



UNIVERSITY OF
MARYLAND
SCHOOL PSYCHOLOGY SPECIALTY

DOCTORAL PROGRAM HANDBOOK

By signing this document, I agree to abide by Program rules and requirements, as described herein, and by applicable University, Graduate School, College of Education, CHSE Department, and COPE degree program policies incorporated herein by reference.

Print Name: _____

Signature: _____

Date: _____

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Welcome

Dear Doctoral Program Student,

On behalf of our School Psychology Program faculty and current students, I welcome our new students entering in Fall 2023! Whether you are coming to us from far or near, you are joining a dynamic community of faculty and students who are engaged in research, teaching, learning, service, and professional leadership in school psychology—in Maryland, across the nation, and internationally. Importantly, you will have opportunities for you to learn and grow in ways that will be invaluable in your future professional roles. Your program is committed to advancing our social justice mission, more important now than ever, and together we will take action against systemic racism and white supremacy. Our faculty stands with and supports our Black students, students from other marginalized groups, and the diverse communities we serve as school psychologists. Faculty is committed to continued discourse, learning, and action. Your student voices matter and are welcomed in this process.

Through your time here, you will learn so much and also find that you still have so much to learn. While some of the specific knowledge that you learn during your time in our program may become outdated with the ongoing advance of research and professional practice, we believe that the spirit of inquiry and the dedication to professionalism that flows from the scientist-practitioner model will be a career-long gift. Our faculty and students are committed to lifelong learning, which we view as critical in the world today. This learning includes both content knowledge, clinical training, and advocacy skills, as well as self-awareness, self-reflection, and self-improvement. We hope that you will find the School Psychology Specialty Area (COSP); the Program in Counseling Psychology, School Psychology, and School Counseling (CoPE); the Counseling, Higher Education, and Special Education Department (CHSE); the College of Education (COE); and University (UMD/UMCP) to be an exciting, stimulating set of nested environments in which to grow professionally and personally.

In joining us, you are also joining the broad community of psychologists, as well as the specialty and community of school psychology. Your experience in being a part of the psychology community will be enhanced by becoming a student member of and participating in events hosted by professional organizations at the state, national, and international levels. Some of these organizations include the [American Psychological Association](#) (APA), [National Association of School Psychologists](#) (NASP), [APA's School Psychology Division 16](#), [International School Psychology Association](#) (ISPA), [Association for Psychological Science](#) (APS), [Maryland School Psychologists' Association](#) (MSPA), and [Maryland Psychological Association](#) (MPA). We encourage you to follow the work that these organizations are doing and look into their graduate student membership options, conferences, and professional development opportunities.

Over the years, the Program faculty, graduate assistants, and your student representatives, and others have prepared and updated this Handbook to serve as a guide to the Doctoral Program. Please read the Handbook and refer back to it for any questions that you may have throughout the Program. Your advisor is the best point of contact for additional questions and individual guidance, and you are encouraged to regularly consult with your advisor and keep your advisor informed of your progress, activities, and any need for support. This is particularly important as you begin our program this semester, when most of our time together will be spent in virtual meetings and activities. As your program director, I am also available to support you. As an enrolled student, you will also receive additional handbooks that provide more specific guidelines and details related to Fieldwork and Internship experiences and Comprehensive Requirements.

We look forward to getting to know you and being part of your professional journey. Welcome, again!

Warmly,
Cixin Wang
School Psychology Program Director

Policy Sources and Documentation

You are a part of the University at several different levels. You, as a student in the School Psychology Program, are admitted to, and by, the Graduate School. You are also students in the [College of Education](#) (COE), [Counseling, Higher Education, and Special Education](#) (CHSE) Department, and [Counseling Psychology, School Psychology, and Counselor Education](#) (CoPE) Program Area. Each of these organizational levels within the University adopts policies and procedures that apply to students in the School Psychology Program¹. There are also many opportunities and supports available to you from these different units. You are expected to stay informed of, and abide by, all relevant policies.

The following sources provide the relevant information on applicable policies:

Graduate School - *Graduate Catalog* (includes *Graduate Student Handbook*), available only online at: www.gradschool.umd.edu/catalog/

College of Education - *Guide to Graduate Study in the College of Education*, available at: www.education.umd.edu/studentinfo/graduate_info/index.html.

Important Note: Keep a copy of this Program Handbook for documentation of the policies that were in effect at the time that you first enrolled.

¹ Consistent with terminology used by APA, NASP, and various credentialing agencies, throughout this *Handbook* we refer to the School Psychology “Program.” Formally, students are enrolled in the Counseling Psychology, School Psychology and School Counseling Program (CoPE), with a “specialty” or “area of concentration” in school psychology. However, students’ transcripts refer to “school psychology” so the formal structure does not cause problems for credentialing.

History of the School Psychology Program²

According to a 1965 Maryland Psychological Association (MPA) newsletter, no programs for training school psychologists yet existed in the state of Maryland. Because personnel shortages were apparent, MPA and the Maryland School Psychologists' Association (MSPA) announced a partnership to help establish training programs in School Psychology at both the master's and doctoral levels. The subsequent collaboration between MPA, MSPA, the Maryland State Department of Education (MSDE), and the University of Maryland throughout the mid-1960s helped to create what is now the only doctoral program in School Psychology offered in Maryland.

In 1967, members of both the College of Education and Psychology Department drafted a detailed proposal to initiate a graduate program to prepare professionals to provide psychological services in the schools. After extensive review, the Board of Regents gave its final approval for a training program on May 17, 1968. The Psychological Services in the Schools (PSS) training program was born. Dr. Robert Henley Woody was recruited to serve as the inaugural program director and Dr. Robert Freeman of the University's Counseling Center was appointed as an affiliate member attached to the Program. The Department created a curriculum task force that helped to create courses tailored to the new program's needs. Approximately 20 students enrolled in the 1968/1969 academic year under the new training program.

As one would expect for a graduate program that attracts a dynamic national faculty, faculty composition has changed over the length of the Program's history. In addition to the founding faculty referenced above (Drs. Woody and Freeman) and the current faculty, a number of nationally recognized school psychology faculty have served previously in the Program, Dr. Donald Pumroy, Dr. Stephen Levine, Dr. Stephen Bagnato, Dr. Margaret Rogers, Dr. Beth Warner (affiliate faculty), Dr. Alfred Amado, Dr. Sylvia Rosenfield (professor emerita), Dr. Gary Gottfredson (professor emeritus) and Dr. Bill Strein (associate professor emeritus). Since 1981 the core Program faculty has been composed of three to five tenured or tenure-track faculty members, and in 2013, Dr. Jill Jacobson became the first professional track core faculty member.

The Program has been accredited by relevant accrediting bodies throughout its history. The Doctoral Program gained APA accreditation in 1984. NASP records indicate that the Maryland Program was one of the earliest programs (1986) approved by NASP under its separate approval standards.

When the Program first began, its creators were most concerned with creating a viable curriculum for its students. In due course, funding, practicum course, and internship needs were investigated. To address the national need for more doctoral level school psychologists, faculty members further developed the Ph.D. program. The current program in professional psychology embodies the scientist-practitioner orientation, and is committed to training scholars in the specialty of school psychology. One of the Program's strongest qualities is its association with surrounding school districts and organizations who welcome our students to their professional development programs, giving the opportunity to extend our students' training and education beyond the University of Maryland campus.

To date, the Program claims nearly 150 alumni who have completed either the Specialist or Doctoral levels of the program. Although heavily concentrated in Maryland and Virginia, alumni live and

² Adapted from Jorisch, R. (2010). With a little help from our friends: The history of the University of Maryland school psychology program. *MSPA Protocol*, 34, 35-36.

work throughout the U.S. and internationally. Both Program students and faculty are also actively involved in research and have undertaken national leadership positions.

Overview of School Psychology Doctoral Specialty

The University of Maryland Doctoral Specialty in School Psychology is a 102-credit APA and NASP-accredited Ph.D. program in professional psychology that integrates science and practice. The Doctoral Program essentially subsumes a “specialist” (M.A. plus Advanced Graduate Specialist Certificate) program that corresponds to NASP’s standards for training of specialist-level school psychologists. The doctoral program is accredited through APA, adhering to the APA standards of training for doctoral level health-service psychologists.

Students typically earn the non-terminal MA within the doctoral program. All Program students without a previously earned master’s degree must earn an M.A. with thesis prior to advancement to doctoral candidacy. If not finished with their dissertation at the completion of internship, students are eligible to earn the AGS (Advanced Graduate Specialist). The AGS allows students who have completed all program requirements, with the exception of the dissertation, begin practicing as a school psychologist. Because our training program is approved fully by the Maryland State Department of Education (MSDE), graduates with the AGS or PhD are automatically eligible for MSDE certification as a School Psychologist. AGS and PhD graduates also are eligible for the Nationally Certified School Psychologist (NCSP) credential, awarded by NASP. PhD graduates are additionally eligible for licensure as professional psychologists in Maryland and other states, though post-doctoral experiences may be required.

The School Psychology Program is housed administratively within the Counseling, Higher Education, and Special Education Department (CHSE). The Department offers undergraduate and graduate degrees in three program areas: (a) Higher Education, International Education, and Student Affairs; (b) Special Education; and (c) Counseling Psychology, School Psychology, and Counselor Education (CoPE), which currently enjoys the Number 1 ranking in the [*U.S. News & World Report*](#) rankings of similar graduate programs.

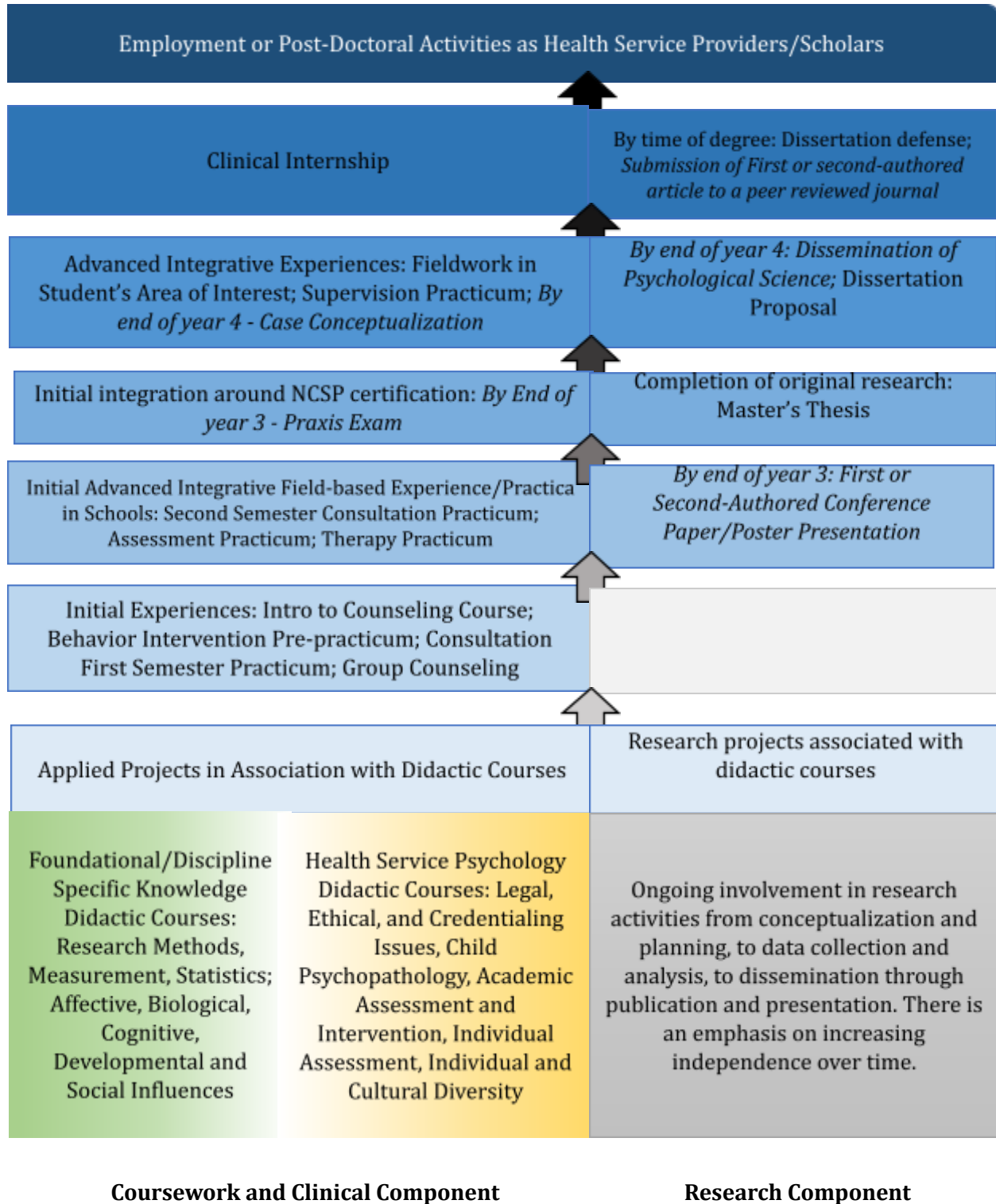
The CoPE area (all courses labeled by EDCP) offers Ph.D. and M.A. degrees in two other areas – an APA-accredited program in Counseling Psychology jointly offered with the Psychology Department, and the MSDE-approved School Counseling program.

The Department includes 66 faculty members, as well as additional faculty members shared with the University’s Counseling Center, and numerous faculty affiliates, many of whom have contact with school psychology students either through course instruction or membership on thesis committees. The CHSE Department is, in turn, housed in the University’s College of Education, which includes three departments and about 170 faculty members. The CHSE Department is known locally and nationally for its exceptionally strong commitment to multicultural diversity.

Goals and Objectives of the School Psychology Program

Students in the University of Maryland Ph.D. School Psychology Program develop a foundational scientific knowledge base in psychology and use theory and research as guides for their clinical practice. Students also engage in research and in its dissemination. Our graduates are prepared to function as practitioners whose professional work is guided by science or to pursue academic or research careers. The Program adheres to standards and competencies outlined by professional accrediting organizations, specifically the American Psychological Association (APA) and the National Association for School Psychologists (NASP) as listed in Appendix

UMD PhD in School Psychology Training Structure



*Note: Comprehensive exam requirements are italicized.

The following goals and objectives operationalize the program's mission of integrating foundational scientific knowledge, clinical practice, and research experiences.

Scientific Knowledge

Goal: Students will develop foundational knowledge and become well-versed in profession-wide competencies via the required course sequence.

- Objective 1a: Students will be well-versed in foundational scientific knowledge including: (a) history and systems of psychology; (b) affective, biological, cognitive, and social aspects of behavior; and (c) research methods, statistical analysis, and psychometrics.
- Objective 1b: Students will gain knowledge regarding professional competencies including (a) research, (b) ethical/legal standards; (c) individual and cultural diversity; (d) professional values and attitudes; (e) communication/interpersonal skills; (f) assessment; (g) intervention; (h) supervision; and (i) consultation.

Clinical Practice

Goal: Students will demonstrate entry-level competence, provide evidence-based school psychological services, and develop identities as professional psychologists.

- Sub-goal 1: Students will demonstrate entry-level competence as specified by the American Psychological Association(<http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>) with respect to “discipline-specific knowledge, profession-wide competencies and learning/curriculum elements required by the profession.”
 - Objective 1a: Students: (1) will demonstrate knowledge of theory and research pertinent to mental health service delivery in regard to: (a) psychodiagnostic, psychoeducational, and educational assessment, (b) interventions to address academic and social behavior issues, and (c) individual and group counseling of school-age students; and (2) will demonstrate the ability to apply their knowledge in the foregoing areas to the solution of identified client problems.
 - Objective 1b: Students: (1) will demonstrate knowledge of theory and research in regard to: (a) case- and consultee-centered consultation, (b) team-based support systems, and (c) systems-level consultation; and (2) will demonstrate the ability to apply their knowledge in the foregoing areas to the solution of identified client or systems-level problems.
- Sub-goal 2: Students will be able to provide evidence-based school psychological services in the context of a multicultural, pluralistic society such that inter-individual differences and differences in culture, ethnicity, gender, socioeconomic status and sexual orientation are understood and respected.
 - Objective 2a: Students will demonstrate knowledge of inter-individual differences (e.g., temperament, learning abilities, personality attributes, disability status) and knowledge of the influences of social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors on students' development and learning.
 - Objective 2b: Students will apply knowledge of such differences in their assessment, consultation, counseling and other professional work in order to ensure effective, equitable, and respectful school psychological services to all of their clients and other service recipients.

- Sub-goal 3: Students will develop identities as professional psychologists specializing in school psychology, and practice in accord with professional practice standards and a scientific knowledge base.
 - Objective 3a: Students demonstrate knowledge of the historical development of psychology and of school psychology in the context of current developments in the discipline.
 - Objective 3b: Students will demonstrate professional identities as psychologists through their membership and participation in professional and scientific organizations, and through their expressed research and professional goals.
 - Objective 3c: Students will demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.

Research Component

Goal: Students will understand, generate, and disseminate research in order to contribute to the scientific knowledge base.

- Objective 1a: Students will have an ongoing involvement in all stages of the research process with increasing independence over time.
- Objective 1b: Students will engage in conducting original research and disseminating psychological science via completion of the master's thesis, doctoral dissertation, and comprehensive requirements.

Accreditation Status

The University of Maryland school psychology training program is accredited by the American Psychological Association (APA; next site visit scheduled for 2028, and fully accredited by the National Association of School Psychologists (NASP; next review scheduled for 2030). The training program is housed within the College of Education, which is accredited by the Association for Advancing Quality in Educator Preparation through 2027 (Note: Formerly the College of Education was accredited by the National Council for Accreditation of Teacher Education/NCATE). Within the College of Education, the school psychology program is one of the three advanced programs (school psychology, school counseling, reading specialist) accredited by AAQEP. All of the College of Education's school professional preparation programs are approved by the Maryland State Department of Education (MSDE).

Accreditation organization contact information is as follows:

American Psychological Association

Office of Prog. Consultation and Accreditation	Phone: 202.336.5979
American Psychological Association	Fax: 202.336.5978
750 First Street, NE	E-mail: apaaccred@apa.org
Washington, DC 20002-4242	

Web-based listing of accredited programs:

www.apa.org/ed/accreditation/programs/accred-school.aspx

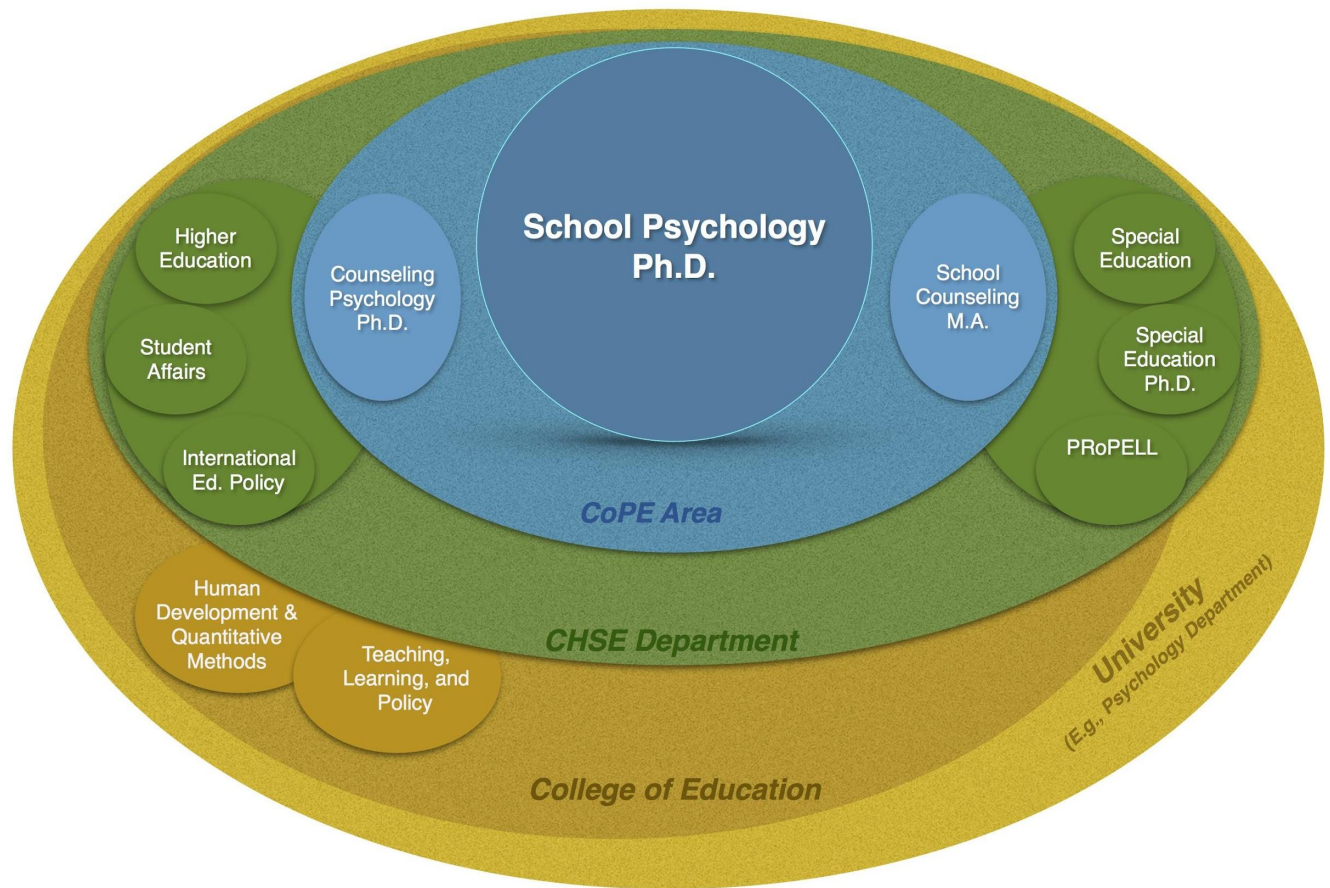
National Association of School Psychologists

Program Approval Board	Phone: 301.657.0270
National Association of School Psychologists	Fax: 301.657.0275
4340 East West Highway, Suite 402	E-mail: cert@naspweb.org
Bethesda, MD 20814	

Web-based listing of approved programs:

<https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-accreditation/accredited-programs>

Program Structure



Program Faculty

Our program is situated within other units, as shown in the figure above. First, we have four core faculty dedicated primarily to our program. In addition, we have several Emeritus and Associated faculty -- we have a network of associates who are not core faculty, but who are regularly involved in teaching, supervision, and research. Our program is embedded with the larger CoPE program. We are also part of the Counseling, Higher Education, and Special Education (CHSE) department, which includes Special Education (EDSP) and Higher Education, Student Affairs, and International Education Policy (HESI). Faculty in various units (e.g., CoPE, CHSE) contribute to the school psychology program in many ways. The four core faculty members, along with one or two student “liaisons,” constitute the Program Committee. Duties within the Program vary. All core faculty members are involved in research, and typically teach, supervise practicum, and supervise students’ research. Dr. Jacobson serves as training director. Brief biographies of core faculty members are provided below.

Colleen O’Neal, Ph.D., Associate Professor, is a graduate of Long Island University’s APA-accredited clinical psychology Ph.D. program. She earned a B.A. in psychology at Cornell University and a

master's degree in child development at Auburn University. She completed an NIH post doctorate in mental health statistics at NYU and continued at the NYU School of Medicine Child Study Center as an assistant professor conducting school-based intervention research. She recently received a Fulbright Alumni Award, as a team co-leader, to study the prevention of Burmese refugee minority child mental health and promotion of academic competence in Malaysia. She currently serves on the Fulbright refugee higher education and peer review committees for Southeast Asia. She is also the co-coordinator of the emotions pre-conference at the Society for Research in Child Development. The overarching goal of her research is mental health service equity for minority children. In addition to international mental health prevention among refugee children, her research focuses on the longitudinal study of emotional development, stress, and the prevention of anxiety and depression among low-income, minority children in the U.S.

Hedy Teglasi, Ph.D., Professor, is a graduate of Hofstra University's APA-accredited psychology program, and is a licensed psychologist, Board Certified in school psychology of the American Board of Professional Psychology (ABPP). She is currently Fellow of the APA (Div. 16), Society for Personality Assessment, and the American Academy of School Psychology. She has held several leadership positions, including: former program director of School Psychology, Vice President (Secretary) of the American Board of School Psychology, and Chair of the American Board of School Psychology. She completed her internship in a public school system, a university-based psychological evaluation and research center, and a family clinic serving the judicial system. She has served as associate editor of the *School Psychology Quarterly* and is a member of several editorial boards, including Psychological Assessment. Dr. Teglasi's research has focused on the impact of temperament and social-information processing schemas assessed with storytelling as these relate to assessment of socio-emotional adjustment and interventions. Her publications include books, chapters and journal articles on assessment (including parent conferences and report-writing), temperament as well as social information processing (including causal attribution) and programs for interventions to reduce children's aggression and enhance mental health. She is the author of two recent reference texts on the use of storytelling techniques in projective personality assessment.

Cixin Wang, Ph.D., Associate Professor, received her Ph.D. in School Psychology from University of Nebraska-Lincoln in 2011. She then completed a two-year postdoctoral training at Kennedy Krieger Institute/Johns Hopkins University in 2013. Her research interests focus on bullying prevention and mental health promotion among children and adolescents. Her research seeks to: (1) better understand different factors contributing to bullying/ victimization and mental health difficulties, including individual, family, school, and cultural factors; (2) develop effective prevention and intervention techniques to decrease bullying at school; and (3) develop school-wide prevention models to promote mental health among students, especially among culturally and linguistically diverse (CLD) students. Dr. Wang currently serves as the program director for school psychology.

Chunyan Yang, Ph.D., Associate Professor, received her Ph.D. in Education with a Specialization in School Psychology from University of Delaware in 2015. Prior joining the faculty position at the university level, she worked as a school psychologist in the district-wide Multicultural Assessment and Consultation Team in northern Colorado. Dr. Yang's research interests focus on understanding how school members (e.g., students, teachers, administrators, and parents) interact with their ecological contexts to find their resilience individually and collectively when facing risks and adversities, such as bullying, teacher-targeted violence, and mental health challenges. She has been actively engaged in research-practice partnerships and cross-disciplinary collaborations with school districts and community agencies locally and statewide in the U.S. and internationally on school-based prevention or mitigation of risks to promote positive youth development and school

engagement. Her scholarship has contributed to the fields of school, developmental psychology, educational psychology, international psychology, and the interdisciplinary field of school violence. She is currently serving as the co-Chair of the School Psych Research Collaboration Conference of the Society for the Study of School Psychology.

Faculty who serve on thesis and dissertation committees outside the School Psychology Program:

College of Education

Counseling, Higher Education and Special Education (CHSE)-

http://www.education.umd.edu/CHSE/COPE_overview.html

Human Development and Quantitative Methodology (HDQM)-

<http://www.education.umd.edu/HDQM/index.html>

Teaching and Learning, Policy and Leadership (TLPL)-

<http://www.education.umd.edu/TLPL/>

Department of Psychology- <https://psyc.umd.edu/facultystaff/Faculty>

Admissions Requirements

The announced deadline for filing an online application to the School Psychology Program is posted on the program website. **Applicants will only be reviewed if they are completed by the posted date.** Applications are considered to be complete when **we have received all of the following:** Personal Statement, Resume or curriculum vita (CV), **School Psychology Supplemental Application**, GRE scores sent directly to the University by ETS, transcripts of undergraduate and graduate work, and three letters of reference. Additional materials such as a writing sample, or other relevant material will strengthen your application. All materials must be submitted through the [Graduate School's application system](#).

The admissions committee considers the overall strength of the application, based on the following information: (a) undergraduate GPA, (b) previous graduate GPA if applicable, (c) Graduate Record Exam (Verbal, Quantitative, and Writing)—not applicable for applicants for enrollment in Fall 2023, (d) applicant's goals and objectives in relation to those of the program, (e) undergraduate and/or graduate major - or demonstration of competence in the content areas listed below as prerequisites, (f) previous research, school, and/or clinical experiences, and (g) letters of reference.

We usually enroll 3 to 6 new students each year to maintain a student-faculty ratio that allows for high quality supervision of both research and professional training. On a selective basis, students are invited for an on-campus interview as part of the application process.

Prerequisite Knowledge Base: Students entering the University of Maryland School Psychology Ph.D. Program are expected to have an adequate knowledge base in psychology, typically mastered through undergraduate coursework.

Although a psychology major is not necessary, the admissions committee must be satisfied that the applicant's background knowledge is sufficient in the following areas: developmental psychology or child development, cognitive-affective, biological bases of behavior, and statistics. Additional areas may include: social psychology, human learning, abnormal psychology and personality psychology. It is preferred that at least one course includes a laboratory component. A newly admitted student who is lacking adequate background may be required to complete prerequisites during the first year of the program.

Although the program does not have strict cut-off scores, applicants with lower than 3.2 undergraduate GPA will typically not be considered for admission. Applicants are selected on a competitive basis from those meeting minimum requirements. The program typically accepts around 20% of new applicants, depending on the size and characteristics of the applicant pool, and

on available resources. These parameters vary somewhat from year to year. Undergraduate GPA's of accepted students typically range from about 3.6 to 4.0 with the last two years averaging 3.78.

Admissions Process. In addition to completing the University of Maryland online main Application and the College of Education Application, you must download the [School Psychology Supplemental Application](#), complete it, and upload it as part of your online College of Education (School Psychology) Application.

Please refer to the program website for additional information. Tables on student admissions, outcomes, and other data can be found at:

[http://www.education.umd.edu/CHSE/academics/specialization/SchoolPsychology/Student Admissions Outcomes Data 2017.pdf](http://www.education.umd.edu/CHSE/academics/specialization/SchoolPsychology/Student%20Admissions%20Outcomes%20Data%202017.pdf)

Curriculum and Requirements

Curriculum Requirements

The curriculum requirements are designed to ensure adequate preparation in reference to the Program's goals. A total of 102 credits are required, including coursework, fieldwork, internship, and research. The Program typically requires four years of full-time, resident graduate study in coursework and fieldwork prior to the pre-doctoral internship. Students are required to have an approved dissertation proposal prior to beginning internship. Those entering the program with advanced degrees may have some requirements waived based on previous graduate work, as described in this *Handbook* section titled, [Waiver of Program Requirements](#).

Sequencing of the curriculum assures that students are simultaneously engaged in work related to theory, research, and practice. Students' progression in their clinical and research experiences are illustrated in the Figure below. Information regarding advancing to candidacy, dissertation credit enrollment, and pre-candidacy credits can be found in the "Program Approval/Advancement to Candidacy" section of this handbook.

Required Coursework

I. Discipline-specific Scientific Knowledge³ (categories 1 and 2)

(a) Content Domains

Developmental Psychology (One of the following)	(3)
EDHD 720 Social Development and Socialization Processes	
PSYC 611 Advanced Developmental Psychology	
Biological Aspects of Behavior (One of the following)	(3)
EDHD 775 Human Development and Neuroscience	
PSYC 606 Human Biopsychology	
PSYC 614 Emotion and Biology	
Cognitive Psychology (One of the following)	(3)

³ As defined by APA. On rare occasion other courses may be used to fulfill these requirements. Such substitutions must be approved by the student's advisor and the Program faculty committee. Review of new courses will be based the extent to which the course meets the criteria for introducing and reviewing the areas of competency and discipline-related knowledge that are listed.

EDHD 721 Cognitive Development and Learning: An Introduction
 PSYC 607 Advanced Topics in Human-Learning and Cognitive Psychology

Social Aspects of Behavior (3)

PSYC 604 Fundamentals of Social Psychology

EDHD 720 Social Development and Socialization Processes

History and Systems of Psychology (One of the following) (3)

EDCP 654 History of Psychological Science

PSYC 610 Historical Viewpoints and Current Theories in Psychology

Assessment Foundation (3)

EDCP/PSYC 692 Assessment in Counseling Psychology I

EDCP 743 Developmental Psychopathology (3)

Affective Aspects of Behavior

Embedded within selected courses: EDCP 743, EDCP 633, EDCP 750, EDCP 614, EDCP 701.

(These courses also fulfill requirements listed.)

(b) Advanced Integrative Content (category 3)

The following courses, also listed, integrate multiple discipline-specific areas: EDCP 701, EDHD 775, EDHD 720, EDHD 721.

(c) Research Methodology and Statistical Analysis (category 4)

Research Design (3)

EDCP 717 Evaluation of Research in Counseling

EDMS 646 General Linear Models I ⁴ (3)

EDMS 651 General Linear Models II (3)

EDCP 799 Master's Thesis (where applicable) ⁵ (6)

EDCP 899 Dissertation Research (12)

II. Profession-wide Competencies

(a) Assessment

EDCP 632 Cognitive Assessment (3)

EDCP 633 Diagnostic Appraisal of Children and Adolescents (3)

EDCP 738 Assessment Practicum (2 semesters) (6)

*Note: Academic assessment and school culture/climate assessment is embedded in the consultation course sequence (EDCP 635 & 636).

(b) Intervention, Consultation, and Communication/ Interpersonal skills

EDCP 630 Behavioral Interventions (3)

EDCP 635 Consultation I (3)

EDCP 636 Consultation II (3)

EDCP 701 Theories and Methods of Intervention (3)

⁴ EDMS 645 Quantitative Research Methods I, or equivalent course work, is a pre-requisite. Students without mastery of this content will need to take EDMS 645 in addition to required and elective coursework in research methodology.

⁵ Students who enter without a master's degree must complete a formal thesis; students entering with a master's but who did not complete a thesis or alternate research experience must complete a research competency project; students who completed a data-based thesis or have other qualifying research have this requirement waived

- EDCP 750 Therapeutic Approaches with Children (3)
- EDCP 617 Group Counseling (3)
- EDCP 614 Fall Semester Counseling Skills Lab (1)
- (c) **Cultural and Individual Diversity** (One of the following, plus infusion) (3)
 - EDCP 697 Multicultural Issues in Counseling Psychology
- (d) **Professional/Legal Standards, Ethics, and Supervision**
 - EDCP 640 School Psych Seminar (Intro to the Field) (2)
 - EDCP 641 School Psych Seminar (Ethics) (1)
 - EDCP 745 or 746 Clinical Supervision (3)
- (e) **Advanced Integrative Field Experiences**
 - EDCP 888C Field Work (6 total, 3/semester)
 - EDCP 889 Internship (3 total, 1 or 2/semester)
- (f) **Electives:**
 - EDSP XXX Special Education Elective (chosen with advisor approval) (3)
 - University Teaching Experience (aspirational, not required).

Credit Totals: (a) Standard – 100; (b) If EDMS 645 prerequisite not satisfied, 103 credits; (c) If master's thesis or research competency not required, 94 credits

Suggested Course Sequence for Students Entering in Fall 2023⁶

First Year			
Fall EDCP 640/641 Intro & Ethics (2/1) EDCP 614 Counseling Skill (3) EDMS 646 General Linear Models I (3) EDCP 799 Thesis (1)	Winter EDCP 701 Thry/Mth Invtn (3) EDCP 799 Thesis (1)	Spring EDCP 630 Beh. Intervention (3) Foundations Course (3) EDMS 651 General Linear Models II (3) EDCP 799 Thesis (1)	Summer EDCP 717 Research in Psych. (3) EDCP 632 Cognitive Assmt. (3) (If a Fellow) EDCP 789R College Teaching Seminar (2) (If needed) EDCP 799 Thesis (2)
Second Year			
EDCP 743 Dev. Psychopath (3) EDCP 635 Consultation I (3) EDCP/PSYC 692 Psychological Assessment (3) EDCP 799 Thesis (1)	EDCP 799 Thesis EDCP799 (0124) OR EDCP 701 Thry/Mth Invtn (3) (If needed)	EDCP 633 Diagnostic Appraisal (3) EDCP636 School Consultation II (3) Foundations Course (3) EDCP 799 Thesis (1)	Summer EDCP 654 OR PSYC 610 History (3) Special Education Elective (3) EDCP 799 Thesis (2-3) EDCP799 (0124)
Third Year			
EDCP 617 Group Counseling (3) EDCP 738 Assessment. Prac. (3) EDCP 697 Multicultural Issues (3) (If needed) EDCP 799 Thesis (1)	EDCP799 (0124)	EDCP 738 Assessment Prac. (3) EDCP 750 Counseling Di-Prac (3) Foundations Course (3)	EDCP799 (0124)
Fourth Year			
EDCP 888C Field work (3) EDCP 746 Supervision (3) Dissertation Proposal	EDCP888 (0124)	EDCP 888C Field work (3) Special Education Elective (3) Dissertation Proposal	
Fifth Year			
EDCP 889 Internship (2) EDCP 899 Dissertation (6)		EDCP 889 Internship (1) EDCP 899 Dissertation (6)	

Note ¹: This is a suggested template, but circumstances may not always allow courses to be taken/offered in this sequence.

Note ²: Summer classes may not always be offered during the suggested summer. You should be aware of what is being offered and take them as they come.

Note ³: Please use as many credits as you have available for **EDCP 799 (section 0124) in winter and summer..** This section is part of our ongoing instructional efforts to bridge between semesters in practicum activities and contribute to our instructional funds. The grading is satisfactory or unsatisfactory.

Residency/Enrollment on a Full-Time Basis

Students are accepted into the program only on a full-time, resident basis, and are expected to remain as full-time students through the internship year, typically Year 5. For all students, the program requires the equivalent of four years of academic study prior to internship. Students entering with advanced standing may waive, at a maximum, two years' worth of academic coursework; that is, all students must complete at least two years of full-time academic study in the Program, prior to the internship. On rare occasions, a student may petition to continue their enrollment on a part-time basis based on evidenced personal circumstances approved by the program.

⁶ Fellowships and assistantships cover 10 credits of tuition each Semester, 4 during the Winter term and 8 during the Summer term.

Research Involvement

Research involvement is an integral part of the School Psychology Program. Accordingly, students become involved in research activities during their first semester, and continue their involvement continuously prior to their internship year. Incoming students who are funded as CHSE Fellows for their first year, enter with the expectation that they will be involved half-time (20 hours per week) in research working with their advisor, or with their advisor and other faculty. During their second year, Fellows are involved for a quarter time (10 hours per week) in research with their advisor. Involvement in thesis, dissertation, or other research activity is expected in subsequent years. Students entering with a graduate assistantship spend 20 hours a week at the assistantship but are encouraged to participate in ongoing research activities that includes working toward theses and dissertations.

Research Competency for Students Entering with a Master's Degree

Doctoral students entering with a master's degree who've not defended a master's thesis must demonstrate research competency *in lieu* of doing a master's thesis. Students will arrange to do a research project with their faculty advisor and register for six credits of independent study. This research competency project must be completed and approved by the Program prior to advancement to candidacy. Students are encouraged to start this project in the first year of enrollment in the doctoral program. Although the research competency project is less formal than the master's thesis, all research competency projects must have the following elements at a minimum:

- (a) one or more research questions or hypotheses that are uniquely the student's, i.e., not duplicative with research questions being addressed by others on the research team;
- (b) a review of literature appropriate to the research question(s);
- (c) participation in data collection, unless the research question(s) are being addressed from an entirely archival data set;
- (d) data analysis appropriate to the research question(s); and
- (e) a write-up, completed uniquely by the student, covering components (a) to (d) above and presenting the results and discussion.

Research competency projects may employ quantitative or qualitative methodology, and may be hypothesis-testing, exploratory, descriptive, program evaluation, or other research type, providing that the project includes all of the basic components listed above, and is conducted in a manner that is defensible for the type of research being conducted.

Doctoral Dissertation

The doctoral dissertation is a major research project designed to both demonstrate the student's research competence and to make a substantive contribution to the field. An approved dissertation proposal is due prior to beginning the pre-doctoral internship. Advisors work with advisees to determine an appropriate proposal length, often in consultation with the dissertation committee. At the time of completion of the dissertation, the Program requires that the student submit an *initial* draft of a manuscript suitable for a journal submission. The student's advisor monitors this requirement.

Practica, Fieldwork, and Internship

Fieldwork experiences in the School Psychology Program are ordered as follows⁷: (1) pre-practicum laboratory experiences (EDCP 614 Counseling Lab, EDCP 632 Cognitive Assessment); (2) practicum courses (EDCP 635 School Consultation, EDCP 738I and II Assessment Practicum sequence, EDCP 750 Therapeutic Approaches); (3) fieldwork; and (4) the pre-doctoral internship. Lab experiences and practica are tied to specific courses, and may occur on- or off-campus. Fieldwork, which typically occurs off-campus, and the pre-doctoral internship, which always occurs off-campus have an on-campus component (seminar).

Clinical experiences prior to internship are ordered to require increasingly greater skill and independence on the part of the student. *Pre-practicum* lab experiences (included in the courses EDCP 632: Cognitive Assessment and EDCP 614: Counseling Skills Lab) provide supervised, skill development activities. The Cognitive Assessment course involves work only with mock clients. The Counseling Skills Lab involves work with volunteer undergraduate students.

Practicum experiences are closely supervised and directed by program faculty and other qualified instructors, and involve work with actual clients. When students are working off-site (e.g., at a school), they also have a site supervisor in addition to the program faculty supervisor. Supervision experiences with program faculty and site supervisors must occur regularly and in-person, as outlined in the practicum course syllabi. *Fieldwork* and the pre-doctoral internship also occur under close professional supervision, but allow for a greater degree of independent functioning by the student. These latter types of experience are discussed in greater detail below and more extensively in the *Fieldwork and Internship Handbook*.

If students wish, they may accrue additional clinical hours through summer externships with prior approval from the program. Externships are an optional method for gaining additional experience and are not required by the program. Before accepting an externship position, students should submit a written request to the program director, including: information about the externship program, type of work that will be done, number of hours anticipated, supervision hours and format, and supervisor contact information. The externship site must provide weekly supervision from a doctoral level psychologist OR direct supervision from an intern or post doc if they are supervised by a psychologist with proper credentials. The student is responsible for keeping a log of clinical hours that the site supervisor will sign weekly. At the conclusion of the placement, the student will submit the logs to the fieldwork/internship coordinator who will ask the site supervisor to complete a performance evaluation. Once the performance evaluation is completed and the student's signed weekly log is submitted, the instructor will sign off on clinical hours.

Fourth-Year Fieldwork Requirements and Guidelines

Fourth-year fieldwork experiences take place for one day a week over the course of the school year and are intended to broaden students' exposure to settings or work experiences beyond those acquired at earlier points in their training. However, as explained in the *Fieldwork and Internship Handbook*, students may choose to engage in fieldwork twice a week to accrue more clinical hours. A fieldwork placement should generally extend students' practicum experiences and should form an integral and logical part of the student's formal program of study.

⁷ Experiences *within* parentheses are not necessarily in chronological order.

Pre-Doctoral Internship

A pre-doctoral internship is required after the completion of all coursework. The internship must be equivalent in length to full-time work for either one K-12 school year or one calendar year, totaling at least 1750 hours⁸. The internship must be completed in no longer than a 24-month period. Pre-doctoral internships are either: (a) a full-year, school-based internship, (b) a full-year internship in a consortium arrangement in which at least half is in a school setting, or (c) a half-time internship in a school setting for one year, consecutively followed by a full-time internship in a non-school setting. Alternative internship placements are available for students who either: (a) have previously completed a 1200-hour specialist-level school psychology internship, or (b) whose combination of previous internship and work experience as a school psychologist are judged to be equivalent to the required specialist-level internship. Specific requirements for the internship, and policies and procedures pertaining thereto, are detailed in the *Fieldwork and Internship Handbook*.

Tracking Clinical Hours

Students are required to track the hours spent in delivering clinical services and related research. We require that students log all hours of supervised practice. If you are considering applying for an APPIC-member internship in the future, you might consider using Time2Track because the hours can be exported directly to the APPIC application form. Students can test out Time2Track with a free 30-day trial to see whether it is the best option for them. After the free trial, Time2Track costs about \$60 per year (~\$4.95 per month) when paid for annually. Additionally, Time2Track offers multi-year plans, which result in lower costs over time with a 2-year plan costing about \$107, a 3-year plan costing about \$161, and a 4-year plan costing about \$214.

Regardless of your preferred tracking method, please keep in mind that all students are required to maintain detailed logs of supervised hours that can be verified by your supervisors. Clinical hours accrued outside of the program, such as through an externship or assistantship, may be counted towards your training hours with prior program approval. More information about tracking clinical hours can be found in the *Fieldwork and Internship Handbook*.

Earning the Master's Degree within the Doctoral Program

All School Psychology Program doctoral students without a previously earned master's degree must earn a Master of Arts with Thesis within the doctoral program. See Appendix N. The "MA within doctoral" degree is not considered to be a terminal degree. Accordingly, only those students who have completed the Ph.D. or those who have completed the MA and/or the Advanced Graduate Specialist Certificate requirements (including internship) may claim to have earned a degree or certificate in school psychology from the UM School Psychology Program. Although earning the MA within the doctoral program does not qualify the student as a school psychologist, earning the MA may make one eligible for certain opportunities within the University, e.g., higher graduate assistant stipends, and may strengthen the student's credentials when applying for internship. In order to earn an MA within the doctoral program, students must meet all of the following conditions:

1. Complete with a grade of "B" or better at least 30 graduate credits at College Park since matriculation into the school psychology program, as approved by the student's academic advisor.
2. Complete and receive approval of your research review.

⁸ A minimum of 1750 hours is required for licensure as a psychologist in Maryland.

3. Complete all requirements for the master's thesis, including final acceptance of the thesis by the Graduate School.
4. Complete all administrative requirements, such as filing an application to graduate, and other applicable forms.

When a student: (a) has completed the MA within the doctoral program or has entered with a master's degree, (b) has obtained a passing score on the PRAXIS School Psychology exam as adopted by the State of Maryland, and (c) has completed the internship requirements, the student will be granted the AGS and will be eligible for state and national certification as a school psychologist.

Internship Completion and Graduation Date

Satisfactory completion of the pre-doctoral internship is an absolute requirement for the Ph.D. Accordingly, degrees will only be awarded in, or after, the semester in which the internship is completed. Each internship agreement includes formal beginning and ending dates. So, for example, a student who had completed all of the other requirements for the doctoral degree, including dissertation, by the deadline for graduation in the University's Spring semester (typically around May 20th), but whose internship ended formally on June 5th would be awarded the Ph.D. during Summer graduation (graduation date typically around August 20th). It may be possible for students graduating in the Summer to participate in the Spring graduation ceremony if they have already successfully defended their dissertation. In order to do so, students should complete the following steps:

1. Apply to graduate on Testudo before the application deadline
2. To participate in the graduation ceremony, students should ask their advisor to email the Associated Director of Student Services for the COE (currently, Patti Dowdell; pdowdell@umd.edu). In the email, the student's advisor should indicate that the student has successfully defended their dissertation and can participate in the ceremony. The student should receive confirmation back allowing them to walk in the ceremony.
3. Submit dissertation electronically before the last day of classes and the Graduate Coordinator (Carol Scott) will hold the "Report of the Examining Committee" dissertation form until the internship has concluded. Ideally, students should try to submit the dissertation before the final deadline because many students are trying to submit at the same time.
4. Submit a petition waiver to the Graduate Coordinator (Carol Scott) requesting the waiver of the registration requirement for summer degree clearance. Students will need to fill out and have this petition form signed (https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/Forms/petition_for_waiver_of_regulation.pdf). Students should check the "other" box on the form and provide an explanation statement requesting the waiver of the summer registration requirement for summer degree clearance. The explanation statement should include the following:
 - a. Explain that the benchmarks for the COSP program are being followed in that the internship is being completed after the final defense.
 - b. The student should also note that they have successfully defended the dissertation (include the date), submitted the dissertation (include the date), and have

completed all requirements except for the internship that is to be completed on (date).

- c. Finally, the student should note that the “Report of the Examining Committee” is being held until the completion of the internship.

Waiver of Program Requirements

The school psychology program welcomes applicants who have done previous graduate work. Inevitably, individuals with previous graduate work are interested in how such work will affect the requirements of their program. The program's policy on waivers of curriculum requirements is guided by two considerations: (a) that students not be required to engage in needless repetitious coursework when they have satisfactorily acquired the knowledge and skills embodied in a particular requirement, and (b) notwithstanding the first consideration, that graduates of any program in psychology are regarded and evaluated by the professional community on the basis of completion of their *most advanced* program. Therefore, it is the Program's responsibility to ensure adequate development of the knowledge and skills that are required of all professional school psychologists.

Coursework:

A specific course may be waived by the Program Faculty under the following conditions:

- (a) the previous course for which the student desires credit was a course taught at the *graduate* level and *restricted to graduate students only* at a regionally accredited college or university⁹,
- (b) the student earned a grade of A or B in the course,
- (c) review by an instructor of the course to be waived for comparability of content, and
- (d) approval by the student's advisor.

A student's program of studies ultimately is reviewed and approved by the Program Faculty. Accordingly, review by course instructors is advisory to, but not necessarily binding on, the Program Faculty. Course waiver may also require demonstration of competency. Please see *Request for Comparability Review of Previous Coursework* in Appendix E.

Internship:

In accordance with accreditation and licensure standards, all students must complete at least a 10-month, full-school-year (or equivalent) pre-doctoral internship requirements. Refer to the *Fieldwork and Internship Handbook* for more information.

Research:

A student who has completed a previous master's thesis that involved the collection and analysis of empirical data has satisfied the pre-dissertation research competency requirement. The Program must approve the thesis. Students who have completed a master's degree without thesis must demonstrate research competency through a thesis project. There is not a required defense, but the project must be reviewed by two faculty members.

Credits for Waivers

Coursework, fieldwork or research requirements for which a student obtains a waiver do not appear on the student's University of Maryland transcript. Although credits do not appear on the student's transcript, waivers of courses reduce the total number of credits earned at Maryland; it is *not* necessary for students to “make up” these credits with substitute courses.

⁹ Infrequently, the statistics course EDMS 646 may be waived based on upper undergraduate coursework upon formal approval of the EDMS Department.

Program Policies, Procedures, and Processes

Mandatory Advising

The Department and Program require that all pre-candidacy students meet at least once each semester for academic advising. At these meetings students and their advisors should discuss the student's progress with regard to required coursework, research efforts (particularly master's thesis and dissertation research), and completion of comprehensive requirements. After reviewing such, the student and the advisor can set the student's coursework for the subsequent semester. Students and their advisors should keep a running record using the *Course Scheduling Guide* (Appendix B) and the *Expectations and Guidelines* chart (Appendix C).

Course Scheduling and Completion

It is important to complete coursework in a timely fashion and, to as great a degree as possible, following the "typical sequence." Students are responsible for seeking guidance from their advisors regarding course scheduling. However, a *Course Scheduling Guide* is provided in Appendix B of this *Handbook*. Use it to track your progress and also to plan future semesters. You and your advisor should each have a copy and update it each semester during your mandatory advising session.

Expectations and Guidelines

In order to facilitate students' timely progress toward degree completion, the Program has developed a set of *Expectations and Guidelines* to provide direction to both students and their advisors. A chart of is provided to students at the point of program entry (see Appendix C).

Criteria for Internship Eligibility¹⁰

(Refer to the *Fieldwork and Internship Handbook* for more information)

- For Permission to Apply for Internship
 - ___ MA thesis or research competency complete.
 - ___ Successfully completed all required coursework, or have a plan that will do so by the beginning of the internship.
- For Permission to Begin Internship
 - ___ Advanced to candidacy (includes passing all comprehensives requirements).
 - ___ Dissertation proposal approved.

Annual Review of Students

The Program Faculty conducts an annual review of each student's record to track of students' progress and to provide corrective feedback to the student, when appropriate. The annual review process generally takes place in the fall semester includes a review of:

- current transcripts for grades, progress in coursework, and incompletes;

¹⁰ If a student is allowed a variance to these application criteria but fails to complete the thesis or research competency by the start date of the Internship Agreement, the Program shall consider the internship as fulfilling the MA/AGS internship requirements only, necessitating that the student complete an additional internship to meet the Ph.D. requirements, assuming the student continues in the Ph.D. program.

- the student's progress toward various milestones, e.g., program approval, advancement to candidacy, comprehensive exams, etc. (See *Expectations and Guidelines* in the previous section);
- the student's involvement in research activities, thesis, research apprenticeship, dissertation, etc.;
- the student's overall progress toward functioning as a professional school psychologist, including both requisite academic and non-academic (e.g., professionalism, interpersonal functioning) competencies; and,
- the student's self-assessment of progress and perceived developmental needs.

The annual review process requires students to complete and submit an online survey and self-assessment about their progress, growth, and areas of need within the program. Students then schedule a meeting with their advisor to review their submission. Following those meetings, the Program faculty members meet and provide ratings ("below expectations," "meets expectations," and "exceeds expectations") in each of the following areas: (a) Academics, (b) Research Competency, (c) Clinical Skills, and (d) Professional Conduct. Timely progress through the program is also assessed. After the review, students receive a letter that includes these ratings and narrative comments about the previous year's progress. When no substantive concerns are raised, the letter will indicate satisfactory progress within the Program. In these letters, students are reminded of a requirement to meet with her or his advisor to obtain more specific information (See Appendix I for Annual Review forms).

Remediation for Unsatisfactory Progress

If a student receives a "below expectations" rating in any of the four areas, or if other concerns raised are of sufficient magnitude the student's advisor will set up a meeting to discuss these concerns and to plan strategies to address them. At the time of the meeting, the student will be given a written statement of concerns. The student has the option of responding to the Program's concerns in writing and/or in person. The student and the advisor will collaborate on developing a written plan to address those concerns, and dates by which the elements of this plan will be concluded. After the remedial plan has been concluded, the student will receive a written notice of the extent to which corrective actions have or have not been successful in addressing the issues of concern.

Student review can also be initiated at an earlier time when significant issues come to the attention of the faculty. Generally, the purpose of early feedback is to address issues as soon as possible so that they can be resolved.

Minimum Thresholds Achievement

Course Grades. A grade of B- is the minimum grade required to denote satisfactory progress in any course. A student who fails to earn a grade of B- or **better in any course** will be required, at a minimum, to repeat the course. Such a grade in a course that is a core departmental or program course may also be considered by the program faculty as the beginning of a process to dismiss the student from the program. Grade appeal procedures can be found at: www.gradschool.umd.edu/catalog/other_academic_policies.htm#3.

Practicum and Internship Evaluations, Comprehensive Requirements, and Annual Reviews. Minimum thresholds of acceptable achievement, as evidenced by ratings of faculty or field-based reviewers, are specified on the evaluation forms for each of these activities. Specific evaluations may be found in the *Fieldwork and Internship* and *Comprehensive Exam Handbooks*.

Enforcement of Time-To-Degree Requirements

The School Psychology Program specialty training is designed to be completed in five years of full-time enrollment (including the school-year-long internship), with an approved dissertation proposal completed prior to the beginning of the student's internship year, and all degree requirements met by the end of the internship. The Counseling Psychology, School Psychology, and Counselor Education (CoPE) degree program, of which the school psychology program is a specialty area, requires that Ph.D. students complete their programs within six years from the student's first semester of enrollment¹¹. Students may choose to follow a 6-year plan, completing their dissertations in Year 5 and pursuing internship in Year 6. Students wishing to pursue this option must consult with their advisor to develop an appropriate plan.

These timelines are enforced at the COPE Program level. In the Spring semester of each year, the EDCP graduate program will review all Ph.D. students who are then in their 5th year or beyond, and will take the following actions:

- All Ph.D. students in their 5th year who do not have an approved dissertation proposal as of June 1, will be warned that they will be dismissed if they do not complete this requirement within one calendar year (i.e., by the end of their 6th year). If the student does not have a dissertation proposal approved by the end of the 6th year, s/he will be dropped from the Ph.D. program as of June 1st of the 6th year.
- All students in their 6th year who do not have a completed, approved dissertation as of June 1, will be warned that they will be dismissed if they do not complete this requirement within one calendar year (i.e., by the end of their 7th year). If the student does not have a completed dissertation approved during the 7th year, s/he will be dropped from the Ph.D. program as of June 1st of the 7th year.

Formal leaves of absence granted by the Graduate School extend the EDCP deadlines by the length of any such formal leave. Any formal leaves OR extensions need to be approved first by the program faculty before the Graduate School will consider them.

Leave of Absence Policy

Students can petition the Program faculty to request a leave of absence for one semester or for one year under the following conditions:

1. The student is in good standing (e.g., passing all courses, on time with program requirements; see Timetable in this Handbook);
2. The student completes the current semester in which she or he is enrolled;
3. The student fulfills all current obligations (assistantship, clinical work);
4. The student has the support of her or his advisor;
5. The leave of absence does not conflict with Graduate School time deadlines (i.e., the leave of absence cannot be used to gain additional time to fulfill Graduate School requirements).

Students should be aware that if the Program faculty does not grant the leave of absence, the student would have to reapply to the program if they fail to maintain full-time student status.

¹¹Unless a formal request for an extension is granted.

Policy Regarding Termination of Student Status¹²

The goal of our program is to train school psychologists who are skilled at both research and practice, and whose work reflects an understanding of and commitment to professional ethics. It is our hope that every student will be successful in completing the doctoral program and will enter the field as a professional. The faculty monitors the progress of the students, and when appropriate, provides recommendations for remediation in cases where concerns may be resolved. Rarely, students are dismissed from the doctoral program. The dismissal of a student from the School Psychology Specialty Area is a significant event for both the student and the faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of ethical or professional conduct. The final decision regarding termination from the specialty training program, or under what conditions a student making unsatisfactory progress will be allowed to continue (e.g., in a probationary capacity, with a remediation plan), is a decision that rests with the faculty of the School Psychology Specialty Area along with consultation from the department chair.

At any point during the student's matriculation, the faculty will review circumstances or performances that raise concerns about a student's (a) competency in clinical work, research, teaching; or (b) professional or ethical conduct. In fact, by virtue of their training, roles, and the dictates of professional ethics, faculty members are responsible for documenting (as early as possible) and helping to address concerns regarding a student's performance or professional functioning. The following are examples of circumstances or performances that may form the basis for a remediation plan or for dismissal:

Competency in Clinical Work, Research, and Teaching

1. **Failure to maintain minimum academic standards:** According to University policy, graduate students must maintain a GPA of at least 3.0 for all graduate courses taken since enrollment in the degree program. The current *Graduate School Catalog* should be consulted for specific academic probation criteria. In general terms, a cumulative GPA of less than 3.0 after the completion of nine credits will result in automatic probation by the program; a second, successive semester of such grades requires close consultation with the program faculty regarding a remedial plan and could result in academic termination; three consecutive semesters of such grades will result in academic termination. In addition, students must earn a "B-" or above in all required coursework ([*Minimum Levels of Achievement*](#)); if not, they will be placed on probation. Students have one opportunity to retake a course to earn a "B-" or better or they will be terminated from the program. If a student receives a grade of "Incomplete" for a course, the student and the advisor must develop a written contract that includes (a) what the student needs to do to fulfill course requirements; (b) timelines for completing the work; and (c) outcomes that will result from not meeting these requirements, typically an unsatisfactory grade. Although Graduate School policy allows for broad instructor discretion with regard to contracts for Incompletes, it is presumed generally that the course will be completed in no more than one year.
2. **Unsatisfactory performance in practicum, internship, or other practice-related courses:** Grades of at least a B-, or "pass" or "satisfactory" are required in internship, and all practice-related courses. Students who receive less than a B-, a "fail," or an "unsatisfactory" in any of these courses will be placed on probation. Students may, with the approval of the

¹² The material in this section is taken largely from policy statements developed by the University of Maryland Counseling Psychology Program. Used with permission.

faculty, retake a course once to remedy a lower grade. A grade lower than B- or “pass” or “satisfactory” on the second attempt will result in the student being terminated from the program.

4. **Failure to comply with University, departmental, or program policies and timetables:** (e.g., deadlines regarding completion of doctoral requirements). Requirements are detailed in [Enforcement of Time-To-Degree Requirements](#).

Professional or Ethical Conduct

1. **Unethical clinical or research practices, unprofessional conduct, or behaviors that obstruct the training process or threaten the welfare of people with whom students have professional contact (e.g., clients, supervisees, students, research participants, peers):** Students are expected to subscribe to the professional and ethical standards of the American Psychological Association (see www.APA.org [Ethical Principles of Psychologists and Code of Conduct](#)) and the National Association of School Psychologists (see www.nasponline.org [Principles of Professional Ethics](#)). Serious ethical breaches and unprofessional conduct including behaviors that occur off campus – especially behaviors that impede the training process or that threaten client welfare – may constitute grounds for a remediation plan or for dismissal.
2. **Failure to comply with University, departmental, or program policies on academic integrity (e.g., plagiarism, cheating, and sexual harassment).** Students are expected to subscribe to conduct described by the [University of Maryland Student Honor Council](#) and the University of Maryland’s [Sexual Harassment Policy](#).
3. **Psychological or personal concerns that may impede the training process or threaten the welfare of those with whom students have professional contact.**¹³ An inability or unwillingness to adaptively manage personal stress, psychological dysfunction, or excessive emotional reactions that interfere with academic or professional functioning may constitute grounds for remediation or dismissal.

Psychological or personal problems typically require a remediation plan (or dismissal) when they include one or more of the following characteristics:

- a. The student does not acknowledge, understand, or address the problem when it is identified.
- b. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- c. The quality of services (e.g., to clients, supervisees, students, research participants) delivered by the student is negatively affected.
- d. The problem is not restricted to one area of academic or professional functioning.
- e. A disproportionate amount of attention by faculty or training personnel is required.
- f. The student’s behavior does not change as a function of feedback, a remediation plan, or time.
- g. The problematic behavior has ethical or legal ramifications for the Program.
- h. The student’s behavior may negatively affect the public view of the agency in which the student is engaged in practicum work.

¹³ This section was adapted from Ball State University Counseling Psychology Program and Lamb, D., Presser, N., Pfost, K., Baum, M., Jackson, V., & Jarvis, P. (1987). Confronting professional impairment during the internship: Identification, due process, and remediation. *Professional Psychology: Research and Practice*, 18, 587-603.

4. **Legal concerns/issues that may obstruct the training process or threaten the welfare of people with whom students have professional contact (e.g., clients, supervisees, students, research participants, peers):** At the time of applying to the University of Maryland, all applicants must answer the following question on their application form, "Have you ever been charged with, indicted for, pleaded guilty to, or been found guilty of any criminal offense excluding minor traffic violations?" Students must notify their advisor *and* their respective training director by phone or in person within 48 hours in the event of any new legal issues or changes in ongoing legal issues that fit the above definition. This includes those that occur off-campus or outside of formal program-sanctioned training. Criminal legal offenses may be considered unprofessional conduct or indicative of impaired competence. Legal concerns and criminal offenses can impede access to externships and internships as well as eligibility for licensure and may constitute grounds for a remediation plan or dismissal.

Dismissal Procedures

As stated earlier, it is our hope that all students admitted to our program will successfully complete the requirements for graduation. The faculty of the School Psychology program has the responsibility to assess the progress of each student on a yearly and as-needed basis. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner. Specifically, it is the role of the program faculty to (a) evaluate student performance, (b) respond to problematic, inadequate, or impaired student performance, and (c) ensure that due process is accorded all parties during the evaluative and review process. In the event that concerns are noted regarding a student, the faculty will discuss the problems. If the faculty determines that remediation is appropriate, the advisor and specialty training director will meet with the student to communicate conditions for remaining enrolled in the doctoral program. In most cases, the student will be placed on probationary status and given a plan for remediation.

Disclosure of Personal Information

Consistent with APA's (2002) Ethics Code, disclosure of personal information by the student is expected in situations where "the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others" (Section 7.04).

Dismissal of students from the doctoral program may occur (a) when remediation is not possible or (b) when the remediation plan is not successfully completed, or (c) immediately in extreme instances¹⁴. In all cases where dismissal is being considered by the program, the program director will first consult with the chair of the Department.

Due Process and Grievance Procedures

Decisions regarding the student's academic program (e.g., waivers based on previous graduate work), assessment of the student's progress and performance, and the student's status in the program are made at several levels, specifically: the advisor, the program director, the program faculty (sitting in executive session of the Program Committee), the Department, the College, and the Graduate School. Unless a decision requires a waiver of policy above the level of the Program, decisions end at the Program faculty level. However, decisions may always be appealed to a higher level by requesting a review by the Department, College or Graduate School. Decisions by the

¹⁴ Subject to due process procedures.

Graduate School are final. Although the Graduate School does not have a generic procedure for appeals, several specific Graduate School policies and procedures are applicable to this issue. Please see below.

Graduate School Policy on Arbitrary and Capricious Grading and Grading of Qualifying Exams:

<https://tltc.umd.edu/global-keywords/arbitrary-and-capricious-grading>

Graduate School Policy on Grievance Procedures for Graduate Assistants

<https://academiccatalog.umd.edu/graduate/policies/policies-graduate-assistantships/#text>

For general Graduate School academic policies see:

www.gradschool.umd.edu/catalog/academic_policies.htm

Probation and Dismissal:

<http://registrar.umd.edu/current/Policies/acadregs.html#satisfactoryprogress>

University of Maryland Policies and Procedures on Sexual Harassment:

<https://www.ocrsmd.umd.edu/policies-and-procedures/index.html>

University of Maryland Human Relations Code: <https://uhr.umd.edu/policies/>

Graduate School Ombuds Office:

The University of Maryland School Psychology Program recognizes that differences in opinions, complaints, or grievances may occur in the relationships between the faculty and students of the school psychology program. We believe it is the responsibility of all program members to establish and maintain a climate within which a student problem or complaint can be promptly identified, presented, discussed, and given fair, timely consideration without fear or recrimination or retribution. The Graduate School maintains an Ombuds Office, which seeks to ensure that the graduate student voice is heard and that problems receive impartial attention. The Ombuds Office is available to all graduate students with questions or concerns related to their graduate experience. The Ombuds Office provides confidential, informal, and independent assistance to resolve conflicts, and promotes fair and equitable treatment within the University. The office can be reached at 2103 Lee Building, 301-405-3132, or on the web at: www.gradschool.umd.edu/ombuds

Comprehensives Requirements

Students must meet a set of requirements to be completed over the course of their program that, collectively, serve as the comprehensive exam for the Ph.D. The activities are designed to be developmental in nature, such that the activities not only serve as an “exam” (i.e., each component must be completed satisfactorily) but also serve to advance the student’s research and clinical competencies, and the student’s ability to integrate science and practice. The requirements are delineated in the chart in Appendix H. More specific descriptions, requirements, and rubrics are outlined in the *Comprehensive Exam Handbook*.

Program Approval

The Program specifies the coursework and other requirements that the student must meet in order to obtain the Ph.D. Hence there is no additional program approval process. However, for students entering with previous graduate coursework who may be eligible for a waiver of some requirements (see section on [Waiver of Program Requirements](#)), it is important to meet with their advisor to

hammer out a program that is approved by the school psychology faculty, preferably during the first semester.

Advancement to Candidacy

By Graduate School rules students must be advanced to candidacy within five calendar years after their enrollment in the doctoral program. This deadline is strictly enforced. Failure to be advanced to candidacy by the deadline will result in the suspension of the student's ability to register for classes and may result in dismissal from the Program. The following are the College's guidelines:

- Advancement to candidacy documents will not be forwarded by the College to the Graduate School prior to successful completion of the doctoral comprehensive exams. However, the student may prepare the advancement papers in the semester in which completion of comprehensive requirements is expected.
- Students must be advanced to candidacy prior to the approval of a doctoral dissertation committee or dissertation proposal, although a student may seek a waiver to this requirement.

Advancing to Candidacy

To begin taking dissertation credits, students need to complete the following forms:

1. Doctoral Program Approval Sheet (will reflect Program requirements)
2. Admission to Candidacy Form - which requires identification of the date of completion of the Comprehensive Examination.

**Department notification of the passing of the comprehensive examination must be on file with the Office of Student Services, prior to the processing of the Application for Admission to Candidacy.*

In the semester following advancement to candidacy, the Graduate School will automatically register the student for 6 credits of EDCP 899 "Doctoral Dissertation Research" each Fall and Spring semester that continues until successful completion of the dissertation. A flat candidacy fee (equivalent to approximately 1.5 credits) will be charged each semester. Current "Advance to Candidacy" tuition and fees are available online at <http://www.bursar.umd.edu/Tuitionfees.php>.

Pre-Candidacy Research Credits

The Graduate School will **not** grant permission for a student to take 899, dissertation credit, **prior to candidacy**. There is no waiver consideration for this. To be eligible to apply to for admission to candidacy students must have passed the comprehensive examination. Students may however register for "898 Pre-Candidacy Research" prior to candidacy. The 898 credit is variable and students can register for 1 – 8 credits. The student will be charged the "by credit" tuition rate. Therefore, if the student registers for 1 credit of 898 it will be less than the flat candidacy rate charged with 899 registration.

Overview:

- A student **CANNOT** take any dissertation credits prior to advancement to candidacy. Advancement to candidacy requires **successful completion** of comps first.
- Everyone must have at least 12 total credits of dissertation **research, i.e. 899**. Students may however register for "898 Pre-Candidacy Research" prior to candidacy. The 898 credit is variable and students can register for 1 – 8 credits.
- Once advanced, the student will be automatically registered for 6 credits of dissertation (899) each Fall and Spring (but not summer) semester.

- Important: The 6 credits of 899 are NOT charged at the usual per credit rate. They are charged as a flat “candidacy tuition.” Currently, this is \$1,209 (in-state) or \$2,307 (out-of-state). The candidacy tuition rate has typically been about 1.5x one credit cost, which is about what it is currently.
- Since students are required to register for credits during the internship year, to minimize costs, students are encouraged to apply for in-state residency status (if eligible, see Registrar’s Office) during their time in the program. Prior to the internship year, all students with a full-time (20 hr/week) assistantship will only be charged at the in-state rate for additional credits. However, when no longer on a University assistantship, students will be charged for credits at the rate based on their official residency status.

Waiving Continuous 899 Registration Requirement During Internship Year

- It is possible to receive a waiver of the continuous 899 registration requirement while on internship if the dissertation has been successfully defended. In order to waive the 899 registration requirement, the student’s signed oral dissertation form and electronic dissertation must be submitted.
 - If a student has already earned at least 12 credits of 899, the student can apply for a waiver with the graduate school by justifying that “The student has completed the Ph.D. requirements, including the dissertation, **with the exception of completion of the required internship.**” Note that even if the student does not need to register for dissertation credits, all students are required to register for the internship seminar during their internship year. Students will also have to apply for the waiver each fall and spring semester until graduation.
 - In exceptional cases in which a student is able to defend the dissertation before completing 12 credits of 899, this requirement can be satisfied by completing a combined total of 12 credits of 898 (pre-candidacy dissertation research) and 899 (dissertation research). Students in this situation can also apply for a waiver of the registration requirement with the same justification as above.

Student Tips for Other Students Planning to Defend Dissertation Before Internship:

Your peers have generously shared some tips about timeline and procedures for avoiding extra fees during the internship year, if you will defend your dissertation prior to beginning internship.

- As soon as the student has defended the Master’s thesis and before the student has advanced to candidacy, the student should use any available credits each semester to enroll in pre-candidacy dissertation credits (898)
- During Year 4:
 - If the student is taking 5 or more credits in the fall semester, the student should plan to advance to candidacy after the add/drop period to avoid being enrolled in the 6 credits of 899 and thus exceed the 10 credits of tuition remission for the fall.
 - If the student has 4 or fewer credits in the fall, the student can submit candidacy paperwork immediately and start accruing dissertation credits (EDCP 899)
 - If the student advances to candidacy in the fall of fourth year, the student will automatically be enrolled in the 6 dissertation credits (899) in the spring
 - If the student defends the dissertation in the spring and has 12 credits of 899 or a 12 combined credits of 898 or 899 the student is done! Students using the combined credit approach to reach the 12 credits will need to submit a petition so that the graduate school notes that the combination of credits counts.

- During Year 5:
 - The student will need to submit a petition to be exempt from dissertation credits in both the fall and the spring semester. The student will automatically be enrolled in the 6 credits until graduation or until a waiver is granted.

Student Transcripts, AGS and Ph.D.

Students who are in our Ph.D. COSP program may, at their option, also earn the AGS once they have completed their internship. If students get to the end of their internship without yet having completed their dissertation, they typically choose this option. If students have not yet completed the Ph.D. and don't earn the AGS either, they will not have completed an "approved program" and are not eligible for MSDE certification (and some other credentials as well). If, on the other hand, students earn their Ph.D. at the end of their internship, the AGS would be redundant. Thus, for students completing the dissertation and internship in the same year, it is not necessary to apply for the AGS.

Unless students come in with a previously earned master's, COSP Ph.D. students earn the MA-within-Ph.D. However, this does not constitute having "completed a program" in school psychology. Hence, there is no transcript notation attached to the M.A., except for the degree itself.

Students completing the AGS prior to their Ph.D. receive the following notation attached to the AGS conferral:

COMPLETED MARYLAND APPROVED PROGRAM AND NASP APPROVED PROGRAM
WITH NATIONAL ACCREDITATION FROM AAQEP
SCHOOL PSYCHOLOGIST
Candidate has completed 3 hours of Special Education

If a student earns the AGS and then subsequently earns the Ph.D., the transcript notation attached to the Ph.D. should read as follows. The proper notation should also include a reference to NASP because the Ph.D. level is separately approved by NASP in addition to the AGS.

COMPLETED A.P.A. ACCREDITED PROGRAM AND NASP APPROVED PROGRAM

For students who didn't earn the AGS but completed the program with a Ph.D. at the end of their internship, their notations should read something like this:

COMPLETED A.P.A. ACCREDITED PROGRAM AND NASP APPROVED PROGRAM
COMPLETED MARYLAND APPROVED PROGRAM
WITH NATIONAL ACCREDITATION FROM AAQEP
SCHOOL PSYCHOLOGIST
Candidate has completed 3 hours of Special Education

Policy Notes

Student Representation on the School Psychology Program Committee

The School Psychology Program Committee includes a student representative, allowing for student input on policy and operational matters. Representatives are meant to act on behalf of their fellow students and give students collectively a voice in program operations. Such representation fosters a climate of mutual respect.

Student(s) who serve in this capacity do so as student representatives versus student members of the committee, i.e., these individuals engage in a good-faith effort to reflect and represent the views of students, collectively, rather than their own personal views. To this end, student representative(s) will use such techniques as e-mail postings to the all-student e-mail list, formal surveys, occasional meetings to which all students are invited, and the like to ascertain students' views on important program issues. The program will provide logistical support for such efforts.

Program students, collectively, have one student representative. However, at their discretion, students may choose to "job share" this role such that two individuals serve in this capacity. In this instance, both student representatives are welcome to attend committee meetings. In the rare instance of a vote (see below), student representatives may cast only one vote.

The Program Committee historically worked to seek consensus on policy and operational issues rather than conducting formal votes following majority rule, and it continues to seek consensus on such issues. On rare occasions, however, voting occurs. In such instances, the student representative(s) shall have one vote. However, since the likelihood of a rare formal vote is almost always known in advance of the meeting at which voting occurs, the student representative(s) shall make a strong good-faith effort to determine student views, as described in the above paragraph, such that the student representative(s) vote is the collective vote of program students. In order to protect student's confidentiality rights as delineated in NASP and APA principles and in respect to legal mandates of FERPA, all personnel actions regarding students, e.g., annual student reviews, approval of programs of study, etc. shall be conducted in executive session without the student representative(s) present.

Likewise, while the program highly values broad involvement of all students in the process of recruitment, interviewing, and selection of applicants to the program, student representative(s) will not be involved in admissions committee deliberations or voting to preserve applicants' confidentiality rights

Program students have a formal student organization, which is a chapter of a national student organization, University of Maryland Student Affiliates in School Psychology (SASP) chapter. All program students are chapter members by virtue of being a matriculating school psychology student. In March of each year, the SASP chapter conducts an election to choose SASP chapter officers and student representative(s) to the Program Committee for the following academic year. Chapter officers and student representative(s) must be pre-internship students during their terms of service. After selection, student representative(s)-elect attend the remaining Program Committee meetings in order to provide for an orderly transition.

Advisor Assignment and Re-Assignment

Advisors are initially assigned based on match with the student's interest and workload distribution of faculty members at the time of the student's entry. If the student subsequently discovers that her or his research or professional interests are more closely aligned with those of a different school psychology faculty member, the student may request a change of advisor, or continue to work with one faculty member as an academic advisor and another as a research supervisor or mentor. For

doctoral students at the dissertation stage, the dissertation advisor and the academic advisor must be the same person. In all circumstances, faculty members have the option of refusing to accept an advisee based on workload considerations.

Professional Liability Insurance

Prior to beginning practicum experiences students are required to purchase student professional liability insurance, for a modest fee, through insurance programs run by either the American Psychological Association or the National Association of School Psychologists. This is in keeping with good professional practice guidelines, and protects the student in the exceedingly rare instance in which a professional liability claim might arise.

Continuous Registration Policy

All graduate students must register for courses and pay associated tuition and fees each semester, not including summer and winter sessions, until the degree is awarded.

A student who fails to register and who has not requested and received a waiver of registration or "Leave of Absence for Childbearing, Adoption, Illness or Dependent Care" will be notified by the Graduate School after the first day of classes that he or she must register for the current semester. The Graduate School will also inform the Graduate Director of the graduate program that the student is in jeopardy of termination. If the student does not register, he or she will be dismissed from the Graduate School at the end of the semester for failure to comply with the continuous registration requirement.

International students with F-1 immigration status are required by immigration law to be enrolled full-time during the regular semesters (Fall and Spring). For programs on the semester term to be certified as full time, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. More details can be found on the Office of the Registrar's website.

A student who is dismissed for non-registration may appeal dismissal during a 30-day period following the end of the semester of non-registration. If the student does not appeal, or if the appeal is denied, and the student wishes to continue in the Graduate School, the student must apply for readmission. In this case, readmission does not alter the initial requirements for time to complete the degree or advance to candidacy.

More information about Graduate School registration policies and waivers can be found on the Graduate School website at http://apps.gradschool.umd.edu/catalog/registration_policies.htm.

Formal Leaves of Absence

All students may apply to the Graduate School for a [*Leave of Absence for Graduate Students for Childbearing, Adoption, Illness and Dependent Care*](#) under appropriate circumstances. Graduate students who are new parents may postpone academic requirements for up to six weeks under the Graduate School's [*Graduate Student Parental Accommodation Policy*](#).

Directory Information

The Specialty Area Committee will share a directory of contact information including name, phone number(s), and electronic mail address(es) of students and faculty among program members. If a student does not wish a specific element of this directory information to be included, he/she should indicate this in a written notice to the training director.

Administrative, Financial, and General Student Support

Administrative Support

At the Program level, administrative support is available through the student's academic advisor, the training director (jillbj@umd.edu) or, for issues such as availability of testing materials, the Program's graduate assistant. At the Departmental level staff members provide support to graduate students as follows:

Financial issues, including tuition remission	Blesilda Lim	blim@umd.edu	301.405.6507
	Amleset	teklegia@umd.edu	301.405.2879
Academic support, incl. registration & forms processing, department fellowship	Carol Scott	cscott18@umd.edu	301.405.8384
General support (e.g., health insurance and payroll for department GAs, reimbursement for events)	Stefanie James	vjames@umd.edu	301.405.6515
Room reservations and ordering food for events	Denisse Garcia	Dgarcia7@umd.edu	301.405.2858

Financial Support

Primary financial support for students comes through a fellowship or an assistantship or some combination thereof. Fellowships (usually in combination with an assistantship) are offered at the time of admissions on a competitive basis with requirements and expectations specified in the financial offer letter provided to the student as part of the formal admissions offer. University-based employment beyond that specified in the original offer requires a formal waiver from the Graduate School, supported by the Program, and is granted only under exceptional circumstances. Year-to-year continuation of fellowships and assistantships is contingent on satisfactory performance during the previous year.

Admitted students who do not receive a financial offer at the time of admission seek assistantships on campus. **For over 15 years, all Program students have had either a fellowship or an assistantship by the time of their enrollment.**

Fellowships and assistantships include a stipend, waiver of all or most tuition, and access to staff health benefits. However, during some semesters, the required credits may exceed the tuition waiver and the student would then be responsible for paying for those credits (usually 1 or 2 credits). Details may be found at the following link, <https://academiccatalog.umd.edu/graduate/policies/tuition-fees-expenses/> and in the chart below. Students also tend to have other expenses, such as books, liability insurance, computer software licenses, and travel to research conferences.

There are several ways in which students can obtain funding beyond what their fellowship/assistantship provides. Program students are eligible for \$250 - \$400 per year of travel support to present at national conferences, and may apply (virtually always successfully) for a travel supplement in the same amount from the Graduate School, granted to students one time before they advance to candidacy, and one time afterward. Additionally, students can receive up to \$150 to support dissertation-related expenses. Moreover, eligible students are encouraged to apply for in-state tuition early on in the program. The in-state application can be found at: <http://www.registrar.umd.edu/Residency/resreclasspolicy.html>. Please see the Registrar's Office for additional information related to residency status.

Approximate Annual Expenses

Years 1-4		
Expense	In-State	Out-of-State
Tuition (10 credits for fall and spring)	\$16,560	\$36,100
Tuition coverage for fellowship and assistantship (10 credits for fall and spring)	-\$16,560	-\$36,100*
Other tuition and university fees	\$1,283	\$1,283
Other expenses (books, travel, etc.)	\$800	\$800
Total (With Fellowship / Assistantship)	\$2,083	\$2,083
Internship Year		
Tuition for internship seminar credits	\$2,484	\$5,415
Dissertation Credits (cost is per semester until dissertation is defended)	\$1,350	\$2,626
University fees	\$331.50	\$331.50
Other expenses (insurance, etc.)	\$200	\$200
Total	\$ 4,365.50	\$8,572.50

*Students from out-of-state who have an assistantship/fellowship are charged at in-state rate for tuition during Years 1-4. Students who plan to make Maryland their permanent residence are **encouraged** to apply for in-state status prior to Internship to minimize costs during the Internship year.

Years 1-4

Currently, full-time students with full-time (20-hour/week) fellowships or assistantships have tuition remission for 10 credits in the fall and spring semesters, and some of these positions include additional credits in either winter term or summer term or both. Students with fellowships and assistantships are eligible for subsidized health insurance. Students on assistantships or fellowships typically pay only the mandatory fees each semester, as most credits are covered by tuition remission. However, students may need or wish to register for more credits in a given semester or term; students will be responsible for paying for any credits taken beyond what is covered by their tuition remission.

Importantly, students should pay careful attention to the terms of their GA/fellow appointments, as the length of the appointment (e.g., 9 month, 12 month, single semester) and opportunity for renewal can vary. Students are responsible for securing assistantships, and should begin searching

for a position at least one semester before their current position ends. All students should inform the program director and their advisor if they are searching for an assistantship.

Year 5/Internship

Students typically complete the internship during their 5th year of the doctoral program. Students on internship are considered full-time students. All students are required to secure a paid internship (see the Fieldwork and Internship Handbook for more information). Interns typically do not have a UMD assistantship with tuition remission. Interns do not automatically qualify for in-state tuition, so unless they are already classified as in-state residents or have applied and been granted in-state status, they will be responsible paying the out-of-state rate for credits taken that year. All interns are required to register for 3 credits of 889 across the fall and spring semesters of their internship year. Interns will also be automatically registered in dissertation credits (see information about waivers of 889 credits for students who defend their dissertation prior to internship). Interns who have met PhD requirements, except for completing the internship, will graduate at the end of summer—these interns may apply for a waiver of continuous registration over the summer to minimize costs.

SASP Professional Development Event Recordings

Thanks to 2020-2022 SASP Professional Development Chair Mazneen Havewala's organization, we are fortunate to have a list of PD event recordings on a range of topics you may find useful.

1. Trauma Interventions:

<https://umd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=fc593481-5230-4fa1-a416-acdb0008b115>

2. ADHD Interventions:

<https://umd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=4c34094d-bd38-432f-a8a5-acf601800d06>

3. Teacher-child Interaction Therapy:

<https://umd.zoom.us/rec/share/RRDzxwnaauncBE0Wk4sP1hMeCQ4MvVr7N096iSNYVdvdVX-5vDgDqsnFDxQlkn81.Ozb0VVFvBsJxpvLD?startTime=1618522474000>

4. Best Practices in Suicide Interventions: We couldn't record it but here are the slides:

https://docs.google.com/presentation/d/1eoxHyBvm9p6rrsAOE6O9rD932FKkk8I6vvvyMotybrRA/edit#slide=id.gd2cda818c8_0_2037.

5. Tutorial on Using Mendeley: find [here](#).

6. PD panel on Careers in School Psychology:

<https://umd.zoom.us/rec/share/Il8-UDgwdCGOat2VEQ2kK6wJ4aw5p4QMjnz118tNjNy-Hfay3SbqHstE4-067iI7.65QGv4D4juJLa759>.

7. Meeting program events in an effective and efficient manner: find [here](#).

8. Panel on how to get licensed:

https://umd.zoom.us/rec/share/6qIqWgkkOIidOd_gIwtFjCARBi-Ld0mBe_NqnxiZMde_NNuDNnSNt65j-R0FN1tx.9Vk3ZIWW0NVVZtTJ.

9. How to be a social justice advocate: find [here](#).

UMD Student Support

The University provides a wide variety of supports for graduate students, including information and resources for students who have difficulty affording groceries or accessing sufficient food to eat, or who lacks a safe and stable place to live. Links to web pages that detail these supports are listed below.

Counseling Center: www.counseling.umd.edu

Financial Aid: www.financialaid.umd.edu/

Fostering Terp Success: <https://umd.edu/fostering-terp-success>

Graduate Student Life: [http://thestamp.umd.edu/engagement/graduate student life](http://thestamp.umd.edu/engagement/graduate_student_life)

Health Center: www.health.umd.edu/

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

International Student & Scholar Services:
<https://globalmaryland.umd.edu/offices/international-students-scholar-services>

Legal Aid: <https://terplinksites.umd.edu/Departments/GradLegalAid>

Residency Classification: <http://registrar.umd.edu/Residency/resreclassprocedures.html>

Appendix A: College of Education Foundational Competencies Evaluation Form

Student Name: _____

Program Area: School Psychology

The UM College of Education requests feedback on students' personal qualities in order to assure their readiness for professional practice, and to help the College improve its professional education programs. The below competencies reflect expectations for all graduate students prepared to work as professionals in applied fields.

Rate the candidate on each of the standards listed below*:

KEY: *A – Frequently* *B – Sometimes* *C – Rarely Ever* *N/A – Not Applicable/Insufficient Opportunity to Observe*

A	B	C	NA	<i>Foundational Competency</i>
				Expresses him/herself effectively in written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as students, parents, clients, administrators, and other staff
				Demonstrates communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments
				Exhibits the necessary interpersonal competencies to function effectively with students, parents, or clients, and to function collaboratively as part of a professional team
				Works under time constraints, concentrates in distracting situations, makes subjective judgments, and ensures safety in emergencies
				Has the physical stamina to work a contractual day and perform extended and additional duties of a school or human services professional such as parent conferences, after-school events, and other assigned duties
				Organizes time and materials, prioritizes tasks, performs several tasks at once, and adapts to changing situations
				Arrives on time for professional commitments, including classes and field experiences
				Seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive feedback from supervisors
				Demonstrates attitudes of integrity, responsibility, and tolerance
				Shows respect for self and others
				Projects an image of professionalism

*Students with disabilities granted reasonable accommodations shall be evaluated based on their performance with accommodations.

Additional Comments:

Name/Title

Signature/Date

Appendix B: Course Scheduling Guide

Name_____

Advisor_____

Required and Elective Coursework

<u>Semester</u>	<u>Course</u> ¹⁵	<u>Grade</u>
Breadth of Scientific Psychology:		
<i>Developmental Psychology</i> (One of the following):		
_____	EDHD 720 Social Development and Socialization Processes	_____
_____	PSYC 611 Advanced Developmental Psychology	_____
<i>Cognitive Psychology</i> (One of the following):		
_____	EDHD 721 Cognitive Development and Learning: An Introduction	_____
_____	PSYC 607 Advanced Topics in Human-Learning and Cognitive Psych.	_____
<i>Social Aspects of Behavior</i>		
_____	PSYC 604 Fundamentals of Social Psychology	_____
<i>Biological Aspects of Behavior</i> (One of the following):		
_____	EDHD 775 Psychophysiological Processes in Human Development I	_____
_____	PSYC 606 Human Biopsychology	_____
<i>Assessment Foundation</i>		
_____	EDCP/PSYC 692 Assessment in Counseling Psychology	_____
<i>History and Systems of Psychology</i> (One of the following):		
_____	EDCP654 History of Psychological Science	_____
_____	PSYC 610 Historical Viewpoints and Current Theories in Psychology	_____
<i>Psychopathology</i>		
_____	EDCP 743 Developmental Psychopathology	_____
Research Methodology		
<i>Research Design</i>		
_____	EDCP 717 Evaluation of Research in Counseling	_____
<i>Statistical Analysis</i>		
_____	EDMS 646 General Linear Models I	_____
_____	EDMS 651 General Linear Models II	_____
Assessment and Intervention		
_____	EDCP 614 Counseling Skills Lab	_____
_____	EDCP 701 Theories and Methods of Intervention	_____
_____	EDCP 630 Behavioral Interventions	_____
_____	EDCP 632 Cognitive Assessment	_____
_____	EDCP 633 Diagnostic Appraisal of Children and Adolescents	_____
_____	EDCP 635 Consultation I	_____
_____	EDCP 636 School Consultation II	_____
_____	EDCP 738 Practicum in Assessment	_____

¹⁵ Unless otherwise noted, most courses are 3-credits. The implementing regulations set forth by APA serve as a criterion for requiring this coursework. The program monitor's student progress by course grades, a B- has been established as the minimum level of achievement.

_____	EDCP 738 Practicum in Assessment	_____
_____	EDCP 750 Therapeutic Approaches with Children	_____
<i>Group Counseling</i> (One of the following);		
_____	EDCP 617 Group Counseling	_____
_____	EDCP 651 Group Counseling in Schools	_____
Cultural and Individual Diversity (One of the following)		
_____	EDCP 697 Multicultural Issues in Counseling Psychology	_____
_____	EDCP 631 Serving Culturally & Linguistically Diverse Clients in Schools	_____
Professional Standards, Ethics, and Practices		
_____	EDCP 640 School Psych Sem.: Intro to Field	_____
_____	EDCP 641 School Psych. Seminar: Ethics/Legal	_____
_____	EDCP 746 Supervision	_____
Advanced Field Experiences		
_____	Fieldwork (typically EDCP 888C) ¹⁶	_____
_____	Fieldwork (typically EDCP 888C)	_____
_____	EDCP 889 Internship ¹⁷	_____
Special Education Elective		
_____	EDSP _____	_____
EDCP 799 Research-Master's Thesis OR EDCP 798 Research Competency Project (6 credits)		
Credits		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
EDCP 899 Dissertation Research (12 credits)		
Credits		
_____	_____	_____
_____	_____	_____

¹⁶ One 3-credit course to be taken each semester during 4th year

¹⁷ Enroll in 3-credits of internship seminar during internship year

Record of Waivers

Students with previous graduate work may have certain of the requirements waived based on previous coursework. Evaluation of previous work is primarily the duty of the advisor in consultation with the Program committee.

UMCP Course No.	Course No. and Title of Previous Course	Term/Yr
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix C: Sequential Expectations and Checkpoints

Name:

Advisor:

Sequential Expectations and Checkpoints

Review Point ¹⁸	Expectation ¹⁹
1 st Year	Coursework ___ Successful completion of all of the following courses across the fall and spring: EDCP 701, 640/641, 614, 630; EDMS 646 and 651 ___ Successful completion of the following courses in the summer (if they are offered): EDCP 654 or 632, EDCP 717; (if a fellow EDCP789R) ___ At least 26 credits, exclusive of thesis Research ___ MA thesis <i>topic</i> (OR research competency <i>topic</i>) approved by advisor by end of Spring semester. ___ EDCP799 (thesis credits) as directed by your advisor ___ <i>Plan</i> for summer work on thesis or research competency approved by advisor by end of Spring semester
2 nd Year	Coursework ___ Successful completion of the following courses across the fall and spring: EDCP/PSYC 692; EDCP 743, 635, 636, 633 ___ At least 1 foundation course ___ Successful completion of the following courses in the summer: EDCP 632 or 654; 632 ___ At least 24 additional credits, but may include research credits if corresponding to actual work performed Research

¹⁸ Summer work plans should take into account that faculty will be much less available due to vacations and/or contractual arrangements. Also, it is likely that the IRB will not review research proposals during the summer months.

¹⁹ Doctoral students entering with previous graduate work may have modifications to these expectations resulting from waivers of coursework, fieldwork, or research requirements. Such modifications will be made individually in consultation with the student's advisor.

	___ MA thesis <i>proposal</i> approved by <i>Committee</i> (or research competency proposal approved by advisor, where applicable) ___ EDCP799 (thesis credits) as directed by your advisor Comprehensives ___ Interpretive Research Review Administrative ___ Annual Student Review (fall semester)
3 rd Year	Coursework ___ Successful completion of EDCP 738 (two semesters), 750, 697, 617 ___ At least 1 foundation course ___ At least additional 18 credits, but may include research credits if corresponding to actual work performed Research ___ MA thesis <i>defended</i> by end of <i>Spring</i> term. ___ EDCP799 (thesis credits) as needed or directed by advisor ___ Dissertation <i>topic</i> approved by advisor Comprehensives ___ First or Second-Authored Conference Paper Presentation ___ Pass PRAXIS School Psychology Exam by Spring semester Administrative ___ Annual student review (fall semester)
4 th Year	Coursework ___ EDCP 746 Supervision, EDCP888S (Fourth Year Field Work, two semesters) ___ At least 1 foundation course (e.g., Special Education Elective) ___ Completion of all required and elective coursework Research ___ Dissertation <i>proposal</i> defended

	Comprehensive Exams ___ Dissemination of Psychological Science ___ Case Conceptualization Capstone Internship ___ Internship acceptance for next year <i>Criteria for Internship Eligibility</i> • For Permission to Apply for Internship ___ MA thesis or research competency complete²⁰. ___ All required coursework completed, in progress, or scheduled. ___ Dissertation proposal approved by advisor • For Permission to Begin Internship ___ Advanced to candidacy (includes passing all comprehensive exam requirements). ___ Dissertation proposal approved (otherwise the internship is counted as a Master's level experience). Administrative ___ Formal advancement to Candidacy by early August of Year 4. ___ Annual student review (fall semester)
5 th Year ²¹	Coursework ___ EDCP 889 (Internship Course) Internship ___ Internship Completed Research ___ Dissertation defended

²⁰ If a student is allowed a variance to these application criteria but fails to complete the thesis or research competency by the start date of the Internship Agreement, the Program shall consider the internship as fulfilling the MA/AGS internship requirements only, necessitating that the student complete an additional internship to meet the Ph.D. requirements, assuming the student continues in the Ph.D. program.

²¹ By EDCP program requirements, doctoral students ending their 5th year who do not have an approved dissertation proposal, will be placed on departmental probation and given one year to produce an approved proposal or be dropped from the program.

6 th Year ²²	___ Dissertation defended; Ph.D. earned.
By End of Program	___ First or co-authored article or accepted manuscript in a peer-reviewed journal OR First or co-authored published or accepted chapter

²² By EDCP program requirements, doctoral students ending their 6th year who have not defended their dissertation, will be placed on departmental probation and given one year to produce a defended dissertation or be dropped from the program.

Appendix D: Student Checklist²³

Student:

Advisor:

<u>Comprehensive Component</u>	Timely Progress	Date Passed	Comments
Research Review	Year 2		
First or Second-Authored Conference Paper/Poster Presentation	Year 3		
Praxis School Psychology Exam ²⁴	Year 3		
Dissemination of Psychological Science	Year 4		
Case Conceptualization Capstone	Year 4 (Not Required to Advance to Candidacy)		
Publication: First or co-authored article submitted (advisor approval) or accepted manuscript in a peer-reviewed journal OR first or co-authored published or accepted chapter.	By time of degree		
<u>Research Requirement</u>	Timely Progress	Date Passed	Comments
Thesis	Year 3		
Dissertation	Year 5		
<u>Fieldwork Location</u>	Timely Progress	Date Complete	Comments
	Year 4		
<u>Internship Location</u>	Timely Progress	Date Complete	Comments
	Year 5		
<u>Miscellaneous Accomplishments</u>	Timely Progress	Date Complete	Comments
MA Earned	Year 3		
AGS Earned (Optional)	Year 5		
Program Approval	Year 5		
Advancement to Candidacy	Year 5		

²³ Please keep this checklist updated and review with advisor at annual reviews.

²⁴ Submit Praxis score report to advisor and Carol.

List of Publications/Presentations: *Please maintain a complete list of all presentations and publications cited in APA-format.*

Appendix E: Request for Comparability Review of Previous Coursework



UNIVERSITY OF
MARYLAND

3208 Benjamin Bldg.
College Park, Maryland 20742-1125
schpsy@umd.edu

COLLEGE OF EDUCATION
COUNSELING AND PERSONNEL SERVICES

School Psychology Program

Date: _____
To: _____
From: _____

RE: **Request for comparability review of previous coursework**

Student: _____

UMCP Course: _____

The above-named graduate student in the School Psychology Program has taken previous graduate coursework that may be comparable to the content area(s) included in coursework that you teach. This content is ordinarily required of our students. We are asking your help in reviewing the comparability of the students' previous work to the content area as ordinarily taught at UMCP. Please do not feel burdened to write a detailed analysis; a few comments on this sheet will suffice. As a "bottom line" we are asking for a recommendation from you as to whether the UMCP course requirement should be waived for this student based on the comparability of previous graduate work. Your recommendation will be included in the School Psychology Program Committee's determination of this student's program of studies.

Thank you for your consideration of this request.

(This section to be completed by student)
Previous Graduate Course(s)

Number & Title: _____ Grade: ____
Semester/Year: _____ Institution: _____

Number & Title: _____ Grade: ____
Semester/Year: _____ Institution: _____

Number & Title: _____ Grade: ____
Semester/Year: _____ Institution: _____

Please Note: Students should provide course syllabi and catalog description. It is the **student's responsibility** to obtain any other documentation that the faculty reviewer may require in order to assess the comparability of this course.

(Form continued on reverse side)

(This section to be completed by faculty reviewer)
Comparability Review

Recommendation for waiver:

- ___ I recommend waiver of the required UMCP course based on the comparability of the student's previous graduate coursework to the content of the UMCP course.
- ___ I do not recommend waiver of this course requirement; the previous coursework is not comparable to the UMCP offering.

General Comments (if any):

Appendix F: Materials for Determining Research Competency Equivalency

Sample Cover Letter to Former Research Supervisor/Mentor

Date

Name
Address
Address

Dear Dr. _____,

As you most likely know, [Student's Name] is now a student in our Ph.D. Program in School Psychology. One of our program requirements is that all students must demonstrate research competency prior to advancement to candidacy. [Student's Name] has indicated that you have served as one of [her/his] research mentors.

We are writing to request your assistance in determining the degree to which [Student's Name]'s prior research involvement will meet our criteria for demonstrating research competency. Although involvement in research projects with multiple researchers may satisfy our requirements, our criteria for evaluating previous research involvement are as follows:

1. one or more research questions or hypotheses that are uniquely the student's, i.e., not duplicative with research questions being addressed by others on the research team;
2. a review of literature appropriate to the research question(s);
3. participation in data collection, unless the research question(s) are being addressed from an entirely archival data set;
4. data analysis appropriate to the research question(s); and
5. a write-up, completed uniquely by the student, covering these components and presenting the results and discussion.
6. Acceptable research includes quantitative or qualitative methodology, and may be hypothesis-testing, exploratory, descriptive, program evaluation, or other research type, providing that the project includes all of the basic components listed above, and is conducted in a manner that is congruent with accepted quality methodology for the type of research being conducted.

Enclosed, please find a checklist for determining research competency equivalency, and a self-addressed, stamped envelope. We would appreciate your description of [Student's Name]'s research involvement, corresponding to the points on this checklist.

Thank you for your time and consideration.

Sincerely,

[Advisor's Name]

Checklist for Determining Research Competency Equivalency

With reference to the research project conducted, in part, by [Student's Name], please provide us with information on the following. In addition to completing the checklist, please feel free to provide any additional or clarifying comments that you believe would be helpful to us.

Thank you very much for your time and consideration.

1. As a part of this project, did the student define one or more research questions or hypotheses that were uniquely the student's, i.e., identified by the student and for which the student had primary responsibility?

☐ Yes ☐ No

Comments:

2. Did the student have primary responsibility for conducting a review of literature for some portion of the overall project, especially as related to a specific research question(s) that was primarily the student's? ☐

Yes ☐ No

Comments:

3. Did the student participate in collection of data? ☐ Yes ☐ No

Comments:

4. Did the student have the primary responsibility for data analysis for one or more research questions? ☐ Yes ☐ No

Comments:

5. Did the student have the primary responsibility for writing up some portion of the project, especially in relation to a specific research question(s)? ☐ Yes ☐ No

Comments:

Appendix G: Comprehensive Requirements²⁵

Record of Comprehensive Component Completion

Student: _____ Advisor: _____

Component	Timely Progress	Date Passed	Comments
Research Review	Year 2		Master's Comps
First or Second-Authored Conference Paper/Poster Presentation	Year 3		
Dissemination of Psychological Science	Year 4		
Praxis School Psychology Exam	Year 3		Serves as AGS Comprehensive
Case Conceptualization Capstone	Year 4		Project typically completed during fourth year but NOT required to pass the Fieldwork class. Not Required before advancing to candidacy.
First or co-authored chapter or manuscript submitted for publication with advisor approval	Time of degree		

Note: Attach all scoring rubrics completed by reviewers.

General Comments:

²⁵ Please see the *Comprehensive Exam Handbook*, currently under revision, for more information regarding specific comprehensive requirement.

Appendix H: Summary of Comprehensive Requirements

Area	Component and Description	Timely Progress	Evaluated By? ²⁶	Comments
Research/ Scholarship	Research Review, related to the thesis but not the same as the thesis proposal. Review of literature according to the rubric describing this aspect of the comprehensive exam serves as the Master's comps. For details, see the <i>Comprehensive Exam Manual</i>. Typically, the review would be tightly focused on one of the themes subsumed in the thesis research. Example: emotion understanding (EU) as moderating relations between temperament and social competence (SC). Review one topic in depth, such as measurement of EU; how EU relates to SC	Year 2	Student's research advisor and one additional faculty member.	Serves as the Master's Comprehensive
Research/ Scholarship	First or Second-Authored Conference Paper or Poster Presentation –the conference should be refereed and a poster presentation must be accompanied by a paper and submitted to advisor for approval prior to poster session presentation.	Year 3	External Source (conference) Paper compliance reviewed by advisor	
Dissemination of Psychological Science	Dissemination of Psychological Science to Practitioner and Lay Audience – geared to meet the interests of the audience.	Year 4	Student's advisor and evaluations obtained from audience or second faculty reviewer	
School Psychology Specialty Knowledge	Praxis School Psychology Exam	Year 3 Spring	External Source	Serves as the "AGS Comprehensive"

²⁶ In all cases, if two evaluators are used and disagree on successful completion, a third faculty evaluator will be used.

Integration of Science/Practice; Professional Practice Competence	Case Conceptualization Capstone - The case conceptualization includes the integration of Intervention, Assessment, Individual and Cultural Diversity, and Ethical and Legal Issues in work with a client performed by the student, and the outcomes of that work. Additional information to be distributed.	Year 4 Fall or Spring	Two program faculty members chosen by the student.	Project typically completed during fourth year but NOT required to pass the Fieldwork class. Not Required before advancing to candidacy.
Research/Scholarship	All students will produce at least one of the following: 1. First or co-authored (second, or if a complex multi part study, third) article or accepted manuscript in a peer-reviewed journal. Credit for co-authorship will be given only where the student has made a significant contribution to the article, consistent with APA authorship guidelines. 2. First or co-authored published or accepted chapter in reputable publishing outlets. Credit for co-authorship will be given only where the student has made a significant contribution to the article, consistent with APA authorship guidelines. 3. Equivalent to the above, acceptable to the program (i.e., submitted manuscript based on student's dissertation).	By time of degree	Advisor	

Appendix I: Annual Review Forms

Sample Student Self-Assessment Questions

Completion of the student's portion of the annual review of all students is a requirement to maintain your status as a student in good standing in the program. Complete this survey via Qualtrics, and send a document in MS word format to your advisor containing the self-assessment questions from Part III. The form includes many, but not all, of the questions contained within the actual student assessment. Completion of this material should take no more than an hour, likely less. Thank you, in advance, for your compliance with this requirement.

Part I: Information for APA Annual Report and Program Self-Assessment

(Please submit via Qualtrics if you have not already done so. Link: [insert link])

1. Basic Information:
 - a. Academic Advisor
 - b. Year in Program
2. Student member of a professional organization?
 - a. If so, which ones?
3. For how many workshops, oral presentations and/or poster presentations at professional meetings were you the author or co-author?
 - a. If so, provide a reference citation in full APA style for each presentation.
4. For how many books, book chapters, or articles in peer-reviewed professional/ scientific journals were you the author or co-author?
 - a. If so, provide a reference citation in full APA style for each publication.
5. During the reporting year, did you present a psychological topic to a lay or community audience?
6. During the reporting year, were you involved in leadership roles or activities in professional organizations – including roles in state, regional, or national organizations?
 - a. If yes, describe your leadership roles and activities.

Part II: Progress Update

- A. Do you currently have or have you in the reporting year received any incompletes in any courses?
 - a. If yes, list any courses (other than research, apprenticeship or internship credits) in which you have an incomplete (I), the semester in which the course was originally taken, the course instructor's name, reason(s) for the incomplete, plans to complete the coursework requirements, and expected date of completion. Check Testudo for accuracy of this information.
- B. Have you completed your master's thesis or research competency?
 - a. If yes, please list full citation from UMD's online database.
 - b. If not, describe your progress to date, work on your thesis/research competency project that you plan to do during 20XX/20YY, who is advising (or will advise) your work, and expected date of completion.
- C. Have you earned your MA?
 - a. If yes, indicate date.
- D. Have you started fieldwork?
 - a. If yes, indicate placement and year.
- E. Do you have an internship placement?
 - a. If yes, indicate site and year.
- F. Have you earned your AGS?
 - a. If yes, indicate data.

- G. *Dissertation Research* (third-year standing or above). In the space below, describe your dissertation progress to date, work on your dissertation that you plan to do during 20XX/20YY, who is advising (or will advise) your work, and expected date of completion.
- H. Have you participated in any research activity other than your thesis or dissertation in the past year or do you plan to participate in any research activity in the coming year?
 - a. If yes, describe your other research activity not covered in Sections B and C that you participated in, began or completed during the 20XX/20YY academic year, or that you anticipate beginning during the 20XX/20YY year. This includes, but is not limited to, work that you may have done (or anticipate doing) as a part of an assistantship/fellowship. Include a description of the nature of the project and your involvement in it (e.g., data collection, project coordinator).
- I. In the reporting year were you involved in any notable professional activity?
 - a. If yes, list notable professional activity (e.g., served on a committee, active membership in a professional organization, etc.) that occurred during 20XX/20YY.
- F. *Program Involvement*. List any involvement that you have had during 20XX/20YY in our school psychology program, e.g., SASP officer, organized an event, etc.
- G. *Assistantship/Fellowships/Employment* (20XX/20YY). List any fellowships, assistantships or other type of employment that you had during 20XX/20YY. Include location, position title (if any), type of duties, and typical number of hours per week. Additionally, please comment on the usefulness of the assistantship to your career development, including noting any particularly positive features of the assistantship in this regard.

Part III: Student Self-Assessment (please include the added text in this document file)

- A. Please summarize in an attached page or so your own assessment of your progress in the School Psychology Program during the 20XX/20YY year. In your narrative, be sure to include any comments that you may have specifically with regard to these categories: (a) academics, (b) research competency, (c) clinical skills, (d) professional conduct.
- B. Please discuss in an attached page or so your own assessment of what you believe are your current strengths and current developmental needs related to becoming a professional school psychologist functioning in the scientist-practitioner model.

Annual Review Evaluation Form Used by Faculty Committee

Student:

Advisor:

Date: _____

The following evaluation of student progress is in relation to the student's level in the program:

Academic Competency	No Evidence	Below Expectations	Meets Expectations	Exceeds Expectations
Timeliness of Academic Milestones		Below Expectations	Meets Expectations	Exceeds Expectations
Comments:				

Research Competency	No Evidence	Below Expectations	Meets Expectations	Exceeds Expectations
Timeliness of Research Milestones		Below Expectations	Meets Expectations	Exceeds Expectations
Comments:				

Clinical Competency (includes the COE Foundational Competency)	No Evidence	Below Expectations	Meets Expectations	Exceeds Expectations
Timeliness of Clinical Milestones		Below Expectations	Meets Expectations	Exceeds Expectations
Comments:				

Professional Conduct (integrity, collegiality, contribution to the community and to the profession, SASP)	No Evidence	Below Expectations	Meets Expectations	Exceeds Expectations
Comments:				

General Comments:

Appendix J: College of Education: Foundational Competency Policy

Below are the College of Education Policies on graduate students' foundational competencies. Most of these foundations are built in to our program's forms and rating scales, but the policy is here for your reference.

Introduction and Rationale

The College of Education has a responsibility to the educational community to ensure that individuals whom the University of Maryland recommends to the State of Maryland for certification are qualified to join the education profession. Teaching and other preK-12 and community education-related professions require strong academic preparation and mastery of pedagogy or other professional competencies. These professions also require non-academic competencies, such as communication or interpersonal skills, which are as critical to success as those in the academic domain. This document sets forth those essential non-academic criteria or *Foundational Competencies* that are common to all preK-12 and community professional preparation programs at the University.

Foundational Competencies serve several important functions, including, but not limited to: (a) providing information to those considering preK-16 and community professional careers that will help such individuals in their career decision-making; (b) advising applicants of non-academic criteria considered in admissions decisions made by the University's preK-16 and community professional preparation programs; (c) serving as the basis for feedback provided to candidates in these programs regarding their progress toward mastery of all program objectives; and (d) serving as the basis for the final assessment of attainment of graduation requirements and, where appropriate, recommendation for certification.

All candidates in the UM professional preparation programs are expected to demonstrate that they are prepared to work with children, youth, and/or adults in educational and/or other professional settings. This preparation results from the combination of successful completion of University coursework and field/internship experiences and the demonstration of important human characteristics and dispositions that all educators and professionals should possess. These characteristics and dispositions, the *College of Education Foundational Competencies*, are outlined below.

College of Education Foundational Competencies

The College of Education Foundational Competencies are grouped into seven categories: English Language Competence, Interpersonal Competence, Work and Task Management, Analytic/Reasoning Competencies, Professional Conduct, Physical Abilities, and Professional Dispositions.

Within the professional context to which each candidate aspires, all candidates must demonstrate the following Foundational Competencies:

English Language Competence: *Ability to express oneself in standard written and oral English*

- Communicate effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff.
 - Candidates write clearly and use correct grammar and spelling. They demonstrate sufficient skills in standard written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
 - Candidates demonstrate sufficient skills in spoken English to understand content presented in the program, to adequately complete all verbal assignments, and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Competence: *Ability to interact effectively with others*

- Demonstrate communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments.
- Demonstrate the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team.
 - Candidates communicate effectively with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
 - Candidates appreciate the value of diversity and look beyond self in interactions with others. They do not impose personal, religious, sexual, and/or cultural values on others.
 - Candidates demonstrate an awareness of appropriate social boundaries between students and educators and show that they are ready and able to observe those boundaries.
 - Candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.
 - Candidates demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.
 - Candidates exhibit respect for all University of Maryland and school personnel, as well as peers, children and their families and members of their communities.
 - Candidates demonstrate flexibility, openness to new ideas, and the willingness and ability to modify their beliefs and practices related to their work.
 - Candidates interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences. Candidates adhere to the UM Code of Conduct/University's Human Relations Code (see <http://www.inform.umd.edu/PRES/policies/vi100b.html>).

Work and Task Management: *Ability to organize and manage multiple work demands*

- Demonstrate the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies.
- Demonstrate the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations.
 - Candidates demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
 - Candidates demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations; and to cope with extreme variations in workload and stress levels.
 - Candidates demonstrate the ability to make and execute quick, appropriate, and accurate decisions in a stressful environment.
 - Candidates demonstrate the capacity to maintain composure and to function well in a myriad of situations.

Analytic/Reasoning Competencies: In their academic work and in their work in professional settings, candidates demonstrate their abilities to think analytically and reason logically about professional topics, issues, and problems.

- Candidates demonstrate their abilities to understand and extend complex information presented to them in their courses and in their work in professional settings.
- They demonstrate that they are able to analyze, synthesize, integrate concepts, and problem-solve in the ways they understand and respond to events and problems in professional contexts, formulate and use educational assessments, and make professional judgments.
 - Candidates demonstrate the ability to analyze, synthesize, integrate concepts, and problem-solve to formulate assessment, educational, and professional judgments.
 - Candidates demonstrate the ability to think analytically about educational and professional issues.
 - Candidates demonstrate the ability to perform the above skills independently.

Professional Conduct: Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace.

- Arrive on time for professional commitments, including classes and field experiences.
- Seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors.
- Demonstrate attitudes of integrity, responsibility, and tolerance.
- Show respect for self and others.
- Project an image of professionalism.
 - Candidates meet deadlines for course assignments and program requirements. (A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.)
 - Candidates demonstrate that they are ready to reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon reasonable criticism.
 - Candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials. Candidates adhere to the UM Code of Academic Integrity (<http://www.studenthonorcouncil.umd.edu/code.html>).
 - Candidates do not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
 - Candidates demonstrate the ability to understand the perspectives of others in the context of teaching, counseling, administration, etc. and the ability to separate personal and professional issues.
 - Candidates exhibit acceptance of and are able to make appropriate adjustments for exceptional learners and learners for whom English is not their native language.
 - Candidates protect the confidentiality of student information unless disclosure serves professional purposes or is required by law.
 - Candidates are free of the influence of illegal drugs and alcoholic beverages in classes and field placements. They abide by the University of Maryland Code of Student Conduct (<http://www.inform.umd.edu/PRES/policies/v100b.html>).

- Candidates demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.
- Candidates use sound judgment. They seek and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance.
- Candidates demonstrate appropriate personal hygiene habits.
- Candidates dress appropriately for their professional contexts.
- Candidates possess maturity, self-discipline, and good judgment.

Physical Abilities: *Ability to meet the professional demands of the profession and/or workplace*

- Demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties.
 - Candidates exhibit the physical abilities required to attend and participate in class and practicum placements.
 - Candidates demonstrate the ability to tolerate physically demanding workloads and to function effectively under stress.

Professional Dispositions: *Demonstrate the belief that all children and adults can learn; Commitment to own continuing professional development; Assumption that they can be responsible agents for the improvement and reform of education.*

- Candidates demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences.
- Candidates understand and accept the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts.
- Candidates accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others. They use reflection as a foundation for setting reasonable and appropriate goals for professional development.

Implementation and Review Procedures

During the orientation phase of their professional programs, candidates will receive a copy of the *College of Education Foundational Competencies Policy* and be asked to sign a *Foundational Competencies Acknowledgement Form*. Candidates in the undergraduate teacher preparation programs will be required to submit an updated College of Education Foundational Competencies Acknowledgement Form as part of the College's selective admissions review in the sophomore or junior year.

Self-assessments of candidates and faculty evaluations of students on the Foundational Competencies will occur during each field/internship experience (see *Candidate's Self Assessment* and *Foundational Competencies Evaluation Form*). Candidates will be monitored and given feedback throughout the program. At specified points (e.g., field experiences), they will be notified of inadequacies that may prevent them from progressing through their program. Documentation and

consensus regarding the candidate's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from University or other sources. If the problem seems to be beyond remediation, continuation in professional programs, graduation or recommendation for certification may be denied.

Assistance For Individuals With Disabilities

Foundational Competencies may be met with, or without, reasonable accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College of Education will endeavor to make reasonable accommodations with respect to its Foundational Competencies for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a candidate to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

Questions or requests for accommodations pertaining to the College of Education Technical Standards/Foundational Competencies should be directed to the Assistant Dean of the College of Education (301/405-2358).

For all other requests for accommodations, candidates should contact the University's Disability Support Services and follow established university policy and procedures.

Confidentiality

Unless a candidate has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, the College of Education administrators to which such information has been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a candidate's academic records.

Appendix K: CoE Foundational Competencies Acknowledgement Form

COLLEGE OF EDUCATION FOUNDATIONAL COMPETENCIES ACKNOWLEDGEMENT FORM

Within the professional context to which each candidate aspires, all candidates must demonstrate the following Foundational Competencies:

English Language Competence: *Ability to express oneself in standard written and oral English*

- Communicate effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff.

Interpersonal Competence: *Ability to interact effectively with others*

- Demonstrate communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments.
- Demonstrate the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team.

Work and Task Management: *Ability to organize and manage multiple work demands*

- Demonstrate the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies.
- Demonstrate the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations.

Analytic/Reasoning Competencies: *In their academic work and in their work in professional settings, candidates demonstrate their abilities to think analytically and reason logically about professional topics, issues, and problems.*

- Demonstrate their abilities to understand and extend complex information presented to them in their courses and in their work in professional settings.
- Demonstrate that they are able to analyze, synthesize, integrate concepts, and problem-solve in the ways they understand and respond to events and problems in professional contexts, formulate and use educational assessments, and make professional judgments.

Professional Conduct: *Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace*

- Arrive on time for professional commitments, including classes and field experiences.
- Seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors.
- Demonstrate attitudes of integrity, responsibility, and tolerance.
- Show respect for self and others.
- Project an image of professionalism.

Physical Abilities: *Ability to meet the professional demands of the profession and/or workplace*

- Demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties.

Professional Dispositions: *Demonstrate the belief that all children and adults can learn; Commitment to own continuing professional development; Assumption that they can be responsible agents for the improvement and reform of education.*

- Demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences.
- Understand and accept the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts.
- Accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others. They use reflection as a foundation for setting reasonable and appropriate goals for professional development.

I have read and acknowledge receipt of the College of Education Foundational Competencies Policy. I understand that if the criteria listed above are not met satisfactorily, I may be denied full admission into the College of Education Professional Preparation Program and/or denied the opportunity to complete the extensive internship component of the curriculum.

Candidate Signature

PRINTED Name

Date

NOTE: The University has a legal obligation to provide appropriate accommodations for individuals with documented disabilities. If you have a documented disability and are seeking accommodations, you should register with the University's Office of Disability Support Services and notify your course instructor, academic advisor, and/or the Office of Student Services (1204 Benjamin Building; 301/405-2364) of your specific needs, as appropriate. Candidates should initiate this process as soon as possible (prior to the start of classes and/or field experience).

Appendix L: CoE Foundational Competencies Self-Assessment

COLLEGE OF EDUCATION FOUNDATIONAL COMPETENCIES CANDIDATE'S SELF ASSESSMENT

Within the professional context to which I aspire (for example, elementary education, school counseling, school administration), I believe I am able to:

YES	NO	English Language Competence: <i>Ability to express oneself in standard written and oral English</i>
		communicate effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff;
YES	NO	Interpersonal Competence: <i>Ability to interact effectively with others</i>
		demonstrate communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments;
		demonstrate the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team;
YES	NO	Work and Task Management: <i>Ability to organize and manage multiple work demands</i>
		demonstrate the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies;
		demonstrate the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations;
YES	NO	Analytic/Reasoning Competencies: <i>Ability to think analytically and reason logically about professional topics, issues, and problems</i>
		demonstrate their abilities to understand and extend complex information presented to them in their courses and in their work in professional settings;
		demonstrate that they are able to analyze, synthesize, integrate concepts, and problem-solve in the ways they understand and respond to events and problems in professional contexts, formulate and use educational assessments, and make professional judgments;
YES	NO	Professional Conduct: <i>Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace</i>
		arrive on time for professional commitments, including classes and field experiences;
		seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors;
		demonstrate attitudes of integrity, responsibility, and tolerance;
		show respect for self and others;
		project an image of professionalism;
YES	NO	Physical Abilities: <i>Ability to meet the professional demands of the profession and/or workplace</i>
		demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties;
YES	NO	Professional Dispositions:

		<i>Demonstrate the belief that all children and adults can learn; commitment to own continuing professional development; assumption that they can be responsible agents for the improvement and reform of education</i>
		demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences;
		understand and accept the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts;
		accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others; use reflection as a foundation for setting reasonable and appropriate goals for professional development.

Candidates should submit an explanation for each item checked "NO."

I have reviewed the College of Education Foundational Competencies Policy and understand that if the criteria listed above are not met satisfactorily, I may be denied the opportunity to continue in the professional preparation program and to complete the extensive internship component of the curriculum.

Candidate Signature

Date

Candidate's **PRINTED** Name

NOTE: The University has a legal obligation to provide appropriate accommodations for individuals with documented disabilities. If you have a disability and are seeking accommodations, you should register with the University's Disability Support Services and notify your course instructor, academic advisor, and/or the Office of Student Services (1204 Benjamin Building; 301/405-2364) of your specific needs, as appropriate. Candidates should initiate this process as soon as possible (prior to the start of classes and/or field experience).

Appendix M: Evaluation of Foundational Competencies

COLLEGE OF EDUCATION FOUNDATIONAL COMPETENCIES EVALUATION FORM

Candidate Name: _____

Program Area: _____

Rate the candidate on each of the standards listed below:

KEY: *A – Frequently* *B – Sometimes* *C – Rarely Ever* *N/A – Not Applicable/
Insufficient Opportunity to Observe*

A	B	C	N/A	
				English Language Competence: <i>Ability to express oneself in standard written and oral English</i>
				communicates effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff;
				Interpersonal Competence: <i>Ability to interact effectively with others</i>
				demonstrates communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments;
				demonstrates the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team;
				Work and Task Management: <i>Ability to organize and manage multiple work demands</i>
				demonstrates the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies;
				demonstrates the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations;
				Analytic/Reasoning Competencies: <i>Ability to think analytically and reason logically about professional topics, issues, and problems</i>
				demonstrates the ability to understand and extend complex information presented in courses and in their work in professional settings;
				demonstrates the ability to analyze, synthesize, integrate concepts, and problem-solve in the ways he/she understands; and, responds to events and problems in professional contexts, formulates and uses educational assessments, and makes professional judgments;
				Professional Conduct: <i>Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace</i>
				arrives on time for professional commitments, including classes and field experiences;

				seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive review of his/her work from supervisors;
				demonstrates attitudes of integrity, responsibility, and tolerance;
				shows respect for self and others;
				projects an image of professionalism;
				Physical Abilities: <i>Ability to meet the professional demands of the profession and/or workplace</i>
				demonstrates the physical stamina to work a contractual day and performs extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties;
				Professional Dispositions: <i>Demonstrate the belief that all children and adults can learn; commitment to own continuing professional development; assumption that they can be responsible agents for the improvement and reform of education</i>
				demonstrates in the full range of professional activities that (s)he understands that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences;
				understands and accepts the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts;
				accepts that learning to be a professional is an ongoing process and applies his/her analytic and reasoning abilities in reflecting on own work and on the work of others; uses reflection as a foundation for setting reasonable and appropriate goals for professional development.

Recommendation for program continuance: ____ yes ____ no ____ probationary

Recommendation for program completion
and certification: ____ yes ____ no ____ N.A.

Additional Comments:

Name/Title Signature/Date

Name/Title Signature/Date

Name/Title Signature/Date

Appendix N: Research Guidelines (Thesis and Dissertation)

GUIDELINES FOR THE MASTER'S THESIS

During the first two years of the program, each student is required to demonstrate research competency by proposing and completing a Master's thesis. Students who enter the program with a completed Master's thesis from another institution may have the thesis reviewed by a three-person committee to determine whether it adequately meets these guidelines. (The procedure for evaluating theses from other institutions is discussed ** indicate what section.)

Appropriate Topics and Methods for Research

Students and advisors have flexibility with respect to choice of topic or methodology. As a primary consideration, students should select topics that are of theoretical or practical relevance to the broad field of school psychology. The scope of the project should be managed to enable timely completion. The thesis might best be conceived as a modest first step in a program of research.

The faculty has identified the following types of research as being appropriate for meeting the criteria of a thesis, provided the proposal meets recognized standards of methodology and quality (as determined by thesis committee).

1. Measurement Research

Research concerning instrument development that could be applicable in descriptive, experimental, or evaluation research including both validity and reliability studies.

2. Descriptive Research

Research that attempts to describe some phenomenon or population without any experimental manipulation. This type of research can include surveys, case study approaches, correlational studies, or qualitative research, provided that the research conforms to standards of rigor and methodology.

3. Experimental Research

Research in an experimental manipulation takes place. This includes N of 1 studies as well as the more traditional experimental methods.

4. Evaluation Research

This method ascertains the effectiveness of a program or part thereof. Modified experimental designs are used frequently in evaluation research.

Any of the above methodologies could be used for an original study or a replication. Replication of existing studies from any of the aforementioned categories is encouraged. Replication, according to Lykken (1968) can include (a) literal replication or exact duplication of measurement techniques, analyses, sampling and experimental procedures; (b) operational replication in which sampling and experimental procedures only are duplicated; and (c) constructive replication in which the same research question is tested using the alternative methodology.

For the thesis, analogue research also is seen as quite appropriate. Analogues can form a good foundation for further research in the field as well as provide a beginning researcher with experience in higher levels of control of major variables. Similarly, the use of existing data may facilitate the development of a rigorous and useful thesis that can be completed most expeditiously.

Guidelines for Proposal

There may be variations in format based on discussion with your advisor; following is a basic outline for the thesis proposal.

Chapter 1. *Introduction to the Problem*

In this section, state the problem to be studied. Discuss the significance of the research problem for the field of counseling psychology.

Chapter 2. *Review of the Literature*

Introduce this section by providing a description of the Review section in terms of scope and topics to be covered.

Review the key literature by way of descriptive summaries and critiques of relevant research and theoretical papers. Organize the Review according to appropriate section headings. Make sure to provide an overview of the literature pertaining to your independent and dependent variables.

Summarize the most relevant aspects of the literature and your critical observations as they pertain to the proposed study. This section provides a transition between the literature and your research questions.

Chapter 3. *Statement of the Problem*

This section can be an extension of the Review of Literature or a separate chapter (depending on advisor preference). It should state hypotheses and/or research questions and justification for them. Hypotheses may be stated in directional form or as null hypotheses.

Chapter 4. *Method*

A. Design Statement: In a short paragraph, describe the design of the study, including dependent and independent variables.

B. Pilot Study (if applicable): Describe here or under an appropriate heading (e.g., selection procedures, instrument development).

C. Participants: Describe the sample, including approximate sample size and significant characteristics.

D. Measures: Describe the conceptual and operational measures used in the study and your rationale for each instrument, including a discussion of advantages and disadvantages. Reliability and validity should be discussed, as well as the appropriateness and acceptability of all measures. Refer to relevant studies in the literature. If the proposal includes the development of a new measure or new items to tap various constructs, procedures for that development should be described in detail. All measures should be attached in Appendices to the proposal.

E. Procedures: Describe how the study will be done, namely, the exact sequence of events. Enough detail should be provided so that another investigator could replicate the study. Describe method for selecting sample, any criteria for participation, the method of selection (randomization, volunteer, etc.), and if appropriate, minimum acceptable response rate. Include a discussion of how you will recruit participants, how you will conduct treatments, and how you will do manipulation checks (if appropriate).

Chapter 5. Data Analysis

The hypotheses and/or research questions should be copied from the statement of problem and the specific analysis for each hypothesis should be detailed. Indicate the statistical methods to be utilized and show how the proposed analysis is consistent with the objectives, hypotheses, type of data, design, and sampling.

References

Provide complete references in APA style.

Appendices

Include relevant auxiliary materials; for example, copies of measures to be administered, instructions to the participants, format of structured phone interviews, cover letter for mail-out questionnaires. Be sure to include in the Appendix a copy of an informed consent form and the debriefing statement.

NOTES

1. APA style is to be followed in all aspects of the written proposal. See the APA Publications Manual for style and as a general resource for organizing a research project.
2. In general, the Review of Literature and discussion of past studies is written in the past tense; all discussions of your proposed study should be in future tense.
3. Students must obtain approval from the University of Maryland Institutional Review Board prior to collecting data.

Guidelines for Final Write-up of the Thesis

After you have conducted your study, you will change the proposal in several ways:

1. You will change all discussion of your study from future to past tense.
2. Your Data Analysis section becomes your Results section; you may want to repeat the hypotheses prior to the corresponding analyses.
3. You will add a Discussion section. In this section, you will repeat the hypotheses and discuss whether you found support for each hypothesis. In this section, you should interpret your findings and connect them to the literature. Your discussion should conclude with sections on Limitations and Implications for Research and Practice.

EARNING A MASTER'S DEGREE

The program does not offer a terminal master's degree but students may earn a master's degree along the way toward the doctoral degree. To do so, students must complete an approved program of studies for the Master of Arts (in CHSE). The degree requires 30 credits: the research thesis (6 credit hours) and 24 course credit hours, including two courses in statistics. The 24 course credit hours would typically involve the first 24 credit hours that students earn toward the doctoral degree.

NOMINATION OF THESIS OR DISSERTATION COMMITTEE

1. For the Master's thesis, both the proposal and final written product are to be reviewed by at least a three-person committee, one of whom is the student's advisor. Committee meetings are to be scheduled by the student at both the proposal stage and the final defense.
2. For the dissertation, the Graduate School requires a minimum of a five-person committee including at least three full members of the graduate faculty (tenured faculty at the associate and full professor level are usually full members of the graduate faculty). The Chair must be a full member of the Graduate Faculty. The Graduate School also requires that at least one of the five persons be a full member of the graduate faculty from a department other than the department in which the student will be receiving the degree.

NOTE: When seeking to schedule thesis or dissertation proposal or oral exam meetings, it is important that the student try to arrange the meeting 4 to 6 weeks in advance. It is best to solicit faculty's free times during a 3-week period. Proposals, theses and dissertations must be submitted to committee members two weeks in advance of the meeting.

An official form must be completed to nominate a thesis or dissertation committee. This form can be obtained from the Graduate Office in the department in which students entered the program.

Appendix O: Elaboration on Due Process and Grievance Procedures

The following steps are recommended for students who feel they have been unjustly or unfairly treated in the course of their education. The information presented below represents a synthesis of program, department, and university policies to protect the rights of students, to express their concerns and, as appropriate, to have them redressed.

1. If a single faculty member is involved, the preferred choice (also see number 2 below) is for the student to discuss the matter directly with that person. If multiple students share the concern, appointing a spokesperson to describe the difficulty and explore solutions with the faculty member may be helpful.
2. If number 1 is unsuccessful or the student(s) feel dismissed or intimidated, the student(s) may discuss the problem with his/her advisor in the hope that his/her input will be effective in communicating the nature of the concern and in initiating an appropriate remedial process. Alternatively, the student(s) can bring the matter to the attention of the directors of training, or the Psychology and CHSE department chairs as appropriate.
3. If a problem exists across multiple faculty members, those affected should request that the student representative(s) bring the matter to the faculty meeting. In many cases, discussion of the problem in that form can occur without identifying specific faculty or students.
4. Although the order of appeal as presented above is preferred, the student may feel that the urgency of the issue or other factors may make it necessary to appeal directly to the appropriate department chair.
5. If the issue cannot be resolved at the department level, then a number of appeal options described in the graduate catalog are available. Because different issues may have different appeal routes, the concerned student(s) should meet with the department chairperson who will identify the appropriate appeal mechanisms.

Policies on due process and grievance procedures also exist on the Department, Graduate School, and University levels. Some of these policies can be accessed at the following sources:

- a. CHSE Plan of Organization, Bylaws section I.H.:

When recommended informal procedures do not resolve a dispute of arbitrary and capricious grading, formal committees are convened... Each academic unit will have a standing committee of two tenured professors and two graduate level students to hear appeals of arbitrary and capricious grading. The appeal will be heard within the department offering the course. If the instructor of the courses is a member of the committee, that instructor will be replaced by an alternate designated by the Department Chairperson.

- b. Graduate School procedures:
 - a. Grievance Procedures for Graduate Assistants
(<http://apps.gradschool.umd.edu/Catalog/policy.php?assistantship-policies>)
 - b. Academic Probation and Dismissal
(<http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record#academic-probation-and-dismissal>)
 - c. Ombuds Person Policies (<https://gradschool.umd.edu/about-us/ombuds-office>)

- c. University Policy III-1.20(A): Capricious Grading and Grading of Qualifying Exams
(<https://www.president.umd.edu/administration/policies/section-iii-academic-affairs/iii-120a>)
- d. University Code of Student Conduct (See page 2:
<http://osc.umd.edu/Uploads/OSC/2013%20Code%20of%20Student%20Conduct.pdf>)

Appendix P: APA and NASP Program Standards

APA	NASP
<i>Program Standards: Profession-Wide Competencies</i>	<i>Program Standards: Domains of Practice</i>
i. Research	9. Research and program evaluation
ii. Ethical and legal standards	10. Legal, ethical, and professional practice
iii. Individual and cultural diversity	8. Diversity in development and learning
iv. Professional values, attitudes, and behaviors	10. Legal, ethical, and professional practice
v. Communication and interpersonal skills	2. Consultation and collaboration; 7. Family-school collaboration services
vi. Assessment	1. Data-based decision making and accountability
vii. Intervention	3. Interventions and instructional support to develop academic skills; 4. Interventions and mental health services to develop social and life skills; 5. School-wide practices to promote learning; 6. Preventive and responsive services
viii. Supervision	10. Legal, ethical, and professional practice
ix. Consultation and interprofessional/ interdisciplinary skills	2. Consultation and collaboration; 7. Family-school collaboration services

Appendix Q: Racial Climate Guidelines

Our UMD School Psychology program is working towards setting a supportive racial climate in class. It is a work in progress for our program, but it is our intention. Overall, we suggest making discussions of race and equity routine in class, and as a part of cases. It may also help to model inclusion by inviting guest speakers of color. We recommend expressing a goal of creating a class atmosphere in which racism and microaggressions the SP students view or experience in schools can be discussed, in addition to any microaggressions they experience from faculty directed towards SP students. We want to work toward a learning environment where we can recognize microaggressions and how we can all work to address them. Please use this link to view the guidelines faculty and students have collaboratively developed:

How to Create an Inclusive Racial Climate:

1. We suggest working towards the goal of establishing trust with students throughout the class. Trust can often start by acknowledging that an experience of microaggressions is real and valid and that this experience requires active listening and understanding.
2. Explain in the first class that you have an intention of creating a supportive racial climate by setting expectations and standards around how we will encourage and invite discussion.
3. Make an initial plan before the first class, and with the students on the first day of class, for how you will all address issues of racism that come up. These issues of racial bias may come up in how the instructor interacts with a student in your SP class; how students interact with each other; how a K-12 school treats a K-12 student; how the K-12 school or supervisor treats a SP student during practicum; or how the students treat a BIPOC instructor of a given class or BIPOC supervisors in a given practicum.
4. The plan could involve a routinized approach to discussing cases. You could ask students to start presenting each case with the demographics of the K-12 students, their teacher, their school, and themselves, in class and in logs. Perhaps, the student presenting the case and their peers could ask: "What are the cultural dynamics of the case?" You could bring up disproportionality. You could ask: "Could this dynamic be part of a racially biased dynamic or system?" These examples do not need to be implemented in every class or moment, but try to implement them in relevant moments.
5. Express that you hope that students will be comfortable talking with you one-on-one or in class about any racism they may experience in their interactions in class or with school-based supervisors or administration. Explain that you do not view racism as a problem which the student needs to handle better, but as a problem in the system.
6. Let school-based supervisors know before the semester starts that if there is an issue in which one of our SP students feels there is racism directed towards them in the school, then the instructor and/or SP student will communicate with them about it. Explain that we have had our SP students experience such racially biased incidents in every school district in the area.
7. Make it clear from the beginning of class that you are open to discussion of any microaggressions you may have made towards a student in class. The discussion could happen either individually with you or in class. If you would like to feel more equipped to do so, the SP faculty can connect you to relevant resources.
8. Let students know that when the discussion happens with the student, the instructor has the intention of listening and supporting the student who has been harmed. The instructor will work with the student to determine what next steps students would like to take – no next

steps; addressing the harm with the class; getting BISS support; the instructor speaking with the student who caused harm; or the instructor taking responsibility for and being accountable for any harm they caused the student.

9. It is also important to remember the class space must be safe for you too! If you are a BIPOC instructor, it may feel like extra emotional labor to educate White students about racism. If issues are consistent with any students, please feel free to utilize BISS support. Further, feel empowered to refer students to White faculty to engage in these educational conversations, in order to relieve the racial burden.

Ways You Can Deal with Harm When it Happens:

1. One way you can handle moments of tension, around racial and/or other identities' bias, is a "pause technique." You can ask the class to pause for a moment and that you notice some tension. Ask that you can reflect for a minute by thinking through your thoughts by jotting some notes before discussion. Explain what you noticed. Then invite anyone to share what they experienced or want to share, but do not pressure anyone to speak. If the situation merits, you can also say that you need to think more on this tension and would like to revisit a discussion about it in the next class. Before the next class, the faculty can connect the instructor with a racial bias consultant at UMD who can help you feel equipped to have this discussion, if needed. The consultant can help you problem-solve how to discuss the racial bias and microaggression incident in class.
2. When there is an incident in class or on practicum, you are welcome to speak with a SP faculty member to update them about the incident and to get any support or BISS consultation that would help you process it in the next class, or to think about next steps.
3. What if something happens, but no one is naming it? Sometimes BIPOC students do not feel safe enough to acknowledge harm when it is done. If you see or hear something: say something. It is important to remain curious and not assume malintent, while also making space to name microaggressions as such when they occur. It is a fine dance to ensure students can advocate and speak for themselves, while also recognizing those with more privilege in the room should speak up if something doesn't feel right. It is better to say something, than nothing, and lean into restorative conversations after the fact.
4. If you are a BIPOC instructor who is harmed in class, our SP program wants to support you in whatever way you would like to process the harm. SP faculty are available to speak with you about your experience. BISS consultants are available also. We would fully support your choice regarding whether or not to process the incident in class with the students.

How to Manage Harm, After it Happens:

1. If you were not aware in class of a harmful experience but you learn about the harm after it happens in class, then we suggest first speaking with the student who experienced the harm. Figure out how the student might want to proceed. We also recommend consulting with our BISS consultant and/or any faculty who are supporting your teaching the class. You can then determine next steps.
2. It is important to be aware that sometimes a BIPOC student may feel harmed in class, but chooses not to address it in class. They may choose not to address it with the person who caused them harm. Or, they may choose to address it individually after class with the student who caused them harm. The student could also suggest to the instructor to get BISS support to manage any harm in class.

3. It is important to be aware that when harmful experiences happen, it affects the whole class and learning dynamics. In addition to working with those who experienced harm, it is important to make space to support the entire class. Suggestions include a community check-in and acknowledgement of the discomfort, followed by a discussion on how the class is going to move forward.

Please add to your own syllabus, the paragraph from our syllabi below:

Reporting Racism and Other Forms of Hate and Bias. The School Psychology program is working towards creating a strong, supportive racial climate in classes. If you experience racism or other forms of bias (e.g., microaggressions), in this class or at your school placement, you are encouraged to discuss the experience with the instructor. You are welcome to have a one-on-one discussion with your instructor about your experience of racism and/or microaggressions in the schools, and, if you're comfortable, you can choose to discuss it in class and get support from your peers and instructor. We can also discuss how you'd like to proceed with addressing the racial microaggression in the K-12 school, with support from me or on your own. I understand that there may be times when you experience microaggressions from me, as your instructor, and I hope to create a climate in class in which you feel comfortable raising this concern, either in class or one-on-one with me. You can choose to report hate and bias to the instructor, SP program director, and/or CHSE chair Dr. William Liu. Another option is for you to report and receive support for the incident from the campus-level Bias Incident Support Services (BISS) office in the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/> where you can either contact Brian Medina (bamedina@umd.edu) who is a BISS staff person familiar with our school psychology program or you can contact BiasSupport@umd.edu. An additional option is for you to report the bias to and receive support from the COE Diversity Officer, Dr. Bridget Turner Kelly, who is in charge of the COE Bias Response Team.

Appendix R: Statement of Expectations for Graduate Student Mentoring

Our Program supports the professional development of graduate students as described herein.

Respect. The student's mentor is an important source of advice and guidance. At the same time, mentors respect mentees' professional goals and sense of autonomy.

Transparent Communication. To maintain trusting relationships and reduce misunderstandings, expectations of both parties should be clear. To that end, mentors and mentees have regular, agreed upon meeting times and clear timelines for feedback.

Professional Behavior. All parties are expected to uphold our Program's values and ethics. Mentors strive to model ethical behavior in research practices, supervisory responsibilities, and in their interactions with colleagues and students.

Responsiveness. Mentors and mentees agree on how quickly they will respond to each other and on any work-life and other boundaries.

Recourse. Mentors are often assigned before the mentor and mentee know each other and this partnership may or may not be a good fit. Hence, mentees have the option of changing mentors and the Program strives to minimize any disruption to the mentees program of studies.

Community. An important part of graduate student advising and mentoring is fostering a community that supports the students research and professional growth in ways that go beyond the graduate seminars. Examples include: regular opportunities to discuss research with peers, attend talks, lectures, or colloquia. Faculty also support an active student organization within the Program that offers many opportunities for engaging in social and professional development events.

Onboarding for new graduate students:

- Assigning an Academic Advisor: A faculty advisor is assigned upon entry into the Program. We try to pair students and faculty based upon stated interests. However, students are encouraged to make connections with other faculty members. Advisors meet regularly with their advisees to plan and pursue the student's research agenda, review course selections, discuss progress toward meeting Program requirements and to answer any questions that arise. In our Program, faculty hold weekly or biweekly group meetings with their advisees, mostly around topics relevant to their research group.
- Peer-to-Peer Mentoring: As soon as students have accepted an offer of admission, they are paired with a more advanced graduate student in their program. The peer mentor is available to answer questions about the program, about settling into College Park and the UMD community, and about graduate student life more generally.
- Orientation for New Graduate Students - The Program faculty meet with the new cohort of students before classes begin to discuss program policies, requirements, and resources.

Fostering Effective and Transparent Mentor-Mentee Communication

- Mentors meet with mentees at the beginning of each semester to agree on mutual expectations. These conversations generally include responsibilities within the research group, and the mentee's own research goals and progress.
- Mentors and mentees establish a regular meeting schedule. In our Program, graduate students typically meet weekly or biweekly in their research groups with their mentor and also meet with their advisors individually on a regular, agreed upon basis.
- Faculty aim to provide constructive and substantive feedback on written work within approximately two weeks, depending on the demands at that time of year. Feedback is meant to allow the student to have a clear understanding of any deficiencies and a path toward revisions.

- Mentors and mentees discuss any expectations around co-authoring during the early stages of research. Mentors give the mentee a clear sense of how the author ordering expectations are determined.

Preparation for Successful Graduate Assistantships and Research Assistantships

- At the start of any new assistantship, the mentee meets with the mentor to fill out the [Statement of Mutual Expectations for Graduate Assistants and Supervisors](#). This statement is to be completed least once a year afterward.
- Mentors give their GAs and RAs a clear sense of the work expectations at the start of an assistantship.
- Full-time work as a GA and RA in our department does not go beyond the average of 20 hours of work per week.

Completion of Degree Goals

- Mentees communicate with mentors about the dissertation / thesis document and the norms for revision and for including committee members in the draft phase.
- Mentors provide mentees with a clear sense of what is needed for a successful dissertation or thesis defense. Mentors provide guidance on the presentation of the oral defense.
- Mentors clearly communicate what is needed from a student for a strong letter of recommendation.
- Mentors work with mentees by sharing job and networking possibilities and by writing strong letters of recommendations.

Resources to Promote Graduate Student Success in School Psychology

- Mentors encourage students to access appropriate resources on campus (e.g., Graduate Student Writing Center; Professional and Career Development at UMD).
- The school psychology faculty work together with students to help students gain funding from various sources, including UMD Funding, Assistantships, Fellowships, and where possible, External funding
- Mentees encourage and support students' attendance and presentation at important conferences in our field of study and help students access available funds to defray travel expenses.

Program Practices to Foster Student Progress and to Build Community.

- Annual review of students by the full faculty. All graduate students are reviewed annually during a meeting of the Program faculty. Prior to the review meeting students prepare a report reflecting on their progress and following the meeting, students receive feedback. This process is intended to serve as a mentoring function, specifically as a mechanism to communicate about how the student is meeting program requirements. In some instances, the mentor communicates steps needed for the student to meet academic and professional expectations.
- Town Hall meetings. The Program sponsors a Town Hall meeting of all students once per semester on topics of interest (e.g., panel of current interns to provide insights).
- Preparation for the internship interview. A panel of faculty meets with students individually to conduct 'mock' internship interviews and to provide feedback.
- Active student association. This association serves multiple functions and most students are enthusiastically engaged. The student association elects a representative who attends Program faculty meetings, thereby lending transparency to communication between faculty and the student body. This organization sponsors a wide range of professional development and social activities.
- Handbooks and other resources. Students are encouraged to make use of the School Psychology Program Handbook, which details policies, resources, requirements.

Appendix S: List of Commonly Used Acronyms

AGS	Advanced Graduate Specialist Certificate (This is the University of Maryland term; more frequently abbreviated as C.A.G.S at other universities.)
APA	American Psychological Association
APS	Association for Psychological Science
AAQEP	Association for Advancing Quality in Educator Preparation
CHSE	Counseling, Higher Education, and Special Education Department
COCP	Counseling Psychology Specialty Area within COPE
COE	College of Education
CoPE	Counseling Psychology, School Psychology, and Counselor Education Degree Program
COSC	School Counseling Specialty Area within COPE
COSP	School Psychology Specialty Area within COPE
EDCP	Catalog and registration system prefix for certain CHSE Dept. courses, including all COPE Program courses
HDQM	Human Development and Quantitative Methods Dept. (College of Education)
IC	Instructional Consultation
IES	Institute of Education Sciences (Federal Dept. of Education)
MSDE	Maryland State Department of Education
MPA	Maryland Psychological Association
MSPA	Maryland School Psychologists' Association
NASP	National Association of School Psychologists
NCSP	Nationally Certified School Psychologist
NCATE	National Council for Accreditation of Teacher Education
PEER	Psychological and Educational Evaluation Research Service
SASP	Student Affiliates in School Psychology
NIH	National Institutes of Health
NIMH	National Institute of Mental Health
UMCP	University of Maryland, College Park