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 2012. 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. While much of the specific knowledge that you learn in your stay here may become outdated with the ongoing advance of research and professional practice, we believe that the spirit of inquiry and the dedication to professionalism that flows from the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 her or him frequently; 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,

Bill Strein
Associate Professor and Training 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 and the Counseling, Higher Education, and Special Education (CHSE) Department, as well as in the School Psychology Specialty—one of three specialties within the Counseling Psychology, School Psychology, and Counselor Education Program. 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/

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

**Important Note**: 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.

**Credits**

This *Handbook* includes material developed by others and used with explicit permission. These include, but are not limited to:

- The University of Maryland Counseling Psychology program, particularly, but not limited to, policies regarding termination of students.
- Internship materials developed by Dr. Margaret Rogers, associate professor, University of Rhode Island.
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 (currently professor emeritus), Dr. Stephen Levine, Dr. Stephen Bagnato, Dr. Margaret Rogers, Dr. Beth Warner (affiliate faculty), Dr. Alfred Amado, and Dr. Sylvia Rosenfield (currently 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. 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 100-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. For example, MSPA’s commitment to professional development gives students the opportunity to extend their training and education beyond the University of Maryland campus.

To date (2012), the Program claims over 175 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 101-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 NASP standards for training of specialist-level school psychologists, such that doctoral students typically earn the MA/AGS (or AGS only in the case of doctoral students with previously earned master’s degrees) 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 Specialty 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 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. degrees in two other areas – an APA-accredited program in Counseling Psychology jointly offered with the Psychology Department, and Counselor Education. The COPE area also offers a terminal masters’ degrees in a CACREP-approved school counseling program (COSC).

The Department includes 34 full-time tenure-track faculty, two split-budgeted faculty 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 is includes three departments and about 90 full-time tenure-track faculty. The CHSE Department is known locally and nationally for its exceptionally strong commitment to multicultural diversity.

Goals and Objectives of the School Psychology Specialty Area

Mission: The mission of the University of Maryland Ph.D. School Psychology Specialty area is to produce school psychologists who function as scientist-practitioners in their professional work. To that end, the program seeks to produce as graduates individuals who are prepared to pursue academic or research careers and become producers of psychological science, and individuals who are prepared to practice at a high level by basing their practice on psychological science and who will, over time, seek and obtain positions of leadership. The following goals, objectives, and competencies operationalize this mission.

Goal 1: Students will integrate psychological science and practice.

- Objective 1a: Students will be well-versed in foundational scientific knowledge including, but not limited to: (a) human development, (b) human learning, (c) social aspects behavior, (d) biological aspects of behavior, (e) psychological measurement, and (e) cultural and individual differences.
  - Competency 1a.1: Students will demonstrate knowledge of human development, and of biological, social, cognitive and affective aspects of behavior, in the context of an appreciation of history and systems of ideas in psychology.
  - Competency 1a.2: Students will demonstrate knowledge of psychological measurement, and the ability to use such knowledge in research and practice.
• Objective 1b: Students demonstrate competency in understanding and using research design and methods.
  o Competency 1b.1: Students will be able to choose appropriate research designs and statistical procedures when designing and conducting research.
  o Competency 1b.2: Students will be able to conceptualize research problems, identify sources of data, assess treatment or intervention integrity, and measure constructs.

• Objective 1c: Students demonstrate knowledge of, competencies in, and use of methods and techniques of practice of scientifically demonstrated efficacy, and will understand the theoretical and research findings upon which such practices are based.
  o Competency 1c.1: Students will demonstrate knowledge of methods of evaluation of interventions consistent with the principles of evidence-based practice and theory, and will use evidence-based interventions in their applied work.
  o Competency 1c.2: Students will demonstrate the ability to evaluate assessment methods as to the evidence and theory base for those methods, and will use evidence-based assessment methods in their applied work.

• Objective 1d: Students and graduates will conduct basic or applied research.
  o Competency 1d.1: Students will demonstrate the ability to conduct research of the quality that will merit publication or presentation at national conferences.

Goal 2: Students will demonstrate entry-level competence with regard to both the direct and indirect service models, as articulated in the behavioral science literature.

• Objective 2a: Students demonstrate conceptual understanding of the two predominant service models (indirect, direct) articulated in the school psychology literature.
  o Competency 2.a.1: Students will demonstrate knowledge of the various conceptual models underlying school psychology practice and the diversity of functions that flow from these models

• Objective 2b: Students demonstrate knowledge of theory and research pertinent to the direct service model, and demonstrate the ability to apply such knowledge to the solution of identified client problems.

  Assessment
  o Competency 2b.1: Students will demonstrate the ability to evaluate and select assessment methods appropriate for client and/or setting characteristics, and the purposes for which the assessment is being conducted.
  o Competency 2b.2: Students will demonstrate at least entry-level competence with regard to commonly used assessment techniques, including academic, behavioral, cognitive, personality, and psychoeducational assessment.
  o Competency 2b.3: Competency: Students will be able to integrate and synthesize assessment information from a variety of sources in relation to the client and/or setting characteristics, and the purposes for which the assessment is being conducted and formulate recommendations for intervention based on that synthesis.
Competency 2b.4: Students will demonstrate skill in effectively communicating assessment-based interpretations and recommendations in both written and oral form to parents, teachers, and other professionals.

Competency 2b.5: Students will demonstrate an understanding of assessment-related issues of cultural and personal diversity, and the ability to apply this understanding to their assessment work.

**Individual and Group Interventions**

- Competency 2b.6: Students will demonstrate a knowledge and skill in applying a range of theories and methods to therapeutic interventions with children and adolescents.
- Competency 2b.7: Students will demonstrate knowledge of preventive and remedial interventions for specific problems particularly prevalent among school-age children and adolescents in schools.
- Competency 2b.8: Students will demonstrate skill in managing group processes in therapeutic and preventive interventions.
- Competency 2b.9: Students will demonstrate an understanding of intervention-related issues of cultural and personal diversity, and the ability to apply this understanding to their intervention work.

- Objective 2c: Students will demonstrate knowledge of theory and research pertinent to the indirect service model, and will demonstrate the ability to apply such knowledge to the solution of identified client problems.
  - Competency 2c.1: Students will demonstrate knowledge of the organizational structure, including school culture, and context of the school setting based on classical and modern organization theory.
  - Competency 2c.2: Students will demonstrate knowledge classroom- and school-based interventions of demonstrated efficacy.
  - Competency 2c.3: Students will demonstrate a knowledge and skill in applying theories and methods of case- and consultee-centered consultation, particularly as applied to consultation with teachers, families, administrators, and students.
  - Competency 2c.4: Students will demonstrate knowledge of team-based approaches to problem-solving in schools, and the ability to work effectively as a member of such teams.
  - Competency 2c.5: Students will demonstrate an understanding of indirect-service-related issues of cultural and personal diversity, and the ability to apply this understanding to their work.

Goal 3: Students will develop identities as psychologists with a specialty in school psychology.

- Objective/Competency 3a: Students demonstrate knowledge of the historical development of psychology and of school psychology in the context of current psychological issues and problems.
- Objective 3b: Students will demonstrate knowledge of the specialty of school psychology in terms of its historical development, traditional and emerging roles and functions, and its scope of research and practice.
  - Competency 3b.1: Students will demonstrate the ability to acquire knowledge about emerging or novel roles for psychologists in schools and other educational settings, and the ability to place contemporary developments in the context of the history of psychological research and practice.
Objective 3c: Students will demonstrate professional identities as psychologists.
  o Competency/Outcome 3c.1: Program students and graduates will hold membership and participate in professional and scientific organizations relevant to the profession.

Goal 4: Students will develop an understanding of, and demonstrate commitment to, ethical principles regarding practice and research.

Objective 4a: Students will demonstrate knowledge of, and make decisions in accordance with, ethical principles in their practice and research.
  o Competency 4a.1: Students will demonstrate an understanding of professional ethical principles and standards as articulated by relevant organizations, including APA and NASP.
  o Competency 4a.2: Students will demonstrate knowledge of legal regulations relevant to school psychologists, particularly with regard to state laws pertaining to the practice of psychology, confidentiality and its limits, IDEA, FERPA, and related regulations.
  o Competency 4a.3: In their practica, fieldwork, internships, and research students will demonstrate compliance with ethical standards and legal requirements.

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 2018). The training program is housed within the College of Education, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE). 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


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@nasponline.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\(^1\) full-time faculty members (Drs. Gottfredson, O’Neal, Strein, and Teglasi). These faculty members, along with one or two student members, constitute the Program Committee. Duties within the Program vary. All core faculty members conduct research, and typically teach, supervise practicum, and supervise students’ research. Dr. Strein serves as training director. Brief biographies are provided below.

**Gary Gottfredson, Ph.D.**, Professor, earned his PhD in psychology from the Johns Hopkins University. He was principal research scientist and directed the School Improvement Program and the Program in Delinquency and School Environments at the Johns Hopkins Center for Social Organization of Schools. He is a fellow of APA Divisions 5 and 17 (Evaluation, Measurement and Statistics; Counseling Psychology), the Association for Psychological Science, and the Society for Experimental Criminology; has served on the APA Task Force on Victims of Crime and two National Research Council committees; chaired the APA Committee on Employment and Human Resources, been president of the APA Division of Population and Environmental Psychology; and has been a member of MSDE’s Achievement Initiative for Maryland’s Minority Students Steering Committee. His research and publications have focused on educational program development and evaluation, school-based prevention of problem behavior, the assessment of school environments, and psychological assessment.

**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 masters in child development at Auburn University. She completed a 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.

**William Strein, D. Ed.**, Associate Professor and Training Director, graduated from the APA-accredited school psychology program at the Pennsylvania State University. He is a Fellow of APA (Division 16 – School Psychology). Prior to joining the program in 1981, he worked for several years as a school psychologist in public schools in Pennsylvania and Virginia, and served as a visiting faculty member in the school psychology program at UNC-Chapel Hill. He is actively involved in professional organizations both nationally and in Maryland. His research focuses on children's social-emotional learning, particularly children’s self-perceptions of competence. His publications also have addressed work on professional issues in school psychology, including prevention and the application of population-based models to school psychology.

**Hedy Teglasi, Ph.D.**, Professor, is a graduate of Hofstra University's APA-accredited psychology program, and is a diplomate in school psychology of the American Board of Professional Psychology (ABPP) and a Fellow of the APA (Div. 16), Society for Personality Assessment, and the American Academy of School Psychology, and is currently serving as treasurer of the American Academy 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. Dr. Teglasi’s research has focused on the impact of temperament and social-

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\(^1\) “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.
information processing schemas on social and emotional adjustment as these relate to assessment and interventions. Her publications include chapters and articles on assessment, parent conferences and report-writing as well as temperament, social information processing (including causal attribution) and programs for interventions. She is the author of two recent reference texts on the use of storytelling techniques in projective personality assessment.

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.

Admissions Requirements

Requirements for admission are competitive, and based on the following information: (a) undergraduate GPA, (b) previous graduate GPA if applicable, (c) Graduate Record Exam (Verbal, Quantitative, Writing), (d) match between the applicant's goals and objectives 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: Successful applicants must have an adequate knowledge base in the following content areas (typically mastered through undergraduate coursework): general psychology, developmental psychology or child development, human learning, biological bases of behavior, abnormal psychology, and personality theory or equivalent content. Although a separate course in each area is not absolutely required, the Admissions Committee must be satisfied that the applicant's background knowledge is sufficient in these areas.

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 typically will not be considered for admission. Applicants are selected on a competitive basis from those meeting minimum requirements. The program typically accepts around 35% 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. Mean undergraduate GPA's of accepted students over the past five admissions cohorts ranged from 3.64 to 3.82. Mean GRE total scores (Verbal + Quantitative) for these same cohorts ranged from 1264 to 1335. Psychology is the predominant undergraduate major of accepted applicants.

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.

A list of required courses and course options is listed on the next page.
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 Psychophysiological Processes in Human Development I
Psych 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

EDCP 789Q Developmental Psychopathology .................................................. (3)

(b) **Research Methodology**

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

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)
EDCP XXX Academic Assessment (one credit course or equivalent module) ... (1)
EDCP 738 Assessment Practicum (2 semesters) ............................................. (6)
EDCP 630 Behavioral Interventions ............................................................ (3)

(Assessment and Intervention course continue on the next page)

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2 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.

3 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, complete a research competency project; students who completed a data-based thesis or have other qualifying research have this requirement waived.
Required Coursework, cont’d

EDCP XXX Consultation............................................................................................................. (3)
EDCP 635 School Consultation (incl. practicum)................................................................. (3)
EDCP 789B Theories and Methods of Intervention.............................................................. (3)
EDCP 789N Therapeutic Approaches with Children............................................................... (3)
EDCP 651 Group Counseling in Schools................................................................................. (3)
OR EDCP 617 Group Counseling4 ........................................................................................ (3)
EDCP 618 Fall Semester Counseling Skills Lab...................................................................... (1)

(c) Cultural and Individual Diversity.

EDCP 631 Multicultural Diversity (plus infusion).................................................................... (3)

(d) Professional Standards, Ethics, and Practices

EDCP 640 School Psych Seminar (Intro to the Field) ......................................................... (1 or 2; 3 credits of 640/641 total)
EDCP 641 School Psych Seminar (Ethics) ............................................................................ (1 or 2; 3 credits of 640/641 total)
EDCP 746 Clinical Supervision of Pupil Personnel Services ................................................ (3)
OR (other organized experience5)

(e) Advanced Field Experiences

EDCP 888C Field Work ........................................................................................................... (3)
EDCP 888C Field Work ........................................................................................................... (3)
EDCP 889 Internship ............................................................................................................... (3 total)

(f) Electives:

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

Credit Totals: (a) Standard – 101; (b) If EDMS 645 pre-requisite not satisfied, 104 credits; (c) If master’s thesis or research competency not required, 95 credits

Typical Course Sequence for Students Entering 2012

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</tr>
<tr>
<td>EDCP 618 Counseling Lab (1)</td>
<td>EDMS 646 Quant. Mtds. II (3)</td>
</tr>
<tr>
<td>EDCP 789A Fellows Seminar (1)</td>
<td>EDCP 789A Fellows Seminar (1)</td>
</tr>
<tr>
<td>EDCP 692 Assessment (3)</td>
<td>EDCP 789 Consult. Thry/Meth (3)</td>
</tr>
<tr>
<td>EDCP 789Q Dev. Psychopath (3)</td>
<td>EDCP 633 Personality Assmt. (3)</td>
</tr>
<tr>
<td>Foundation (3)</td>
<td>Foundation (3)</td>
</tr>
<tr>
<td>EDCP 641 Ethics Seminar (1-2)</td>
<td>EDMS 651 Mult. Regression (3)</td>
</tr>
</tbody>
</table>
<pre><code>                                        |                                              | • EDCP 631 Multicult. Course (3) |
                                        |                                              | EDCP 799 Thesis Credits (1-3) |
</code></pre>

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4 This course is recommended for students who have had experience with group work with children or adolescents.

5 “Other organized experience” must be documented as a formal independent study with documented readings, formal assessment of the student performance, actual experience supervising at least one other person, and supervision of the supervision.
### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDCP 635 School Consultation</td>
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</tr>
<tr>
<td>Foundation</td>
<td>(3)</td>
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<tr>
<td>EDCP 738 Assessment. Prac.</td>
<td>(3)</td>
</tr>
<tr>
<td>Thesis (1-3)</td>
<td></td>
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<tr>
<td>EDCP 789N Counseling Di-Prac</td>
<td>(3)</td>
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<tr>
<td>Summer</td>
<td></td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>- EDCP 617 Group Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>- Special Education Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>- EDCP 631 Multicult. Course</td>
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### Fourth Year

<table>
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</thead>
<tbody>
<tr>
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<td>(3)</td>
</tr>
<tr>
<td>EDCP 746 Supervision OR SPRING</td>
<td>(3)</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>(0)</td>
</tr>
<tr>
<td>EDCP 888S Field work</td>
<td>(3)</td>
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<tr>
<td>Dissertation Proposal</td>
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### Fifth Year

<table>
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<tr>
<th>Course</th>
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<tr>
<td>EDCP 889 Internship</td>
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<tr>
<td>EDCP 899 Dissertation</td>
<td>(1-2)</td>
</tr>
<tr>
<td>EDCP 889 Internship</td>
<td>(6)</td>
</tr>
<tr>
<td>EDCP 899 Dissertation</td>
<td>(6)</td>
</tr>
</tbody>
</table>

*Note: Courses that do not have an experiential component or are not pre-requisites in a sequence may be offered only in alternate years, depending on enrollments and other factors. Such courses might be offered during the summer. A one-credit course or module on academic assessment may be offered in the Winter 2013 term.*

### 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, pre-internship, on a part-time basis based on evidenced personal circumstances.

Sequencing of the curriculum assures that students are simultaneously engaged in work related to theory, research, and practice.

### Research Requirements

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. All incoming Fall 2012 students are fully funded as CHSE Fellows for their first year, with the expectation that they will be involved half-time in research working with their advisor, or with their advisor and other faculty. Involvement in thesis, dissertation, or other research activity is expected in subsequent years.

At a series of presentations held in September and October, faculty members discuss their research interests and current research projects. Because research supervision is time-consuming each faculty member can only commit to a limited number of students. Consequently, it is in the student’s best interest to identify a faculty member with whom work will be done at the earliest reasonable point in time.

### Master’s Thesis

The master’s thesis is the culminating requirement for the MA degree. 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 apprenticeship may serve as a springboard for a master's thesis.

### Research Competency

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.

**Fieldwork Experiences**

Fieldwork experiences in the School Psychology Program are composed of pre-practicum laboratory experiences, practica, fieldwork, and the pre-doctoral internship, and occur in the order listed here. 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, are not directly connected to specific courses. Fieldwork experiences progress along a continuum that requires 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 who don’t present as typical clients. Practicum experiences are closely supervised and directed by program faculty, and involve work with actual clients. 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.

**Fourth-Year Fieldwork Requirements and Guidelines**

**Purpose.** Fourth-year fieldwork experiences are intended to broaden students’ exposure to settings or work experiences beyond those acquired at earlier points in their training. A fieldwork placement should therefore generally differ from or substantially extend students’ regular past work or practicum experiences. The experiences should further one or both of the twofold goals of the doctoral training program (producing leaders in the practice of school psychology and scientists who extend knowledge of applications of psychology in the schools). The experiences should form an integral and logical part of the student’s formal program of study.

**Timing and Length.** For students who enter the Program without previous graduate work, the fieldwork experience will occur in the student's fourth year. For other students the fieldwork experience will occur at an analogous point in the student’s program, as determined by the student's advisor in conjunction with the Program Faculty. The fieldwork will involve a one-day-per-week commitment, including one full workday onsite
as defined by the fieldwork site, over one academic year, or the equivalent thereof. Any supervision hours at the university are in addition to the one-day-per-week on site.

Typical Fieldwork Settings. In the past, some common settings for fieldwork have been (a) schools, (b) counseling centers, (c) university psychological services for children or families, (d) psychological associations, (e) federal research agencies, or (f) school system research or evaluation offices. Generally these are locations in which school psychology is practiced, where research on issues related to psychology in the school is conducted, or where policy related to education and psychology is formulated or advocated.

Settings Other than School System or University. Occasionally a student may wish to engage in fieldwork in a setting other than such common settings. In such instances, the relation of the proposed fieldwork placement to the program of study must be clear and in line with the program’s goals for training, and the formal approval of the entire program committee will be required. At the same time, nontraditional placements that further the educational program of students are to be valued. If a field placement occurs outside of an organized educational setting (public or private school, university, or college), then review of the placement to ensure that it conforms to state practice laws and that the setting takes responsibility for the practice will occur prior to approval. In all such cases, the site supervisor must be an adjunct member of the faculty of the Department and must be a licensed psychologist, if applicable to the site where the fieldwork occurs.

Supervision. Primary responsibility for day-to-day supervision of the student in fieldwork placements belongs to the site supervisor. A faculty member will provide general issue-related and developmental supervision. These responsibilities should be documented in the fieldwork agreement signed by student, field supervisor, and faculty supervisor. Students must receive at least 0.5 hours of supervision for every 10 hours of work by the field supervisor. Monthly logs should be submitted to the faculty supervisor who will monitor the student’s experience and provide guidance as required. The site supervisor must complete the Fieldwork Progress Report at the end of each semester and submit it to the student’s faculty supervisor (see attached).

Course Credit. Fieldwork experiences will be linked formally to independent study directed by the faculty member who is supervising and coordinating their work. Students will sign up for a total of six credits of EDCP 888 under the faculty members individual section number.

Fieldwork Agreement & Documentation. For any fieldwork experience an agreement clearly specifying the elements listed above must be prepared and signed by the student, the primary supervisor, and the student’s advisor. See Appendix A for agreement and evaluation forms.

Approval of Fieldwork Placement. The program committee must approve of the specific fieldwork placement for each student. Approval authority is ordinarily delegated to the students’ advisor or other core Program faculty member, who is however expected to consult with the entire program committee for unusual or potentially questionable placements. Formal approval must be documented in a field placement agreement document signed by the faculty supervisor (and by the student and the primary field supervisor; See Attachment A). If the placement is not in accord with an existing approved program plan, the advisor must also sign (and the student must file) an amendment to the program plan.

Waiver. Students who: (a) have previously completed a specialist level school psychology internship, or (b) whose combination of previous internship and work experience as a school psychologist are judged by the School Psychology Faculty to be equivalent to the a specialist-level internship, do not have to complete a fieldwork experience.
Pre-Doctoral Internship

A pre-doctoral internship equivalent in length to full-time work for either one K-12 school year or one calendar year, totaling at least 1500 hours, is required after the completion of all coursework. 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 Internship Handbook section of this document.

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. Earn a minimum score of 165 on the PRAXIS School Psychologist examination in order to meet the master’s comprehensive exam requirements. Do NOT have ETS send results to the University. Submit to the program director a photocopy of all pages of the Examinee Score Report that is sent to you. Upon receipt the Department will send you a letter notifying you that you have passed your master’s comprehensive exams.
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 score of at least 165 on the PRAXIS School Psychology exam, and (c) successfully has completed the internship, 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.).

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6 A minimum of 1750 hours is the aspirational goal for all students; the 1500 hours is an absolute minimum that corresponds to the CDSPP Internship Guidelines.
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,

(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 C.

Internship:

In accordance with accreditation and licensure standards, all students must complete a full-year (or equivalent) pre-doctoral internship regardless of previous professional experience or training. However, the nature (e.g., emphasis of activities, type of setting) of the internship may be modified based on the student's professional background and experience. Please see Pre-Doctoral Internship Requirements and Guidelines below.

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 D.

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.

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7 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 A) and the Expectations and Guidelines chart (Appendix B).

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”. Your advisor is your guide. However, a Course Scheduling Guide is provided in Appendix A 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.

Criteria for Internship Eligibility

- 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 progress. The purpose of this review is to insure that each student is progressing satisfactorily and to provide corrective feedback to the student, when appropriate. The annual review process 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.;
- 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,
- **very importantly**, the student’s self-assessment of progress and perceived developmental needs.

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8 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.
Each annual review includes formal ratings of “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. In addition to the above-mentioned ratings, students are also provided with narrative feedback in each of these areas, as well as summary narrative comments. After the annual review, the Program notifies each student in writing about the results of the completed review of the previous year’s progress. When no substantive concerns are raised, the student receives a letter indicating 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 F for Annual Review form).

**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.* For all 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: 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.

**Enforcement of Time-To-Degree Requirements**

The School Psychology Program specialty training is designed to be completed in five years of full-time enrollment (including the school-year-long internship), with an approved dissertation proposal completed prior to the beginning of the student’s internship year, and all degree requirements met by the end of the internship. The Counseling Psychology, School Psychology, and Counselor Education (COPE) degree program, of which the school psychology program is a specialty area, requires that Ph.D. students complete their programs within six years from the student’s first semester of enrollment in order for the student to remain in good standing.

In order to enforce these timelines, in the Spring semester of each year, the COPE graduate program will review all Ph.D. students who are then in their 5th year, or beyond, and will take the following actions:

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9 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.
• All Ph.D. students in their 5th year who do not have an approved dissertation proposal as of June 1, will be placed on academic probation for one calendar year. If the student does not have a dissertation proposal approved during the probationary year, s/he will be dropped from the Ph.D. program as of June 1st at the conclusion of the probationary year.

• All students in their 6th year who do not have a completed, approved dissertation as of June 1, will be placed on academic probation for one calendar year. If the student does not have a completed dissertation approved during the probationary year, s/he will be dropped from the Ph.D. program as of June 1st at the conclusion of the probationary year.

Policy Regarding Termination of Student Status

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 entering the field as a professional. The faculty carefully monitors the progress of the students, and when appropriate, provides recommendations for remediation in cases where concerns may be resolved. Rarely, students are dismissed from the doctoral program. The dismissal of a student from the School Psychology Specialty Area is a significant event for both the student and the faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of ethical or professional conduct. The final decision regarding termination from the specialty training program, or under what conditions a student making unsatisfactory progress will be allowed to continue (e.g., in a probationary capacity, with a remediation plan), is a decision that rests with the faculty of the School Psychology Specialty Area along with consultation from the department chair.

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

Competency in Clinical Work, Research, and Teaching

1. Failure to maintain minimum academic standards: According to University policy, graduate students must maintain a GPA of at least 3.0 for all graduate courses taken since enrollment in the degree program. The current Graduate School Catalog should be consulted for specific academic probation criteria. In general terms, a cumulative GPA of less than 3.0 after the completion of nine credits will result in automatic probation by the program; a second, successive semester of such grades requires close consultation with the program faculty regarding a remedial plan and could result in academic termination; three consecutive semesters of such grades will result in academic termination. In addition, students must earn a “B” or above in all required coursework (Minimum Levels of Achievement, below); 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.

10 The material in this section is taken largely from policy statements developed by the University of Maryland Counseling Psychology Program. Used with permission.
2. **Unsatisfactory performance in practica, internship, or other practice-related courses:** Grades of A, B, or “pass” or “satisfactory” are required in internship, and all practica or 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.

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

**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 . Ethical Principles of Psychologists and Code of Conduct) and the National Association of School Psychologists (see www.nasponline.org . Principles of Professional Ethics). Serious ethical breaches and unprofessional conduct including behaviors that occur off campus – especially behaviors that impede the training process or that threaten client welfare – may constitute grounds for a remediation plan or for dismissal.

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 and the University of Maryland’s Sexual Harassment Policy.

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. 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.

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11 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.
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 specialty training 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 directors will first consult with the chair of the Department.

Due Process and Grievance Procedures

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

12 Subject to due process procedures.
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 that follows. Descriptions and scoring rubrics are included in Appendix E.

Process. The student and the student’s advisor should maintain a portfolio of the comprehensives components that includes both the work products and the completed scoring rubrics (where applicable). For those components that require evaluation by two raters, the student and the advisor will select the raters and organize obtaining the necessary ratings on the appropriate scoring rubrics. When everything is complete, i.e., the student has "passed" each component, the advisor should forward to the training director in one packet: (a) the comps checklist; (b) the completed rubrics (where required); and (c) the work products. Then, the training director will report to the Department and College that the student has "passed doctoral comprehensives". The student must pass comprehensives before being advanced to candidacy, but may complete comprehensives at any point when the student has successfully completed all of the components. The student’s advisor is the best source of guidance with regard to when to best work on which component.

- Exceptions: The publication requirement (last entry on the checklist) is required "by the time of the degree". The specialty area would report "passing comps" at the end of Year 4 without that completed, but still requiring such before granting the Ph.D.

- Also - for the PRAXIS Exam – students may forward a copy of the results to the training program director earlier (rather than as part of the one package). Students can also ask ETS to send a copy directly to the University, which should suffice. However, students should keep a personal copy.
<table>
<thead>
<tr>
<th>Area</th>
<th>Component and Description</th>
<th>Timely Progress</th>
<th>Evaluated By?[^14]</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/ Scholarship</td>
<td>Interpretive or Research Review Article/Chapter, related to an area of research of the student’s focus. Ideally, the paper should lead toward the student’s further research work. This paper should be of publishable quality. The review article must be sole authored by the student.</td>
<td>Year 2</td>
<td>Student’s research advisor and one additional faculty member.</td>
<td></td>
</tr>
<tr>
<td>Research/ Scholarship</td>
<td>First or Second-Authored Conference Paper Presentation at which conference submissions are refereed. The poster must be accompanied by a paper and submitted to faculty 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>Dissemination of Psychological Science</td>
<td>Dissemination of Psychological Science to Practitioner and Lay Consumers. The specifics of this component will be finalized during the Fall 2012 semester. See Appendix E for the current version of this requirement.</td>
<td>Year 4</td>
<td>Student’s advisor and one other faculty member.</td>
<td></td>
</tr>
<tr>
<td>School Psychology Specialty Knowledge</td>
<td>Praxis School Psychology Exam</td>
<td>Year 3</td>
<td>External Source</td>
<td>Serves as “masters comprehensives”</td>
</tr>
<tr>
<td>Integration of Science/Practice; Professional Practice Competence</td>
<td>Case Conceptualization and Outcome Report. The case conceptualization will include a description of integrated assessment and intervention (direct or indirect) work with a client performed by the student, and the outcomes of that work. In addition, the student describe the rationale for choosing assessment and intervention techniques, and will discuss the complete case from a conceptual/theoretical framework, including limitations, multicultural aspects, and what was learned from the case.</td>
<td>Year 4</td>
<td>Two program faculty members chosen by the student.</td>
<td>Serves as “AGS comprehensives” Not something done for a class.</td>
</tr>
</tbody>
</table>

[^13]: Students may meet any of these requirements via work completed prior to joining our program, but the work must be evaluated (per the above) by Maryland program faculty.

[^14]: In all cases, if two evaluators are used and disagree on successful completion, a third faculty evaluator will be used.
<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/Scholarship</td>
<td>All students will produce at least one of the following: 1. First or co-authored article or accepted manuscript in a peer-reviewed journal of any of the following article types. Credit for co-authorship will be given only where the student has made a significant contribution to the article, consistent with APA authorship guidelines. a. Report of original empirical research, b. Review article (<em>Psychological Bulletin</em> or <em>RER</em> type), c. Methodological article (<em>Psychological Methods</em> or <em>Sociological Methods</em> type), or a d. Theoretical article (<em>Psychological Review</em> type) 2. First or co-authored published or accepted chapter. Chapters should be published by reputable academic publishing houses such as university presses. 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</td>
<td>–By time of degree</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>
Program Approval/Advancement to Candidacy

Program approval and advancement to candidacy are two important steps in a student's doctoral program. Program approval specifies the coursework and other requirements that the student must meet in order to obtain the Ph.D. Although important for all doctoral students, program approval is especially important for students entering with previous graduate coursework who may be eligible for a waiver of some requirements (see section on Waiver of Program Requirements). See the Expectations and Guidelines section, above, for timelines.

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 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 comprehensive exams are being scheduled.
- 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 if advancement occurs fairly early in the student’s program.

Policy Notes

Student Representation on the School Psychology Program Committee

The School Psychology Program Committee shall have student representation in order to allow both for student input on policy and operational matters, as well as to give students collectively a voice in policy formulation and program operations. Such representation is vital to maintaining a climate that respects and values students as emerging professionals in the field.

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.

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.

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.
Broad involvement of all students in the recruitment, interviewing, and selection of student applicants to the program is essential and highly valued both by current and prospective students. However, to preserve the confidentiality rights of applicants, student representative(s) will not be involved in admissions committee deliberations or voting.

Program students have a formal student organization, that 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 assigned initially primarily based on 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 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 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. In certain limited cases waivers of tuition and fees may be granted.

Pre-candidacy PhD students who will be away from the campus for a semester or a year may request:

1) a waiver of continuous registration and its associated tuition for a specified period of time.
   
   Permission must be given by the graduate director of the student’s program and the waiver must be filed with the Graduate School.

2) a waiver of mandatory fees. Permission for a waiver of these fees can only be given by the Graduate School.

Waivers of registration shall be granted only if students are making satisfactory progress and can complete the degree requirements within the required time limits. If waivers are not granted, students shall be expected to pay tuition and mandatory fees.

Doctoral Candidates must maintain continuous registration. Those who will be away from the campus for a semester or a year may request a waiver of mandatory fees. Permission for a waiver of these fees can only be made by the Graduate School. If a waiver is not granted, students will be expected to pay mandatory fees.

Except in extraordinary circumstances, all tuition waiver requests should be made 30 days before the beginning of the semester or year for which the waiver is sought. Tuition waiver requests will be granted only when the student affirms in writing that he or she will not be using any University resources during the waiver period.
If students do not request a registration waiver and fail to register, they will be notified by the Graduate School after the first day of classes in the first semester of non-registration that they must register for the current semester. The Graduate School will inform Graduate Directors that these students are in jeopardy of termination. If these students do not register, they will be dismissed from the Graduate School for failure to comply with the continuous registration requirement. Students who fail to register or obtain a waiver and who are terminated may appeal termination during a 30-day period during the semester of non-registration. Graduate students whose appeals are unsuccessful and who wish to continue in their programs must apply for readmission. In this case, readmission does not alter the initial requirements for time to complete degrees.

**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. 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 publish a directory of contact information including name, phone number(s), and electronic mail address(es) of students and faculty. If a student does not wish a specific element of this directory information to be published, 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 (301.405.2869; strein@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 Person</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial issues, including payroll and tuition remission</td>
<td>Blesilda Lim</td>
<td><a href="mailto:blim@umd.edu">blim@umd.edu</a></td>
<td>301.405.6507</td>
</tr>
<tr>
<td></td>
<td>Amleset Teklegiorgis</td>
<td><a href="mailto:teklegia@umd.edu">teklegia@umd.edu</a></td>
<td>301.405.2879</td>
</tr>
<tr>
<td>Travel reimbursement</td>
<td>Elaine Henry</td>
<td><a href="mailto:ehenry@umd.edu">ehenry@umd.edu</a></td>
<td>301.405.3161</td>
</tr>
<tr>
<td>Academic support, incl. registration &amp; forms processing</td>
<td>Carol Scott</td>
<td><a href="mailto:cscott1@umd.edu">cscott1@umd.edu</a></td>
<td>301.405.8384</td>
</tr>
<tr>
<td>GA/TA instructor support</td>
<td>Val Foster</td>
<td><a href="mailto:vffoster@umd.edu">vffoster@umd.edu</a></td>
<td>301.405.2858</td>
</tr>
<tr>
<td>General support</td>
<td>Stefanie James</td>
<td><a href="mailto:yjames@umd.edu">yjames@umd.edu</a></td>
<td>301.405.6515</td>
</tr>
</tbody>
</table>

#### Financial Support

Primary financial support for students comes through a fellowship or an assistantship. For over 15 years all Program students have had either a fellowship or an assistantship by the time of their first enrollment. Fellowships and assistantships include a stipend, waiver of all or most tuition, and access to staff health benefits. Details may be found at the links below. 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 one-time travel supplement in the same amount from the Graduate School. Additionally, students can receive up to $150 to support dissertation-related expenses.

Graduate School Financial Policies: [www.gradschool.umd.edu/catalog/financial_policies.htm](http://www.gradschool.umd.edu/catalog/financial_policies.htm).

#### 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)

*Financial Aid:* [www.financialaid.umd.edu](http://www.financialaid.umd.edu)
Pre-Doctoral Internships

Pre-Doctoral Internship Requirements and Guidelines

**Prerequisites** - The internship is the culminating professional experience of the school psychology graduate program. As such, the internship occurs after the satisfactory completion of all coursework requirements. Before applying to, or interviewing with, prospective internship sites the student must be approved for internship by the School Psychology Program. Students need to attend the internship orientation meeting in the fall of the fourth year and complete an internship application packet by November 15th.

**Paid Internships** - The program expects that all students will seek and obtain paid internships. Approval of an unpaid internship will only be made in well-justified circumstances and requires approval by the program faculty committee.

**Length** - Pre-doctoral interns complete a minimum 1500-hour\(^{15}\) internship. Internship hours may be completed on a full-time basis over an academic year or a calendar year, or on a part-time basis, but must be completed within 24 consecutive months. Interns must complete a minimum of 1500 supervised hours as documented on the signed, monthly internship logs (or as otherwise documented in an APA-approved internship). Where it is not possible to complete the minimum number of hours in a 9.5 month school year, interns are expected to negotiate (with support from the program) earlier starting or ending dates of the internship even if such additional internship time does not include an additional stipend.

**Setting** - Pre-doctoral internships shall be 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 nonschool setting. Under option (c), the Program will consider the student's internship requirements to have been met at the conclusion of the first half of the second internship year. Doctoral students need to have at least one-half of their total internship hours (at least 8750 hours) completed in a school setting.

For pre-doctoral interns who: (a) have previously completed a specialist-level school psychology internship equivalent to that required in the UMCP Specialist Program, or (b) whose combination of previous internship and work experience as a school psychologist are judged by the School Psychology Program to be equivalent to the required specialist-level internship, any or all of the internship experience may be completed in a setting other than a K-12 school, providing that all other requirements listed here apply.

In general, students may not perform their internships in the same school system or agency in which they are currently employed. In rare instances, students will be allowed to intern in the same location provided they present compelling educational and/or training justification, and work with a different client population, provide services at a different school/site, and are supervised by a different supervisor.

**Internship Site Accreditation or CDSPP Guideline Status:** The program will approve only those internships that are either: (a) APA-approved; (b) are listed in the CDSPP Internship Directory; or (c) in the judgment of the faculty, meet all of the CDSPP requirements, although the internship is not so-listed.

**Activities** - The intern's experiences may emphasize one type or model of service delivery but must include a diversity of experience. Similarly, although the intern's work may emphasize one client population, the

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\(^{15}\) A minimum of 1750 hours is the aspirational goal for all students; the 1500 hours is an absolute minimum that corresponds to the CDSPP Internship Guidelines.
Internship must include a diversity of clients with respect to culture, age, presenting issues, and severity of identified problems. Required activities may vary depending on the intern's previous experience.

In order to assure comprehensive experiences, at least 20% of the intern's direct contact hours must be in assessment, 20% in consultation, and 10% in direct interventions. Exception: for interns whose previous internship and/or professional experiences are judged to be equivalent to those required in the UMCP Specialist Program in School Psychology, the internship experience may more strongly emphasize activities such as supervision, or coordination and administration of psychological services, as specified in the internship contract. However, in all cases, at least 25% of the intern's time shall be in direct psychological services to clients. The intern may spend up to 25% of the time in research activity.

The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.

The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.

Supervision - Interns may receive supervision from several qualified supervisors, but one staff member must be identified as the primary supervisor, who assumes the responsibility for coordinating the intern's program, ensuring compliance with the internship agreement, and evaluating the intern's progress. Interns must receive at least two (2) hours of regularly scheduled, face-to-face individual supervision per week, at least one hour of which is from the primary supervisor, in addition to any group supervision or inservice activities.

The primary supervisor for pre-doctoral internships must meet the following criteria: (a) be a doctoral-level professional psychologist, (b) be licensed at the independent practice level in the state in which the internship occurs, (c) be fully certified as a school psychologist in the state in which the internship occurs (for school-based internships), and (d) have a minimum of three years previous, successful experience providing psychological services (school-based psychological services for school-based internships). In addition, it is preferable that the primary supervisor hold the NCSP credential. The primary supervisor should supervise no more than two interns in the same time period.

In addition to individual supervision, as described above, there should be an average of at least two hours per week in scheduled learning activities such as: case conferences, seminars, inservice training, or other planned educational activities, provided either on- or off-site. Supervision and education activities should account for at least 10% of the intern's time. Some of the activities may occur at times other than the "regular" work day.

Internship Logs - Interns must maintain logs of all professional activities during their internship and summarize their internship hours at the end of the internship experience. Interns also need to submit an "Internship is Completed" document to the internship coordinator once the internship is completed. The document should include all internship hours spent engaging in psychological services (both direct and indirect), supervision hours, and professional development activities.

Internship Agreement - Before beginning an internship, an internship agreement clearly specifying the elements listed above must be prepared and signed by the intern, the primary supervisor, and the Program's internship coordinator. The agreement should clearly identify the trainee by a title such as "intern", "resident", "fellow", or other designation of trainee status. In addition, the internship site should provide the intern, with a copy to the Program, of a contract that includes statements about salary, benefits, reimbursable travel, holidays, and so

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16 The Program interprets "direct psychological services" to include case-centered consultation with school or agency staff, or with parents, when the focus of such consultation is on a specific person referred for services.

17 In rare cases in which a local school-based internship site is otherwise highly desirable, but does not have a licensed psychologist available on staff, site-based, primary supervision may be provided by a doctoral-level professional psychologist, with back-up, face-to-face supervision provided by a licensed psychologist contracted by the school system for this purpose, or provided by the University.
on. It is expected that University of Maryland school psychology students’ internships will be paid experiences. Internships that are APA-approved, because they are evaluated by an external body that requires adequate documentation of the internship program, are not required to have internship agreements co-signed by the Program.

**Seminar Attendance** - All interns are expected to attend bi-weekly internship seminars provided by the Program and included under the academic course credits for which the interns have enrolled. Interns completing internships in distant locations\(^{18}\) are expected to participate in the seminar by electronic means. Interns completing APA-accredited internships are exempt from this requirement.

Seminar attendance may be waived for interns completing internships in distant locations (as defined by the internship site unit being), although for such interns, participation in some equivalent scheduled learning activities is still required, or for APA-approved internships.

**Course Credits** - All interns carry course credits associated with the internship experience. Interns completing their internship hours on a full-time basis during one calendar year enroll for a total of three (3) internship credits (EDCP 889). Those who choose to complete their internship on a part-time basis enroll for a total of at least one credit for each Fall and Spring semester while they are on internship. Consult the Internship Coordinator about the breakdown of course credits per term before enrolling in internship credits.

\(^{18}\) “Distant locations” are defined as those more than two (2) hours drive time from the University.
School Psychology Internship Program Application Form

Instructions: Students intending to begin their internships during the summer/fall will need to complete and file this form with the internship coordinator by November 15 of the preceding year. In addition to a completed application form, please return an updated vita/resume and a brief summary of your internship goals to the internship coordinator.

1. Name:

2. Comprehensive Exams:
   a) If successfully completed, list semester and year: ________
   b) If not yet completed, list anticipated semester and year: ________

3. When will all didactic courses and practica be completed? ________

4. Anticipated total number of practica hours completed by the start of internship year: ________

5. Will a master's thesis and dissertation proposal be approved by the beginning of the internship? ________

6. Proposed dates of internship (indicate beginning and ending day/month/year): __________

7. Internship site preferences (in priority order; list at least three):

8. List or discuss your training priorities:

9. Additional Comments (e.g., reasons for seeking an internship split between two agencies, reasons for seeking an internship in a 'new' or non-established internship site, etc.):

10. Exchange with Internship Sites of FERPA-Protected Information:

   I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by the University of Maryland to any internship training site to which I have applied and/or from which I will accept an internship offer. I further agree that, once I have begun an internship, similar information may be provided by the internship site to the University of Maryland. I understand that such exchange of information shall be limited to the University of Maryland and any internship site and such information may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

   _____________________________   ____________
   (Student Signature)            (Date)

11. Program Approval, Conditions, and Date (to be completed by the Program’s Internship Coordinator):
School Psychology Intern Evaluation

Intern: ___________________________  Date: ________________
Supervisor: _______________________  School/Agency: ______________________________

Internship Supervisor:

Your performance ratings of the intern are very important to us. In addition to providing performance-based evaluation of this particular intern, feedback from internship supervisors helps us to evaluate and improve our Program. Thank you, in advance, for your cooperation on this important task.

The ratings of the intern should be based on your actual observation and/or reports received from staff, parents, students, etc., regarding the intern’s performance. Circle the number of the scale that best describes the intern’s competence as given in the description below. Rate each category independently. A description of scale points is provided below.

1. **Minimal Competence** – competence below the level expected of an intern, or minimal or no competence noted; individual can only function as an assistant to the supervising psychologist in regard to this area.

2. **Adequate Competence at the Beginning Internship Level** – competence developed to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities); competence that would be expected of a beginning pre-service intern; requires, on-going supervision.

3. **Emerging Professional Competence** – competence beyond that expected for a beginning pre-service intern, but not yet at the initial professional level; requires on-going supervision.

4. **Initial Professional Competence** - competence at the level expected of a beginning, certified school psychologist; requires only occasional supervision.

5. **Professional Competence** – well-developed competence that reflects capability for independent functioning with little or no supervision required.

- **No Data** - insufficient data to make rating at this time.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Performance Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluation – Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Cognitive</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>b. Personality/Social Emotional</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>c. Interviewing Skills</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>d. Behavioral Assessment</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>e. Ability to Integrate Data</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>f. Other ________________________</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>2. Interventions - General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Practicality</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>b. Relevance to Context</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>c. Appropriateness to Problems</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>d. Specificity of Recommendations</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>e. Provision for Follow-up</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>f. Implementation</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>g. Actual follow-up</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
</tbody>
</table>
### Key

- 1 – Minimal
- 2 – Adequate for Beginning Intern
- 3 – Emerging Professional
- 4 – Initial Professional
- 5 – Professional

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Performance Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Interventions – Consultation</td>
<td></td>
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</tr>
<tr>
<td>a. Entry and Contracting</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>b. Problem Identification/Definition</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>c. Problem Analysis</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>d. Plan Formulation</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>e. Plan Implementation</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>f. Follow-up and Evaluation</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>g. Organizational Consultation (e.g., consultation with administrators or groups)</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>4. Interventions – Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Basic Counseling Skills</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>b. Formulation of Goals</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>c. Individual Counseling</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>d. Group Counseling</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>5. Communication and Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Interpersonal Communication</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>b. Oral Communication</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>c. Written Communication (incl. report-writing)</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>d. Parent conferencing</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>6. In-service Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Planning</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>b. Implementation</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>c. Follow-up and evaluation</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>7. Research/Program Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Planning</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>b. Implementation</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>c. Follow-up communication</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>d. Provision for participants’ rights and confidentiality</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>8. Multicultural/Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Knowledgeable about client’s culture, values, world views and social norms</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>b. Understands how race, ethnicity, and culture may affect client behavior and attitudes</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>c. Uses culturally appropriate assessment and intervention methods</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>d. Is aware of how own culture affects her/his work and how it impacts on others</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
<tr>
<td>e. Works to increase the multicultural/diversity sensitivity of the school/agency</td>
<td>1 2 3 4 5</td>
<td>No Data</td>
</tr>
</tbody>
</table>
Key: 1 – Minimal; 2 – Adequate for Beginning Intern; 3 – Emerging Professional; 4 – Initial Professional; 5 – Professional

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Performance Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Information Technology</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>a. Uses information technology tools to enhance productivity and quality of psychological service delivery</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>10. Professional Conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Maintains Effective Relationships with:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>2. Teachers</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>3. Administration</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>4. Psychological Services Staff</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>b. Professional Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appreciates school/agency norms</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>2. Has positive impact on public image of agency</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>3. Adheres to applicable ethics codes and legal mandates</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>c. General Performance Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Enthusiasm and Interest</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>2. Dependability</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>3. Promptness</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>4. Productivity</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>5. Creativity</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>d. Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Prepares for supervision</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>2. Exhibits appropriate levels of independence</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>3. Uses supervision productively</td>
<td>1 2 3 4 5 No Data</td>
<td></td>
</tr>
<tr>
<td>11. Overall Rating of Intern</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

General Comments:
**Internship Supervisor:** As you know, personal qualities and broad competencies, as well as the more specific professional competencies are also critical for school psychologists. The UM College of Education requests feedback from working professionals in the field, such as yourself, on our students’ personal qualities in order to assure their readiness for professional practice, and to help the College improve its professional education programs. We realize that such judgments can be difficult to make. So, we respect your decision to rate only some of these items, where applicable. We also appreciate greatly your willingness to provide this information.

**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>A</th>
<th>B</th>
<th>C</th>
<th>NA</th>
<th>Foundational Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<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></td>
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<td></td>
<td>Demonstrates communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments</td>
</tr>
<tr>
<td></td>
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<td></td>
<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></td>
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<td></td>
<td>Works under time constraints, concentrates in distracting situations, makes subjective judgments, and ensures safety in emergencies</td>
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<td></td>
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<td></td>
<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></td>
<td></td>
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<td>Organizes time and materials, prioritizes tasks, performs several tasks at once, and adapts to changing situations</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Arrives on time for professional commitments, including classes and field experiences</td>
</tr>
<tr>
<td></td>
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<td>Seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive feedback from supervisors</td>
</tr>
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<td></td>
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<td></td>
<td>Demonstrates attitudes of integrity, responsibility, and tolerance</td>
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<td></td>
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<td>Shows respect for self and others</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<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 A: Course Scheduling Guide  
(FALL 2012)

Name________________________________ Advisor__________________

Required and Elective Coursework

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breadth of Scientific Psychology:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology (One of the following):</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EDHD 720 Social Development and Socialization Processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 611 Advanced Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>Cognitive Psychology (One of the following):</td>
<td></td>
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<tr>
<td></td>
<td>EDHD 721 Cognitive Development and Learning: An Introduction</td>
<td></td>
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<tr>
<td></td>
<td>PSYC 607 Advanced Topics in Human-Learning and Cognitive Psych.</td>
<td></td>
</tr>
<tr>
<td>Social Aspects of Behavior (One of the following):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 604 Fundamentals of Social Psychology</td>
<td></td>
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<tr>
<td></td>
<td>PSYC 743 Social Cognition</td>
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</tr>
<tr>
<td>Biological Aspects of Behavior (One of the following):</td>
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<td></td>
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<tr>
<td></td>
<td>EDHD 601 Biological Bases of Behavior</td>
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<tr>
<td></td>
<td>EDHD 775 Psychophysiological Processes in Human Development I</td>
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<td></td>
<td>Psych 606 Human Biopsychology</td>
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<tr>
<td>Assessment Foundations (One of the following):</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>EDCP 692 Assessment in Counseling Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDCP 789C Foundations of Assessment for Research and Practice</td>
<td></td>
</tr>
<tr>
<td>History and Systems of Psychology (One of the following)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EDCP 789F History of Mental Health and Psychological Science</td>
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<td></td>
<td>PSYC 610 Historical Viewpoints and Current Theories in Psychology</td>
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<tr>
<td>Psychopathology</td>
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<tr>
<td></td>
<td>EDCP 789Q Developmental Psychopathology</td>
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<tr>
<td><strong>Research Methodology</strong></td>
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<tr>
<td>Research Design (One of the following):</td>
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<tr>
<td></td>
<td>EDCP 690 Research in Counseling Psychology</td>
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<tr>
<td></td>
<td>EDCP 717 Evaluation of Research in Counseling</td>
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<tr>
<td>Statistical Analysis</td>
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<tr>
<td></td>
<td>EDMS 646 Quantitative Research Methods II</td>
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<td></td>
<td>EDMS 651 Applied Multiple Regression</td>
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<tr>
<td>Assessment and Intervention</td>
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<tr>
<td></td>
<td>EDCP 618 Counseling Skills Lab</td>
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<td>EDCP 789B Theories and Methods of Intervention</td>
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<td></td>
<td>EDCP 630 Behavioral Interventions</td>
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<td></td>
<td>EDCP 632 Cognitive Assessment</td>
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<tr>
<td></td>
<td>EDCP 633 Personality Assessment</td>
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<tr>
<td></td>
<td>EDCP XXX Academic Assessment (one credit course or equivalent module)</td>
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</tr>
<tr>
<td></td>
<td>EDCP XXX Consultation</td>
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</tbody>
</table>
EDCP 635 School Consultation
EDCP 738 Practicum in Assessment
EDCP 738 Practicum in Assessment
EDCP 789N Therapeutic Approached with Children

Group Counseling (One of the following);
EDCP 617 Group Counseling
EDCP 651 Group Counseling in Schools

Cultural and Individual Diversity
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 (or independent study)

Advanced Field Experiences
Fieldwork (typically EDCP 888C)
Fieldwork (typically EDCP 888C)
EDCP 889 Internship
EDCP 889 Internship

Special Education Elective
EDSP

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

EDCP 899 Dissertation Research (12 credits)

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.
Appendix B: Sequential Expectations and Checkpoints

<table>
<thead>
<tr>
<th>Review Point</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td></td>
</tr>
<tr>
<td>___ Successful completion of all of the following courses: EDCP 789B, 640, 618, 630, 632, 717 (or 690), academic assm’t course or module; EDMS 646</td>
<td></td>
</tr>
<tr>
<td>___ At least 1 foundations course, preferably Developmental</td>
<td></td>
</tr>
<tr>
<td>___ One of the following: EDCP 617, 631 (or 697); EDSP elective</td>
<td></td>
</tr>
<tr>
<td>___ At least 25 credits, exclusive of thesis</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>___ Research Fellowship</td>
<td></td>
</tr>
<tr>
<td>___ MA thesis topic (OR research competency topic) approved by advisor by end of Spring semester.</td>
<td></td>
</tr>
<tr>
<td>___ Plan for summer work on thesis or research competency approved by advisor by end of Spring semester</td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
</tr>
<tr>
<td>___ Doctoral Program approved, and form submitted, by end of Summer term.</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td></td>
</tr>
<tr>
<td>___ Successful completion of the following courses: : EDCP 692 (or 789C), 789 (consultation course), 789Q, 633, 641, EDMS 651</td>
<td></td>
</tr>
<tr>
<td>___ Successful completion of either EDCP 617 or EDCP 651.</td>
<td></td>
</tr>
<tr>
<td>___ At least 1 foundation courses</td>
<td></td>
</tr>
<tr>
<td>___ One of the following: EDCP 617, 631 (or 697); EDSP elective</td>
<td></td>
</tr>
<tr>
<td>___ At least 25 additional credits, but may include research credits if corresponding to actual work performed</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>___ MA thesis proposal approved by Committee (or research competency proposal approved by advisor, where applicable)</td>
<td></td>
</tr>
<tr>
<td>Comprehensives</td>
<td></td>
</tr>
<tr>
<td>___ Interpretive or Research Review Article/Chapter</td>
<td></td>
</tr>
<tr>
<td><strong>3rd Year</strong></td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td></td>
</tr>
<tr>
<td>___ Successful completion of EDCP 738 (two semesters), 635, 789N</td>
<td></td>
</tr>
<tr>
<td>___ Successful completion of at least two additional foundations courses</td>
<td></td>
</tr>
<tr>
<td>___ One of the following: EDCP 617, 631 (or 697); EDSP elective</td>
<td></td>
</tr>
<tr>
<td>___ At least additional 18 credits, but may include research credits if corresponding to actual work performed</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>___ MA thesis defended by end of Spring term.</td>
<td></td>
</tr>
<tr>
<td>___ Dissertation topic approved by advisor</td>
<td></td>
</tr>
</tbody>
</table>

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19 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.

20 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>Review Point</th>
<th>Expectation</th>
</tr>
</thead>
</table>
| 3rd Year (con’t) | Comprehensives  
___ First or Second-Authored Conference Paper Presentation  
___ Pass PRAXIS School Psychology Exam by Spring semester |
| 4th Year | Coursework  
___ EDCP 746 Supervision  
___ Completion of 4th Year Fieldwork (2 semesters)  
___ Completion of all required and elective coursework  
Research  
___ Dissertation proposal defended  
Comprehensive Exams  
___ Dissemination of Psychological Science  
___ Case Conceptualization and Outcome Report (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.  
  - For Permission to Begin Internship  
    ___ Advanced to candidacy (includes passing all comprehensive exam requirements).  
    ___ Dissertation proposal approved.  
Administrative  
___ Formal advancement to Candidacy by early August of Year 4. |
| 5th Year | Internship  
___ Internship Completed  
Research  
___ Dissertation defended, OR dissertation data collection completed or in progress |
| 6th year | ___ Dissertation defended; Ph.D. earned. |
By End of Program | ___ First or co-authored article or accepted manuscript in a peer-reviewed journal OR First or co-authored published or accepted chapter |

---

21 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.

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

23 By EDCP program requirements, doctoral students ending their 6th year who have not defended their dissertation, will be placed on departmental probation and given one year to produce a defended dissertation or be dropped from the program.
Appendix C: Request for Comparability Review of Previous Coursework

UNIVERSITY OF MARYLAND

3228 Benjamin Bldg.
College Park, Maryland 20742-1125
301.405.2869 TEL 301.405.9995 FAX
strein@umd.edu

COLLEGE OF EDUCATION
COUNSELING AND PERSONNEL SERVICES
School Psychology Program

Date: ____________________________
To: ______________________________
From: ____________________________

RE: Request for comparability review of previous coursework
Student: __________________________
UMCP Course: ______________________

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

Thank you for your consideration of this request.

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

Number & Title: ____________________________ Grade: _____
Semester/Year: _____________ Institution: ______________________

Number & Title: ____________________________ Grade: _____
Semester/Year: _____________ Institution: ______________________

Number & Title: ____________________________ Grade: _____
Semester/Year: _____________ Institution: ______________________

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 D: 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 E: Comprehensive Requirements – Expanded Descriptions and Forms

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>Interpretive or Research Review Article/Chapter.</td>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First or Second-Authored Conference Paper Presentation</td>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination of Psychological Science(^{24})</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 and Outcome Report</td>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publication: First or co-authored article or accepted manuscript in a peer-reviewed journal OR first or co-authored published or accepted chapter. (For 2010/11 interns, only a submission is required.)</td>
<td>By time of degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Attach all scoring rubrics completed by reviewers.

General Comments:

\(^{24}\) Formerly Application of Science to Practice
Interpretive or Research Review Article/Chapter

Introduction

This work should be related to an area of research of the student’s focus. Ideally, the paper should lead toward the student’s further research work. This paper should be of publishable quality. The review article must be sole authored by the student.

Background

The following background information is included to help guide the student in producing a high quality literature review.

In their work, Summing Up: The Science of Reviewing Research, Richard Light and David Pillemer explain, “Without a clear picture of where things stand now, simply adding one new study to the existing morass is unlikely to be very useful. . . . For science to be cumulative, an intermediate step between past and future research is necessary: synthesis of existing evidence.” Unbiased summary of the research evidence and/or theoretical basis identify gaps in knowledge requiring further research. Systematic reviews have significant limitations as well as benefits. The studies being reviewed may not be complete or may be skewed. Systematic reviews identify relevant studies as comprehensively as possible, is evenhanded and explicit about how relevant studies were located, how those studies are assessed, and how their results are summarized.

The basic steps of a systematic review include formulating a question; finding relevant studies; choosing and evaluating those studies; summarizing and synthesizing results of each study and patterns across studies; interpreting the patterns; and maintaining and updating the review (from proposal to defense and publication).

Steps for a Review:

1. Formulating a question.
2. Finding relevant studies.
3. Selecting and assessing those studies.
4. Summarizing and synthesizing relevant study results.
5. Interpreting the review findings.
6. Updating the review.

Formulating a Question

Different questions will spark a search for different kinds of evidence from different types of studies. The formulation of a question can be an iterative approach, which may develop during the initial literature searches.

Finding Relevant Studies

Once a question has been formulated, the next step is finding studies. A comprehensive and objective (replicable) search for relevant studies can be quite time-consuming and challenging.

The details of search methods are explained (search words, data bases etc., checking the reference lists of retrieved studies; and writing to colleagues with an interest in the topic to seek relevant unpublished studies). Reviewers may search across a range of different disciplinary perspectives, or across a range of methodologies that includes both qualitative and quantitative designs. Reviewers may need to be flexible and to modify the strategy as the search unfolds to document the twists and turns in the search.

Some consider seeking unpublished studies as particularly important due to publication bias but others consider published sources as more reliable, having been subjected to peer review.
Selecting and Assessing Studies
Reviewer provides an explicit and standardized method for selecting studies from among all of those identified. Such a method serves the dual purpose of choosing the highest-quality studies and demonstrating to readers that the selection and assessment have been as free from bias as possible. Two parts to the selection process include a) the initial screen excludes studies not relevant to the review question and b) and determines which of the relevant studies to include (strong, pertinent, etc). If one intends to publish a systematic review: the custom is to decide on a method to evaluate the quality of the studies in the review and for at least two reviewers to independently select and assess studies for inclusion or exclusion, according to explicit criteria, and discrepancies should be resolved by discussion.

Summarizing and Synthesizing Study Results
A concise written summary of each of the relevant studies is usually provided, often as a table of summaries.

Interpreting the Review Findings
The original question is addressed in light of the review. Based on the studies summarized, the review explains the strength of the evidence with respect to the question posed. For any type of question, if the only available evidence is expert opinion, some systematic reviews may still summarize it and explain that studies are needed as stronger evidence. Along with interpreting the strength of the evidence, the systematic review will attempt to assess the quality of the key studies being reviewed, whatever their level of evidence.

Randomized controlled trials can be poorly run or well run. A series of individual case studies can be well documented or poorly documented. Providing information about both the level and quality of evidence is a key goal of the systematic review.

Another aspect of interpretation is rigorous assessment of the applicability or generalizability of the results of the systematic review. To what extent is the systematic review relevant and meaningful to a range of different types of individuals, settings, organizations?

Updating the Review
Updating a review from time of proposal to defense is a final step.

The Challenges of Meta-Analysis
Meta-analysis is a statistical method of combining and summarizing the results from different studies. Some systematic reviews include meta-analysis and some do not. The theory behind meta-analysis is that combining the results of many studies will produce a more accurate and precise result, or set of results, that we can have more confidence in than the results of just one study. It is also a way of understanding why different studies of the same phenomenon produced different results.

There is both support for the scientific merit of meta analysis but critics have pointed to its limitations. H.J. Eysenck expressed a range of concerns, most notably that the method often combines too many different kinds of studies, like adding apples and oranges. The results of several of the meta-analyses seemed to overstate the benefits of treatments when compared to the results of the individual trials. Pointing to these discrepancies, Bailar (1997) argues that meta-analysis is not a sure way of distilling “the truth” and rejects the idea that a summary score is the best estimate of how well a treatment works. “I still prefer conventional narrative reviews of the literature.”

Rather than attempting to combine the results of studies with apparently very different findings (heterogeneity), the challenge is to try to understand and explain this heterogeneity.
Interpretive or Research Review Article/Chapter

Name: ____________________ Date: ______________ Reviewer: ____________________

Scoring Rubric for Interpretive or Research Review Article/Chapter

Key: 1 = Needs Development; 2 = Meets Expectations; 3 = Exceeds Expectations

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Clear delineation of the literature base to be reviewed</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2 Clear delineation of the aims of the literature review—does the review</td>
<td>1 2 3</td>
</tr>
<tr>
<td>have a goal, such as examining the structure of a construct, outcomes</td>
<td></td>
</tr>
<tr>
<td>of certain interventions</td>
<td></td>
</tr>
<tr>
<td>3 Definition of constructs pertaining to the topic</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4 Depth and quality of the review is judged in reference to the purpose</td>
<td>1 2 3</td>
</tr>
<tr>
<td>of the review—may be restricted to children, to interventions targeted</td>
<td></td>
</tr>
<tr>
<td>to a certain age. All reviews evaluate key aspects of the studies,</td>
<td></td>
</tr>
<tr>
<td>such as the methods, conceptual richness. The conclusions of the</td>
<td></td>
</tr>
<tr>
<td>review are clear (for a research proposal, the review shows the gaps</td>
<td></td>
</tr>
<tr>
<td>that the proposed study fills).</td>
<td></td>
</tr>
<tr>
<td>5 OVERALL EVALUATION</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Use the reverse side for comments.
Purpose and Overview

The stated mission of the program is, in part, to produce school psychologists who are “...prepared to practice at a high level by basing their practice on psychological science and who will, over time, seek and obtain positions of leadership.” The ability to disseminate research findings for practitioners and others is an essential component of leadership. Keith (2008) identifies three research roles for school psychologists – consumers, distributors (or synthesizers or disseminators), and conductors. Disseminators “...read research relevant to a topic of interest and summarize and draw conclusions for other interested groups, such as other psychologists or a board of education” (p. 2165). In order to be competent in this role, Keith argues that “Guided experience in integrating and summarizing research is probably at least as important [as competence in research, statistics, and measurement]” (p. 2166).

The purpose of the Dissemination of Psychological Science to Practitioner and Lay Consumers (“Dissemination of Psychological Science”) requirement is to provide students with Keith’s “guided experience” and to demonstrate the student’s ability to disseminate psychological science to those with less research expertise or understanding.

Learning Objectives. This activity is designed to increase the student’s ability:

1. To identify topics from psychological science that are relevant to practitioners or lay consumers.

2. To translate psychological research into information that can be understood and, where applicable, usefully applied by practitioners or lay consumers.

3. To judge accurately the audience to which the information is being disseminated so as to communicate effectively with that audience.

Audience(s). There are many different audiences that might fall under the purview of this activity. The general idea is effective communication between a “distributor and “consumers”, to use Keith’s terms, where the distributor has much greater ability to comprehend psychological science, and the literature thereof, by comparison to the consumers. Audiences would include, but not be limited to:

- Psychology practitioners who are not research-oriented;
- Non-psychology mental health practitioners (not research oriented or tied into psychological science)
- School staff (administrators, teachers, etc.)
- Parents
- K-12 students

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25 The specifics of this component of the comprehensives are still under review by the Specialty Committee. The material herein represents the draft as of 6/14/12.
Description and Requirements

The student must produce a product that either has been, or potentially can be, disseminated to practitioners or lay consumers. The product might take a number of different forms. Examples would include: (a) a publication in a professional journal that primarily has a practitioner audience (or a section for practitioners; (b) a publication in a professional association newsletter/magazine; (c) a publication that is intended for local dissemination, e.g., a handout for teachers; (d) an activity in which dissemination occurs, e.g., a presentation or workshop; or (e) another product that meets the spirit of the purpose of this requirement as judged by faculty reviewers. Irrespective of the option chosen, there must be a written product authored by the student\(^{26}\). Specific requirements follow.

**Journal Article.** The student must produce a manuscript in suitable form for submission to an identified journal that meets all of the announced requirements for submission to that journal. The written product should be intended to help practitioners or lay consumers to use scientific knowledge. It should make the scientific basis of the argument clear while not distracting from the readability of the document for a reader whose main interest is practice. The manuscript need not be accepted for publication to fulfill this requirement. However, if the manuscript is actually accepted in a peer-reviewed journal it would also satisfy the program’s publication requirement.

**Professional Newsletter/Magazine Article.** General requirements are similar to those for the journal article option (manuscript meets announced submission requirements for the outlet; practitioner/lay audience; readability). The manuscript need not be accepted for publication to fulfill this requirement. An accepted publication in a professional newsletter/magazine would not satisfy the program’s publication requirement.

**Publication Intended for Local Dissemination.** Although intended for local use, the written product must be equivalent in professional quality at least to that expected of a piece published in a national professional association newsletter/magazine, as judged by faculty reviewers. The written product does not need to be prepared in manuscript form.

**Activity.** If the student’s primary work is an activity, such as a workshop or presentation, the detailed specifics of the activity must be documented, e.g., Power Point slides, handouts for participants, or a detailed workshop outline. Documentation of the activity alone is not sufficient to meet the “written product” requirement. The student must also produce a written document that details the scientific basis of the dissemination activity (workshop, presentation, etc.), but this document need not, necessarily, be disseminated to the participants in the activity. The document is, however, expected to be written in a professional manner at least equivalent in quality to that which would be acceptable in a graduate class.

---

\(^{26}\) The written product may be co-authored with a total of no more than two co-authors. In the case of co-authored products, the student must demonstrate that s/he is the primary author. Only the primary author can use the written product to satisfy the comprehensives requirements for the “dissemination” component. Co-authored products are expected to be of greater scope or size than single-authored products in order for the primary author to use the work to fulfill the “dissemination” component of the comprehensive requirements.
Alternate Product. The student’s work under this option must be equivalent in scope and quality to that which would be expected under the options listed above, as judged by faculty reviewers. A written document must be a part of the submission.

General Requirements for the Written Product. The written product (or accompanying document in the case of the Activity or Alternate Product options) may be one of the following:

- The document might be prepared so that it meets usual scientific scholarship criteria with references in APA style, provided that that does not distract from readability/accessibility;
- The document might contain an annotated bibliography citing key references with a one or two sentence account of the substance of the bibliographic items;
- The document might provide a non-technical, practice-oriented overview of a topic on which student previously produced a scientific review, with appropriate citation to the review article/paper;
- The document might be based on a first-rate scientific review article produced by someone else. A written statement accompanying the document makes the case for why reliance on this review is suitable; or
- The document might be based on a useful theory that has survived multiple scientific tests or on advice about intervention or practice for which there is clear scientific support. The document should explain the theory or practice in clear terms and make a case in a non-technical but scientifically acceptable way that the evidence is persuasive.

Scoring and review process

The written product will be reviewed by two faculty members, at least one of whom is from the specialty faculty (i.e. could have two specialty faculty, or one specialty and one from another dept/specialty). The student and her/his advisor should have a specific rationale for using a non-specialty faculty reviewer, such as the reviewer’s demonstrated expertise in the topic (e.g, published research, course teaching, etc.) As a part of the writing process, the student should consult at least one relevant practitioner or layperson, depending on the work’s intended audience. The practitioner or layperson will review the document as a consultant. A written review by the practitioner/layperson must be included in document’s appendix. A satisfactory/unsatisfactory decision will be made by the two faculty reviewers.
Comment: Separate rubrics may be developed for different options

<table>
<thead>
<tr>
<th></th>
<th>Suitability for Practice</th>
<th>Scientific Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not Suitable- too long, too technical, uninteresting, etc. Not practical.</td>
<td>Just plain wrong or little evidence of scientific scholarship; or just based on ‘conventional wisdom’</td>
</tr>
<tr>
<td>2</td>
<td>Has some merit, but not recommended for dissemination</td>
<td>Omits key points, arguments, or evidence</td>
</tr>
<tr>
<td>3</td>
<td>Communicates relevant points clearly. Appropriate for intended audience.</td>
<td>Correctly summarizes main points, evidence, and arguments</td>
</tr>
<tr>
<td>4</td>
<td>Communicates clearly, relevant &amp; interesting; recommended for dissemination</td>
<td>Provides a needed synthesis of research with potential for application- identifying credible research or convincingly discrediting incorrect beliefs or unsupportable practices.</td>
</tr>
<tr>
<td>5</td>
<td>A superb translation of scientific knowledge for practitioners that provides scaffolding or guidance for application.</td>
<td>An exemplary and needed synthesis of research with clear implications for application.</td>
</tr>
</tbody>
</table>

Each faculty member provides a score (1-5) for suitability for practice and a separate score (1-5) for scientific basis. Sum the four faculty reviewer scores, and divide by 4.

Passing Score is 3 or higher; no single score < 3.

If the student’s score is below 3, the student may revise and resubmit their product.

Useful Guidelines for the Final Product:

- Could be a workshop & manual, essay, article, etc.
- Clearly defined audience
- Scientific basis (see the standards “OR” list or include relevant research info)
- Professional appearance (grammar, spelling, layout, graphics, etc)
- Avoid cluttering document with citations. Perhaps use footnotes (not traditional APA style).
- Solicit practitioner feedback and include in appendix.

Examples of positively rated student submissions of each type will be distributed to students as they become available.
Scoring Key and Guidelines – see pages above

<table>
<thead>
<tr>
<th>c</th>
<th>Suitability for Practice</th>
<th>Scientific Basis</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

Each faculty member provides a score (1-5) for suitability for practice and a separate score (1-5) for scientific basis. Sum the four faculty reviewer scores, and divide by 4.

Passing Score is 3 or higher; no single score < 3.

If the student’s score is below 3, the student may revise and resubmit their product.

———

Comments:
Case Conceptualization and Outcome Report

Purpose and Overview

The purpose of the Case Conceptualization Report is to show the entire process for the case conceptualization, and intervention planning and choosing relevant outcomes as well as to allow students to track outcome(s) for one or more service recipients and to make clear their conceptualization of the process that facilitated or impeded the desired outcome(s). This report is a component of the School Psychology Program’s Comprehensive Requirements, and provides one of the measures of student competence in the Professional Practice Competence domain. This report directly addresses the objectives for Goal 2 of the program’s mission.

Description and Requirements

The student will submit a comprehensive report documenting all aspects of case conceptualization. For the purpose of this report, the term “case” does not, necessarily, refer to a person; “case” may refer to one or more specific individuals (i.e., “clients” or “consultees” as typically defined in professional psychology), or an organizational unit that provides educational or psychological services (e.g., a classroom, a school building, or a school system). Regardless of the unit of intervention, if changes are demonstrated, there should be sufficient information to show the extent to which the change is attributable directly to the student’s work rather than to other factors in the setting. Moreover, the student must be directly involved in the “case” rather than report about the work of others (i.e., a building level consultation project conducted primarily by the student would be acceptable but carrying out an evaluation of a social competency program planned and executed others would not meet this requirement).

Reports should begin with a detailed background section describing the presenting concern(s) and relevant history (including, for example, school culture, past assessments, evaluations, and interventions, and other ecological factors). All high-quality interventions are informed by psychological constructs that are assessed in some form (needs assessment, psychoeducational assessment, instructional assessment, etc). The assessment(s) that informed the intervention should be documented in terms of the importance of the constructs that they measure, along with a rationale for why the particular tools were selected. The report should also include a rationale, based on the assessment(s), for why the intervention was chosen, as well as subsequent goals for intervention. The evidence supporting the intervention must also be presented. This case report must clearly specify the goals and outcome measures that were identified at the start of the intervention (outcome measures may or may not be the same as assessment measures).

The purpose of this report is to demonstrate, to the extent possible, that the student can conceptualize a case from referral to outcome. Appropriate goals and outcomes must be considered on a case by case basis and should be developed in conjunction with the student’s supervisor. Outcomes must be measured quantitatively. However, what types of quantitative data or types of analyses used may be dependent on the case and/or the student’s conceptual approach to the case. For example when the unit of direct or indirect intervention is a client or group of clients, students might use any one of the traditional single-subject designs to assess change and analyze the data using the single-subject effect size “d”, percentage of non-overlapping data (PND) procedure, or one of the several techniques for accounting for trends in the data (e.g., see Scruggs & Mastropieri, 1998). Another student might use a standardized, normed clinical rating scale, such as the BASC, MASC, or CDI and analyze the change with reference to norms and scale-defined cut-points, taking into account SEMs and known re-testing effects (e.g., see Kendall et al, 1999). Still another student might use student-made, client- or situation-specific ratings (e.g., see Friedberg & McClure, 2002) and document change with some defensible procedure.
When the unit of intervention is an organization (classroom, school, school system, etc.) the student might, for example, use outcome data aggregated at the group level, or use some quasi-quantitative measure such as goal attainment scaling (e.g., see Kiresuk, Smith, & Cardillo, 1994). What is paramount is for the student to systematically demonstrate his/her understanding of the constructs being assessed in reference to the referral, intervention plan, and expected outcomes (in light of relevant considerations, including the scope and time frame of the intervention).

Assessing the impact of an observed change in the outcome measures is highly dependent on the context of that observed change. For example, a 20% increase in on-task academic behavior from 10% to 30% may have little “real world” impact on state-mandated tests or the student’s grades, whereas an increase from 60% to 80% on-task might translate into achievement gains that would make the difference between retention in grade or promotion. Hence, the student needs to provide a rationale for that change representing “clinical” or “practical” significance (e.g., see Blanton & Jaccard, 2006; Jacobson & Truax, 1991). Or, since “on-task behavior” is a proxy for increased learning, this metric may not be meaningful if it is not accompanied by the requisite cognitive processes to meet the task demand.

References


Scoring Rubric for Case Conceptualization Report

Component Evaluation

**Key:** 1 = Needs Development; 2 = Meets Expectations; 3 = Exceeds Expectations

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clear definition of referral problem from multiple perspectives.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2. Discussion of assessment procedure and rationale for selection.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Presentation of how assessment data from different sources are</td>
<td></td>
</tr>
<tr>
<td>integrated from a conceptual framework. Data must be presented.</td>
<td></td>
</tr>
<tr>
<td>3. Explanation of the intervention, rationale for choosing this</td>
<td>1 2 3</td>
</tr>
<tr>
<td>intervention, and brief discussion of the research base for it.</td>
<td></td>
</tr>
<tr>
<td>Relationship of intervention with the assessment must be clear.</td>
<td></td>
</tr>
<tr>
<td>4. Outcomes must be measured quantitatively. Justification of the</td>
<td>1 2 3</td>
</tr>
<tr>
<td>outcome measures and their relationships to functioning in a practical</td>
<td></td>
</tr>
<tr>
<td>significant way must be explained. Time frame for demonstrating</td>
<td></td>
</tr>
<tr>
<td>change must be presented.</td>
<td></td>
</tr>
<tr>
<td>5. Outcomes should be interpreted and described in terms of how they</td>
<td>1 2 3</td>
</tr>
<tr>
<td>benefit the client or organization in light of the conceptualization.</td>
<td></td>
</tr>
<tr>
<td>6. “Clinical” or “practical” significance of outcome must be explained in</td>
<td>1 2 3</td>
</tr>
<tr>
<td>the report. If there are multiple steps in the outcome, explanation</td>
<td></td>
</tr>
<tr>
<td>of how future outcome or needs will be addressed.</td>
<td></td>
</tr>
<tr>
<td>7. Discussion of the complete case from a conceptual/theoretical</td>
<td>1 2 3</td>
</tr>
<tr>
<td>framework, including limitations, multicultural aspects, what was</td>
<td></td>
</tr>
<tr>
<td>learned from the case.</td>
<td></td>
</tr>
</tbody>
</table>

Overall Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Needs Development</th>
<th>Threshold Development</th>
<th>Meets Expectations</th>
<th>Substantially Developed</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple ratings of 1</td>
<td>At least four ratings ≥ 2</td>
<td>No more than one rating of 1; and items 5–7 each rated ≥ 2</td>
<td>All items ≥ 2; multiple ratings of 3</td>
<td>All items rated 3</td>
</tr>
</tbody>
</table>

Use the reverse side for comments.
Appendix F: Annual Review Forms

Sample Student Self-Assessment

University of Maryland
School Psychology Program

Annual Student Review – Year _____ – All Program Students 2nd Year and Beyond
(Sept. 1, 20XX – August 31, 20XX)

Return by [Date]

Student’s Name: ___________________________ Date: ___________________
Student’s Advisor: __________________________

Completion of the student’s portion of the annual review of all students is an absolute requirement to maintain your status as a student in good standing in the program. Complete this form in either MS Word format or submit as a .pdf file; send as an attachment to: strein@umd.edu by [DATE]. Also, send a copy to your academic advisor. The form has been modified and shortened some from previous years’ forms. 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 Survey Monkey if you have not already done so. Link: [insert link])

1. Student member of a professional organization?
2. 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.
3. 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.
4. As of [date] (or for current interns, as of the beginning of your internship), what were your total supervised practicum/fieldwork hours in the following categories:
   a. Total Intervention (incl. consultation), Assessment and Supervision (provided) Hours ______
   b. Total Support Hours (e.g., preparation, report-writing) ______
   c. Total Supervision (received) Hours ______

Part II: Progress Update

A. **Incomplete**s. 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. **Master’s Thesis/Research Competency**. If you have not completed your master’s thesis and/or research competency, where required, 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. **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.
D. **Other Research Activity.** Describe any 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).

E. **Notable Professional Service.** 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>No Evidence</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Timeliness of Academic Milestones

Comments:

### Research Competency

<table>
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<tr>
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<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
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</tbody>
</table>

#### Timeliness of Research Milestones

Comments:

### Clinical Competency

<table>
<thead>
<tr>
<th>No Evidence</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Timeliness of Clinical Milestones

Comments:

### Professional Conduct

(integrity, collegiality, contribution to the community and to the profession, SASP)

<table>
<thead>
<tr>
<th>No Evidence</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Comments:

General Comments:
Appendix G: Fieldwork Agreement and Evaluation Forms

Fieldwork Placement Agreement for __________

Site(s): _________________________________

Fieldwork Site Supervisor(s): ______________

University Program Supervisor: Dr. __________________

This Agreement is between ________ (the Fieldwork Site), _____________ (the Student), and the University of Maryland School Psychology Program (hereinafter, referred to as the Program).

The field placement will begin _______________ and continue until the week of _______________; exclusive of a two-week winter break during January, ________, to be negotiated between the Student and her/his Fieldwork Site supervisor, and other periods during which the Fieldwork Site is closed for business. During all other periods, the Student will engage in the field placement on-site for one day per week, or the equivalent thereof. University-based supervision will occur in addition to the on-site time commitment.

Administrative and clinical supervision of all of the Student’s activities will be provided by the Fieldwork Site supervisor. Additional professional development will be provided by the Program faculty supervisor. All parties to this Agreement agree to provide services and supervision within the context of, and to abide by, all applicable APA and NASP professional conduct standards.

Evaluation of the Student’s performance will be based on completion of designated responsibilities in a timely manner, performance as judged by both supervisors, and responsiveness to supervision. The Fieldwork supervisor will provide written evaluation at the end of each semester on a form provided by the Program.

The Program and the Student agree to complete any background criminal or health checks as required by the Fieldwork Site.

The Student will keep a log of her/his weekly activities, cumulated monthly, signed by the Fieldwork supervisor.

In accordance with Program policy, the Student agrees to maintain student professional liability insurance in force during the period of this Agreement.

The Student’s professional development activities will include the below-listed activities, and may include other appropriate professional training activities as mutually agreed upon by the Student and the Fieldwork Supervisor:

1. [Fill in]
2. [Fill in, etc.]
<table>
<thead>
<tr>
<th>For the Program:</th>
<th>For the Fieldwork Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name] Date</td>
<td>[Name] Date</td>
</tr>
<tr>
<td>[Title]</td>
<td>[Title]</td>
</tr>
</tbody>
</table>

The Student:
[Name] Date

Original – Program
Copy 1 – Fieldwork Site Supervisor
Copy 2 – Fieldwork Site Administration, if applicable
Copy 3 – Student
Field Work Progress Report

Student: ____________________________  Supervisor: ____________________________
Date: ______________________________

Please use the following scale to rate the student in each of the areas below. Note that ratings apply to expectations for a student during fourth-year field work. Return the completed form to ____________________________ at 3214 Benjamin Building, College Park, MD 20742-1125.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>N/A</th>
</tr>
</thead>
</table>
| Below Expectations | Meets Expectations | Exceptional

General (Please complete this section for all students using the rating scale above):

___ Professional attitude (punctual, appropriate attire, follows through on cases/tasks even when extra readings or work is needed)
___ Establishes rapport and professional relationships with clients and others
___ Works independently and seeks supervision when appropriate
___ Is prepared for supervision
___ Reflective and insightful in approaching problems encountered

Major general strengths are: ____________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

General areas that need improvement are: _______________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Assessment: (Please complete this section, using the rating scale above, if the fieldwork assignment involved the individual administration and interpretation of tests.)

___ Knowledge of tests (ease in handling materials, accuracy of administration and scoring, knows tests well enough to be attentive to the child rather than needing to concentrate on the testing procedures)
___ Commitment and energy in conducting the evaluation and needed follow up
___ Quality of conceptualization and integration of psycho-educational tests
___ Quality of communication of test interpretation in written reports
___ Quality of communication of test interpretation to parents, teachers, child/adolescent, or others involved
___ Overall rating of the student’s performance in assessment

Major strengths in assessment are: _____________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Areas that need improvement in assessment are: _________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Interventions and Counseling (e.g., individual, group, family) *(Please complete this section, using the rating scale above, if the fieldwork assignment involved individual or family therapeutic or counseling interventions)*:

---

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<thead>
<tr>
<th></th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceptional</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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___ Knowledge of counseling/therapeutic approaches and processes of implementation
___ Sensitivity to dynamics of self in client relationships
___ Sensitivity to the needs and feelings of clients
___ Flexibility of behavior in response to client needs (can be directive, non-directive, quiet, firm, and so forth as the situation demands)
___ Seeks and utilizes constructive feedback to improve performance
___ Overall rating of the student’s performance in therapeutic/counseling interventions

Major strengths in Interventions & Counseling: ________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Areas that need improvement in Interventions & Counseling: ____________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Consultation with Teachers and Other School Personnel: *(Please complete this section, using the rating scale above, if the fieldwork assignment involved consultation.)*

---

___ As appropriate, enters into formal consultative relationships with teachers and other school personnel — which involves contracting, regular meetings, expected outcomes, documentation of progress
___ As appropriate, enters into informal consultative relationship with teachers and other school personnel (as follow up to assessment or intervention with a given child/family or in response to expressed needs, such as teacher concern about classroom dynamic or students’ academic progress)
___ Contributes constructively to team decision-making such as IEP meetings, crisis response (includes preparation and follow-through)

Major strengths in Consultation: ________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Areas that need improvement in Consultation: ____________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceptional</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Organizational Consultation, School Improvement, or Program Evaluation** (Please complete this section, using the rating scale above, if the fieldwork assignment involved these activities.)

___ If applicable, obtains initial commitment or “buy in” from relevant administrators and leaders among school or district constituency groups before launching formal organizational consultation.

___ Makes skillful use of needs assessment methods and summarized assessment data effectively.

___ Skillful in the application of team-building and group problem-solving and planning activities.

___ Identifies and suggests ways to overcome obstacles to school improvement or program implementation.

___ As appropriate, produces relevant feedback for school or district personnel on quality and extent of the implementation of school improvement plans or innovations.

___ Designs and executes relevant outcome evaluations if appropriate.

**Major strengths in organizational consultation:**

__________________________________________________________________________________________________

__________________________________________________________________________________________________

_________________________________________________________

**Areas that need improvement in organizational consultation:**

__________________________________________________________________________________________________

__________________________________________________________________________________________________

_________________________________________________________

**Other noteworthy activities:**

Please comment on additional activities undertaken by the student (activities may encompass: research, needs assessment, providing information to teachers and other staff such as handouts or formal workshops, preparation of materials for interventions, creating forms or other assessment tools to track progress of interventions, documentation of intervention outcomes, developing intervention procedures or adapting procedures to a new population).

__________________________________________________________________________________________________

__________________________________________________________________________________________________

_________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

_________________________________________________________

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__________________________________________________________________________________________________

_________________________________________________________
Appendix H: List of Commonly Used Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>