

This information is in **DRAFT** form and is subject to change. The official agenda and packet will be approved by the public body at the meeting and will be available to the public pursuant to Virginia Code Section 2.2-3708(D).

\*Requires a Committee Vote

**Call to Order – William Hathaway, PhD, Chair**

- Welcome and Introductions
- Establishment of Quorum
- Mission of the Board/Emergency Egress Procedures ..... Page 2

**Approval of Minutes**

- Regulatory Committee Meeting – October 6, 2025\* ..... Page 3

**Adoption of Agenda**

**Public Comment**

*The Committee will receive public comment related to agenda items at this time. The Committee will not receive comment on any pending regulation process for which a public comment period has closed or any pending or closed complaint or disciplinary matter.*

**Unfinished Business**

- Discussion of examination requirements .....Page 6

**New Business**

- Discussion of coursework requirements for Licensed Psychological Practitioners
  - § 54.1-3606.3 of the Code of Virginia .....Page 11
  - 18 VAC 125-20-57 .....Page 12
  - Guidance Document 125-3 .....Page 14
  - APA Accredited Programs .....Page 17
  - APA Accreditation Guidelines for Masters Programs .....Page 18
  - University of Denver MAIDP Program .....Page 34
  - Capella University MS CPCC Program .....Page 39
  - University of North Dakota Master of Arts in Counseling .....Page 45
  - Fairleigh Dickinson University Forensic Psychology Program .....Page 52

**Next Meeting** – August 11, 2026

## **MISSION STATEMENT**

---

Our mission is to ensure safe and competent patient care by licensing health professionals, enforcing standards of practice, and providing information to health care practitioners and the public.

## **EMERGENCY EGRESS**

---

Exit the room using one of the doors at the back of the room and turn left. Follow the corridor to the emergency exit at the end of the hall and proceed straight ahead through the parking lot to the fence at the end of the lot. Wait there for further instructions.

**Virginia Board of Psychology  
Draft Regulatory Committee Meeting Minutes  
Department of Health Professions  
Board Room 3  
9960 Mayland Drive, Henrico, VA 23233  
Monday, October 6, 2025, at 10:00 a.m.**

- PRESIDING OFFICER:** William Hathaway, Ph.D., LCP
- COMMITTEE MEMBERS PRESENT:** Sonal Pancholi Doran, Psy.D., LCP  
Gary Sibcy, Ph.D., LCP  
Karen Trump, Ed.D., LSP
- BOARD STAFF PRESENT:** Jaime Hoyle, Executive Director  
Jennifer Lang, Deputy Executive Director  
Charlotte Lenart, Deputy Executive Director  
Meagan Ohlsson, Licensing Supervisor
- DHP STAFF PRESENT:** Erin Barrett, Director of Legislative Affairs and Policy, DHP (*arrived at 10:15 a.m.*)  
Matthew Novak, Agency Regulatory Coordinator, DHP  
Arne Owens, Agency Director, DHP
- CALL TO ORDER:** Dr. Hathaway called the meeting to order at 10:00 a.m.
- MISSION STATEMENT:** Dr. Hathaway read the mission statement of the Department of Health Professions and the emergency egress procedures.
- ESTABLISHMENT OF A QUORUM:** With four Committee members present a quorum was established.
- APPROVAL OF MINUTES:** The Committee reviewed the minutes from the last meeting held on January 27, 2025.
- Motion:** Dr. Sibcy made a motion, which was seconded by Dr. Pancholi Doran, to adopt the minutes from the January 2025 Regulatory Committee as presented. The motion passed unanimously.
- ADOPTION OF AGENDA:** The agenda was adopted as presented with changes to the start time.
- PUBLIC ATTENDEES:** None
- PRESENTATION:** **Development of an Alternative National Psychology Licensure Examination** - Robert Romig, JD, Deputy Executive Director of the Texas Behavioral Health Executive Council (TBHEC) and John Bielamowicz, Board Chair (TBHEC)
- Mr. Roming and Mr. Bielamowicz presented a PowerPoint presentation outlining Texas's initiative to develop an alternative psychology licensure

examination. (Attachment A) They explained that the Council, which oversees all mental health professions in Texas, was directed by the legislature and governor to address workforce shortages. Texas determined that requiring the EPPP Part 2 could further limit the number of qualified applicants without clear evidence that the exam predicts professional competence.

Mr. Roming and Mr. Bielowicz emphasized that Texas is not seeking to replace or eliminate the Examination for Professional Practice in Psychology (EPPP) but to develop a psychometrically valid, collaborative alternative that offers regulatory flexibility while maintaining high standards. The proposed exam would focus on measuring applied knowledge and practical competence rather than test-taking ability.

They outlined the development process, including stakeholder surveys, psychologist workgroups, and a technical advisory committee to guide exam design, with a draft blueprint expected within a year pending legislative funding. They invited participation from Virginia and other states, emphasizing that involvement does not represent endorsement but supports open collaboration. The Board thanked them for taking the time to come to Virginia to present in person.

The Board discussed possible ways Virginia could remain informed about the project, such as sharing the Texas Council's survey with licensees as an informational item rather than a formal endorsement. Mr. Bielowicz encouraged participation and feedback from Virginia stakeholders, emphasizing that involvement carries no obligation or commitment.

**UNFINISHED BUSINESS:**

**Discussion of Examination for Licensed Psychological Practitioners**

The Board discussed upcoming changes to the EPPP examination and its impact on Virginia's new psychological practitioner (master's-level) license. Committee members noted inconsistencies in Virginia's Code and regulations related to separate examinations that will soon be combined into one.

Staff and members considered options for addressing the issue, including pursuing statutory language that would give the Board flexibility to determine acceptable examinations. Because of legislative timing, Ms. Barrett suggested that any proposed bill would likely need to come from the professional association.

The Board also discussed preparing potential fast-track regulatory amendments and agreed to continue the conversation at the next Regulatory Committee meeting. Staff noted that applications for the new master's license will open in November and that frequent inquiries are already being received, including from individuals with forensic psychology degrees.

**NEXT MEETING DATE:**

Ms. Hoyle asked for the Committee's preference on future meeting dates. Several members favored holding meetings over two consecutive days to reduce travel. Staff will circulate proposed 2026 dates once room availability is confirmed.

**ADJOURNMENT:**

Dr. Hathaway adjourned the meeting at 11:38 a.m.

---

William Hathaway, Ph.D., Committee Chair Chairperson

---

Jaime Hoyle, JD, Executive Director

DRAFT

**Agenda Item: Consideration of regulatory amendment regarding EPPP references**

**Included in your agenda package:**

- Draft potential changes to Chapter 20.

**Action needed:**

- Discussion on proposed changes. Recommendation to the full Board to adopt changes discussed by the Board as a fast-track regulatory action.

**18VAC125-20-41. Requirements for licensure by examination.**

A. Every applicant for licensure by examination shall:

1. Meet the education requirements prescribed in 18VAC125-20-54, 18VAC125-20-55, 18VAC125-20-56, or 18VAC125-20-57 and the experience requirement prescribed in 18VAC125-20-65 as applicable for the particular license sought; and

2. Submit the following:

a. A completed application on forms provided by the board;

b. A completed residency agreement or documentation of having fulfilled the experience requirements of 18VAC125-20-65, if applicable;

c. The application processing fee prescribed by the board;

d. Official transcripts documenting the graduate work completed and the degree awarded; transcripts previously submitted for registration of supervision do not have to be resubmitted unless additional coursework was subsequently obtained. Applicants who are graduates of institutions that are not regionally accredited shall submit documentation from an accrediting agency acceptable to the board that the applicant's education meets the requirements set forth in 18VAC125-20-54, 18VAC125-20-55, 18VAC125-20-56, or 18VAC125-20-57;

e. A current report from the National Practitioner Data Bank; and

f. Verification of any other health or mental health professional license, certificate, or registration ever held in Virginia or another jurisdiction. The applicant shall not have surrendered a license, certificate, or registration while under investigation and shall have no unresolved action against a license, certificate, or registration.

B. In addition to fulfillment of the education and experience requirements, each applicant for licensure by examination as a clinical, school, or applied psychologist must achieve a passing score on all parts of ~~the Examination for Professional Practice of Psychology~~ [a national exam recognized by the board](#) required at the time the applicant took the examination.

C. Every applicant for licensure as a psychological practitioner shall achieve a passing score as determined by the board for master's degree level psychological practice on the academic portion of ~~the Examination for Professional Practice of Psychology~~ [a national exam recognized by the](#)

[board](#). Every licensed psychological practitioner applying for autonomous practice shall achieve a passing score as determined by the board for master's degree level psychological practice on the clinical portion of ~~the Examination for Professional Practice of Psychology~~ [a national exam recognized by the board](#).

**18VAC125-20-42. Prerequisites for licensure by endorsement.**

Every applicant for licensure by endorsement for applied psychology, clinical psychology, or school psychology shall submit:

1. A completed application;
2. The application processing fee prescribed by the board;
3. An attestation of having read and agreed to comply with the current Standards of Practice and laws governing the practice of psychology in Virginia;
4. Verification of all other health and mental health professional licenses, certificates, or registrations ever held in Virginia or any jurisdiction of the United States or Canada. In order to qualify for endorsement, the applicant shall not have surrendered a license, certificate, or registration while under investigation and shall have no unresolved action against a license, certificate, or registration;
5. A current report from the National Practitioner Data Bank; and
6. Further documentation of one of the following:
  - a. A current credential issued by the National Register of Health Service Psychologists;
  - b. Current diplomate status in good standing with the American Board of Professional Psychology in a category comparable to the one in which licensure is sought;
  - c. A Certificate of Professional Qualification in Psychology (CPQ) issued by the Association of State and Provincial Psychology Boards;
  - d. Five years of active licensure in a category comparable to the one in which licensure is sought with at least 24 months of active practice within the last 60 months immediately preceding licensure application; or

e. If less than five years of active licensure or less than 24 months of active practice within the last 60 months, documentation of current psychologist licensure in good standing obtained by standards substantially equivalent to the education, experience, and examination requirements set forth in this chapter for the category in which licensure is sought as verified by a certified copy of the original application submitted directly from the out-of-state licensing agency or a copy of the regulations in effect at the time of initial licensure and the following: (i) verification of a passing score on all parts of ~~the Examination for Professional Practice of Psychology~~ [a national exam recognized by the board](#) that were required at the time of original licensure and (ii) official transcripts documenting the graduate work completed and the degree awarded in the category in which licensure is sought.

**18VAC125-20-58. Supervision and autonomous practice of psychological practitioners.**

A. Unless an autonomous practice designation has been granted by the board, every psychological practitioner shall practice under the supervision of a clinical psychologist with at least two years of clinical experience post-licensure as a doctoral level clinical psychologist. No psychological practitioner shall represent that the practitioner can practice autonomously unless an autonomous practice designation has been granted by the board.

B. Unless an autonomous practice designation has been granted by the board, each psychological practitioner shall communicate to patients and the public in writing that the psychological practitioner cannot practice autonomously and provide the name and contact information of the supervising clinical psychologist.

C. A psychological practitioner with a current, unrestricted license may qualify for an autonomous designation upon:

1. Achievement of a passing score as determined by the board of the clinical portion of ~~the Examination for Professional Practice of Psychology~~ [a national exam recognized by the board](#); and
2. Completion of one year of full-time, post-licensure practice under the supervision of a clinical psychologist. One year of full-time, post-licensure practice, for purposes of this section, is at least 2,000 hours. Such hours must be completed within three years immediately preceding application to the board for autonomous practice authorization.

D. Qualification for authorization for autonomous practice shall be determined upon:

1. Submission of a fee as specified in 18VAC125-20-30;

2. Evidence of a passing score for master's degree level psychological practice on the clinical portion of ~~the Examination for Professional Practice of Psychology~~ a national exam recognized by the board; and

3. Evidence of one year of full-time, post-licensure supervised practice. The evidence of supervised practice shall consist of an attestation that meets the following criteria:

a. The attestation shall be signed by the licensed clinical psychologist that served as a supervisor for the required supervised practice in subsection A of this section;

b. The attestation shall specify that the psychological practitioner is competent to practice in all areas of practice contained on a form provided by the board; and

c. The attestation shall state that, in the opinion of the licensed clinical psychologist, the psychological practitioner demonstrated sufficient competency to practice autonomously.

Draft for discussion only

Code of Virginia  
Title 54.1. Professions and Occupations  
Chapter 36. Psychology

**§ 54.1-3606.3. Licensure of psychological practitioners; independent practice.**

A. It is unlawful for any person to practice or hold himself out as a psychological practitioner in the Commonwealth or use the title of psychological practitioner unless he holds a license issued by the Board.

B. The Board shall establish criteria for licensure as a psychological practitioner, which shall include the following:

1. Documentation that the applicant received a master's degree in psychology or counseling psychology from a program accredited by the American Psychological Association, from a program equivalent to those accredited by the American Psychological Association as determined by the Board, or from a program accredited by another national accrediting body approved by the Board; and

2. Documentation that the applicant successfully completed the academic portion of a national exam recognized by the Board.

C. Every psychological practitioner who meets the requirements of subsection B shall practice under the supervision of a clinical psychologist unless the requirements of subsection D are met. The Board shall determine the requirements and procedures for such supervision.

D. A psychological practitioner may practice without supervision upon:

1. Successful completion of the clinical portion of a national exam recognized by the Board; and

2. Completion of one year of full-time experience, as determined by the Board, of practice under the supervision of a clinical psychologist.

Upon receipt of documentation of such examination and experience requirements and a fee as established by the Board, the Board shall issue to the psychological practitioner a new license that includes a designation indicating that the psychological practitioner is authorized to practice independently.

E. The Board shall determine appropriate standards of practice for psychological practitioners.

F. The Board shall promulgate such regulations as may be necessary to implement the provisions of this section.

2024, cc. [754](#), [761](#).

**18VAC125-20-57. Education requirements for psychological practitioners.**

Each applicant for licensure as a psychological practitioner shall provide evidence of receipt of a master's degree in psychology or counseling psychology from a program accredited by the American Psychological Association, from a program equivalent to those accredited by the American Psychological Association as determined by the board, or from a program accredited by another national accrediting body approved by the board.

**18VAC125-20-58. Supervision and autonomous practice of psychological practitioners.**

A. Unless an autonomous practice designation has been granted by the board, every psychological practitioner shall practice under the supervision of a clinical psychologist with at least two years of clinical experience post-licensure as a doctoral level clinical psychologist. No psychological practitioner shall represent that the practitioner can practice autonomously unless an autonomous practice designation has been granted by the board.

B. Unless an autonomous practice designation has been granted by the board, each psychological practitioner shall communicate to patients and the public in writing that the psychological practitioner cannot practice autonomously and provide the name and contact information of the supervising clinical psychologist.

C. A psychological practitioner with a current, unrestricted license may qualify for an autonomous designation upon:

1. Achievement of a passing score as determined by the board of the clinical portion of the Examination for Professional Practice of Psychology; and
2. Completion of one year of full-time, post-licensure practice under the supervision of a clinical psychologist. One year of full-time, post-licensure practice, for purposes of this section, is at least 2,000 hours. Such hours must be completed within three years immediately preceding application to the board for autonomous practice authorization.

D. Qualification for authorization for autonomous practice shall be determined upon:

1. Submission of a fee as specified in 18VAC125-20-30;
2. Evidence of a passing score for master's degree level psychological practice on the clinical portion of the Examination for Professional Practice of Psychology; and
3. Evidence of one year of full-time, post-licensure supervised practice. The evidence of supervised practice shall consist of an attestation that meets the following criteria:
  - a. The attestation shall be signed by the licensed clinical psychologist that served as a supervisor for the required supervised practice in subsection A of this section;
  - b. The attestation shall specify that the psychological practitioner is competent to practice in all areas of practice contained on a form provided by the board; and

c. The attestation shall state that, in the opinion of the licensed clinical psychologist, the psychological practitioner demonstrated sufficient competency to practice autonomously.

**18VAC125-20-59. Supervisors of psychological practitioners.**

A. Supervisors shall be licensed as a clinical psychologist in Virginia.

B. Supervision of post-licensure practice by a clinical psychologist shall include:

1. The periodic review of patient charts or electronic patient records by the supervising clinical psychologist;
2. Appropriate and regular input by the clinical psychologist on cases, patient emergencies, and referrals;
3. Appropriate professional development; and
4. Management of areas of deficiency if needed or indicated during supervision.

C. The supervisor shall be responsible for ensuring that the psychological practitioner only practices within the scope of the psychological practitioner's education and training.

D. Prior to practice, a psychological practitioner that has not received an autonomous practice designation must enter into a supervisory agreement with a qualified supervisor.

E. Both the psychological practitioner and the supervisor shall maintain a copy of all supervisory agreements for three years from the date that supervision ends.

**18VAC125-20-60. (Repealed.)**

**18VAC125-20-65. Residency.**

A. Candidates for clinical or school psychologist licensure shall have successfully completed a residency consisting of a minimum of 1,500 hours of supervised experience in the delivery of clinical or school psychology services acceptable to the board.

1. For clinical psychology candidates, the hours of supervised practicum experiences in a doctoral program may be counted toward the residency hours, as specified in [18VAC125-20-54](#). Hours acquired during the required internship shall not be counted toward the 1,500 residency hours. If the supervised experience hours completed in a practicum do not total 1,500 hours or if a candidate is deficient in any of the categories of hours, a candidate may fulfill the remainder of the hours by meeting requirements specified in subsection B of this section.

2. School psychologist candidates shall complete all the residency requirements after receipt of a final school psychology degree.

B. Residency requirements.

## **Board of Psychology Education for Psychological Practitioner Applicants**

Pursuant to Virginia Code § 54.1-3606.3 and 18VAC125-57, an applicant for licensure as a psychological practitioner must have received a master's degree in clinical, counseling, or school psychology from a program accredited by the American Psychological Association ("APA"), from a program equivalent to those accredited by the APA as determined by the Board, or from a program accredited by another national accrediting body approved by the Board.

As of the effective date of this Guidance Document, the Board has not approved a national accrediting body for master's degree programs in clinical, counseling, or school psychology other than the APA.

Educational programs that meet the following guidelines are deemed equivalent to those accredited by the APA for master's degree programs in clinical, counseling, or school psychology.

1. The program offers a training which prepares individuals for practice as a psychological practitioner as defined in Virginia Code § 54.1-3600.
2. The program is within an institution of higher education accredited by an accrediting agency recognized by the U.S. Department of Education or publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing.
3. Graduates of programs that are not within the United States or Canada may provide documentation from a credential evaluation service that provides information that allows the board to determine if the program is comparable to those recognized by the U.S. Department of Education or the Association of Universities and Colleges of Canada.
4. The program is an integrated, organized sequence of study with an identifiable program of study and psychology faculty and a psychologist directly responsible for the program and educates an identifiable body of students who are matriculated in that program for a degree. The faculty of the program provides professional role models and engages in actions that promotes students' acquisition of knowledge, skills, and competencies consistent with the program's training goals.
5. The program encompasses at least two academic years of full-time graduate study or the equivalent thereof.
6. The program requires that all students have acquired a general knowledge in the discipline of psychology prior to graduation in the knowledge areas listed below.

- a. Affective bases of behavior (e.g., the psychology of affect, emotion and mood including topics such as the neuroscience of emotion or emotional regulation);
  - b. Biological bases of behavior (e.g., physiological psychology, comparative psychology, neuropsychology, sensation and perception, health psychology, pharmacology, neuroanatomy);
  - c. Cognitive bases of behavior (e.g., learning theory, cognition, memory, decision making);
  - d. Developmental bases of behavior (e.g., the psychology of development across the life span with a focus on two or more distinct developmental periods); and
  - e. Social bases of behavior (e.g., social psychology, group processes, organizational and systems theory, discrimination multicultural issues).
7. The program requires the following knowledge areas are mastered at the graduate level prior to graduation.
- a. Research Methodology (e.g., research design, quantitative and qualitative methods, data analysis, sampling procedures sufficient to allow consumption and application of psychological research); and
  - b. Psychometrics (e.g., techniques of psychological measurement, issues of reliability and validity of psychological measures).
8. The program's clinical training requires the following master's level practice competencies:
- a. Integrating psychological science and practice;
  - b. Ethical practice;
  - c. Individual and cultural diversity;
  - d. Professional values and behavior;
  - e. Communication and interpersonal skills;
  - f. Psychological assessment;
  - g. Psychological intervention;
  - h. Knowledge of supervision approaches and theories; and

- i. Consultation and interprofessional skills.
9. The program requires students to complete supervised experiences providing direct psychological practice services to a diverse population of clients as part of an organized sequence of training and under the supervision of a trained and credentialed professional that has direct responsibility for the clients receiving the student's services. The program ensures these supervised experiences allow for students to demonstrate practice competencies described in this guidance document.



# AMERICAN PSYCHOLOGICAL ASSOCIATION

<https://www.apa.org>

[TOPICS\(HTTPS://WWW.APA.ORG/TOPICS\)](https://www.apa.org/topics)

[PUBLICATIONS & DATABASES\(HTTPS://WWW.APA.ORG/PUBS\)](https://www.apa.org/pubs)

[RESEARCH & PRACTICE\(HTTPS://WWW.APA.ORG/RESEARCH-&PRACTICE\)](https://www.apa.org/research-practice)

## Search for Accredited Programs

Content ©: Updated February 02, 2026

[← Back](#)

### Search Results

**Program Level:** Masters  
**State/Province:** All States  
**Substantive Area:** All Substantive Areas  
**Degree:** All Program Degrees  
**Keyword:** no keywords selected

4 results found

| State | Institution Name               | City        | Program/Department Name   | Accreditation Status | Compare                  |
|-------|--------------------------------|-------------|---|----------------------|--------------------------|
| CO    | University of Denver           | Denver      | MAIDP Program   | Accredited           | <input type="checkbox"/> |
| MN    | Capella University             | Minneapolis | MS CPCC Program   | Accredited           | <input type="checkbox"/> |
| ND    | University of North Dakota     | Grand Forks | University of North Dakota Master of Arts in Counseling - On-Campus | Accredited           | <input type="checkbox"/> |
| NJ    | Fairleigh Dickinson University | Teaneck     | Forensic Psychology M.A. program                                    | Accredited           | <input type="checkbox"/> |

[← Back](#)

## Advancing psychology to benefit society and improve lives

### ABOUT PSYCHOLOGY

Science of Psychology  
<https://www.apa.org/education-career/guide/science>

Psychology Topics  
<https://www.apa.org/topics>

### STUDENTS

Accredited Psychology Programs  
<https://accreditation.apa.org/accredited-programs>

Careers in Psychology  
<https://www.apa.org/education-career/guide/careers>

Online Psychology Laboratory  
<https://opl.apa.org>

More for Students  
<https://www.apa.org/about/students>

### PUBLICATIONS & DATABASES

APA Style <https://apastyle.apa.org>  
Books <https://www.apa.org/pubs/books>

Children's Books  
<https://www.apa.org/pubs/magination>

Databases  
<https://www.apa.org/pubs/databases>

DVD/Streaming Video  
<https://www.apa.org/pubs/videos>

Journal Subscriptions  
<https://www.apa.org/pubs/journals/subscriptions>

APA PsycNet® Journal Articles  
<https://psycnet.apa.org/>

More Publications & Databases  
<https://www.apa.org/pubs>

### NEWS & ADVOCACY

Monitor on Psychology Magazine  
<https://www.apa.org/monitor>

Newsletters  
<https://www.apa.org/news/newsletters>

Press Room  
<https://www.apa.org/news/press>

Advocacy from APA Services, Inc.  
<https://www.apaservices.org/advocacy>

### STANDARDS & GUIDELINES

Standards and Guidelines  
<https://www.apa.org/research-practice/standards-guidelines>

Ethics <https://www.apa.org/ethics>

### CAREERS

Find a Job with PsycCareers  
<https://www.psycareers.com>

Early Career Psychologists  
<https://www.apa.org/education-career/development/early>

### EVENTS & TRAINING

APA Annual Convention  
<https://convention.apa.org>

Continuing Education  
<https://www.apa.org/education-career/ce>

Events Calendar  
<https://www.apa.org/events>

Training <https://www.apa.org/education-career/training>

# Standards of Accreditation for Health Service Psychology: Master's Programs

APPROVED FEBRUARY 2021



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

**Commission on Accreditation**

c/o Office of Program Consultation and Accreditation  
Education Directorate

**American Psychological Association**

750 First Street NE  
Washington, DC 20002-4242  
(202) 336-5979  
TDD: (202) 336-6123  
Fax: (202) 336-5978

For updates on accreditation issues, check the Commission on Accreditation website at [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation) or send email to [apaaccred@apa.org](mailto:apaaccred@apa.org).

© 2021 by the American Psychological Association



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

# **Standards of Accreditation for Health Service Psychology: Master's Programs**

APPROVED FEBRUARY 2021



## CONTENTS

### Master's Programs

|   |          |
|---|----------|
| <b>Institutional and Program Context</b> .....  | <b>1</b> |
| Type of Program .....   | 1        |
| Institutional and Administrative Structure.....   | 1        |
| Program Context and Resources .....   | 2        |
| Program Policies and Procedures .....   | 3        |
| <b>Aims, Competencies, Curriculum, and Outcomes</b> .....   | <b>3</b> |
| Aims of the Program.....  | 3        |
| Discipline-Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements<br>Required by the Profession ..... | 3        |
| Program-Specific Elements – Degree Type, Competencies, and Related Curriculum .....   | 5        |
| Evaluation of Students and Program .....  | 5        |
| <b>Students</b> .....   | <b>6</b> |
| Student Selection Processes and Criteria.....   | 6        |
| Supportive Learning Environment .....   | 6        |
| Plans to Maximize Student Success .....   | 6        |
| <b>Faculty</b> .....  | <b>7</b> |
| Program Leadership, Administration, and Management .....  | 7        |
| Faculty Qualifications and Role Modeling.....   | 7        |
| <b>Communication Practices</b> .....  | <b>8</b> |
| Public Disclosure .....   | 8        |
| Communication and Relationship With the Accrediting Body .....  | 8        |



# MASTER'S PROGRAMS

## I. INSTITUTIONAL AND PROGRAM CONTEXT

### A. Type of Program

1. **Health Service Psychology.** The program offers broad and general education and training that includes preparation in health service psychology (HSP). Although HSP encompasses a range of practice areas, degree types, and career paths, certain elements are common to training in the profession. A program that is accredited in health service psychology must demonstrate that it contains the following elements:
  - a. Integration of psychological science and practice: Practice is evidence-based, and research is practice informed.
  - b. Training is sequential, cumulative, graded in complexity, and designed to prepare students for practice at the master's level.
  - c. The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.

HSP Master's programs prepare students for practice at the master's level and may exist as terminal degree programs or as part of a more advanced graduate training program. Some areas of specialization, such as school psychology, may require education beyond the master's degree (e.g., specialist-level) to qualify for entry-level practice in the specialized area.

2. **Practice Area.** Health service psychology includes several practice areas in which an accredited program may focus, including but not limited to the areas of clinical psychology, counseling psychology, school psychology, combinations of these areas, and other practice areas (e.g., addiction, forensic, marriage and family therapy, rehabilitation).

### B. Institutional and Administrative Structure

1. **Administrative Structure.** The program's purpose must be pursued in an institution-

al setting appropriate for master's education and training in health service psychology. The institution must have a clear administrative structure and commitment to the master's program.

- a. The sponsoring institution of higher education must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate graduate degree-granting authority. This includes state authorization and accreditation of the institution by a nationally recognized regional accrediting body in the United States.
- b. The program is an integral part of the mission of the academic department, college, school, or institution in which it resides. It is represented in the institution's operating budget and plans in a manner that supports the training mission of the program. Funding and resources are stable and enable the program to achieve its aims.

2. **Administrative Responsibilities Related to Cultural and Individual Differences and Diversity.** The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The Commission recognizes the intersection of these and other identities. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity. Because of the United States' rich diverse higher education landscape, training can take place in both secular and faith-based settings. Thus this requirement does not exclude programs from having a religious affiliation or purpose and adopting and applying admission and employment policies that directly relate to this affiliation or purpose, so long as public notice of these policies has been made to applicants, students, faculty, and staff before their application or affiliation with the program. These policies may provide a preference for persons adhering to the religious purpose or affiliation of the program, but they shall not be used to preclude the admission, hiring, or retention of individuals because of the personal and demographic characteristics set forth under the definition of cultural diversity. This provision is intended to permit religious policies as to admission, retention, and employment only to the extent that they are protected by the

U.S. Constitution. This provision will be administered as if the U.S. Constitution governed its application. Notwithstanding the above, and regardless of a program's setting, the program may not constrain academic freedom or otherwise alter the requirements of these standards. Finally, compelling pedagogical interests require that each program prepare graduates to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity.

## C. Program Context and Resources

### 1. Program Administration and Structure

- a. **Program Leadership.** The program has consistent and stable leadership with a designated leader who is a member of the core faculty. The program leader's credentials and expertise must be in an area covered by HSP accreditation and must be consistent with the program's aims. This leadership position may be shared and held by more than one individual.
- b. **Program Administration.** The program has designated procedures and personnel responsible for making decisions about the program, including curriculum, clinical training experiences, student selection and evaluation, and program maintenance and improvement. The program's decision-making procedures, including who is involved in decision making, must be consistent with the missions of the institution and department, and with the program's aims. The program ensures a stable educational environment through its personnel and faculty leadership.

2. **Length of Degree, Delivery Method, and Design.** The program's length, delivery method, and design must permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to promote student development, peer interaction, faculty mentoring, and faculty role modelling to a sufficient degree that students are successfully socialized into the profession. The program design and delivery method must include continuous monitoring and assessment of the development of required student competencies and of achievement of program training aims. Any program delivery method or design must demonstrate how each training obligation listed in this section is being fulfilled. All programs must require each student successfully complete:

- a. a minimum of 2 academic years of graduate-level study (or the equivalent thereof) prior to receiving the master's degree appropriate with the program's aims and jurisdiction of licensure;
- b. at least half of the training (or the equivalent thereof) earned in the program from which the master's degree is granted.

3. **Partnerships/Consortia.** A graduate program may consist of, or be located under, a single administrative entity (e.g., insti-

tution, agency, school, or department) or in a partnership or consortium among separate administrative entities. A consortium is comprised of multiple independently administered entities that have, in writing, formally agreed to pool resources to conduct a training or education program.

4. **Resources.** The program has, and appropriately utilizes, the resources it needs to achieve its training aims, including student acquisition and demonstration of competencies. The program works with its academic unit and/or the administration of the sponsor institution to develop a plan for the acquisition of additional resources that may be necessary for program maintenance and development. The resources should include the following:
  - a. financial support for training and educational activities;
  - b. clerical, technical, and electronic support;
  - c. training materials and equipment;
  - d. physical facilities;
  - e. services to support students with academic, financial, health, and personal issues;
  - f. sufficient and appropriate access to primary source and other educational materials and expertise necessary to understand current psychological science research literature; and
  - g. sufficient and appropriate clinical training experiences to allow a program to effectively achieve its training aims.

#### D. Program Policies and Procedures

1. **Areas of Coverage.** The program has and adheres to formal written policies and procedures that govern students as they enter, progress through, and matriculate from the program. These must include policies relevant to:
  - a. academic recruitment and admissions, including general recruitment/admissions and recruitment of a diverse student body.
  - b. degree requirements;
  - c. administrative and financial assistance;
  - d. student performance evaluation, feedback, advisement, retention, and termination decisions;
  - e. due process and grievance procedures;
  - f. student rights, responsibilities, and professional development;
  - g. non-discrimination policies. The program must document non-discriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.
2. **Implementation.** All policies and procedures used by the program must be consistent with the profession's current ethics code and must adhere to their sponsor institution's

regulations and local, state, and federal statutes regarding due process and fair treatment. If the program utilizes policies developed at another level (e.g., department or institution), it must demonstrate how it implements these policies at the program level.

3. **Availability of Policies and Procedures.** The program makes the formal written policies and procedures available to all interested parties. By the time of matriculation, the program provides students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students.
4. **Record Keeping.** The program is responsible for keeping information and records related to student training and complaints/grievances against the program. Records must be maintained in accord with federal, state, and institution policies regarding record keeping and privacy. The Commission on Accreditation will examine student records and programs' records of student complaints as part of its periodic review of programs.
  - a. **Student Records.** The program must document and maintain accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes. The program should inform students of its records retention policies.
  - b. **Complaints/Grievances.** The program must keep records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine a program's records of student complaints as part of its periodic review of the program.

## II. AIMS, COMPETENCIES, CURRICULUM, AND OUTCOMES

### A. Aims of the Program

1. The program must provide information on the aims of its training program that are consistent with health service psychology as defined by these standards, the program's area of psychology, and the degree conferred.
2. These aims should reflect the program's approach to training and the outcomes the program targets for its graduates, including the range of targeted career paths.

### B. Discipline-Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements Required by the Profession

1. **Discipline-Specific Knowledge and Profession-Wide Competencies.** Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to health services psychology. Thus, all students in accredited programs should acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

a. Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies.

i. Programs may elect to meet the following areas of knowledge at either the undergraduate- or graduate-level (Category 1)

(a) Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.

(b) Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.

(c) Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.

(d) Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

(e) Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

ii. Programs must cover the following areas of knowledge at the graduate level (Category 2)

(a) Consumption of research, including the reading and interpretation of primary source literature, attending to trustworthiness in qualitative and validity in quantitative research with an understanding of sampling issues, parametric assumptions, design confounds, and meta-analyses.

(b) Research related to practice, including topics such as qualitative inquiry, sin-

gle-case designs, quantitatively describing outcomes, statistical description, logic models, and basic inferential statistics.

(c) Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

b. Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. The specific requirements for each competency are articulated in Implementing Regulations. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency areas. Students must demonstrate competence in:

i. Integration of psychological science and practice

ii. Ethical and legal standards

iii. Individual and cultural diversity

iv. Professional values, attitudes, and behaviors

v. Communication and interpersonal skills

vi. Assessment

vii. Intervention

viii. Supervision

ix. Consultation and interprofessional/interdisciplinary skills

2. **Learning/Curriculum Elements Related to the Program's Aims.** The program must describe the process by which students attain discipline-specific knowledge and each profession-wide competency (i.e., the program's curriculum) and provide a description of how the curriculum is consistent with professional standards and the program's aims.

3. **Required Clinical Training Elements**

a. Clinical training must include supervised experience providing direct services to diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of clinical training is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above. The program needs to demonstrate that it provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that the student has attained the requisite level of competency.

b. Programs must place students in settings that are committed to training, that provide experiences that

are consistent with health service psychology and the program's aims, and that enable students to attain and demonstrate appropriate competencies.

- c. Supervision must be provided by appropriately trained and credentialed individuals.
- d. As part of a program's ongoing commitment to ensuring the quality of their graduates, each clinical training evaluation must be based in part on direct observation of the clinical training experience of students (either live or electronically) and their developing skills as a clinician.

### **C. Program-Specific Elements – Degree Type, Competencies, and Related Curriculum**

- 1. **Program-Specific Competencies and Related Curriculum.** Programs accredited in health service psychology may require that students attain additional competencies specific to the program.
  - a. If the program requires additional competencies of all students, it must describe the competencies, how they are consistent with the program's aims, and the process by which students attain each competency (i.e., curriculum).
  - b. Additional competencies must be consistent with the ethics of the profession.

### **D. Evaluation of Students and Program**

- 1. **Evaluation of Students' Competencies**
  - a. The program must evaluate students' competencies in both profession-defined and program-defined areas. By the time of degree completion, each student must demonstrate achievement of both the profession-wide competencies and those required by the program. Thus, for each competency, the program must:
    - i. Specify how it evaluates student performance, and the minimum level of achievement or performance required of the student to demonstrate competency. Programs must demonstrate how their evaluation methods and minimum levels of achievement are appropriate for the measurement of each competency. The level of achievement expected should reflect the current standards for the profession.
    - ii. Provide outcome data that clearly demonstrate that by the time of degree completion, all students have reached the appropriate level of achievement in each profession-wide competency as well as in each program-defined competency. While the program has flexibility in deciding what outcome data to present, the data should reflect assessment that is consistent with best practices in student competency evaluation.

- iii. Present formative and summative evaluations linked to exit criteria, as well as data demonstrating achievement of competencies, for each student in the program.

- b. For program graduates, the program must provide distal evidence of students' competencies and program effectiveness and must evaluate graduates' career paths in health service psychology after they have left the program.
  - i. Two years after graduation, the program must provide data on how well the program prepared students in each profession-wide and program-specific competency.
  - ii. At 5 years post-graduation, the program must provide data on graduates, including data on graduates' licensure, certification, and employment.

### **2. Evaluation of Program Effectiveness and Quality Improvement Efforts**

- a. The program must demonstrate a commitment to ensure competence in health service psychology through ongoing self-evaluation in order to monitor its performance and contribution to the fulfillment of its sponsor institution's mission.
- b. The program must document mechanisms for engaging in regular, ongoing self-assessment that:
  - i. Involves program stakeholders, including faculty, students, graduates, and others involved in the training program.
  - ii. Evaluates its effectiveness in training students who, by the time of graduation, demonstrate the competencies required by the profession and the program, and who after graduation are able to engage in professional activities consistent with health service psychology and with the program's aims.
  - iii. Evaluates the currency and appropriateness of its aims, curriculum, and policies and procedures with respect to the following: its sponsor institution's mission and goals; local, state/provincial, regional, and national needs for psychological services; national standards for health service psychology; and the evolving evidence base of the profession.
  - iv. Identifies potential areas for improvement.

- 3. **Documenting and Achieving Outcomes Demonstrating Program's Effectiveness.** All accredited master's programs are expected to document student achievement while in the program and to look at post-graduation outcomes. Accredited programs are also expected to prepare students for entry-level practice at the master's level and the program's achievement of this should be reflected in student success in achieving licensure, certification, and/or employment after

completion of the program.

- a. The outcomes of program graduates including licensure, certification, and/or employment rate and other proximal and distal outcomes of program graduates shall be evaluated within the context of: the requirement that all accredited masters programs prepare students for entry-level practice at the master's level; each program's expressed and implied stated educational aims and competencies; and statements made by the program to the public.
- b. Programs' specific educational aims and expected competencies may differ from one another; therefore, there is no specified threshold or minimum number for reviewing a program's licensure, certification, and/or employment rate. Instead the Commission on Accreditation shall use its professional judgment to determine if the program's licensure, certification, and/or employment rate, in combination with other factors, such as attrition of students from the program and their time to degree, demonstrates students' successful preparation for entry-level practice in health service psychology at the master's level.

### III. STUDENTS

#### A. Student Selection Processes and Criteria

1. The program has an identifiable body of students at different levels of matriculation who are consistent with the following:
  - a. The students constitute a number that allows opportunities for meaningful peer interaction, support, and socialization.
  - b. The students are reflective of a systematic, multiple-year plan, implemented and sustained over time, designed to attract students from a range of diverse backgrounds as outlined in the Glossary.
    - i. The program must implement specific activities, approaches, and initiatives to increase and maintain diversity among its students. It may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient.
    - ii. The program should document the concrete actions it is taking to achieve diversity, identifying the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve. The program should demonstrate that it examines the effectiveness of its efforts to attract a diverse student body and document any steps needed to revise/enhance its strategies.

By prior achievement, students have demonstrated appro-

priate preparation for the program's aims as well as expectations for a master's program. The program has admission criteria and processes that ensure students' preparation for graduate-level education and training in psychology. The program will demonstrate how it evaluates the effectiveness of its admission criteria and processes with regard to maximizing student success.

- c. By interest and aptitude, students are prepared to meet the program's aims.
- d. The students reflect, through their intellectual and professional development and intended career paths, the program's aims and philosophy.

#### B. Supportive Learning Environment

1. Program faculty are accessible to students and provide them with guidance and supervision. They serve as appropriate professional role models and engage in actions that promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training aims.
2. The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current *APA Ethical Principles of Psychologists and Code of Conduct*). The program has an obligation to inform students of these principles, put procedures in place to promote productive interactions, and inform students of their avenues of recourse should problems with regard to them arise.
3. To ensure a supportive and encouraging learning environment for a diverse student body, the program must avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training.

#### C. Plans to Maximize Student Success

1. Program faculty engage in and document actions and procedures that actively encourage timely completion of the program and maximize student success. The program minimizes preventable causes of attrition (e.g., flawed admission criteria/processes or unsupportive learning environments) and engages in tailored retention/completion efforts as appropriate (e.g., accommodation of student needs and special circumstances).
2. **Program Engagement.** The program engages in specific activities, approaches, and initiatives to implement and maintain diversity and ensure a supportive learning environment for all students. The program may participate in institutional-level initiatives aimed toward retaining a diverse student body, but these alone are not sufficient. Concrete program-level actions to retain a diverse student body should be integrated across key aspects of the program and should be documented. The program should also demonstrate that it examines the effec-

tiveness of its efforts to retain a diverse student body and document any steps needed to revise/enhance its strategies.

3. **Routine feedback.** Students receive, at least annually and as the need is observed for it, written feedback on the extent to which they are meeting the program's requirements and performance expectations. Programs are also required to collect and retain formal evaluations from clinical training sites and supervisors.
4. **Remediation process.** When problems in student progress emerge, timely feedback must be provided, along with an opportunity to redress the concern in order to continue progress in the program. Such feedback should include:
  - a. timely, written notification of any problems that have been noted and the opportunity to discuss them;
  - b. guidance regarding steps to remediate any problems (if remediable);
  - c. substantive, written feedback on the extent to which corrective actions have or have not been successful in addressing the issues of concern.

## IV. FACULTY

### A. Program Leadership, Administration, and Management

1. Leadership of the program is stable. There is a designated leader who is a member of the core faculty whose primary academic responsibility is to the master's program (i.e., with at least 50% of the leader's time devoted to program-related activities). The program leader's credentials, and expertise, are consistent with the program's mission and aims, and with the substantive area of health service psychology in which the program provides training. More than one individual can hold this leadership position.
2. The program leader(s) and core faculty have responsibility for the arrangement and evaluation of clinical training experiences, including maintaining communication with each training site.
3. The program leader(s) together with program core faculty have primary responsibility for the design, implementation, and evaluation of the program's administrative activities (e.g., policies and procedures for student admissions, student evaluations, and for its educational offerings (e.g., coursework, clinical training experiences, and research training).

### B. Faculty Qualifications and Role Modeling

1. **Core Faculty.** The program has an identifiable core faculty responsible for the program's activities, educational offerings, and quality, who:
  - a. function as an integral part of the academic unit of

which the program is an element;

- b. are sufficient in number for their academic and professional responsibilities;
- c. have theoretical perspectives and academic and applied experiences appropriate to the program's aims;
- d. demonstrate substantial competence and have recognized credentials in those areas that are at the core of the program's aims;
- e. oversee the quality of the instruction delivered by adjunct faculty members, ensuring that the curriculum is implemented as developed by the core faculty; and
- f. are available to function as appropriate role models for students in their learning and socialization into the discipline and profession.

### 2. Additional Core Faculty Professional Characteristics

- a. Core faculty must be composed of individuals whose education, training, and/or experience are consistent with their roles in the program in light of the program's aims.
- b. The core faculty consists of members to whom the institution has demonstrated a multiyear commitment.
- c. Core faculty members must be identified with the program and centrally involved in program development, decision making, and student training. "Identified with the program" means that each faculty member is included in public and departmental documents as such, views himself or herself as core faculty, and is seen as core faculty by the students.
- d. Core faculty activities directly related to the program include program-related teaching, research, scholarship, and/or professional activities; mentoring students' professional development; providing clinical supervision; monitoring student outcomes; and developing, evaluating, and maintaining the program.
- e. Core faculty activities not directly related to the Master's program and not seen as aspects of the core faculty role include undergraduate- and doctoral-level teaching in general and related activities; teaching and related activities in other graduate programs; and clinical work or independent practice not directly associated with training.

3. **Associated and Adjunct Faculty.** In addition to core faculty, programs may also have associated program faculty, contributing faculty, and adjunct (visiting, auxiliary, or "other") faculty. Associated program faculty do not meet the criteria for core faculty. They are not centrally involved in program development and decision making, but they still make a substantial contribution to the program and take on some of the tasks often associated with core faculty. Adjunct faculty are hired on an ad hoc basis to teach one or two courses, provide supervision, etc.

### 4. Faculty Sufficiency

- a. Consistent with the program's model, the program fac-

ulty, and in particular the core faculty, needs to be large enough to supervise students' development, engage in scholarly activity, attend to administrative duties, serve on institutional or program committees, provide a sense of program continuity, provide appropriate class sizes and sufficient course offerings to meet program aims, and monitor and evaluate clinical training facilities, and student progress.

- b. The program faculty, and in particular the core faculty, needs to be large enough to support student engagement and success within the program, from admissions, to matriculation, to timely completion of program requirements and graduation.
- c. At least one member of the core faculty needs to hold professional licensure as a psychologist to practice in the jurisdiction in which the program is located.

## 5. Cultural and Individual Differences and Diversity

- a. **Recruitment of Diverse Faculty.** Each accredited program is responsible for making systematic, coherent, and long-term efforts to attract (i.e., recruit) and retain faculty from differing backgrounds. The program has developed and implemented a systematic, long-term plan to attract faculty from a range of diverse backgrounds. The program may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient. The program should document concrete actions it has taken to achieve diversity, addressing the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve. It should demonstrate that it examines the effectiveness of its efforts to attract diverse faculty and document any steps needed to revise/enhance its strategies.
- b. **Retention of Diverse Faculty.** The program has program specific activities, approaches, and initiatives it implements to maintain diversity among its faculty. A program may include institutional-level initiatives aimed toward retaining diverse faculty, but these alone are not sufficient. The program demonstrates that it examines the effectiveness of its efforts to maintain diverse faculty and documents any steps needed to revise/enhance its strategies.

## V. COMMUNICATION PRACTICES

### A. Public Disclosure

#### 1. General Disclosures

- a. The program demonstrates its commitment to public disclosure by providing clearly presented written materials and other communications that appropriately represent it to all relevant publics. At a minimum, this includes

general program information pertaining to its aims, required curriculum sequence, and the expected outcomes in terms of its graduates' careers, as well as data on achievement of those expected and actual outcomes.

- b. The program must disclose its status with regard to accreditation, including the specific academic program covered by that status, and the name, address, and telephone number of the Commission on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

#### 2. Communication With Prospective and Current Students

- a. All communications with potential students should be informative, accurate, and transparent.
- b. The program must be described accurately and completely in documents that are available to current students, prospective students, and other publics. This information should be presented in a manner that allows applicants to make informed decisions about entering the program. Program descriptions should be updated regularly as new cohorts begin and complete the program.
- c. Descriptions of the program should include information about its requirements for:
  - i. admission, including admission criteria and processes that ensure students' preparation for graduate-level education and training in psychology;
  - ii. graduation requirements;
  - iii. tuition and other costs;
  - iv. curriculum requirements and expectations;
  - v. time to completion;
  - vi. full-time equivalent faculty per student ratio;
  - vii. facilities, and other resources, including distance learning technologies;
  - viii. administrative policies and procedures;
  - ix. the kinds of clinical training it provides, and,
  - x. its education and training outcomes including licensure eligibility
- d. The program must provide reasonable notice to its current students of changes to its aims, curriculum, program resources, and administrative policies and procedures, as well as any other program transitions that may impact its educational quality.

### B. Communication and Relationship With the Accrediting Body

The program must demonstrate its commitment to the accreditation process through:

1. **Adherence.** The program must abide by the accrediting body's published policies and procedures as they pertain to

its recognition as an accredited program. The program must respond in a complete and timely manner to all requests for communication from the accrediting body, including completing all required reports and responding to all questions.

- a. **Standard Reporting.** The program must respond to regular, recurring information requests (e.g., annual reports and narrative reports) as required by the accrediting body's policies and procedures.
- b. **Nonstandard Reporting.** The program must submit timely responses to any additional information requests from the accrediting body.
- c. **Fees.** The program must be in good standing with the

accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

2. **Communication.** The program must inform the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program's quality. This includes notification of any potential substantive changes in the program, such as changes in practice area or degree conferred or changes in faculty or administration.



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

# University of Denver

<https://psychology.du.edu/academics/ma-international-disaster-psychology>

Institution former name(s):

|                         |                     |
|-------------------------|---------------------|
| Program/Department Name | MAIDP Program       |
| Substantive Area        | Clinical Psychology |
| Degree                  | M.A.                |

## Address

Graduate School of Professional Psychology  
2450 S. Vine St.  
Denver, CO 80208-4101  
United States

## Executive Summary

At its April 2-5, 2025 meeting, the APA Commission on Accreditation (CoA) voted to grant initial accreditation to the Clinical psychology MA program at the University of Denver in Denver, CO, with its next site visit scheduled 10 years from the date of the program's last site visit. This decision is based on the CoA's professional judgement that the program has demonstrated that it adheres to the Standards of Accreditation for Master's Programs in Health Service Psychology (SoA-M). The current record indicates that a full review of the program is warranted within ten years of its last site visit, including interim reporting, to ensure continued adherence to the Standards.

| Initial Accreditation Date | Accreditation Status | Next site visit date |
|----------------------------|----------------------|----------------------|
| 4/5/2025                   | Accredited           | 2034                 |

Close

been able to present at local and national conferences and have published with faculty in law and psychology journals.

## Master of Arts in International Disaster Psychology: Trauma and Global Mental Health +

### Master of Arts in International Disaster Psychology: Trauma and Global Mental Health

Program requirements are designed to be completed in seven academic quarters over two years. The University of Denver is on a quarter system and students must attend fall, winter, spring, and summer quarters of their first year and fall, winter, and spring quarters of their second year.

## Degree Requirements

### Coursework Requirements

| Core requirements         |   |   |
|---------------------------|---|---|
| <a href="#">CPSY 4010</a> | Introduction to Statistics                | 3 |
| <a href="#">CPSY 4020</a> | Psychopathology and Diagnosis             | 3 |
| <a href="#">CPSY 4050</a> | Research Methods                          | 3 |
| <a href="#">CPSY 4090</a> | Issues in Measurement                     | 3 |
| <a href="#">CPSY 4370</a> | Substance Abuse                           | 3 |
| <a href="#">CPSY 4380</a> | Group Interventions                       | 3 |
| <a href="#">CPSY 4430</a> | Career Counseling                         | 3 |
| <a href="#">CPSY 4500</a> | Foundations: Trauma and Global Psychology | 2 |
| <a href="#">CPSY 4501</a> | Psychotherapeutic Models of Intervention  | 3 |
| <a href="#">CPSY 4503</a> | Clinical Interviewing                     | 3 |

|                           |  |   |
|---------------------------|--|---|
| <a href="#">CPSY 4505</a> | Multiculturalism and Diversity   | 3 |
| <a href="#">CPSY 4509</a> | Global Mental Health Systems   | 3 |
| <a href="#">CPSY 4510</a> | Intercultural Practice and Development                                       | 2 |
| <a href="#">CPSY 4512</a> | Disaster Mental Health   | 3 |
| <a href="#">CPSY 4515</a> | Ethics   | 3 |
| <a href="#">CPSY 4530</a> | Program Evaluation   | 3 |
| <a href="#">CPSY 4535</a> | Practicum: Professional Identity and Practice                                | 2 |
| <a href="#">CPSY 4536</a> | Practicum: Working With Diverse Populations                                  | 2 |
| <a href="#">CPSY 4537</a> | Practicum: Interview, Assessment and Diagnosis                               | 2 |
| <a href="#">CPSY 4538</a> | Practicum: Life-span Considerations in Practice                              | 2 |
| <a href="#">CPSY 4539</a> | Practicum: Evidenced Based Practices in Psychology and Counseling            | 2 |
| <a href="#">CPSY 4540</a> | Practicum: Biopsychosocial Systems in Practice                               | 2 |
| <a href="#">CPSY 4542</a> | Psychophysiology   | 3 |
| <a href="#">CPSY 4544</a> | Psychological Assessment in Multicultural Contexts                           | 3 |
| <a href="#">CPSY 4545</a> | Lifespan Development and the Cultural Context                                | 3 |
| <a href="#">CPSY 4556</a> | Trauma Interventions from Cross-cultural Perspectives                        | 3 |
| <a href="#">CPSY 4563</a> | Family Therapy   | 3 |
| <a href="#">CPSY 4567</a> | Culture Lab: Cultural Humility & Global Mental Health Internship Preparation | 1 |
| <a href="#">CPSY 4570</a> | Crisis Intervention & Suicide Prevention                                     | 3 |
| <a href="#">CPSY 4590</a> | Psychology of Loss and Grief   | 2 |
| <a href="#">CPSY 4595</a> | Global Mental Health Internship  | 6 |

|   |           |
|---|-----------|
| <a href="#">CPSY 4606</a> Sexuality and Gender-based Violence   | 3         |
| <b>Elective requirements - Minimum of 2 credit hours</b>  | <b>2</b>  |
| <p>Students are allowed to take elective courses in other GSPP programs. Students may also take electives from other traditional graduate departments at the university, such as counseling or social work. Students taking elective courses outside the department should check with their advisor to be sure that the course will count toward the degree requirements.</p> |           |
| <a href="#">CPSY 4564</a> Advanced Spanish Language for Clinical Practice   |           |
| <a href="#">CPSY 4562</a> Public Policy and Advocacy  |           |
| <b>Total Credits</b>  | <b>90</b> |

Minimum number of credits required for the degree: 90

## Non-coursework Requirements

- **Community-Based Field Placement:** During the fall, winter, and spring terms of both their first and second years, students are required to complete community field placements and supervision in the Denver area. A variety of field placement sites are available, including local non-governmental and state agencies providing direct mental health care, case management, policy and grant writing, disaster planning and preparedness, and disaster relief services. Agencies serve diverse populations and age groups, including refugee and low-SES individuals, many of whom have been affected by trauma and disaster. Students spend a minimum of ten hours a week at their placement.
- **Trauma and Disaster Recovery Clinic (TDRC):** During the fall, winter, and spring terms of their first and second years, students are required to carry a client (individual, couple, family, or group) in the TDRC. This clinical work is supervised in the small-group supervision seminar. Either in the first or second year of the program, students may request to participate in the small-group program evaluation seminar to fulfill this requirement.
- **International Internship:** During the summer between the first and second year of enrollment, students engage in an 8-week international internship, providing a rich

opportunity to apply theory to practice in the global context. International internships are arranged by the program with non-governmental and governmental agencies whose missions focus on a variety of mental health and psychosocial issues relevant to the needs of individuals and communities affected by disaster and trauma. While the locations of our internships vary each summer, in recent years students have interned in Liberia, Malawi, Uganda, Kenya, India, Serbia, Northern Ireland, Cambodia, Sri Lanka, and Nepal.

- Each student is required to pass an oral competency exam prior to graduation from the program. This exam will be administered during the spring quarter of the second year of matriculation.

## Master of Arts in Sport & Performance Psychology +

### Master of Arts in Sport & Performance Psychology

Program requirements are designed to be completed in six academic quarters over two years. The University of Denver (DU) requires that a student enroll in course work for at least six quarters. The University is on a quarter system and students complete the program as a cohort, attending fall, winter, and spring quarters of both years.

## Degree Requirements

### Coursework Requirements

| Core requirements         |   |   |
|---------------------------|---|---|
| <a href="#">CPSY 4010</a> | Introduction to Statistics                              | 3 |
| <a href="#">CPSY 4050</a> | Research Methods  | 3 |
| <a href="#">CPSY 4652</a> | Theoretical Aspects of Sport and Performance Psychology | 3 |
| <a href="#">CPSY 4662</a> | Foundation of Counseling Theories                       | 3 |
| <a href="#">CPSY 4669</a> | Consulting Methods & Practices                          | 3 |
| <a href="#">CPSY 4671</a> | Theories of Performance Excellence                      | 3 |

# Capella University

<https://www.capella.edu/online-psychology-degrees/ms-clinical-psychology-program/masters-clinical-psychology-counseling/>

Institution former name(s):

|                                |                     |
|--------------------------------|---------------------|
| <b>Program/Department Name</b> | MS CPCC Program     |
| <b>Substantive Area</b>        | Clinical Psychology |
| <b>Degree</b>                  | M.S.                |

|  |
|--|
| <b>Address</b>   |
| 225 South 6th Street<br>Minneapolis, MN 55402<br>United States |

|  |
|--|
| <b>Executive Summary</b>   |
| At its July 17-20, 2024 meeting, the APA Commission on Accreditation (CoA) voted to grant initial accreditation to the Clinical psychology MS program at Capella University in Minneapolis, MN, with its next site visit scheduled 10 years from the date of the program's last site visit. This decision is based on the CoA's professional judgement that the program has demonstrated that it adheres to the Standards of Accreditation for Master's Programs in Health Service Psychology (SoA-M). The current record indicates that a full review of the program is warranted within ten years of its last site visit, including interim reporting, to ensure continued adherence to the Standards. |

| Initial Accreditation Date | Accreditation Status | Next site visit date |
|----------------------------|----------------------|----------------------|
| 5/3/2024                   | Accredited           | 2034                 |

**M.II.B.1.a:** Discipline-specific Knowledge and Profession-wide Competencies. a. Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to health service psychology. Thus, all students in accredited programs should acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology. Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. i. Programs may elect to meet the following areas of knowledge at either the undergraduate- or graduate-level (Category 1): a) Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category. b) Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category. c) Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category. d) Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. Coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient. e) Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category. ii. Programs must cover the following areas of knowledge at the graduate level (Category 2): a) Consumption of Research, including the reading and interpretation of primary source literature, attending to trustworthiness in qualitative and validity in quantitative research with an understanding of sampling issues, parametric assumptions, design confounds, and meta-analyses. b) Research related to Practice, including topics such as qualitative inquiry, single-case designs, quantitatively describing outcomes, statistical description, logic models, and basic inferential statistics. c) Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

**M.II.D.1.a:** Evaluation of Students' Competencies. a. The program must evaluate students' competencies in both profession-defined and program-defined areas. By the time of degree completion, each student must demonstrate achievement of both the profession-wide competencies and those required by the program. Thus, for each competency, the program must: i. Specify how it evaluates student performance, and the minimum level of achievement or performance required of the student to demonstrate competency. Programs must demonstrate how their evaluation methods and minimum levels of achievement are appropriate for the measurement of each competency. The level of achievement expected should reflect the current standards for the profession. ii. Provide outcome data that clearly demonstrate that by the time of degree completion, all students have reached the appropriate level of achievement in each profession-wide competency as well as in each program-defined competency. While the program has flexibility in deciding what outcome data to present, the data should reflect assessment that is consistent with best practices in student competency evaluation. iii. Present formative and summative evaluations linked to exit criteria, as well as data demonstrating achievement of competencies, for each student in the program.

**M.IV.B.1-2: Faculty Qualifications and Role Modeling.** 1. Core Faculty. The program has an identifiable core faculty responsible for the program's activities, educational offerings, and quality, who: a. function as an integral part of the academic unit of which the program is an element; b. are sufficient in number for their academic and professional responsibilities; c. have theoretical perspectives and academic and applied experiences appropriate to the program's aims; d. demonstrate substantial competence and have recognized credentials in those areas that are at the core of the program's aims; e. oversee the quality of the instruction delivered by adjunct faculty members, ensuring that the curriculum is implemented as developed by the core faculty; and f. are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. 2. Additional Core Faculty Professional Characteristics a. Core faculty must be composed of individuals whose education, training, and/or experience are consistent with their roles in the program in light of the program's aims. b. Core faculty must be composed of members to whom the institution has demonstrated a multiyear commitment. c. Core faculty must be identified with the program and centrally involved in program development, decision making, and student training. "Identified with the program" means that each faculty member is included in public and departmental documents as such, views himself or herself as core faculty, and is seen as core faculty by the students. d. Core faculty activities directly related to the program include program-related teaching, research, scholarship, and/or professional activities; mentoring students' professional development; providing clinical supervision; monitoring student outcomes; and developing, evaluating, and maintaining the program. e. Core faculty activities not directly related to the master's program and not seen as aspects of the core faculty role include undergraduate- and doctoral-level teaching in general and related activities; teaching and related activities in other graduate programs; and clinical work or independent practice not directly associated with training.

Close

## Core course requirements

Complete at least 24 quarter credits in the core courses category. Choose from the courses shown below.

Show all descriptions

|                 |   |                   |   |
|-----------------|---|-------------------|---|
| <b>PSY7610</b>  | CORE<br><b>Tests and Measurements</b>   | 5 QUARTER CREDITS | ∨ |
| <b>RSCH7860</b> | CORE<br><b>Survey of Research Methods</b>   | 4 QUARTER CREDITS | ∨ |
| <b>PSY5008</b>  | CORE<br><b>Clinical Counseling: Professional Orientation, Ethics, and the Law</b> | 5 QUARTER CREDITS | ∨ |
| <b>PSY6210</b>  | CORE<br><b>Introduction to Psychopathology</b>                                    | 5 QUARTER CREDITS | ∨ |
| <b>PSY6095</b>  | CORE<br><b>Theories of Counseling and Psychotherapy</b>                           | 5 QUARTER CREDITS | ∨ |

## Specialization course requirements

Complete at least 20 quarter credits from the specialization courses shown below.

Show all descriptions

|                |  |                   |   |
|----------------|--|-------------------|---|
| <b>PSY6015</b> | SPECIALIZATION COURSE<br><b>Lifespan Development</b>                         | 5 QUARTER CREDITS | ∨ |
| <b>PSY5420</b> | SPECIALIZATION COURSE<br><b>Multicultural Perspectives in Human Behavior</b> | 5 QUARTER CREDITS | ∨ |
| <b>PSY6091</b> | SPECIALIZATION COURSE<br><b>Group Counseling</b>                             | 5 QUARTER CREDITS | ∨ |
| <b>PSY5130</b> | SPECIALIZATION COURSE<br><b>Career Counseling Theory</b>                     | 5 QUARTER CREDITS | ∨ |

# Electives

|         |  |                   |   |
|---------|--|-------------------|---|
| PSY7310 | ELECTIVE REQUIREMENT<br><b>Biological Basis of Behavior</b>                      | 5 QUARTER CREDITS | ∨ |
| PSY7330 | ELECTIVE REQUIREMENT<br><b>Psychopharmacology</b>                                | 5 QUARTER CREDITS | ∨ |
| PSY5115 | ELECTIVE REQUIREMENT<br><b>Human Sexuality</b>                                   | 5 QUARTER CREDITS | ∨ |
| PSY7421 | ELECTIVE REQUIREMENT<br><b>Cognitive/Affective Psychology</b>                    | 5 QUARTER CREDITS | ∨ |
| PSY5120 | ELECTIVE REQUIREMENT<br><b>Social Psychology</b>                                 | 5 QUARTER CREDITS | ∨ |
| PSY6092 | ELECTIVE REQUIREMENT<br><b>Counseling Skills and Procedures</b>                  | 5 QUARTER CREDITS | ∨ |
| PSY5135 | ELECTIVE REQUIREMENT<br><b>Issues and Trends in Addiction-Related Treatments</b> | 5 QUARTER CREDITS | ∨ |
| PSY6505 | ELECTIVE REQUIREMENT<br><b>Principles of Family Psychology</b>                   | 5 QUARTER CREDITS | ∨ |
| PSY5125 | ELECTIVE REQUIREMENT<br><b>Introduction to Sex Therapy</b>                       | 5 QUARTER CREDITS | ∨ |

## Total - At least 74 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners in the MS in Clinical Psychology, Clinical Counseling program who take PSY5120, PSY7310, or PSY7431 are required to complete the course with a grade of “B” or higher to meet their program requirements.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University is not currently accepting applications for the MS in Clinical Psychology, Clinical Counseling specialization from Nevada residents.

This specialization is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

MS in Clinical Psychology Residencies

The residency requirement for the MS in Clinical Psychology, Clinical Counseling specialization is satisfied by completion of two five-day residencies (Track 1 and Track 2). The school recommends that all learners register for Track 1 within the first two quarters of enrollment and Track 2 when they complete between 20 and 40 quarter credits. Learners must have completed both tracks prior to starting their practicum ([PSY6391](#)).

The MS in Clinical Psychology residencies provide training and practice in the areas of interventions, assessment, diversity, culture-specific issues, and ethics. The two tracks are cumulative rather than sequential, allowing learners to receive training and practice in the above skill areas.

At all MS in Clinical Psychology residencies, in addition to formal instruction and practice, learners participate in cohort group sessions that allow faculty and learners to interact as a community of scholars; individual advising sessions with faculty to support their degree completion plans and assess academic progress; and specialization networking opportunities with other learners and faculty.

Through MS in Clinical Psychology residencies, learners gain a stronger sense of academic community by networking and discussing research, coursework, and projects face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional and research issues.

# University of North Dakota

<https://und.edu/programs/counseling-ma/index.html>

Institution former name(s):

|                                |   |
|--------------------------------|---|
| <b>Program/Department Name</b> | University of North Dakota Master of Arts in Counseling - On-Campus |
| <b>Substantive Area</b>        | Counseling Psychology   |
| <b>Degree</b>                  | M.A.  |

## Address

Twamley Hall Room 302  
264 Centennial Drive Stop 8176  
Grand Forks, ND 58202  
United States

## Executive Summary

At its October 16-19, 2024 meeting, the APA Commission on Accreditation (CoA) voted to grant initial accreditation to the Counseling psychology MA program at the University of North Dakota in Grand Forks, ND, with its next site visit scheduled 10 years from the date of the program's last site visit. This decision is based on the CoA's professional judgement that the program has demonstrated that it adheres to the Standards of Accreditation for Master's Programs in Health Service Psychology (SoA-M). The current record indicates that a full review of the program is warranted within ten years of its last site visit, including interim reporting, to ensure continued adherence to the Standards.

| Initial Accreditation Date | Accreditation Status | Next site visit date |
|----------------------------|----------------------|----------------------|
| 7/25/2024                  | Accredited           | 2034                 |

Close

# Master of Arts in Counseling

## On-Campus M.A. Counseling Program

### Admission Requirements

The on-campus Master of Arts in Counseling Program is an in-person experience where students must complete 60 credits, at the UND campus, in order to complete the degree. There are four emphasis areas in the On-Campus Program: Addictions, Child and Adolescent Counseling, Community Mental Health, and Rehabilitation. Students will select one emphasis area to be the focus of their program of study.

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor's degree from a recognized college or university.
2. Twenty semester credits of coursework in the behavioral sciences at the undergraduate level, which must include theories of personality, abnormal psychology, developmental psychology, and statistics. Additional courses in psychology and sociology may be applied toward this prerequisite. Courses in other social science disciplines where the focus is on the description or explanation of individual or group behavior may be accepted in fulfillment of this prerequisite at the discretion of the department. Applicants must submit this information on the "Supplemental Application Form and Undergraduate Coursework Summary."
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A= 4.00).
4. Three letters of recommendation that address your academic ability, professional accomplishments related to your field of study, and positive character traits.
5. A statement of clear professional/educational goals that can be met by this program, program modality, and selected emphasis track area.
6. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
7. International applicants need to refer to School of Graduate Studies' current minimum general admission requirements. All international applicants must contact the Counseling Program before applying to the Program.
8. Interview. Applicants may be interviewed by members of the Counseling Admissions Committee in an online format in the event that additional information is needed to clarify their future goals, licensing and emphasis track intentions, application information, and modality of program format.

### Degree Requirements

Students seeking the Master of Arts degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Counseling Psychology and Community Services programs. Students in the professional degree program should be aware there may be special requirements and additional costs for clinical placements including, but limited to, professional liability insurance, medical insurance (may be needed for international students), drug testing, immunizations, and completion of FBI criminal background checks. These requirements must be met prior to any clinical contact with clients. The student will also be responsible for travel, housing, and food costs, in addition to the payment of tuition and fees, during the full-time clinical experience semesters. The majority of these experiences will be completed in and

around geographical locations of the City of Grand Forks, East Grand Forks, Fargo, and surrounding areas, but could also include areas in Western ND.

### Non-Thesis Option

1. A minimum of sixty (60) semester credits, including at least two credits of Independent Study or Scholarly Project.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of 9 semester credit hours may be transferred from another institution.
4. Preparation of a written independent study or scholarly project approved by the faculty advisor.
5. Comprehensive final examination.
6. Required Core and Emphasis courses.

### Thesis Option

1. A minimum of sixty (60) semester credits, including the credits granted for the thesis and the research leading to the Thesis.
2. At least one-half of the credits must be at or above the 500-level.
3. A maximum of 9 semester credit hours may be transferred from another institution.
4. Preparation of a written thesis approved by the faculty advisor and Thesis committee.
5. Comprehensive final examination.
6. Required Core and Emphasis courses.

### Required Core Courses

| Code   | Title  | Credits      |
|--|--|--------------|
| <a href="#">COUN 507</a>   | Life-Span Development in Counseling  | 3            |
| <a href="#">COUN 510</a>   | Counseling Methods   | 3            |
| <a href="#">COUN 515</a><br>or <a href="#">EFR 509</a>                                 | Methods of Research<br>Introduction to Applied Educational Research  | 3            |
| <a href="#">COUN 518</a>   | Group Theory and Process   | 3            |
| <a href="#">COUN 519</a>   | Career Counseling  | 3            |
| <a href="#">COUN 520</a>   | Diagnostic and Prevention Strategies in Counseling   | 3            |
| <a href="#">COUN 529</a>   | Dynamics of Addiction  | 3            |
| <a href="#">COUN 530</a>   | Theories of Counseling, Personality and Development  | 3            |
| <a href="#">COUN 532</a>   | Multicultural Counseling   | 4            |
| <a href="#">COUN 535</a>   | Child, Family, and Couples Counseling  | 4            |
| <a href="#">COUN 560</a>   | Supervision and Consultation Theory and Practice   | 3            |
| <a href="#">COUN 580</a>   | Counseling Practicum   | 4            |
| <a href="#">COUN 995</a><br>or <a href="#">COUN 997</a><br>or <a href="#">COUN 998</a> | Scholarly Project (or <a href="#">COUN 997</a> or <a href="#">COUN 998</a> with special permission)<br>Independent Study<br>Thesis | 2-4          |
| <b>Total Credits</b>   |  | <b>41-43</b> |

Course List

Plus One of the Following Emphasis Areas:

| Code                                   | Title  | Credits |
|--|--|---------|
| <b>Addiction Counseling Emphasis *</b> |  |         |
| <a href="#">COUN 501</a>               | Ethics: Counseling and Counseling Psychology | 47 4    |

| <b>Code</b>   | <b>Title</b>  | <b>Credits</b> |
|---|---|----------------|
| <a href="#">COUN 517</a>                                | Assessment in Counseling  | 3              |
| <a href="#">COUN 576</a>                                | Psychopharmacology for Counseling and Addictions Studies  | 3              |
| <a href="#">COUN 587</a>                                | Addictions Counseling Internship (2 semesters; 6 credits/semester)  | 12             |
| <b>Community Mental Health Counseling Emphasis</b>      |   |                |
| <a href="#">COUN 501</a>                                | Ethics: Counseling and Counseling Psychology  | 4              |
| <a href="#">COUN 517</a>                                | Assessment in Counseling  | 3              |
| <a href="#">COUN 584</a>                                | Community Counseling Internship (2 semesters; 6 credits/semester)   | 12             |
| <b>Rehabilitation Counseling Emphasis</b>               |   |                |
| <a href="#">COUN 506</a>                                | Rehabilitation Counseling: Foundations of Ethical and Professional Issues                                       | 4              |
| <a href="#">COUN 514</a>                                | Rehabilitation Counseling: Assessment and Evaluation  | 3              |
| <a href="#">COUN 536</a>                                | Medical Psychosocial Aspects of Disabilities  | 3              |
| <a href="#">COUN 539</a>                                | Case Management and Community Partnership in Rehabilitation ((2 semesters; 2 credits/semester))                 | 4              |
| <a href="#">COUN 588</a>                                | Rehabilitation Counseling Internship (2 semesters; 3 credits/semester)  | 6              |
| <b>Child and Adolescent Counseling Emphasis</b>         |   |                |
| <a href="#">COUN 501</a>                                | Ethics: Counseling and Counseling Psychology  | 4              |
| <a href="#">COUN 517</a>                                | Assessment in Counseling  | 3              |
| <a href="#">COUN 582</a><br>or <a href="#">COUN 584</a> | Child and Adolescent Counseling Internship (2 semesters; 6 credits/semester)<br>Community Counseling Internship | 6              |
| <b>Total Credits</b>                                    |   |                |

Core + Elective courses

60-63

Course List

\*

program prerequisite [PPT 410](#) Drugs Subject to Abuse or equivalent

After successfully completing practicum, students will enroll in an Internship in, [COUN 582](#) Child and Adolescent Counseling Internship [COUN 584](#) Community Counseling Internship, [COUN 587](#) Addictions Counseling Internship or [COUN 588](#) Rehabilitation Counseling Internship, depending on program emphasis, which is a two-semester supervised counseling experience at an external site. Internship will typically be completed during the second year in the program for full-time students. Internship assignments are individually arranged and administered by the program's Internship Coordinator.

In addition to this practitioner course sequence, students are required to complete a series of research training experiences, culminating in the completion of [COUN 997](#) Independent Study or [COUN 995](#) Scholarly Project an independent research project conducted under the direction of the student's advisor. Students are encouraged to begin considering and planning their research project early in their program.

After completing the majority of coursework for the degree and advancing to candidacy, students are eligible to sit for the Master's Comprehensive Examination (CPCE), which is offered once, typically in the spring semester, and students can request to take it in the fall. A passing score on the examination is required for graduation.

## Online M.A. Counseling Program

### Admission Requirements

The online Master of Arts in Counseling Program is a part-time experience where students must complete 60 credits in order to complete the degree. This online Counseling Program will consist of both

synchronous and asynchronous components. There are four emphasis areas in the online Program: Addictions, Community Mental Health, Rehabilitation, and School Counseling. Students will select one emphasis area to be the focus of their program of study.

Students should be aware there may be special requirements and additional costs required to take part in required clinical placements, including but not limited to procuring professional liability insurance, medical insurance (may be needed for international students), immunizations, drug-testing, and completion of FBI criminal background checks. These requirements must be met prior to any clinical contact with clients. The student will also be responsible for travel, housing, and food costs, in addition to the payment of tuition and fees, during the full-time clinical experience semesters. The majority of these experiences will be completed in and around student's geographical location; please note that online students cannot be guaranteed a clinical placement within the Grand Forks, Fargo area, given that on-campus students have priority placement within those locations. Students should be aware that they will be responsible for researching sites in their local areas that will meet the programmatic and licensing criteria for their clinical work, and they will receive guidance and assistance throughout this process from the program including the Placement Coordinator. Students should be aware that while placing students locally is desired, students may need to drive up to two hours to engage in clinical work to complete programmatic requirements.

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as published in the graduate catalog.

1. A four-year bachelor's degree from a recognized college or university. Official transcripts are required.
2. Undergraduate level abnormal psychology and developmental psychology courses or substituted with the Foundations in Counseling course (COUN 504) offered online at UND. Applicants must submit this information on the "Supplemental Application Form and Undergraduate Coursework Summary."
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A= 4.00).
4. Three letters of recommendation that address your academic ability, professional accomplishments related to your field of study, and positive character traits.
5. A statement of clear professional/educational goals that can be met by this program, program modality, and selected emphasis track area.
6. Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.
7. International applicants need to refer to School of Graduate Studies' current minimum general admission requirements. All international applicants must contact the Counseling Program before applying to the Program.
8. Interview. Applicants may be interviewed by members of the Counseling Admissions Committee in an online format in the event that additional information is needed to clarify their future goals, licensing and emphasis track intentions, application information, and modality of program format.

## Degree Requirements

Students seeking the Master of Arts degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Counseling Psychology and Community Services programs.

## Thesis Option

Thesis options are present for online students who intend to pursue licensure in states or provinces that require it. *\*Thesis options will be evaluated on a case by case basis.*

1. A minimum of sixty (60) semester credits, including the credits granted for the thesis and the research leading to the Thesis.
2. All courses must be above the 500-level at UND.
3. A maximum of 9 semester credit hours may be transferred from another institution.
4. Preparation of a written thesis approved by the faculty advisor and Thesis committee.
5. Passing the comprehensive examination.
6. Faculty approval to move on into Practicum and internship.
7. Required Core and Emphasis courses.

### Non-Thesis Option

1. A minimum of sixty (60) semester credits, including at least two credits of Independent Study.
2. All courses must be above the 500-level at UND.
3. Passing the comprehensive examination.
4. Faculty approval to move on into Practicum and internship.
5. Use the independent study to design study plan and prepare to take the comprehensive examination
6. Required Core and Emphasis courses.

### Required Core Courses

| Code   | Title  | Credits   |
|--|--|-----------|
| <a href="#">COUN 507</a>   | Life-Span Development in Counseling  | 3         |
| <a href="#">COUN 510</a>   | Counseling Methods   | 3         |
| <a href="#">COUN 515</a>   | Methods of Research  | 3         |
| <a href="#">COUN 518</a>   | Group Theory and Process   | 4         |
| <a href="#">COUN 519</a>   | Career Counseling  | 3         |
| <a href="#">COUN 520</a>   | Diagnostic and Prevention Strategies in Counseling   | 3         |
| <a href="#">COUN 521</a>   | Diagnostic and Therapeutic Skills Lab  | 1         |
| <a href="#">COUN 530</a>   | Theories of Counseling, Personality and Development  | 3         |
| <a href="#">COUN 532</a>   | Multicultural Counseling   | 4         |
| <a href="#">COUN 535</a>   | Child, Family, and Couples Counseling  | 4         |
| <a href="#">COUN 997</a><br>or <a href="#">COUN 995</a><br>or <a href="#">COUN 998</a> | Independent Study (or <a href="#">COUN 995</a> or <a href="#">COUN 998</a> with special permission)<br>Scholarly Project<br>Thesis | 2         |
| <b>Total Credits</b>   |  | <b>33</b> |
| Course List  |  |           |

Plus One of the Following Emphasis Areas:

| Code                                   | Title  | Credits |
|--|--|---------|
| <b>Addiction Counseling Emphasis *</b> |  |         |
| <a href="#">COUN 501</a>               | Ethics: Counseling and Counseling Psychology                           | 4       |
| <a href="#">COUN 517</a>               | Assessment in Counseling   | 3       |
| <a href="#">COUN 529</a>               | Dynamics of Addiction  | 3       |
| <a href="#">COUN 537</a>               | Trauma Crisis Counseling   | 3       |
| <a href="#">COUN 580</a>               | Counseling Practicum   | 4       |
| <a href="#">COUN 587</a>               | Addictions Counseling Internship (2-3 semesters; 3-6 credits/semester) | 50 10   |

| <b>Code</b>  | <b>Title</b>  | <b>Credits</b> |
|--|---|----------------|
| <b>Community Mental Health Counseling Emphasis</b> |   |                |
| <a href="#">COUN 501</a>                           | Ethics: Counseling and Counseling Psychology  | 4              |
| <a href="#">COUN 517</a>                           | Assessment in Counseling  | 3              |
| <a href="#">COUN 529</a>                           | Dynamics of Addiction   | 3              |
| <a href="#">COUN 537</a>                           | Trauma Crisis Counseling  | 3              |
| <a href="#">COUN 580</a>                           | Counseling Practicum  | 4              |
| <a href="#">COUN 584</a>                           | Community Counseling Internship (2-3 semesters; 3-6 credits/semester)                           | 10             |
| <b>Rehabilitation Counseling Emphasis **</b>       |   |                |
| <a href="#">COUN 506</a>                           | Rehabilitation Counseling: Foundations of Ethical and Professional Issues                       | 4              |
| <a href="#">COUN 514</a>                           | Rehabilitation Counseling: Assessment and Evaluation  | 3              |
| <a href="#">COUN 529</a>                           | Dynamics of Addiction   | 3              |
| <a href="#">COUN 536</a>                           | Medical Psychosocial Aspects of Disabilities  | 3              |
| <a href="#">COUN 539</a>                           | Case Management and Community Partnership in Rehabilitation (2 semesters; 2-4 credits/semester) | 4              |
| <a href="#">COUN 580</a>                           | Counseling Practicum  | 4              |
| <a href="#">COUN 588</a>                           | Rehabilitation Counseling Internship (2-3 semesters; 1-3 credits/semester)                      | 6              |
| <b>School Counseling (K-12) Emphasis</b>           |   |                |
| <a href="#">COUN 501</a>                           | Ethics: Counseling and Counseling Psychology  | 4              |
| <a href="#">COUN 517</a>                           | Assessment in Counseling  | 3              |
| <a href="#">COUN 522</a>                           | School Counseling and Program Management  | 3              |
| <a href="#">COUN 537</a>                           | Trauma Crisis Counseling  | 3              |
| <a href="#">COUN 581</a>                           | School Counseling Practicum   | 4              |
| <a href="#">COUN 589</a>                           | School Counseling Internship (2-3 semesters; 3-6 credits/semester)                              | 10             |
| <b>Total Credits</b>                               |   |                |
| Core + Emphasis Courses                            |   | 60-66          |
| Course List  |   |                |

\*

program prerequisite [COUN 504](#) Foundations In Counseling or equivalent (undergraduate Abnormal psychology and undergraduate developmental psychology)

Students with consultation and approval from the Placement Coordinator, will locate and secure a practicum placement, which is a one-semester, [COUN 580](#) (Addictions/Rehab/Community Mental Health) or [581](#) (School Counseling) supervised preliminary counseling experience at an external site. After successfully completing practicum, students will enroll in an Internship in, [COUN 584](#) Community Counseling Internship, [COUN 587](#) Addictions Counseling Internship, [COUN 588](#) Rehabilitation Counseling Internship, or [COUN 589](#) School Counseling Internship depending on program emphasis, which is a two-semester supervised counseling experience at an external site. Students, with consultation and approval from the Placement Coordinator, will locate and secure an Internship placement site. Students typically take 2 semesters to complete internship, however, students may take 3 semesters if needed to complete the internship experience. Students must complete all of the requirements for internship course in order to receive a passing grade.

After completing the majority of coursework for the degree and advancing to candidacy, students are eligible to sit for the Master's Comprehensive Examination (CPCE), which students will take after they have successfully passed [COUN 997](#) Independent Study. A passing score on the examination is required for graduation.

# Fairleigh Dickinson University

<https://www.fdu.edu/program/ma-forensic-psychology/>

Institution former name(s):

|                                |                                  |
|--------------------------------|----------------------------------|
| <b>Program/Department Name</b> | Forensic Psychology M.A. program |
| <b>Substantive Area</b>        | Clinical Psychology              |
| <b>Degree</b>                  | M.A.                             |

|   |
|---|
| <b>Address</b>  |
| 1000 River Road<br>Teaneck, NJ 07666<br>United States |

|   |
|---|
| <b>Executive Summary</b>  |
| At its October 16-19, 2024 meeting, the APA Commission on Accreditation (CoA) voted to grant initial accreditation to the Clinical psychology MA program at Fairleigh Dickinson University in Teaneck, NJ, with its next site visit scheduled 10 years from the date of the program's last site visit. This decision is based on the CoA's professional judgement that the program has demonstrated that it adheres to the Standards of Accreditation for Master's Programs in Health Service Psychology (SoA-M). The current record indicates that a full review of the program is warranted within ten years of its last site visit, including interim reporting, to ensure continued adherence to the Standards. |

| Initial Accreditation Date | Accreditation Status | Next site visit date |
|----------------------------|----------------------|----------------------|
| 8/22/2024                  | Accredited           | 2034                 |

Close

## A Nationally Accredited Program

*FDU's 36-credit, 1.5 year MA in Clinical Forensic Psychology is among the first master's programs in the country to be accredited by the American Psychological Association (APA).*



# 10:1

Student/faculty ratio with an average class size of 10 to 15 students

# 1 of 3

FDU is currently **one of only three master's programs** nationwide to hold APA accreditation.

This fast-growing health service psychology specialization applies both clinical and forensic psychology to legal and correctional settings. Professional opportunities include careers in correctional facilities, hospitals, community-based institutions, private practices, courts, law firms and law enforcement agencies.

FDU's MA in Clinical Forensic Psychology prepares you for two distinct pathways, based on your professional goals:

- Competent, **entry-level practice** in health service psychology within a wide range of clinical and forensic settings; and
- High positioning for **matriculation to a doctoral program** in clinical psychology (including those with forensic tracks/concentrations).

### Program Highlights

- A full-time 36-credit program featuring sequential classes and externship experience
- **Complete in 1.5 years** (3 traditional academic semesters and a summer session)
- All in-person coursework is completed during the fall and spring of the first year; **all other coursework is fully online**
- **Competitively priced tuition** of under \$30,000 for the entire program (based on 2025-2026 tuition rates)
- A **300-hour clinical placement** that can be completed at a range of clinical and forensic settings, accompanied by weekly group supervision
- Clinical and forensic **research opportunities**
- Option to attend a unique **week-long summer study abroad experience** at FDU's Wroxton College campus in England focused on special topics in forensic psychology
- **No GRE scores** are needed to apply and there is **no application fee** for domestic applicants
- There is **no thesis requirement** but all students must pass comprehensive examinations the final semester of the program to graduate

## Research Opportunities

Graduate-level research opportunities at FDU provide an important gateway to doctoral studies. Current faculty research areas include:

- Forensic assessment and treatment
- Sexual violence prevention
- Health of incarcerated individuals
- Personality disorders, self-harm, and suicide

Students may join existing projects or develop independent ones. Opportunities to present at conferences or contribute to professional publications are also available.

## Why Is APA Accreditation Important?

The APA is the only psychology accreditor recognized by both the United States Department of Education and the Council for Higher Education Accreditation. The APA recently began granting master's level accreditation in 2024 as part of its efforts to recognize quality in health service psychology programs.

FDU's MA in Clinical Forensic Psychology became **one of the first master's programs in the country** to be accredited by the APA. The program received full accreditation for 10 years.

## About FDU Health

We are among the three colleges comprising the Division of FDU Health: Nursing and Allied Health, Pharmacy and Health Sciences, and Psychology and Counseling.

FDU Health's innovative, interprofessional and partnership-based approach focuses on preparing professionals to play a leadership role in solving the challenges facing healthcare today and tomorrow.



## Academic Courses

All courses are 3 credits (including the 300-hour externship):

### 1st Semester (Fall)

PSYC6114 Psychopathology

PSYC6230 Introduction to Forensic Psychology

PSYC6231 Psychological Bases of Criminal Behavior

PSYC6121 Statistics and Research Methods<sup>†</sup>

### 2nd Semester (Spring)

PSYC7220 Individual and Cultural Diversity

PSYC7230 Forensic Assessment and Prediction

PSYC6130 Interviewing Techniques

PSYC6227 Clinical Practice in Forensic Contexts

### Summer Session (Online)

PSYC7244 Advanced Seminar in Forensic Psychology

PSYC7243 Special Topics in Forensic Psychology\*

### 3rd Semester (Fall)

PSYC7234 Ethical Issues in Forensic Practice (Online)

PSYC7240 Externship in Forensic Psychology  
(3-credit course with a required minimum of 300 hours at an external site)

\*Students are strongly encouraged, though not required, to enroll in the section of this course that includes a week-long trip to study in England.

## Application Requirements

The deadline for applying for the fall semester is **March 1**.

A complete application includes filing of an online application, curriculum vitae, personal statement, transcripts from all institutions attended and two letters of recommendation from a professor or supervisor.

FDU is committed to recognizing and supporting the diverse identities of our students, including race, religion, gender identity/expression, sexual orientation, sex, ability status, age, nationality and socioeconomic class.

Full details on applying and admission policies can be found at [fdu.edu/ClinicalForensicPsych](https://fdu.edu/ClinicalForensicPsych).

### TO LEARN MORE

To learn more about the program, scan the code or visit [fdu.edu/forensicpsych](https://fdu.edu/forensicpsych).

For information about the application process, contact Graduate Admissions at [grad@fdu.edu](mailto:grad@fdu.edu) or 201-692-7308.

