



Millersville University

COLLEGE OF EDUCATION  
& HUMAN SERVICES

*Department of Psychology*



# Clinical Psychology M.S. Program Handbook

2025/2026

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## How to Use This Handbook

This handbook is intended to provide information that will assist students as they progress through the Clinical Psychology M.S. Program at Millersville University. Students should use this document as their primary resource (rather than the Graduate Course Catalog and MarAUDIT) for program information as it is updated regularly. Updated versions will be posted on the website and distributed by email.

## Who to Contact for Questions

The information provided in this handbook should answer many of your questions and direct you to the appropriate resources. If your question is not answered here, please contact your advisor by email. You can find your advisor name in your MarAUDIT. You may also contact the Clinical Psychology Program Coordinator, Dr. Karena Rush at [karena.rush@millersville.edu](mailto:karena.rush@millersville.edu).

## Administrative Assistance

The Psychology Office Manager is Keisha Patterson. She can assist students with general questions about the department, faculty, and program. She assists with the supervision of graduate assistants, the test library, and the use of the clinic.

### Contact Information

- Office: Susan P. Luek Hall 111
- Phone: 717-871-7266
- Email: [Keisha.Patterson@millersville.edu](mailto:Keisha.Patterson@millersville.edu)
- Office Hours: Monday-Friday 8:00 AM-Noon; 1:00-4:30 PM. Office hours are subject to change. Please email Ms. Keisha Patterson before visiting the office for the quickest assistance.

## Faculty

Faculty bios and contact information can be found on the [Psychology Department](#) website.

- |  |                            |
|--|----------------------------|
| • Dr. Karena Rush (Program Coordinator; Clinical Core) | • Dr. Drew Hunter          |
| • Dr. Debra Vredenburg-Rudy (Department Chair)         | • Dr. Joel Winnick         |
| • Dr. Andrew Bland (Clinical Core)                     | • Dr. Jason Baker          |
| • Dr. Rachel MacIntyre (Clinical Core)                 | • Dr. Richard Joseph Behun |
| • Dr. Allura Ralston (Clinical Core)                   | • Dr. Shaun Cook           |
| • Prof. Kelly Kirk-Wentzel (Clinical Adjunct)          | • Dr. Shawn Gallagher      |
| • Prof. Yolanda Larson (Clinical Adjunct)              | • Dr. Elizabeth Thyrum     |
| • Dr. Nadine Garner                                    | • Dr. Jessica Grady        |

## **Program Mission**

Our mission is to produce highly effective, ethical and culturally responsive master's level clinicians to work in various clinical settings with a wide range of populations.

## **Program Overview**

The 60-credit M.S. in Clinical Psychology program is designed for students who wish to pursue a career in mental health and to become eligible for licensure as a Licensed Professional Counselor (LPC) in Pennsylvania. We also offer a 48-credit M.S. degree to prepare students for further doctoral study.

The Clinical Psychology program follows a rigorous scientist-practitioner model to prepare ethical, culturally responsive practitioners to provide evidence-based services in a range of mental health settings. It emphasizes the scaffolded development of assessment and psychotherapeutic skills through applied coursework and experiences. Practical experiences begin with faculty supervised clinical work and end with internships in local mental health agencies and hospitals.

### **Program Objectives:**

- To provide comprehensive training that prepares master's level clinicians to competently offer evidence-based mental health services.
- To provide training in effective assessments and psychotherapies to clients reflecting a variety of backgrounds and presenting concerns.
- To cultivate an appreciation for humility and continued learning as a basis for developing their professional identity and cultural sensitivity and responsiveness.
- To develop clinicians who are well versed in ethical decision making and are critical consumers of psychological science.
- To appreciate the role of clinicians in their community and foster community-based involvement and partnerships.
- To prepare students to be eligible to become a Licensed Professional Counselor in Pennsylvania.

## Admission Requirements

1. **Required coursework:** Applicants should have completed a minimum of 18 undergraduate credits in psychology.

The following courses are expected (with a grade of B- or higher):

- General/Introductory Psychology
- Developmental Psychology
- Abnormal Psychology
- Research/Statistical Design
- Two additional electives (such as Social Psychology, Counseling Strategies, Industrial Organizational Psychology, Applied Behavior Analysis, or any other psychology elective)

If an applicant has not completed any coursework in Psychology, they can apply to our 18 credit post-baccalaureate program which offers the required prerequisite psychology coursework. If the applicant has some of the required courses, the remaining requirements should be taken (at Millersville or a local college/community college near your residence) prior to applying.

2. **Official transcript/s from all colleges attended**
3. **Three letters of recommendation:** Applicants must submit three letters of recommendation, ideally from professors who can speak to their academic potential. Letters from supervisors of related clinical work may be accepted, however, letters from family and friends and unrelated work experiences are not acceptable.
4. **Personal Statement:** Applicants must submit an autobiographical sketch indicating how their desire for advanced training in psychology/counseling developed, relevant clinical and/or research experiences and training, future goals, and how our program will help them attain their goals. There is no page limit but it is expected that the statement will be a minimum of one page.
5. **Graduate Record Examination (GRE) Scores:** GRE scores are required for applicants with lower than a 3.0 GPA, with minimum scores of 148 (Verbal), 147 (Quantitative), 3.5 (Analytical Writing). Submission of GRE scores is optional for all other applicants.
6. **Relevant Clinical Experience:** Highly qualified applicants will have experience in the field (internships, summer or volunteer work, or jobs).
7. **Interview:** After the initial review of applications, highly qualified applicants will be invited to complete an interview with program staff over zoom.

## **Degree Requirements**

Our curriculum follows a scaffolded developmental approach where students are first introduced to foundational knowledge and skills followed by more advanced clinical coursework. In their first year, students take the Clinical Core, which are each associated with our three Core Competency Exams (CCEs). It is advised that students take PSYC 635 and PSYC 612 in their first Fall semester and PSYC 530 in their first Spring semester.

### Clinical Core

PSYC 530: Child Development in the Family System

PSYC 612: Research Design and Statistical Analysis

PSYC 635: Psychopathology

### Core Competency Exams (CCEs)

CCEs are 2-hour exams in each of the core courses. You will register and sit for CCEs at the end of the semester of each core course. You may repeat a failed CCE exam in each area once. If you do not pass the second time, you should meet with your advisor about writing a letter of appeal to the graduate committee for a possible third attempt. You may not enroll in more than 27 credits before passing all CCEs.

### Conference Presentation

Students are required to present at a university or regional conference during their time in the program. Their work in PSYC 517: Tests and Measurements will prepare them to present to the annual Made in Millersville conference. Students who are working on independent research projects may also present at another conference to fulfill this requirement.

### **Advancement to Degree Candidacy**

This means that your academic progress is satisfactory, and you may proceed into advanced courses. Criteria for candidacy are: (a) minimum 3.0 GPA, (b) passed CCEs in all three core areas, (c) presented at a university, regional or national conference, and (d) having received a satisfactory evaluation (both academic and dispositional) from the Psychology Graduate Committee.

### Maintaining Grades

If your GPA falls below 3.0, Graduate Studies will automatically place you on academic probation for one semester during which time you must raise your grades. Failure to do so can result in program dismissal. An "F" grade results in automatic program dismissal by Graduate Studies.

### Professional Disposition and Evaluation

Clinical development is like an apprenticeship. It goes well beyond book learning and extends to changes in the ways in which clinicians view themselves and others and interact in the world. In addition to evaluating your course assessments and academic performance, faculty have the responsibility to monitor your overall professional development and disposition, including your ability to make ethically sound judgments, your clinical skills, and your orientation towards receiving feedback and learning. For example, it is an important professional disposition to be

open to feedback and receive it in a non-defensive manner. If dispositional concerns are raised by a faculty member, the student will be notified by their advisor. If an action plan is needed, the student will work with their advisor on a mutually agreed upon plan. The plan will be approved by the graduate committee and signed by all parties. If a student fails to meet dispositional expectations, they may be dismissed from the program. If the student disagrees with the dismissal, they may file an appeal with the Graduate Academic Appeals Committee (see p. 12 for appeals process).

### **Therapy and Assessment Courses**

Students begin their therapy and assessment courses with PSYC 631: Psychotherapy and Interventions. This course is a prerequisite for advanced therapy courses (below) and may be taken before CCEs are passed. All other therapy and assessment coursework require passed CCEs as prerequisites. Students are required to complete our assessment course, PSYC 670: Clinical Interviewing and Appraisal Skills and at least two advanced therapy courses. One advanced therapy course is required before Practicum/Internship. One cognitive-behavioral therapy course is required for your degree, either PSYC 636: Cognitive Therapy or PSYC 638: Cognitive Behavioral Therapies. It is recommended that you take PSYC 636 as your first advanced therapy course. The other advanced therapies include: PSYC 634: Child Psychopathology and PSYC 639: Existential/Humanistic Therapies.

Select therapy courses require you to complete individual therapy sessions with an undergraduate “volunteer client” outside of class hours. You will be conducting this work under the supervision of your faculty instructor. When registering for these courses, you must also enroll in the course’s one-credit practicum course. More information will be provided at registration time.

### **Other Required Courses**

In addition to the requirements already described there are additional courses required to complete the 60-credit degree program. These include PSYC 586: Orientation to Clinical Psychology, PSYC 537: Ethics and Professional Practice, PSYC 630: Group Work, and PSYC 633: Systems of Psychotherapy. Additionally, there are courses that are required to meet the LPC educational requirements (in Pennsylvania and most other states), including PSYC 625: Human Growth and Development, SCCN 630: Multicultural Counseling, SCCN 645: Career Development. All of these required courses may be taken before CCEs are passed. However, it is recommended that PSYC 633: Systems of Psychotherapy is taken in the fall of your third year as it is considered a more advanced course.

### **Practicum/Internship**

All students need to complete Practicum and Internship during their third year, including the Fall, Winter, and Spring semesters. LPC regulations require a minimum of 100 hours of field experience for practicum credit and 600 hours for internship credit. To meet these requirements, students start their practicums in the Fall semester. After they complete their 100 practicum hours at an appropriate skill level, they then advance to internship. They should conclude their 600 internship hours in the winter and spring semesters.

Students should take only one other course during the Spring semester they complete Internship. Internship requires at least one advanced therapy course as a prerequisite and PSYC 670 as a pre- or co-requisite.

## **Program Course List**

### **Required Courses**

PSYC 517: Tests and Measurements  
PSYC 530: Child in the Family System<sup>CCE</sup>  
PSYC 586: Orientation to Clinical  
PSYC 612: Research and Statistics<sup>CCE</sup>  
PSYC 635: Psychopathology<sup>CCE</sup>  
PSYC 537: Ethics and Professional Practice  
PSYC 630: Group Work  
PSYC 631: Psychotherapy and Interventions  
PSYC 633: Systems of Psychotherapy  
PSYC 670: Clinical Interview. and Appraisal Skills\* (pre-req. or co-req for Internship)  
PSYC 589/682: Practicum/Internship (9 credits)

### Advanced Therapy Courses (two required\*\*, PSYC 631 pre-req.)

PSYC 636: Cognitive Therapy\*  
PSYC 638: Cognitive Behavioral Therapies\*  
PSYC 639: Existential/Humanistic Therapies\*  
PSYC 634: Child Psychopathology<sup>a</sup>

### Required for Licensure

PSYC 625: Human Growth and Development  
SCCN 630: Multicultural Counseling  
SCCN 645: Career Development

*CCE = course has a core competency exam*

*\*Passed CCEs are required for Advanced Therapies and PSYC 670.*

*\*\*After two, additional Advanced Therapies count as electives*

### **Electives**

PSYC 511: Substance-Related Disorders  
PSYC 526: Advanced Adolescent Psychology  
PSYC 527: Childhood Disorders<sup>a</sup>  
PSYC 536: Applications of Biopsychology<sup>b</sup>  
PSYC 540: Applied Behavior Analysis  
PSYC 547: Applied Social Psychology  
SCCN 586: Trauma Institute, Mental Health  
PSYC 586: Neuropsychology<sup>b</sup>  
PSYC 626: Trauma Treatment  
PSYC 632: Group Counseling  
PSYC 637: Theories of Family Dynamics  
PSYC 671: Cognitive Assessment  
PSYC 696: Research Methods (thesis course 1, recommended to take in the Spring)  
PSYC 699: Thesis (thesis course 2, 696 is the pre-req., recommended to take in the Fall)

<sup>a</sup>Can only take one of these courses

<sup>b</sup>Can only take one of these courses



## Course Plan Examples

### Fall Admits

<b>Year 1</b>		
<b>Fall</b> PSYC 586: Orientation to Clin. PSYC 635: Psychopathology PSYC 612: Research and Stats	<b>Spring</b> PSYC 530: Child in the Family PSYC 631: Psychother. (4 cr.) PSYC 517: Tests and Measur.	<b>Summer/Winter</b> SCCN 630: Multicultural PSYC 537: Ethics
<b>Year 2</b>		
<b>Fall</b> PSYC 636: Cognitive T. (4 cr.) PSYC 670: Clinical Inter. (4 cr.) Elective or Ethics (if not taken in summer)	<b>Spring</b> Advanced therapy (638/639) PSYC 530: Group Work PSYC 625: Human Dev.	<b>Summer/Winter</b> SCCN 645: Career  Advanced therapy or elective option: Child Psychopathology (summer only)
<b>Year 3</b>		
<b>Fall</b> Practicum/Internship PSYC 633: Systems	<b>Winter</b> Practicum/Internship	<b>Spring</b> Practicum/Internship Elective (if not already fulfilled)

### Spring Admits

<b>Year 1</b>		
<b>Spring</b> PSYC 530: Child in the Family PSYC 612: Research and Stats PSYC 537: Ethics	<b>Summer</b> SCCN 630: Multicultural	<b>Fall</b> PSYC 586: Orientation to Clin. PSYC 635: Psychopath. PSYC 631: Psychother. (4 cr.)
<b>Year 2</b>		
<b>Spring</b> Advanced therapy (638/639) PSYC 670: Clinical Inter. (4 cr.) PSYC 517: Tests and Measur.	<b>Summer</b> SCCN 645: Career  Advanced therapy or elective option: Child Psychopathology	<b>Fall</b> Practicum/Internship PSYC 636: Cognitive T. (4 cr.) PSYC 530: Group Work
<b>Year 3</b>		
<b>Winter</b> Practicum/Internship	<b>Spring</b> Practicum/Internship PSYC 625: Human Dev.	<b>Fall</b> PSYC 633: Systems Elective (if not already fulfilled)

## **Registering for Classes**

Students are required to consult with their advisor before registering for classes. Explicit advisor approval is required if students wish to take winter or summer courses, topics courses that are not listed under Program Electives, and courses outside of the Psychology Department.

Although your course plan should include the required coursework and at least one elective course, it is important that you work with your advisor to discuss your career goals and ways to tailor your experiences in the program to help you reach these goals. Your course plan may also need to be tailored if you plan to seek licensure in a state other than Pennsylvania or plan to attend a doctoral program. It is the student's responsibility to bring these topics to their advisor and be familiar with licensure and doctoral admissions requirements.

Full-time students are advised to take 3 courses per Fall/Spring semester. Please consider your work schedule when registering for classes. It is not feasible for students who work full-time to also take a full course load. Students may take up to 3 courses during the summer, with no more than 2 courses simultaneously. Students may only take one course during the Spring of their internship. Students may also only take one advanced therapy course at a time.

Please remember that you are not the only person who needs to register for courses. Accordingly, please do not register for additional courses beyond those discussed with your advisor. Also, if a course is already full, please put your name on the waitlist and contact your advisor to determine an alternate plan.

## **Evaluation of Student Competencies**

The Department of Psychology has the responsibility of evaluating its students to ensure that they will have the skills and competencies necessary for professional positions. To assure a sufficient level of competency, several methods of evaluation are employed.

### Grades

In most courses, grades are determined by the student's ability to demonstrate to the instructor's satisfaction that the subject has been mastered. In skills courses, grades are based on mastery of academic content and also on the instructor's evaluation of the student's demonstration of appropriate clinical and interpersonal skills and dispositions. A grade of A indicates outstanding performance, a grade of B indicates good performance, and a grade of C indicates clearly unsatisfactory performance. Plus/minus grades are given at the instructor's discretion.

### Grades of C+, C and C-

If a student receives a grade of C+ or below, that student is automatically placed on departmental probation, and the student's overall performance is reviewed by the graduate faculty. A student receiving a grade of C+ or below should first have a conference with the instructor who gave the grade. The purpose of this conference is to reach an understanding of the reasons behind the grade. Additionally, the student is required to write a letter to the graduate program coordinator of their program indicating (a) the student's perception of the problem(s) that led to their poor grade, and (b) what they intend to do to correct those problems and prevent recurrence.

Typically, students are expected to repeat the course in which they received their first C+ grade or below in order to remove the original grade and obtain a grade of B- or better. If the student receives a second C+ or below, they will receive an academic warning and may be subject to dismissal, pending review by the graduate faculty.

#### Grades of Incomplete

A grade of “Incomplete” will be given only to provide the student with the opportunity to complete unfinished work without attending class. In addition, if multiple class meetings are missed it may not be possible to make up work. Students will be informed in advance, if at all possible, about the pending grade of “Incomplete.” A mutually acceptable, written agreement between the instructor and the student receiving the grade must be created to specify the deadline to complete the requirements, content of the requirements and default grade in the event that requirements are not met by deadline.

#### Grades of F

Students who receive an F in any course in the program may be dismissed from the psychology and counseling programs, pending review by the graduate committee. A grade of F will be given to any student found guilty of plagiarism or other academic dishonesty.

#### Core Competency Examination Grading

Core competency exams will consist of multiple choice or essay formats. Each essay exam will be graded by two readers on the following criteria: understanding of the basic issues, coherence and clarity of presentation (including the style of writing), and evidence of critical thinking. The grading scale includes: 3 = Good, 2 = Acceptable, 1 = Unsatisfactory, 0 = No answer. If a student receives an average grade of 1.0 or less, the exam is considered failing.

Students may only take one exam up to two times. Even if a student may decide not to turn in an exam, it will still count as one trial, as long as the student receives the exam. If all components of the CCE are not passed the second time, a special sub-committee of the Graduate faculty will decide on the disposition of the student's case. Students should be aware that one option is dismissal from the program. Students will be limited to 27 credits prior to passage of all components of the CCE.

#### Clinical Competence Review Process

Students who are judged to lack clinical skills, counseling skills, professional competence or professional dispositions are subject to dismissal from the psychology and counseling programs. All faculty teaching graduate courses are qualified and ethically bound to evaluate all the above-mentioned skills and competencies. If there are any concerns, the program faculty may operate on a decision-making continuum, consistent with standards of practice in the profession, which could include a meeting with the student and appropriate parties to share feedback about clinical and dispositional concerns, the development of a specific remediation plan, temporary suspension from coursework, or unilateral dismissal from the graduate program after review and vote by the graduate committee.

## **Academic Dismissal and Appeals**

Students may appeal dismissal to the Graduate Academic Appeals Committee (GAAC). Students who have been dismissed and believe specific, unusual circumstances affected their academic performance may request a review by following the directions provided with the notice of dismissal. For the appeal to be considered before the next semester, it must be received by the committee by the date specified in the notice of dismissal. Information and forms regarding graduate appeals may be found on the Office of Graduate Studies and Adult Learning website: [www.millersville.edu/gsal](http://www.millersville.edu/gsal). After GAAC's decision, if an appellant believes the appeal process was not administered as prescribed herein, the appellant may pursue an appeal of the process, but not the academic decision, in writing, to the Dean of Graduate Studies. Such an appeal must be made within 10 business days from the date of the decision letter from the chairperson of the GAAC. The appellant is advised to provide as much written documentation as possible, describing why the process was not administered as prescribed herein, and any supporting materials. The decision of the Dean of Graduate Studies regarding the process appeal is final and not subject to further review.

Any student who is dismissed from the University for poor academic performance may apply to be readmitted to their academic program one calendar year from the date of the dismissal, provided it is their first dismissal. A student may only appeal for reinstatement one time. Upon the second dismissal the student may not appeal and is no longer eligible for admission to any Millersville University graduate program.

## **Due Process and Grievance Procedures**

### Grievance Procedure

Students should be aware that there is a student grievance procedure. Students should first try to resolve grievances with the individual of concern. If not resolved, then the student should report the grievance to the program coordinator or department chair. If still not resolved, the grievance should be submitted in writing to the graduate committee in care of the current graduate program coordinator. The graduate committee in conjunction with the grievance committee will attempt to resolve the complaint. If this process does not resolve the complaint, the student may submit a grievance to the dean of the College of Education and Human Services. The Dean will work with the student to resolve their concerns and if the student is not satisfied with the outcome they may file a formal grievance with the Provost.

### **Academic Petition**

Students who believe that an academic injustice has occurred must try to resolve the problem at the lowest appropriate level of authority. The levels of authority from lowest to highest are as follows: individual faculty member; department graduate coordinator and department graduate committee (if existing); department chairperson; Dean of Graduate Studies; and lastly, the Provost/ Vice President for Academic Affairs. The case should be presented to progressively higher levels of authority until resolved. This policy can be reviewed under the [Policies](#) section of the Graduate Catalog.

Student data are kept by the university for five years. While transcripts can be retrieved indefinitely (as well as data needed for licensure), the department does not keep syllabi beyond a five year period, so please make sure to maintain your academic records. Grievances and academic concerns are housed in the Deans office for 5 years.

## **Tuition Information and Financial Assistance**

### **Tuition**

Tuition is determined each year in early July with Fall tuition payments due in August. Tuition information can be found on the [Office of Student Accounts](#) website below. Please review the website for exact costs and dates each year as tuition rates can change each year.

#### **Office of Student Accounts**

- Email: [osa@millersville.edu](mailto:osa@millersville.edu) | Monitored Monday-Friday 8:30AM-4PM; answered in the order received; please *always* include the M# of the account you are inquiring about
- Location: Second Floor of Lyle Hall, room 246 | Monday-Friday 8:30AM-3:30PM; please be prepared to show ID
- Secure Dropbox: Available anytime on the second floor of Lyle Hall to drop off payment and/or documents if you arrive when the cashier window is closed
- Phone: 717-871-5101 | Monday-Friday 8:00AM-6PM; please have ready the M# of the account you are calling about

### **Financial Assistance**

Financial assistance, such as Pell grants and student loans, is offered through our [Financial Aid Office](#) as well as through the [Graduate Studies & Adult Learning Office](#) through Graduate Assistantships. Please see the linked websites for more information about accessing financial assistance.

### **Graduate Assistantships**

Prospective and currently enrolled graduate students who have been formally admitted into a graduate degree program have the opportunity to apply for a graduate assistantship. Graduate Assistant opportunities are designed to provide the student with relevant experiences that will help them continue to develop their professional skillsets. More information on applying for a position can be found under [Graduate Assistantships](#) through the Graduate Studies and Adult Learning Office.

- Full Time Graduate Assistants work 20 hours per week (on average) for a total of 300 hours in Fall and in Spring and earn \$6,000 annual stipend. The stipend is paid out bi-weekly during Fall and Spring terms. They also receive 18 credits of tuition waiver for the academic year.
- Part Time Graduate Assistants work 10 hours per week (on average) for a total of 150 hours in Fall and in Spring and earn \$3,000 annual stipend. The stipend is paid out bi-weekly during Fall and Spring terms. They also receive 9 credits of tuition waiver for the academic year.

## **Student Rights and Responsibilities**

### Student Rights and Responsibilities

Upon admission to the program, each student assumes responsibility for knowing program requirements and following established procedures. Conversely, the student has the right to expect that all program requirements will be made clear and that all course requirements, including grading criteria and procedures, will be made known. The student has the right to instruction that encourages the free and open discussion of ideas and which respects reasonable student needs and aspirations. It is the student's responsibility to contribute to classroom decorum and an atmosphere that encourages maximum learning. Further, each student is entitled to academic advisement but must initiate the advisement process by scheduling appointments with either the graduate program coordinator in the case of degree admission, or with the dean of Graduate Studies in the case of nondegree admission status.

Program requirements are described in this handbook. Policies and program information for all graduate students at Millersville University can be found in the [Graduate Catalog](#).

### Academic Standards and Code of Conduct

Students shall abide by the ethical and code of conduct standards of the American Psychological Association, Pennsylvania Psychological Association, Pennsylvania State Licensure Board, American Counseling Association, and Millersville University. Students whose behavior in any way indicates a breach of these standards are subject to dismissal from the program. University expectations of student conduct can be found in the [Student Conduct and Community Standards Handbook](#).

### University Academic Honesty Policy

Students of the University are expected to adhere to Millersville University's values and be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupts the essential process by which knowledge is advanced. Please review the complete [policy](#).

### Accommodations

If a student experiences a disability under the [Americans With Disability Act](#), we encourage them to request an accommodation letter from the [Office of Learning Services](#) and provide this letter to their course instructors. If a student does not have a documented disability but believes they will experience barriers to their ability to learn and be successful in the program, we encourage them to schedule an appointment with the Office of Learning Services for information on the process to be evaluated for accommodations and other resources.

### Advising and Communication

Students are encouraged to seek guidance from program faculty and have regular meetings with their advisor. It is the student's responsibility to be in touch with their advisor before registering for courses each semester; registration for the Spring semester is the last week of October and registration for the Fall semester is the first week of April.

The majority of communication from the program to students will be distributed through Millersville University email. Email is the official form of communication across the university. Because it is important to receive notifications from faculty, administration, and other departments in a timely manner students are required to activate their Millersville University account and use it regularly. Your email address is myVilleID@marauder.millersville.edu. To access your account, go to the University's homepage, click on the myVille link, then click on the Marauder Mail icon. If you need assistance, contact the Help Desk at 717-871-7777.

### Professional Records

All students should maintain a professional record of their work in the program. This includes:

**Course Syllabi:** Students should save all course syllabi during their program of study. Licensing transcript reviewers may request these to ensure that educational requirements were met by a particular course. Also, doctoral programs may allow the transfer of some courses provided that the learning objectives are congruent. Do not expect your professors to keep "old" course syllabi indefinitely.

**Official Transcript:** It is recommended that students request an official copy of their transcript after graduation. Licensing boards and doctoral programs will require official transcripts with a university seal on it (i.e., not scans/copies). Be sure to check for the accuracy of the spelling of your name and the actual date of M.S. degree conferral.

From the Graduate Catalog: A student or graduate wishing to obtain an official copy of their academic record must request a transcript using the online Credentials Service accessible through the Millersville website or complete the form available in the registrar's office, Lyle Hall. Forms are also available on the Millersville University website, [Student Forms Center](#). If the requester wishes to obtain an official copy for a third party, the requested transcript must be sent directly to the designated third party or requested in a signed, sealed envelope. There is a \$10 fee per transcript when ordered directly from the University's registrar's office.

### Educational Requirements for LPC

Our program meets the educational requirements for the Pennsylvania Licensed Professional Counselor (LPC) credential. Students are responsible for reviewing these requirements. If they wish to seek licensure in a state other than Pennsylvania, they are responsible for reviewing the requirements for licensure in that state and working with their advisor on ways to obtain any additional requirements needed.

These resources provide information on PA LPC requirements:

- <http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter49/chap49toc.html>
- <https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Documents/Applications%20and%20Forms/Non-Application%20Documents/SWM%20-%20FAQs%20LPC.pdf>

### Transfer Credits

Students who have completed post-baccalaureate work at another institution may request transfer credit for up to 9 credits of coursework. They should discuss this during their first advising meeting, provide syllabi from the courses, and complete the Transcript Review form in the [Graduate Student Forms Center](#). All potential transfer credits will be reviewed and approved by the Clinical Psychology graduate program (advisor, coordinator, chair) as well as the Graduate Studies Office. Courses will be reviewed for course content, assessment and evaluation procedures, rigor, and relevance to our curriculum. It should be noted that if a student received credit for one of our core courses (PSYC 530, PSYC 612 or PSYC 635), the associated core comprehensive exam must still be taken and passed. If the student is unable to pass the CCE, then the associated course must be taken.

### Graduation Procedures

Students who plan to graduate at the end of any semester must review their MarAUDIT to ensure all program requirements are met and are accurately documented. Then, they must complete the following steps:

- Apply for graduation by the deadline published online on the [commencement webpage](#). The application can be found at the [Graduate Studies Forms Center](#). Once approved, the application generates a \$30 graduation fee.
- Pay \$30 graduation fee in their Student Accounts.
- Confirm their mailing address is correct, or update if needed.
- Once degree is conferred, order an official transcript.

### Liability Insurance

All students are responsible for obtaining practice liability insurance for courses that involve work with clients (PSYC 631: Psychotherapy and Interventions, advanced therapies, internship). Students may obtain this insurance from a provider of their choosing. Many students use the [American Professional Agency, Inc.](#) Additional information on this requirement will be shared by course instructors.

## **Professional Development**

Throughout the program, students will be acquiring their knowledge base and clinical and professional skills. We find that students who obtain part-time employment in an entry-level position in a clinical/counseling setting in the area (hospital, community mental health center, etc.) enhance their classroom learning and we recommend students to consider concurrent experiences that will help, yet not interfere, with their training.

The faculty strive to support students in their professional development and we encourage students to use their advisor as a resource to discuss their professional development and opportunities to expand their skills that align with their career goals. Faculty will share professional development training opportunities with students as they come to their attention. Students may also consider taking advantage of opportunities available through professional memberships and our student association.



### Professional Memberships

Membership in professional organizations is not required. Students may be interested in joining as graduate student members or reviewing resources at the following:

- American Psychological Association
- Pennsylvania Psychological Association
- American Counseling Association

### Student Association

Students in this program may wish to join our club for students in the M.S. in Clinical Psychology program, the Clinical Psychology Student Association. More information can be found at [Millersville Get Involved](#) or the organization Instagram account ([@mu\\_cpsa](#)).

## **Nondiscrimination Policies**

Millersville University Commitment to an Inclusive Community: At Millersville University of Pennsylvania, we hold that an inclusive community is a core value that is an essential part of the foundation for our community. Millersville is firmly committed to supporting and advancing the diversity of its campus community. We see diversity as being a characteristic of the community and all its constituents. We believe that the University is enhanced by fostering a diverse community of students, faculty, staff and friends. It is part of the University's mission to provide its members with the skills, awareness, and understanding of different backgrounds that are necessary to cultivate a diverse and inclusive community.

To that end, Millersville University of Pennsylvania, within its authority, further commits to fostering an environment that is inclusive and respectful of all people, and expects equal and non-hostile treatment of any person or group by all on the basis of: race or ethnicity; gender; sexual orientation, gender identity or gender expression; campus status (i.e., student, faculty, or staff); marital status; parental status; pregnancy; descriptive linguistics; age; religion or belief system; political beliefs; disability; socioeconomic status; national background or origin; appearance; or veteran status.

Millersville Student Conduct and Community Standards: In accordance with Title IX of the Education Amendments of 1972, it shall be the policy of Millersville University to prohibit the harassment and discrimination of students on the basis of sex. Furthermore, the University's obligation is to provide educational programs and activities that do not discriminate on the basis of sex. The University will promptly investigate all allegations of sexual misconduct, harassment or discrimination and will take appropriate corrective action, up to and including formal discipline, against individuals who violate the University's policies.

Title IX requires University faculty members to report incidents of sexual discrimination, including sexual violence, shared by students to the University's Title IX Coordinator. Accordingly, if a student shares information about any incidents of sexual discrimination or sexual violence during a classroom discussion, in a writing assignment for a class, or in other contexts, faculty must report that information to the Title IX Coordinator. This information will only be shared with the Title IX Coordinator, who is the individual on campus designated to

respond to reports of discrimination or sexual violence. While the Title IX Coordinator is not a confidential source of support, they will address matters reported to them with sensitivity and will keep your information as private as possible.

Additionally, faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred, to the person designated in the [University's Protection of Minors policy](#).

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence can be found at our [University Title IX Office](#).