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 the faculty and students of the School Psychology Specialty Area, I welcome you as a new student entering in 2016. 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, and professional leadership in school psychology, both in Maryland and the nation.

Through your time here, we hope that you will grow to identify with the saying, "So much learned, so much to learn." While some of the specific knowledge that you learn in your stay here may become outdated with the ongoing advance of research and professional practice, we believe that the spirit of inquiry and the dedication to professionalism that flows from the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. We hope that you will find the School Psychology Specialty Area; the Program in Counseling Psychology, School Psychology, and Counselor Education; the CHSE Department; the College of Education; and University 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 such organizations as the American Psychological Association (APA), the National Association of School Psychologists (NASP), APA's School Psychology Division 16, the Association for Psychological Science, or the Maryland School Psychologists' Association (MSPA); we encourage you to do so.

The Program Faculty, Graduate Program Assistant, and your Student Representative(s) have prepared this Handbook to serve as a guide to the Doctoral Program. We suggest that you use it as your first source of reference for any questions that you may have. Remember, though, that your advisor is the best point of contact that you have with the Program. Consult with your advisor regularly; don’t wait to be invited. Reading the relevant section(s) of this Handbook before posing a query to your advisor will be beneficial to both of you.

Again, welcome, and best wishes for a successful and rewarding experience as a graduate student in our program!

Sincerely,

Hedy Teglasi
Professor and Program Director
Policy Sources and Documentation

Although graduate students tend to identify with their own graduate specialty, it is important to realize that students are a part of the University at several different levels. Students in the School Psychology Program are admitted to, and by, the Graduate School, and are also considered to be students in the College of Education, the Counseling, Higher Education, and Special Education (CHSE) Department, and the Counseling Psychology, School Psychology, and Counselor Education Program Area (CoPE). Each of these organizational levels within the University adopts policies and procedures that apply to students in the School Psychology Program. Students are expected to be 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/


**Important Note:** Be sure to keep a copy of this *Handbook*. Doing so will assure that you have documentation of the policies that were in effect at the time that you first enrolled.

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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 Program

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.

The Program has been accredited by relevant accrediting bodies throughout its history. CAEP (formerly NCATE) accreditation of the College of Education, as a whole, predates the Program's origins and flows to the Program under the College umbrella. 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 104-credit 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 (MSPA, PG County).

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

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.
Overview of School Psychology Doctoral Specialty

The University of Maryland Doctoral Specialty in School Psychology is a 104-credit program in professional psychology that embodies the scientist-practitioner orientation. The Doctoral Program essentially subsumes a typical “specialist” (M.A. plus Advanced Graduate Specialist Certificate) program that corresponds to APA’s standards of training doctoral level health-service psychologists, and NASP’s standards for training of specialist-level school psychologists, such that doctoral students typically earn the non-terminal MA or AGS within their doctoral programs. All Program students without a previously earned master’s degree must earn an M.A. with thesis prior to advancement to doctoral candidacy.

Graduates of the School Psychology Doctoral Program are eligible for licensure as professional psychologists in Maryland and other states. Graduates also are eligible for the Nationally Certified School Psychologist (NCSP) credential, awarded by NASP. Because the training program is approved fully by the Maryland State Department of Education (MSDE), graduates are automatically eligible for MSDE certification as a School Psychologist.

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 degree 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 (and for the past 17 years) 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 34 full-time tenure-track faculty members, two split-budgeted 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 90 full-time tenure-track 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

Mission: Students in the University of Maryland Ph.D. School Psychology Program develop a foundational knowledge base in school psychology, grounded in research and evidence-based practices. They learn to develop and share research with the field, and to use research as a guide for their clinical practice. As graduates, they are prepared to function as scientist-practitioners in their professional work and to pursue academic or research careers and to practice at a high level by basing their practice on psychological science. 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). Below is a table comparing the competencies of each organization. As standards and competencies are revised, the program goals, mission, and objectives will also be revised.

<table>
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<tr>
<th>APA Program Standards: Profession-Wide Competencies</th>
<th>NASP Program Standards: Domains of Practice</th>
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<tr>
<td>i. Research</td>
<td>9. Research and program evaluation</td>
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<tr>
<td>ii. Ethical and legal standards</td>
<td>10. Legal, ethical, and professional practice</td>
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<tr>
<td>iii. Individual and cultural diversity</td>
<td>8. Diversity in development and learning</td>
</tr>
<tr>
<td>iv. Professional values, attitudes, and behaviors</td>
<td>10. Legal, ethical, and professional practice</td>
</tr>
<tr>
<td>v. Communication and interpersonal skills</td>
<td>2. Consultation and collaboration; 7. Family-school collaboration services</td>
</tr>
<tr>
<td>vi. Assessment</td>
<td>1. Data-based decision making and accountability</td>
</tr>
<tr>
<td>vii. Intervention</td>
<td>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</td>
</tr>
<tr>
<td>viii. Supervision</td>
<td>10. Legal, ethical, and professional practice</td>
</tr>
<tr>
<td>ix. Consultation and interprofessional/interdisciplinary skills</td>
<td>2. Consultation and collaboration; 7. Family-school collaboration services</td>
</tr>
</tbody>
</table>

The following goals and objectives operationalize the program’s mission.

**Goal 1:** Students will integrate psychological science, research, and practice.

- Objective 1a: Students will be well-versed in foundational scientific knowledge including: (a) human development, (b) human learning, (c) biological bases of behavior, (d) psychological measurement, and (e) cultural and individual differences.
- Objective 1b: Students demonstrate competency in understanding and applying research design and methods.
- Objective 1 c: Students apply basic psychological science to complete various components of the Comprehensive Examination Portfolio, practicum activities, fieldwork and internship.

**Goal 2:** 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](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 2a: 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 2b: 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.

**Goal 3:** Students will be able to provide 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 3a: 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 3b: 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.
Goal 4: Students will develop identities as professional psychologists specializing in school psychology, and practice in accord with professional practice standards.

- Objective 4a: Students demonstrate knowledge of the historical development of psychology and of school psychology in the context of current developments in the discipline.
- Objective 4c: 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 4d: Students will demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.

Accreditation Status

The University of Maryland school psychology training program is accredited by the American Psychological Association (APA; next site visit scheduled for 2018), and approved by the National Association of School Psychologists (NASP; next review scheduled for 2023). The training program is housed within the College of Education, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). 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:

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: www.nasponline.org/certification/NASPapproved.aspx
Program Faculty

The Program faculty is composed of four core\(^3\) full-time faculty members (Drs. Jacobson, O’Neal, Teglasi, and Wang). In addition to working with Program faculty, students take courses and may do research with other nationally recognized graduate faculty members in the CHSE Department, and in other departments such as Psychology or Human Development and Quantitative Methods.

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. Teglasi serves as training director. Brief biographies of core faculty members are provided below.

**Jill Jacobson, Ph.D.,** Clinical Assistant Professor, is a graduate of the University of Maryland school psychology doctoral program. She earned her B.A. in psychology with highest distinction from the University of Virginia. Dr. Berger has worked as a full-time school psychologist in Fairfax County, Virginia and as a school psychology doctoral intern in the Howard County, Maryland. She previously worked as a research analyst conducting educational and social sciences research at ICF International. Dr. Berger has been involved in a number of applied research studies that have analyzed the effects of marital conflict on children, evaluated school programs and team models, examined teacher instructional practices, and most recently, experimented with using social media in adolescent suicide prevention.

**Colleen O’Neal, Ph.D.,** Assistant 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 postdoctorate 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 preconference 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 and Program Director, 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: Vice President (Secretary) of the American Board of School Psychology and has chaired 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 story telling 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.

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\(^3\) “Core faculty” is a term used by APA’s Commission on Accreditation to designate faculty who have at least a 50% time commitment to the Program.
Cixin Wang, Ph.D., Assistant 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.

Admissions Requirements

The announced deadline for filing an online application to the School Psychology Program for Fall 2017 admission is Dec. 1, 2016. Applicants will only be reviewed if they are completed by Thursday, Dec. 15, 2016. Applications are considered to be complete when we have received all of the following: Personal Statement, 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 resume, 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), (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, and (f) letters of reference.

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 pre-requisites 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 or with a combined (V+Q) GRE score of less than 1000 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 3.79. Average GRE scores were 159 for Verbal (range from 153-166) and 154 for Quantitative (ranging from 146 to 160). Psychology is the predominant undergraduate major of accepted applicants.

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.
Curriculum and Requirements

Curriculum Requirements

The curriculum requirements are designed to ensure adequate preparation in reference to the Program’s goals. A total of 74 coursework credits are required, with an additional 21-27 credits being required for research and fieldwork/internship. 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 assu res that students are simultaneously engaged in work related to theory, research, and practice. 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

(a) Breadth of Scientific Psychology

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 601 Biological Bases of Behavior
  EDHD 775 Human Development and Neuroscience
  PSYC 606 Human Biopsychology

Cognitive Psychology (One of the following) ........................................................................... (3)
  EDHD 721 Cognitive Development and Learning: An Introduction
  PSYC 607 Advanced Topics in Human-Learning and Cognitive Psychology

Social Aspects of Behavior (One of the following) ................................................................. (3)
  PSYC 604 Fundamentals of Social Psychology
  PSYC 743 Social Cognition

History and Systems of Psychology (One of the following) .................................................... (3)
  EDCP 789F History of Mental Health and Psychological Science
  PSYC 610 Historical Viewpoints and Current Theories in Psychology

Assessment Foundations (One of the following) ..................................................................... (3)
  EDCP 789C Foundations of Assessment for Research and Practice
  EDCP 692 Assessment in Counseling Psychology I

(b) Research Methodology

Research Design (One of the following) ................................................................................... (3)
  EDCP 690 Research in Counseling Psychology I
  EDCP 717 Evaluation of Research in Counseling

4 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.
EDMS 646 Quantitative Research Methods II ................................................................. (3)
EDMS 651 Applied Multiple Regression Analysis .......................................................... (3)
EDCP 799 Master’s Thesis (where applicable) ................................................................. (6)
EDCP 899 Dissertation Research .................................................................................. (12)

(c) **Assessment and Intervention:**
EDCP 632 Cognitive Assessment .................................................................................. (3)
EDCP 633 Diagnostic Appraisal of Children and Adolescents ....................................... (3)
EDSP 615 Academic Assessment (one credit course or equivalent module) ................. (1)
EDCP 738 Assessment Practicum (2 semesters) ............................................................. (6)
EDCP 630 Behavioral Interventions ................................................................................. (3)

**Required Coursework, con’t**
EDCP 789Z Consultation ............................................................................................... (3)
EDCP 635 School Consultation (incl. practicum) ............................................................ (3)
EDCP 789B Theories and Methods of Intervention ......................................................... (3)
EDC 789N Therapeutic Approaches with Children ......................................................... (3)
EDCP 651 Group Counseling in Schools ........................................................................ (3)
OR EDCP 617 Group Counseling ................................................................................... (3)
EDCP 618 Fall Semester Counseling Skills Lab ............................................................... (1)

(c) **Cultural and Individual Diversity** (One of the following, plus infusion) ................. (3)
EDCP 631 Multicultural Diversity
EDCP 697 Multicultural Issues in Counseling Psychology

(d) **Professional Standards, Ethics, and Practices**
EDCP 640 School Psych Seminar (Intro to the Field) ..................................................... (2 credits)
EDCP 641 School Psych Seminar (Ethics) ....................................................................... (1 credit)
EDCP 745 or 746 Clinical Supervision .......................................................................... (3)

(e) **Advanced Field Experiences**
EDCP 888C Field Work ............................................................................................... (6 total, 3/semester)
EDCP 889 Internship .................................................................................................. (6 total, 3/semester)

(f) **Electives:**
EDSP XXX Special Education Elective (chosen with advisor approval) ....................... (3)
University Teaching Experience (aspirational, not required).

**Credit Totals:** (a) Standard – 104; (b) If EDMS 645 pre-requisite not satisfied, 107 credits; (c) If master’s thesis or research competency not required, 98 credits

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5 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.

6 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.
## Typical Course Sequence for Students Entering 2016

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<th></th>
<th><strong>First Year</strong></th>
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<th><strong>Second Year</strong></th>
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<th><strong>Third Year</strong></th>
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<th><strong>Fourth Year</strong></th>
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<th><strong>Fifth Year</strong></th>
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<tr>
<td><strong>Fall</strong></td>
<td>EDCP 632 Cognitive Assmt. (3)</td>
<td><strong>Winter</strong></td>
<td>EDCP789 (winter credits)</td>
<td><strong>Spring</strong></td>
<td>EDCP 651 Mult. Regression (3)</td>
<td>EDCP 630 Beh. Intervention (3)</td>
<td>EDCP 789B Thry/Meth Invtn OR (3)</td>
<td><strong>Summer</strong></td>
<td>EDCP 789F History &amp; Systems</td>
<td>EDCP 799 Thesis</td>
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<tr>
<td></td>
<td>EDCP 640/641 Intro &amp; Ethics (2/1)</td>
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<td>EDCP 640/641 Intro &amp; Ethics</td>
<td>(2/1)</td>
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<td>EDCP 717 Rsrch. in Psych. (3)</td>
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<td>EDCP 615 Academic Assessment</td>
<td>(1)</td>
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<td></td>
<td>EDMS 646 Quant Methods II (3)</td>
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<td>EDMS 646 Quant Methods II</td>
<td>(3)</td>
<td></td>
<td>EDSP 615 Academic Assessment</td>
<td>(1)</td>
<td>Foundations Course</td>
<td>(3)</td>
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Note: this is a suggested template, but circumstance may not always allow courses to be taken/given in this sequence.

**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 occasion, a student may petition to continue their enrollment on a part-time basis based on evidenced personal circumstances.

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7 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.

Master's Thesis

All Program students must complete a formal master's thesis, unless they have done so during previous graduate work. Research completed as a part of the first-year research experience may serve as a springboard for a master's thesis. Students are expected to defend their master's thesis no later than the Spring semester of their third year.

Research Competency for Students Entering with a Master's Degree

Doctoral students entering with a master's degree who have not completed an acceptable research project must demonstrate research competency in lieu of doing a master's thesis. Students will arrange to do a research project with a Program faculty member 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. 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 follows: (1) pre-practicum laboratory experiences (EDCP 618 Counseling Lab, EDCP 632 Cognitive Assessment); (2) practicum courses (EDCP 630 Behavioral Interventions, EDCP 635 School Consultation, EDCP 738I and II Assessment Practicum sequence, EDCP 789N 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 618: 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 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.

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.

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 hours. 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

Beginning in their second year, students are required to track the hours spent in delivering mental health services and related research. Our program is using the MyPsychTrack online system (www.mypsychtrack.com) for logging pre-internship and internship hours. The MyPsychTrack online

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8 Experiences within parentheses are not necessarily in chronological order.
9 A minimum of 1750 hours is required for licensure as a psychologist in Maryland.
system is available for free to all students because our program is an APPIC member program. We require that students log all hours of supervised practice and have developed a common system for collecting this information. If you are considering applying for an APPIC-member internship in the future, using MyPsychTrack is exceptionally helpful because the hours can be exported directly to the APPI application form.

It takes considerable time to save a new site in MyPsychTrack (such as a new practicum location). Yet, the MyPsychTrack system’s strength is that once you set up locations, clients, etc., you can quickly access them later. For example, every time you go to “School ABC” under the same supervisor, the system will upload that information for you and track it.

Please keep in mind that all students are required to maintain detailed logs of supervised hours that can be verified by your supervisors. More information about tracking clinical hours and using MyPsychTrack can be found in the Fieldwork and Internship Handbook.

**Earning the Masters 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. 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.
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 Prior to Awarding of Degree**

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. in the Summer Session (graduation date typically around August 20th.).

**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 university\(^{10}\),

(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. Students who have completed other research projects (including non-empirical master’s theses), published or unpublished, will be waived from the research competency requirement if the student’s involvement in the research project was equivalent to all of the aspects of the research competency requirement (please see *Research Requirements* section of this Handbook). A Checklist for Determining Equivalency is included in Appendix F.

**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.

\(^{10}\) 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 Eligibility**

(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;
- 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.;

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11 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 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.* With the exception of designated courses, other courses taken as a part of the student’s doctoral program, a grade of C is the minimum grade required to denote satisfactory progress in that course. For the following core departmental and program courses a grade of B is the minimally acceptable grade:12 EDCP 618, 630 – 636, 640, 641, 690, 692, 717, 738, 789C, 789N, 789O, 789Q, 889. A student who fails to earn a grade of B or better in any of these core courses will be required, at a minimum, to repeat the course. Such a grade 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](http://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 12. In order to avoid any confusion about the interpretation of the “B” grade for core courses, CHSE Department policy does not allow the use of grades of “B-” for such courses.
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 enrollment\(^{13}\). 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.

**Policy Regarding Termination of Student Status\(^{14}\)**

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:

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\(^{13}\)Unless a formal request for an extension is granted.

\(^{14}\)The material in this section is taken largely from policy statements developed by the University of Maryland Counseling Psychology Program. Used with permission.
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 A, B, or “pass” or “satisfactory” are required in internship, and all practice-related courses. Students who receive less than a B or a “fail” or an “unsatisfactory” in any of these courses will be placed on probation. Students may, with the approval of the 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.

3. **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*.

4. **Professional or Ethical Conduct**

5. **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](http://www.APA.org) , *Ethical Principles of Psychologists and Code of Conduct*) and the National Association of School Psychologists (see [www.nasponline.org](http://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.

6. **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](https://honors.maryland.edu) and the University of Maryland’s [Sexual Harassment Policy](https://umd.edu/officesservices/humanresources/sexualharassmentpolicy).**

7. **Psychological or personal concerns that may impede the training process or threaten the welfare of those with whom students have professional contact.** 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.

15 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.
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.

8. 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.

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 instances. 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

---

16 Subject to due process procedures.
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 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:  
www.gradschool.umd.edu/catalog/other_academic_policies.htm#3

Graduate School Policy on Grievance Procedures for Graduate Assistants  
www.gradschool.umd.edu/catalog/assistantship_policies.htm#8

For general Graduate School academic policies see:  
www.gradschool.umd.edu/catalog/academic_policies.htm

Probation and Dismissal:  
www.gradschool.umd.edu/catalog/academic_record.htm#12

University of Maryland Policies and Procedures on Sexual Harassment:  
http://umd.edu/Sexual_Misconduct/policies-and-procedures/

University of Maryland Human Relations Code:  
http://president.umd.edu/legal/policies/hrc.html

Graduate School Ombuds Office:

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](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 can**NOT** 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 $1,044 (in-state) or $1,993 (out-of-state). The candidacy tuition rate has typically been about 1.5x one credit cost, which is about what it is currently.
- This emphasizes how critical it is for students to get redefined as “in-state.” **This doesn’t matter as long as you are on assistantship, but it will matter while on internship (and beyond if not finished).**
- It is possible to receive a waiver of the registration requirement while on internship if the dissertation has been successfully defended but only if the student has earned at least 12 credits of 899. The justification will be “The student has completed the Ph.D. requirements, including the dissertation, with the exception of completion of the required internship.”

**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
UNIT ACCREDITED BY CAEP
PROGRAM: GRADUATE
CERTIFICATE: School Psychologist

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
UNIT ACCREDITED BY CAEP
PROGRAM: GRADUATE
CERTIFICATE: School Psychologist

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.

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 (hteglasi@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:

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial issues, including payroll and tuition remission</td>
<td>Blesilda Lim</td>
</tr>
<tr>
<td>Travel reimbursement</td>
<td>Amleset Teklegiorgis</td>
</tr>
<tr>
<td>Academic support, incl. registration &amp; forms processing</td>
<td>Elaine Henry</td>
</tr>
<tr>
<td>GA/TA instructor support</td>
<td>Carol Scott</td>
</tr>
<tr>
<td>General support</td>
<td>Jasmyn Marks</td>
</tr>
<tr>
<td></td>
<td>Stefanie James</td>
</tr>
</tbody>
</table>

**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, [www.gradschool.umd.edu/catalog/financial_policies.htm](http://www.gradschool.umd.edu/catalog/financial_policies.htm), 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, 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.

**Approximate Annual Expenses**

<table>
<thead>
<tr>
<th>Years 1-4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (mostly covered by a fellowship or assistantship)</td>
<td>$19,200</td>
</tr>
<tr>
<td>Other tuition and university fees</td>
<td>$2,200</td>
</tr>
<tr>
<td>Other expenses (books, travel, etc.)</td>
<td>$800</td>
</tr>
<tr>
<td><strong>Total (Without Fellowship / Assistantship)</strong></td>
<td>$22,200</td>
</tr>
<tr>
<td><strong>Total (With Fellowship / Assistantship)</strong></td>
<td>$3,000</td>
</tr>
</tbody>
</table>

**Internship Year**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and university expenses</td>
<td>$7,600 (In-state)</td>
</tr>
<tr>
<td></td>
<td>$13,400 (Out-of-state)</td>
</tr>
<tr>
<td>Other expenses (insurance, etc.)</td>
<td>$200</td>
</tr>
<tr>
<td><strong>Total (Out-of-state)</strong></td>
<td>$13,600</td>
</tr>
<tr>
<td><strong>Total (In-state)</strong></td>
<td>$7,800</td>
</tr>
</tbody>
</table>

1For an itemized list of the estimated expenses for each year, please contact the program's graduate assistant.

**General Student Support**

The University provides a wide variety of supports for graduate students. Links to web pages that detail these supports are listed below.

* Counseling Center: [www.counseling.umd.edu](http://www.counseling.umd.edu)*
* Graduate Student Life: [http://thestamp.umd.edu/engagement/graduate_student_life](http://thestamp.umd.edu/engagement/graduate_student_life)*
* For International Students: [www.international.umd.edu/ies/](http://www.international.umd.edu/ies/)*
* Legal Aid: [gradlegalaid.com](http://gradlegalaid.com)*
* In-State Residency Classification: [http://registrar.umd.edu/Residency/resreclassprocedures.html](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

<table>
<thead>
<tr>
<th>Foundational Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Demonstrates communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments</td>
</tr>
<tr>
<td>Exhibits the necessary interpersonal competencies to function effectively with students, parents, or clients, and to function collaboratively as part of a professional team</td>
</tr>
<tr>
<td>Works under time constraints, concentrates in distracting situations, makes subjective judgments, and ensures safety in emergencies</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Organizes time and materials, prioritizes tasks, performs several tasks at once, and adapts to changing situations</td>
</tr>
<tr>
<td>Arrives on time for professional commitments, including classes and field experiences</td>
</tr>
<tr>
<td>Seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive feedback from supervisors</td>
</tr>
<tr>
<td>Demonstrates attitudes of integrity, responsibility, and tolerance</td>
</tr>
<tr>
<td>Shows respect for self and others</td>
</tr>
<tr>
<td>Projects an image of professionalism</td>
</tr>
</tbody>
</table>

*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

**(FALL 2016)**

Name_________________________  Advisor___________________

## Required and Elective Coursework

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course 17</th>
<th>Grade</th>
</tr>
</thead>
</table>

### Breadth of Scientific Psychology:

**Developmental Psychology** (One of the following):
- EDHD 720 Social Development and Socialization Processes
- PSYC 611 Advanced Developmental Psychology

**Cognitive Psychology** (One of the following):
- EDHD 721 Cognitive Development and Learning: An Introduction
- PSYC 607 Advanced Topics in Human-Learning and Cognitive Psych.

**Social Aspects of Behavior** (One of the following):
- PSYC 604 Fundamentals of Social Psychology
- PSYC 743 Social Cognition

**Biological Aspects of Behavior** (One of the following):
- EDHD 601 Biological Bases of Behavior
- EDHD 775 Psychophysiological Processes in Human Development I
- PSYC 606 Human Biopsychology

**Assessment Foundations** (One of the following):
- EDCP 692 Assessment in Counseling Psychology
- EDCP 789C Foundations of Assessment for Research and Practice

**History and Systems of Psychology** (One of the following):
- EDCP 789F History of Mental Health and Psychological Science
- PSYC 610 Historical Viewpoints and Current Theories in Psychology

**Psychopathology**
- EDCP 789Q Developmental Psychopathology

### Research Methodology

**Research Design** (One of the following):
- EDCP 690 Research in Counseling Psychology
- EDCP 717 Evaluation of Research in Counseling

**Statistical Analysis**
- EDMS 646 Quantitative Research Methods II
- EDMS 651 Applied Multiple Regression

### Assessment and Intervention

- EDCP 618 Counseling Skills Lab (1 credit course)
- EDCP 789B Theories and Methods of Intervention
- EDCP 630 Behavioral Interventions
- EDCP 632 Cognitive Assessment
- EDCP 633 Diagnostic Appraisal of Children and Adolescents

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17 Unless otherwise noted, most courses are 3-credits.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCP 789Z</td>
<td>Consultation</td>
</tr>
<tr>
<td>EDCP 635</td>
<td>School Consultation</td>
</tr>
<tr>
<td>EDCP 738</td>
<td>Practicum in Assessment</td>
</tr>
<tr>
<td>EDCP 738</td>
<td>Practicum in Assessment</td>
</tr>
<tr>
<td>EDCP 789N</td>
<td>Therapeutic Approaches with Children</td>
</tr>
<tr>
<td>EDCP 617</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>EDCP 651</td>
<td>Group Counseling in Schools</td>
</tr>
<tr>
<td>EDCP 697</td>
<td>Multicultural Issues in Counseling Psychology</td>
</tr>
<tr>
<td>EDCP 631</td>
<td>Serving Culturally &amp; Linguistically Diverse Clients in Schools</td>
</tr>
<tr>
<td>EDCP 640</td>
<td>School Psych Sem.: Intro to Field</td>
</tr>
<tr>
<td>EDCP 641</td>
<td>School Psych. Seminar: Ethics/Legal</td>
</tr>
<tr>
<td>EDCP 746</td>
<td>Supervision</td>
</tr>
<tr>
<td>EDCP 888C</td>
<td>Fieldwork (typically)</td>
</tr>
<tr>
<td>EDCP 889</td>
<td>Internship</td>
</tr>
<tr>
<td>EDCP 889</td>
<td>Internship</td>
</tr>
<tr>
<td>EDSP</td>
<td>Academic Assessment (1 credit course)</td>
</tr>
</tbody>
</table>

**Group Counseling** (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**
- EDCP 889 Internship
- EDCP 889 Internship

**Special Education Elective**
- EDSP

**EDCP 799 Research-Master's Thesis OR EDCP 798 Research Competency Project (6 credits)**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**EDCP 899 Dissertation Research (12 credits)**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

18 One 3-credit course to be taken each semester during 4th year
19 Enroll in 3-credit internship seminar for each semester 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.

<table>
<thead>
<tr>
<th>UMCP Course No.</th>
<th>Course No. and Title of Previous Course</th>
<th>Term/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Appendix C: Sequential Expectations and Checkpoints

<table>
<thead>
<tr>
<th>Name:</th>
<th>Advisor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Review Point²⁰</th>
<th>Expectation²¹</th>
</tr>
</thead>
</table>

### 1st Year

**Coursework**
- Successful completion of all of the following courses: EDCP 789B or 690 (or 717), 640/641, 618, 630, 632, 717 (or 690), 789A, academic assessment one credit module, EDSP 615; EDMS 646 and 651
- At least 1 foundations course, preferably Developmental (e.g., EDHD721)
- At least 25 credits, exclusive of thesis

**Research**
- Research Fellowship completed
- MA thesis **topic** (OR research competency **topic**) approved by advisor by end of Spring semester
- EDCP799 (thesis credits) as directed by your advisor
- **Plan** for summer work on thesis or research competency approved by advisor by end of Spring semester

### 2nd Year

**Coursework**
- Successful completion of the following courses: EDCP 692 (or 789C), 789Q, 789Z, 633, 635, 789B or 690
- Successful completion of one of the following: EDCP 617; EDP 631 (or 697); EDSP elective
- At least 1 foundation course
- At least 25 additional credits, but may include research credits if corresponding to actual work performed

**Research**
- MA thesis **proposal** approved by **Committee** (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)

### 3rd Year

**Coursework**
- Successful completion of EDCP 738 (two semesters), 789N, 617
- Successful completion of at least two additional foundations courses (e.g., EDHD775)

---

²⁰ 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.

²¹ 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.
<table>
<thead>
<tr>
<th><strong>Research</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following: EDCP 617, 631 (or 697); EDSP elective</td>
</tr>
<tr>
<td>At least additional 18 credits, but may include research credits if corresponding to actual work performed</td>
</tr>
</tbody>
</table>

**Research**

- MA thesis *defended by end of Spring* term.
- EDCP799 (thesis credits) as needed or directed by advisor
- Dissertation *topic* 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)

---

<table>
<thead>
<tr>
<th><strong>4th Year</strong></th>
</tr>
</thead>
</table>

**Coursework**

- EDCP 746 Supervision, EDCP888S (Fourth Year Field Work, two semesters)
- Completion of all required and elective coursework

**Research**

- Dissertation *proposal* defended

**Comprehensive Exams**

- Dissemination of Psychological Science
- Case Conceptualization (Fall or Spring)

**Internship**

- Internship acceptance for next year

  **Criteria for Internship Eligibility**

  - For Permission to Apply for Internship
    - MA thesis or research competency complete
    - All required coursework completed, in progress, or scheduled.
    - Dissertation proposal approved by advisor (currently under discussion)
  - 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)

---

22 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.
<table>
<thead>
<tr>
<th>5th Year&lt;sup&gt;23&lt;/sup&gt;</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Internship Completed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Dissertation defended, OR dissertation data collection completed or in progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6th Year&lt;sup&gt;24&lt;/sup&gt;</th>
<th>___ Dissertation defended; Ph.D. earned.</th>
</tr>
</thead>
</table>

By End of Program ___ First or co-authored manuscript approved by advisor is submitted

---

<sup>23</sup> By CoPE 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.

<sup>24</sup> By CoPE 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 Checklist

<table>
<thead>
<tr>
<th>Comprehensive Component</th>
<th>Timely Progress</th>
<th>Date Passed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Review</td>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First or Second-Authored Conference Paper/Poster Presentation</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praxis School Psychology Exam²⁶</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination of Psychological Science</td>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>By time of degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Requirement</th>
<th>Timely Progress</th>
<th>Date Passed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fieldwork Location</th>
<th>Timely Progress</th>
<th>Date Complete</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship Location</th>
<th>Timely Progress</th>
<th>Date Complete</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous Accomplishments</th>
<th>Timely Progress</th>
<th>Date Complete</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Earned</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGS Earned (Optional)</td>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Approval</td>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advancement to Candidacy</td>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

²⁵ Please keep this checklist updated and review with advisor at annual reviews.

²⁶ Submit Praxis score report to advisor and Carol.
Appendix E: Request for Comparability Review of Previous Coursework

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.

__________________________________________
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)
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 Requirements

## Record of Comprehensive Component Completion

<table>
<thead>
<tr>
<th>Component</th>
<th>Timely Progress</th>
<th>Date Passed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Review</td>
<td>Year 2</td>
<td></td>
<td>Master’s Comps</td>
</tr>
<tr>
<td>First or Second-Authored Conference Paper/Poster Presentation</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination of Psychological Science</td>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praxis School Psychology Exam</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First or co-authored chapter or manuscript submitted for publication with advisor approval</td>
<td>Time of degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Attach all scoring rubrics completed by reviewers.

General Comments:

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27 Please see the Comprehensive Exam Handbook, currently under revision, for more information regarding specific comprehensive requirement.
## Appendix H: Summary of Comprehensive Requirements

<table>
<thead>
<tr>
<th>Area</th>
<th>Component and Description</th>
<th>Timely Progress</th>
<th>Evaluated By?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/</td>
<td>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 Comprehensive Exam Manual.</td>
<td>Year 2</td>
<td>Student’s research advisor and one additional faculty member.</td>
<td>Serves as the Master's Comprehensive</td>
</tr>
<tr>
<td>Scholarship</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research/</td>
<td>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.</td>
<td>Year 3</td>
<td>External Source (conference) Paper compliance reviewed by advisor</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination of Psychological</td>
<td>Dissemination of Psychological Science to Practitioner and Lay Audience – geared to meet the interests of the audience.</td>
<td>Year 4</td>
<td>Student’s advisor and evaluations obtained from audience or second faculty reviewer</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28 In all cases, if two evaluators are used and disagree on successful completion, a third faculty evaluator will be used.
<table>
<thead>
<tr>
<th><strong>School Psychology Specialty Knowledge</strong></th>
<th>Praxis School Psychology Exam</th>
<th>Year 3 Spring</th>
<th>External Source</th>
<th>Serves as the “AGS Comprehensive”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration of Science/Practice; Professional Practice Competence</strong></td>
<td>Case Conceptualization. The case conceptualization includes the integration of assessment and intervention (direct or indirect) work with a client performed by the student, and the outcomes of that work. Detailed description included in the Comprehensive Exam Handbook</td>
<td>Year 4 Fall or Spring</td>
<td>Two program faculty members chosen by the student.</td>
<td>Serves as “AGS Comprehensive” Not something done for a class.</td>
</tr>
</tbody>
</table>
| **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

<table>
<thead>
<tr>
<th></th>
<th>No Evidence</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness of Academic Milestones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research Competency

<table>
<thead>
<tr>
<th></th>
<th>No Evidence</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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Clinical Competency (includes the COE Foundational Competency)

<table>
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Professional Conduct
(integrity, collegiality, contribution to the community and to the profession, SASP)

<table>
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Comments:  

General Comments: 
## Appendix J: List of Commonly Used Acronyms

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