psychopharmacology will also be offered as a Spring asynchronous online course. Choosing this option may lead to more than the desired course load in a session/semester.

Program Course Content Information (State of Indiana Requirement)

The State of Indiana requires that persons pursuing licensing as a mental health counselor complete study in several different content areas. The table below identifies those content areas and the course(s) that the Community Psychology Graduate Program provides to fulfill this content requirement.

Content Area	Martin University Course(s) Fulfilling Content Requirement
Human Growth and Development	CPY 524 Developmental Psychology
Social and Cultural Foundations	CPY 600 Seminar in Counseling Ethnic Minorities
Helping Relationships	CPY 536 Theories and Techniques of Counseling and Psychotherapy
Group Work	CPY 531 Group Dynamics
Career and Lifestyle Development	CPY 630 Lifestyle and Career Development
Appraisal	CPY 540 Psychological Assessment
Research and Program Evaluation	CPY 544 Research and Program Evaluation
Professional Orientation	CPY 620 Professional Ethics
Foundations of Mental Health Counseling	CPY 514 Fundamentals of Counseling and Psychotherapy
Contextual Dimensions of Mental Health Counseling	CPY 500 Introduction to Community Psychology
Knowledge and Skills for the Practice of Mental Health Counseling	CPY 537 Psychopathology

The State of Indiana requires persons pursuing licensing as a clinical addictions counselor to complete study in several different content areas. The table below identifies those content areas and the course(s) the Community Psychology Graduate Program provides to fulfill this content requirement.

Content Area	Martin University Course(s) Fulfilling Content Requirement
Human Development	CPY 524 Developmental Psychology
Psychopathology	CPY 537 Psychopathology
Psychopharmacology	CPY 640 Psychopharmacology
Theories and Techniques of Addiction Counseling	CPY 515 Foundations of Addiction Counseling
Group Addiction Counseling	CPY 531 Group Dynamics
Counseling of Addicted Family Systems	CPY 535 Counseling Addicted Family Systems
Multicultural Counseling	CPY 600 Counseling Ethnic Minorities
Clinical Assessment and Appraisal	CPY 540 Psychological Assessment
Clinical Problems	CPY 536 Theories and Techniques of Counseling and Psychotherapy
Research Methods in Addiction	CPY 544 Research Methods and Program Evaluation
Assessment and Appraisal of Individual or Interpersonal Disorders	CPY 540 Psychological Assessment
Professional, Ethical, and Legal Standards, as Related to Addiction Counseling	CPY 620 Professional Ethics

48-Credit-Hour Non-Licensing Track

Students who do *not* intend to pursue an Indiana state license as a Mental Health Counselor may complete the 48-credit-hour Non-Licensing Track. Students in this track may begin the program in any semester and must complete the following courses with a final grade of “B” or better:

Course #	Course Title	Credit Hours
CPY 500	Introduction to Community Psychology	3
CPY 514	Fundamentals of Counseling and Psychotherapy	3
CPY 515	Foundations of Addiction Counseling	3
CPY 520	Personality	3
CPY 524	Developmental Psychology	3
CPY 531	Group Dynamics	3
CPY 535	Counseling Addicted Family Systems	3
CPY 536	Theories and Techniques of Counseling and Psychotherapy	3
CPY 537	Psychopathology	3
CPY 540	Psychological Assessment	3
CPY 544	Research and Program Evaluation	3
CPY 600	Seminar in Counseling Ethnic Minorities	3
CPY 620	Professional Ethics	3
CPY 630	Lifestyle and Career Development	3
CPY 640	Psychopharmacology	3
CPY 700	Thesis/Graduate Research Paper	3

If a student decides to return to the University to complete their clinical hours for licensure after their Community Psychology MS degree has been conferred, **the student must enroll as a non-degree-seeking student and will not be eligible for Federal Financial Aid.**

Two-Year Course Sequence

The 48-credit-hour Non-Licensing Track can be completed in two academic years if matriculation starts in the fall semester. To do so, it is recommended the entering student take courses in the order presented below. If the student does not adhere to this schedule, **the courses will not typically be offered until the same semester the following year.** Failure to comply with the suggested course order will increase the student's time to complete the degree.

First Year Fall Semester

CPY 540	Psychological Assessment
CPY 537	Psychopathology
CPY 500	Introduction to Community Psychology
CPY 520	Personality

First Year Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy
CPY 531	Group Dynamics
CPY 620	Professional Ethics
CPY 630	Lifestyle and Career Development

First Year Summer Semester

CPY 514	Fundamentals of Counseling and Psychotherapy*
CPY 640	Psychopharmacology*

Second Year Fall Semester

CPY 544	Research and Program Evaluation
CPY 700	Thesis/Graduate Research Paper
CPY 535	Counseling Addicted Family Systems

Second Year Spring Semester

CPY 524	Developmental Psychology
CPY 600	Seminar in Counseling Ethnic Minorities
CPY 515	Foundations of Addiction Counseling

* CPY 514 Fundamentals of Counseling and Psychotherapy will also be offered as a Fall asynchronous online course, and CPY 640 Psychopharmacology will also be offered as a Spring asynchronous online course. Choosing this option may lead to more than the desired course load in a session/semester.

Alternative Course Sequence

Students may also complete the 48-credit-hour Non-Licensing track on a part-time basis, but this will extend program participation to three years or more. There are many possible course sequence combinations for students completing the program on a part-time basis, and the faculty mentor and student will determine the optimal course sequence. Nevertheless, below is one such sequence for completing the program in three years.

First Year Fall Semester

CPY 537	Psychopathology
CPY 540	Psychological Assessment

First Year Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy
CPY 620	Professional Ethics

First Year Summer Semester

CPY 630	Lifestyle and Career Development
CPY 514	Fundamentals of Counseling and Psychotherapy*
CPY 640	Psychopharmacology*

Second Year Fall Semester

CPY 500	Introduction to Community Psychology
CPY 520	Personality

Second Year Spring Semester

CPY 531	Group Dynamics
CPY 600	Seminar in Counseling Ethnic Minorities

Second Year Summer Semester

No Courses

Third Year Fall Semester

CPY 544	Research and Program Evaluation
CPY 700	Thesis/Graduate Research Paper
CPY 535	Counseling Addicted Family Systems

Third Year Spring Semester

CPY 524	Developmental Psychology
CPY 515	Foundations of Addictions Counseling
CPY 630	Lifestyle and Career Development

* CPY 514 Fundamentals of Counseling and Psychotherapy will also be offered as a Fall asynchronous online course, and CPY 640 Psychopharmacology will also be offered as a Spring asynchronous online course. Choosing this option may lead to more than the desired course load in a session/semester.

Clinical and Counseling Studies Graduate Certificate

Martin University offers a 12-credit-hour graduate certificate in Clinical and Counseling Studies.

Upon successfully completing the four-course sequence, students will be able to perform skills frequently used in mental health treatment settings. These skills include the assessment of mental health issues, the diagnosis of mental health issues, basic evidenced-based treatment skills frequently used in mental health settings, and professional and ethical behavior expectations in mental health treatment settings.

The program is designed to provide entry-level, frequently used skills for persons desiring to work in various mental health treatment settings. These settings include outpatient mental health clinics, hospitals, correctional facilities, and other social service areas. Credits earned in the program are transferable to the Martin University Community Psychology MS Program for those who wish to earn their master's degree or pursue Indiana State licensing as a Licensed Mental Health Counselor (LMHC).

The certificate program has several learning outcomes that students are expected to demonstrate upon program completion. More specifically, students will be able to:

1. Assess, analyze, and synthesize client information and presenting diagnostic symptoms that are used to formulate an accurate client conceptualization, diagnosis, and treatment plan.
2. Appropriately apply evidenced-based mental health treatment techniques and evaluate their effectiveness.
3. Appropriately evaluate situations within the professional setting so as to make sound professional decisions and demonstrate ethical behavior.

Students in the certificate program may begin the program in either the fall or spring semester and must complete the following courses with a final grade of "B" or better:

Course #	Course Title	Credit Hours
CPY 536	Theories and Techniques of Counseling and Psychotherapy	3
CPY 537	Psychopathology	3
CPY 540	Psychological Assessment	3
CPY 620	Professional Ethics	3

The Clinical and Counseling Studies is designed to be completed in two semesters as outlined in the schedule below. If the student does not take one or more of the courses in this schedule, **the courses will not typically be offered until the same semester the following year.**

Fall Semester

CPY 540	Psychological Assessment
CPY 537	Psychopathology

Spring Semester

CPY 536	Theories and Techniques of Counseling and Psychotherapy
CPY 620	Professional Ethics

Please note that students who earned their Community Psychology master's degree before Fall 2020 are not eligible to receive the Clinical and Counseling Studies Graduate Certificate.

Policies for the Graduate Program in Community Psychology

The following policies are presented so students are aware of them and know what procedures to follow if a problem arises.

Community Psychology Graduate Program Expectations

Acceptance into any Community Psychology program is contingent upon adherence to the following expectations.

1. Students will follow the policies, rules and regulations outlined by the University, the Martin University Student Handbook, and the Community Psychology Graduate Handbook.
2. Students will be open to and respectful of constructive feedback provided by instructors, supervisors, committee members, mentors, and others within and outside of Martin University involved in graduate students' academic endeavors.
3. Students will take the required courses with the instructor assigned to teach the course.
4. Students will retake all coursework in which a grade lower than a "B" has been recorded.
5. Students will conduct themselves in a manner consistent with the behavioral and ethical standards of graduate students and mental health professionals.

As presented above, Community Psychology graduate students are expected to engage in ethical and professional behavior in their interactions with University staff, faculty, students, and other individuals they have contact with in the course of their studies at the University (e.g., clients, practicum site supervisors/personnel). Unprofessional and/or unethical behavior will not be tolerated. A graduate student must demonstrate the capacity to rise to a level of faculty trust typically placed on graduate students. This trust involves an assumption of academic honesty on the part of the student. If a student is found cheating or plagiarizing, disciplinary action, which may include dismissal from the program, will be taken.

Disciplinary procedures for any of the aforementioned infractions may include placing the student on probation. Such probationary action will require that the student satisfactorily meet criteria for resolving areas of concern in the designated time frame as detailed in a letter issued by the Program. If the student fails to satisfactorily complete the requirements set forth under their probation, the student may be dismissed from the Program.

In certain egregious cases, a student may be dismissed from the graduate program without the benefit of a probationary period. Such cases would arise in response to the student committing a severe ethical or behavioral infraction. As graduate students in a professional program, there are both behavioral and ethical standards that require students to behave in a professional manner at all times, especially in the professional environments of the internship experience and field practicum. The professional ethics upheld by the Psychology Program at Martin University are predicated upon the ethical guidelines for the professional practice of psychology outlined by the *American Counseling Association* and *Indiana Professional Licensing Agency*.

Evaluation of Academic Progress in the Graduate Program

Satisfactory Academic Standing

Martin University Community Psychology graduate students are expected to maintain satisfactory academic standing (SAS) during their matriculation in the program. SAS is evaluated in two ways:

cumulative grade point average (GPA) and cumulative academic progress. To maintain SAS, all students must satisfy the minimum cumulative GPA and minimum cumulative academic progress requirements established by the University. A detailed discussion of the specific cumulative GPA and cumulative academic progress requirements is presented below.

Cumulative GPA

Community Psychology graduate students are expected to maintain a cumulative GPA of 3.0 at the end of each semester enrolled. This policy applies to both degree-seeking and non-degree-seeking graduate students. All graduate-level courses taken at Martin University in which letter grades of A, B, C, D, and F are awarded count towards the cumulative GPA in determining SAS. Graduate courses with a Pass (P) or Non-Pass (NP) do not count towards the cumulative GPA. Graduate courses in which the student Withdrew (W) or received an Incomplete (I) do not count towards the cumulative GPA. Grades associated with courses taken at another institution and transferred to Martin University do not count towards the cumulative GPA.

Cumulative Academic Progress

Community Psychology graduate students are expected to successfully complete at least two-thirds (67% rounded) of the cumulative attempted credit hours they are enrolled. A successfully completed credit hour is defined as a credit hour associated with a course in which the final awarded grade was an A, B, or P. An unsuccessfully completed credit hour is defined as a credit hour associated with a course in which the final awarded grade was a C, D, F, NP, I or W. Please note that while final marks of Non-Pass (NP), Withdrawn (W), and Incompletes (I) do not count towards the cumulative GPA, they do count towards cumulative academic progress. Graduate-level coursework transferred to Martin University (identified as "TR" on the transcript) also counts towards cumulative credit hours attempted and cumulative credit hours completed.

Time Period for Evaluating SAS

The SAS Committee evaluates SAS for each student at the end of each academic semester. In evaluating SAS, cumulative GPA and academic progress are examined, as defined above. A student is considered to be in satisfactory academic standing when he/she meets the minimum cumulative GPA and minimum cumulative academic progress requirements. A student is considered in unsatisfactory academic standing if either the minimum cumulative GPA requirement or the minimum cumulative academic progress requirement is not met at the end of each academic semester in which he/she is enrolled.

SAS Warning Status

Any student who does not achieve SAS (per the minimum cumulative GPA and minimum cumulative academic progress requirements presented above) in a given semester will be placed on SAS Warning status. SAS Warning Status will be assigned by the SAS Committee, and the student will be informed of this status in writing. No appeal or other action needs to be taken by the student. While on SAS Warning Status, **the graduate student must pass each course with a grade of B or better and pass 67% of the courses in which he/she is enrolled in subsequent semesters until SAS is achieved.** Once the student meets the SAS requirements, the SAS Warning Status is rescinded. In these cases, the SAS Committee will notify the student in writing. No further action by the student is required.

SAS Suspension Status

If a student fails to meet the conditions while on SAS Warning Status, he/she will be placed on SAS Suspension Status. While on SAS Suspension Status, the student cannot enroll in courses.

Students on SAS Suspension may appeal the suspension. The appeal process will consist of a written summary from the student to the SAS Committee, along with relevant supporting documents, indicating the challenges the student is having in achieving SAS and the actions to be taken by the student to achieve SAS. Written appeals will be reviewed by the SAS Committee, and a decision will be made on whether to accept or deny the appeal. The SAS Committee's appeal determination will be provided to the student in writing.

If the appeal is accepted, the student will return to SAS Warning Status and must meet the conditions of this status discussed above. A second failure to adhere to the SAS Warning Status conditions will result in the student's dismissal from the program.

If the suspension appeal is denied, the student will be dismissed from the program.

Students who do not initiate an appeal while on SAS Suspension Status will remain unable to enroll in courses until the SAS appeal process has been completed.

SAS Dismissal Appeal Process

Students dismissed from the program due to non-approval of their SAS Academic Suspension appeal or failing to meet the conditions while on a second SAS Warning Status may file an appeal directly to the Vice President of Academic Affairs. The Vice President of Academic Affairs will review the issues involved and may request an interview with the student. After gathering and evaluating all information, the Vice President of Academic Affairs will render a decision. This decision will be presented to the student in writing. The decision of the Vice President for Academic Affairs is final.

Re-Applying to Program following Dismissal

After being dismissed from the program, a student is not eligible to reapply to the program for a period of no less than three semesters after SAS dismissal. In the re-application process, a student must present evidence that he or she is ready and able to make satisfactory progress. This information will be taken into consideration for re-acceptance into the program.

Please Note: The Community Psychology SAS policy does not determine financial aid eligibility. Students placed on SAS Warning Status may need to take additional steps as directed by the Office of Financial Aid to be eligible for Title IV financial aid funding.

Maximum Attempted Credits Hours

The University has a maximum number of credit hours in which students can enroll to complete their programs.

Students enrolled in the 60-Credit-Hour Licensing Track Program are allowed to enroll in a maximum of 90 credit hours to complete the program.

Students enrolled in the 48-Credit-Hour Non-Licensing Track Program are allowed to enroll in a maximum of 72 credit hours to complete the program.

Students enrolled in the Clinical and Counseling Studies Certificate Program are allowed to enroll in a maximum of 18 credit hours to complete the program.

Failure to complete the program before these maximum credit hours are reached may result in dismissal from the program.

Withdrawing/Incomplete Grading Policy

Students wishing to withdraw from a course or term should make a formal request in writing through the Registrar. Failing to do so may result in final grades of F being assigned.

For non-practicum, internship, and thesis courses, a student is eligible for a grade of incomplete only when an emergency or other reason beyond his/her control prevents completion of a course near the end of an academic term. Students must meet the following conditions to be considered for an incomplete grade:

1. The student must request in advance a grade of incomplete from the instructor of the course and provide written documentation as to why the "I" is being requested. The student and instructor must complete an "Agreement for Completion of Course" form outlining specific work required for course completion and the expected date of completion. The student must make arrangements to complete the coursework with the instructor.
2. At the time of the incomplete request, the student must have completed at least sixty per cent of the academic semester (5 weeks in an 8-week term).
3. At the time of the incomplete request, the student must have a grade of "B" or better in the course (the instructor must provide evidence of satisfactory work).
4. At the time of the incomplete request, the student must be in compliance with all course requirements as outlined in the course syllabus, including attending class weekly.

The instructor of a course initiates an incomplete request. The instructor will complete the Academic Action Form, which all staff must sign as indicated on the form.

In most cases, incompletes grades must be completed by the end of the following semester (for example, an Incomplete grade given in Fall 2024 – Session A must be resolved by the grade due date of Spring 2025 - Session B). Failure to meet this deadline will result in an automatic F for the course. The exception to this rule is for practicum, internship, and thesis courses whose resolution of incompletes is described elsewhere in this document.

Thesis/Graduate Research Paper Completion Policy

The CPY 700 Thesis course should be taken towards the end of matriculation so that the skills and knowledge learned from the program can be applied to the thesis/graduate research paper. The thesis/graduate research paper is expected to be completed within the semester that the student is enrolled in the thesis course. However, if needed, an additional one-semester extension will be granted. Under this scenario, an "I" grade will be given at the end of the session in which the student is enrolled in the thesis course. A final grade will be given during the next semester. If the paper is not completed by the end of the next semester, a final grade of "F" will replace the "I" and the student will need to enroll in the thesis course again.

Student Grievance Policy

Students who have a grievance against the Community Psychology program, faculty, staff and/or other students should complete a Grievance form from Student Support Services. Student Support Services staff will schedule a meeting with the student and all parties to whom the grievance is directed in an attempt to resolve the grievance. If the student believes the issue is still unresolved, the student may appeal to the Vice President for Academic Affairs. The Vice President for Academic Affairs will review the collected information, may collect additional information, and render a decision. The decision of the Vice President for Academic Affairs is final and may not be appealed.

Note: Grievances against the Office of Financial Aid must be directed to Financial Aid.

Grade Change Policy/Grade Grievance

Grade change issues are to be addressed according to the following protocol:

1. A student grievance regarding a grade must be made and signed by the student within 10 days of the issue of the grade. A grievance made after 10 days will not be considered.
2. If the grievance is not resolved between the student and the faculty member, the student should consult with the Director of Student Services who will review and work to resolve the issue with the student.
3. If the grievance is not resolved through the meeting process, and the student chooses to pursue a further remedy, the Director of Student Services will send all documentation of concern and a request for a meeting to the Dean and/or Provost. The Dean and/or Provost may decide to meet with the student and the Director of Student Services to ask questions to understand the issues. The Dean and/or Provost makes the final decision regarding grade grievances and will send notice of the final decision within 48 hours.

Community Psychology Program Completion

Students must complete the Community Psychology Masters of Science Program within **five academic years of their acceptance into the program**. Failure to do so will result in a review of the student's progress, a determination when the student will complete the program, and a review to determining if any previously taken coursework will need to be retaken.

Program Change

Students are admitted into one of three Community Psychology Graduate programs, the 60-Credit-Hour Licensing Track, the 48-Credit-Hour Non-Licensing Track, or the Clinical and Counseling Studies Certification. Students desiring to change from one program to another must receive approval from the Community Psychology Program Lead. Once approval for a program change is granted, the student must complete all of the program requirements in the newly designated program.

Students who complete the 48-Credit-Hour Non-Licensing Track and wish to return to complete the remaining courses needed to be licensed in the State of Indiana as a mental health counselor, will need to seek readmission into the Community Psychology Graduate Program as a non-degree seeking student. Students enrolled as non-degree seeking are not eligible to receive Federal Financial Aid.

Other

For issues and situations that arise that are not contained in this document, policies, rules, and

regulations that apply to all University students will be followed.

Only courses in which the student receives a final grade of A or B will count towards the degree requirements. Courses with a final grade below a B must be retaken to count towards the degree requirements.

All courses must have a submitted final letter grade of A, B, C, D or F before a student is eligible to have his/her degree conferred. Grades of P or I will be replaced with an F if not completed in the outlined time frame described in this document (i.e., practicum/internship courses, thesis, courses in which a temporary grade of I was granted) or if the student chooses not to complete the course (e.g., a student enrolls in a practicum or internship course but chooses not to complete it in lieu of only completing the 48-non-licensing track degree).

Students are encouraged to retain copies of all of their course syllabi, thesis, and practicum/internship log sheets for their record as these documents may not be available from the University if requested.

In the event that this document needs to be revised before the end of the 2023-24 academic year, all graduate students currently enroll in the program will be notified of the changes via their University email address, and the revised document will be posted on the University's website.

Community Psychology Graduate Program Course Descriptions

CPY 500 Introduction to Community Psychology (3 credit hours): This course provides an introduction to the psychological variables in community organizations and their influence on interactions, roles, norms, and values. Emphasis is placed on the contextual dimensions of mental health counseling, the counselor's role in interactions in the community, and the theories and principles needed to help people in various settings to achieve maximum mental health. This course is associated with Student Learning Outcomes 1 and 3. At the end of this course, students will be able to:

1. Define key terms, concepts, and theories associated with Community Psychology.
2. Compare and contrast the Community Psychology model with Medical Models.
3. List significant historical precursors to Community Psychology and explain their significance to modern Community Psychology.
4. Link major Community Psychology theories to various community interventions in a manner that promotes community mental health and wellness.
5. Construct a program-centered, Community Consultation plan for organizations, institutions, and agencies.
6. Explain value positions of Community Psychologists practicing in the community.
7. Develop target interventions for two of three Primary Prevention Populations.

CPY 514 Fundamentals of Counseling and Psychotherapy (3 credit hours): This course introduces the student to the historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling. The roles, functions, and professional identity of mental health counselors will be explored. In addition, information on professional and governmental organizations, training standards, ethical codes, professional issues, and credentialing bodies will be presented. This course is associated with Student Learning Outcome 5. At the end of the course, students will be able to:

1. Define key mental health counseling terms, concepts, and theories.
2. Explain key components of the Martin University Community Psychology Program and Indiana licensing regulations for mental health counselors.
3. Explain historical mental health trends related to conceptualization, diagnosis, and treatment.
4. Compare and contrast the roles of private and governmental agencies devoted to mental health issues.
5. Describe APA Ethical Principles and Code of Conduct in counseling.

CPY 515 Foundations of Addiction Counseling (3 credit hours): This course introduces the student to addictions counseling. The topics covered include the assessment, diagnosis, and treatment of persons with substance use disorder. Also reviewed are various substances and their impact on the individual. The roles, functions, and professional identity of addictions counselors will be explored. This course is associated with Student Learning Outcome 5. At the end of this course, students will be able to:

1. Define key substance abuse counseling terms, concepts, and theories.
2. Describe modern approaches to substance abuse counseling.
3. Implement basic substance abuse assessment, diagnostic, and treatment strategies in a professional, ethical manner.
4. Demonstrate cultural sensitivity relative to the client change processes.

CPY 520 Personality (3 credit hours): This course examines the process of origin, development, and maturation of personality. Further, the course reviews a variety of theoretical, historical, cultural, social, and psychological factors that contribute to the meaning of personality. This course is associated with Student Learning Outcome 1. At the end of this course, students will be able to:

1. Define key personality terms, concepts, and theories.
2. Compare and contrast primary personality theorists and their related frameworks.

3. Compare and contrast a variety of inventories designed to assess personality characteristics and styles.

CPY 524 Developmental Psychology (3 credit hours): This course is a survey of the major concepts, principles, and facts concerning the biological and environmental influences on behavior and psychological development. There is also a critical review of psychomotor, cognitive, and social development across the lifespan. This course is associated with Student Learning Outcome At the end of this course, student will be able to:

1. Define key developmental psychology terms, concepts, and theories.
2. Identify key developmental processes across the lifespan within diverse sociocultural contexts.
3. Describe theoretical and clinical applications to identify potential developmental vulnerabilities.
4. Describe keys factors in the development of psychological resiliency.
5. Describe longitudinal continuity through a lifespan perspective.

CPY 529: Pre-Practicum (3 credit hours) (**Prerequisite: CPY 537 and CPY 540**): This course is a prerequisite for all practicum and internship experiences. It will review the ethical, professional, and practical requirements and skills necessary for a successful clinical practicum/internship experience. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Identify key State and University practicum/internship requirements.
2. Demonstrate professionalism and ethical behavior in clinical settings.
3. Collect/analyze assessment information to derive a client conceptualization and develop a treatment plan.
4. Demonstrate entry-level counseling skills.

CPY 531 Group Dynamics (3 credit hours): This course is designed to expose the student to the processes involved with group therapy. This includes providing instruction about group therapy theory, techniques and ethical behavior. This course is associated with Student Learning Outcome 3. At the end of the course, students will be able to:

1. Define key group counseling terms, concepts, and theories.
2. Define key characteristics of an effective group leader.
3. Define key considerations in forming a group and conducting group therapy in a culturally sensitive, professional, and ethical manner.
4. Apply group treatment techniques from multiple theoretical perspectives.

CPY 535 Counseling Addicted Family Systems (3 credit hours): This course provides instruction on counseling and educational techniques in working with families who have one or more members with substance use disorder issues. This course is associated with Student Learning Outcome 3. At the end of this course, students will be able to:

1. Define key terms, concepts and theories associated with counseling addicted families and recognize the signs of family support or digression for treatment.
2. Establish a healthy rapport and use evidence-based treatment techniques and educational activities when counseling addicted families.
3. Describe how substance abuse impacts the family system and how to repair the emotional damage caused by addiction.
4. Create a process and documentation that outlines the roles family members play in treatment and counseling.
5. Evaluate the effects of addiction on the entire family and identify strategies for family success.

CPY 536 Theories and Techniques of Counseling and Psychotherapy (3 credit hours): This course examines various approaches to counseling and psychotherapy. Students will become familiar with the

major theories and techniques of psychotherapy and counseling in addition to the ethics that apply to mental health counseling. This course is associated with Student Learning Outcome 3. At the end of this course, students will be able to:

1. Define key counseling terms, concepts, and theories.
2. Identify characteristics of an effective mental health counselor.
3. Implement counseling skills and techniques from a variety of theoretical perspectives.
4. Identify counseling best practices that are culturally sensitive, professional, and ethical.

CPY 537 Psychopathology (3 credit hours): This course will focus on the scientific and methodological diagnosis of mental illness. The DSM system of diagnosis will provide a framework for the course. Major psychological disorders and their criteria will be reviewed. This course is associated with Student Learning Outcome At the end of this course, students will be able to:

1. Define key abnormal psychology terms, concepts, and theories.
2. Identify symptoms associated with different mental illnesses and derive an appropriate diagnosis when given a set of presenting symptoms.
3. Describe the etiology, prevalence, and course associated with different mental illnesses.
4. Take into consideration cultural factors when making a diagnosis.

CPY 540 Psychological Assessment (3 credit hours): This course examines the types of psychological tests, measures, and assessment techniques used in the evaluation of individuals. Psychometric and ethical issues associated with psychological assessments are also explored. This course is associated with Student Learning Outcome 2. At the end of this course, students will be able to:

1. Define key assessment terms, concepts, and theories.
2. Describe historical trends in the assessment of personality, aptitude, achievement, and vocation.
3. Describe and evaluate psychometrics associated with assessments and standardized assessment tools.
4. Define, evaluate, and differentiate a variety of formal tests used in psychological assessments.
5. Conduct a clinical interview and form a client conceptualization in a culturally sensitive, professional, and ethical manner.

CPY 542 Clinical Practicum I (1.5 credit hours) (**Prerequisites: CPY 529, CPY 536, CPY 537, CPY 540**): The student will obtain 50 hours of introductory level, supervised, applied experience in a clinical setting. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Perform client intakes.
2. Identify a client's presenting problem.
3. Complete a client history and complete a mental status evaluation.
4. Conceptualize a client's case and use the DSM-5-TR for diagnosis.
5. Write a formal psychological report.
6. Implement basic counseling techniques.
7. Maintain professional relationships with clients, supervisors, staff, and peers.
8. Conduct practicum activities in a professional and ethical manner.

CPY 543 Clinical Practicum II (1.5 credit hours) (**Prerequisite: CPY 542**): The student will obtain an additional 50 hours of introductory level, supervised, applied experience in a clinical setting. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Perform client intakes.
2. Identify a client's presenting problem.

3. Complete a client history and complete a mental status evaluation.
4. Conceptualize a client's case and use the DSM-5-TR for diagnosis.
5. Write a formal psychological report.
6. Implement basic counseling techniques.
7. Maintain professional relationships with clients, supervisors, staff, and peers.
8. Conduct practicum activities in a professional and ethical manner.

CPY 544 Research and Program Evaluation (3 credit hours): This course will provide students with an ability to demonstrate the various types of research designs and program evaluation methods used in mental health counseling studies. Students will include the appropriate application of basic statistical techniques such as descriptive and inferential statistics. In addition, students will be able to include ethical and legal considerations in their research projects. This course is associated with Student Learning Outcome 4. At the end of this course, student will be able to:

1. Implement qualitative and quantitative research techniques.
2. Conduct research in an ethical manner.
3. Use descriptive, correlational, and inferential statistical techniques to analyze information.
4. Evaluate professional human services and programs.

CPY 561 Internship I (3 credit hours) (**Prerequisite: CPY 543**): The student will obtain 300 hours of supervised, applied experience in a clinical setting. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Perform client intakes.
2. Identify a client's presenting problem.
3. Complete a client history and complete a mental status evaluation.
4. Conceptualize a client's case and use the DSM-5-TR for diagnosis.
5. Write a formal psychological report.
6. Implement basic counseling techniques.
7. Maintain professional relationships with clients, supervisors, staff, and peers.
8. Conduct internship activities in a professional and ethical manner.

CPY 562 Internship II (3 credit hours) (**Prerequisite: CPY 561**): The student will obtain an additional 300 hours of supervised, applied experience in a clinical setting. This course is associated with Student Learning Outcomes 2, 3, and 6. At the end of this course, students will be able to:

1. Perform client intakes.
2. Identify a client's presenting problem.
3. Complete a client history and complete a mental status evaluation.
4. Conceptualize a client's case and use the DSM-5-TR for diagnosis.
5. Write a formal psychological report.
6. Implement basic counseling techniques.
7. Maintain professional relationships with clients, supervisors, staff, and peers.
8. Conduct internship activities in a professional and ethical manner.

CPY 600 Seminar in Counseling Ethnic Minorities (3 credit hours): This course provides an in-depth study of theories and research concerning counseling with members of minority groups. An emphasis is placed on the understanding of issues and trends in a multicultural and diverse society. This course is associated with Student Learning Outcome 1. At the end of this course, students will be able to:

1. Define keys, terms, concepts, and theories associated with counseling ethnic minorities.
2. Identify culturally specific ideas in counseling.
3. Describe the sociopolitical nature of counseling.
4. Compare and contrast mono-cultural and multicultural intervention strategies.
5. Identify their own values, assumptions, and biases.

6. Define the stages of several identity developmental models (e.g., Black, White, and Minority).
7. Identify Cultural Competence Knowledge and Cultural Competence Skill areas.
8. Use the Value Preferences Model.
9. Use Rotter's Locus of Control Theory to conceptual client needs.

CPY 620 Professional Ethics (3 credit hours): This course will present the American Counseling Association's guidelines regarding the ethical practice of psychology. The ethical practice of psychotherapy, teaching, and psychological research will be addressed. This course is associated with Student Learning Outcome 6. At the end of this course, students will be able to:

1. Define key terms and concepts associated with ethics.
2. Demonstrate ethical behavior in counseling relationships.
3. Demonstrate ethical behavior in their relationships with other professionals.
4. Demonstrate ethical behavior in conducting assessments and evaluations.
5. Identify appropriate ethical guidelines associated with supervision, training, and teaching.
6. Identify appropriate ethical guidelines associated with distance counseling, the use of technology, and social media.
7. Identify the steps in resolving ethical issues.

CPY 630 Lifestyle and Career Development (3 credit hours): This course will examine the counseling techniques used with individuals involved in lifestyle and career decisions. Different strategies for making these decisions will be examined along with the use of interest inventory testing. This course is associated with Student Learning Outcome 3. At the end of this course, students will be able to:

1. Define key vocational assessment terms, concepts, and theories.
2. Collect client information relevant to vocational assessments.
3. Administer, score, and interpret a career assessment inventory.
4. Use labor market information and projections in their career assessments.

CPY 640 Psychopharmacology (3 credit hours): This course will focus on the function of the nervous system and the use of and physiological effect of the drugs (both legal and illegal) on the nervous system. Special emphasis will be placed on legal drugs used in the treatment of mental illness. This course is associated with Student Learning Outcomes 1. At the end of this course, students will be able to:

1. Define key psychopharmacological terms, concepts, and theories.
2. Explain key effects of medications on the central nervous system.
3. Describe psychological, social, and cultural issues in psychopharmacology.
4. Describe the effects of a variety of medications and their use in the treatment of mental health issues.

CPY 700 Thesis/Graduate Research Paper (6 credit hours): The thesis is an individual research project (e.g., in-depth literature review, empirical experiment, program review) conducted by the student under the supervision of the guidance of the thesis advisor who is a member of the Community Psychology program faculty. This course is associated with Student Learning Outcome 4. At the end of this course, students will be able to:

1. Conduct a literature review that includes the collection, analysis, and synthesis of information from a variety of sources.
2. Evaluate the validity/usefulness of sources.
3. Write a thesis paper using appropriate APA style.

MARTIN UNIVERSITY COMMUNITY PSYCHOLOGY GRADUATE FACULTY

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B.S. Mathematics, Purdue University
M.S. Education, Indiana University
Ph.D. Psychology, Grand Canyon University

Appendix A: Degree Plans

Community Psychology 60-Credit-Hour Licensing Track Degree Plan					
Name:		Student ID:		Date:	
Course	Description	Prerequisite	Credit Hours	Grade	Semester Completed
First Year					
Fall Semester					
CPY 540	Psychological Assessment		3		
CPY 537	Psychopathology		3		
CPY 500	Introduction to Community Psychology		3		
CPY 520	Personality		3		
Spring Semester					
CPY 536	Theories and Techniques of Counseling/Psychotherapy		3		
CPY 531	Group Dynamics		3		
CPY 620	Professional Ethics		3		
CPY 529	Pre-practicum	CPY 537	3		
Summer Session					
CPY 640	Psychopharmacology*		3		
CPY 514	Fundamentals of Counseling and Psychotherapy		3		
CPY 542	Practicum I (prerequisite to begin Internship)**	CPY 529, CPY 536, CPY 537, CPY 540	1.5		
CPY 543	Practicum II**		1.5		
Second Year					
Fall Semester					
CPY 544	Research and Program Evaluation		3		
CPY 700	Thesis/Graduate Research Paper		3		
CPY 535	Counseling Addicted Family Systems*		3		
CPY 561	Internship I***	CPY 542 and CPY 543	3		
CPY 562	Internship II***		3		
Spring Semester					
CPY 524	Developmental Psychology		3		
CPY 600	Seminar in Counseling Ethnic Minorities		3		
CPY 515	Foundations of Addiction Counseling*		3		
CPY 630	Lifestyle and Career Development		3		
* May substitute for UMS Courses or previously taken CPY elective courses. ** May substitute CPY 530 Practicum. *** May substitute CPY 534 Internship.					

Community Psychology 48-Credit-Hour Non-Licensing Track Degree Plan

Name:		Student ID:		Date:	
First Year					
Course	Description	Prerequisite	Credit Hours	Grade	Semester Completed
Fall Semester					
CPY 540	Psychological Assessment		3		
CPY 537	Psychopathology		3		
CPY 500	Introduction to Community Psychology		3		
CPY 520	Personality		3		
Spring Semester					
CPY 536	Theories and Techniques of Counseling/Psychotherapy		3		
CPY 531	Group Dynamics		3		
CPY 620	Professional Ethics		3		
CPY 630	Lifestyle and Career Development		3		
Summer Session					
CPY 640	Psychopharmacology*		3		
CPY 514	Fundamentals of Counseling and Psychotherapy		3		
Second Year					
Fall Semester					
CPY 544	Research and Program Evaluation		3		
CPY 700	Thesis/Graduate Research Paper		3		
CPY 535	Counseling Addicted Family Systems*		3		
Spring Semester					
CPY 524	Developmental Psychology		3		
CPY 600	Seminar in Counseling Ethnic Minorities		3		
CPY 515	Foundations of Addiction Counseling*		3		
* May substitute UMS Courses or other CPY elective courses taken.					

Community Psychology Clinical and Counseling Services Certificate

Name:		Student ID:		Date:	
Course	Description	Prerequisite	Credit Hours	Grade	Semester Completed
Fall Semester					
CPY 540	Psychological Assessment		3		
CPY 537	Psychopathology		3		
Spring Semester					
CPY 536	Theories and Techniques of Counseling/Psychotherapy		3		
CPY 620	Professional Ethics		3		