PROGRAM HANDBOOK

Policies and Procedures of the

Michigan State University School Psychology Program

Ph.D. Degree

Prepared by
the School Psychology Faculty

Department of Counseling, Educational
Psychology and Special Education
College of Education

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2015-16 Preface

On behalf of the faculty and students at Michigan State University, we want to welcome you to the doctoral degree program in School Psychology. You are entering graduate school at an exciting time and the demand for school psychologists is at an unprecedented level. Educational reform, new legislation, the growing diversity in student populations, and increased public awareness of educational issues have created new opportunities and challenges for school psychologists. Your professional development will involve learning to be responsive to the changing contexts of practice and adaptively creating new roles that extend the traditional boundaries of practice of school psychologists. We are pleased that you are part of our program and look forward to working with you to support your learning and development.

This Handbook was designed to help guide and support you through the graduate education experience. It contains the policies and procedures pertaining to the School Psychology Program that will help you to navigate through graduate school. The Handbook is intended: (a) to guide you in setting, monitoring, and achieving your goals in your graduate education, (b) to familiarize you with the faculty's general educational policies, expectations, and standards, and (c) to assist faculty in their advising of students and in ensuring that the program's policies are applied systematically and fairly.

The Handbook includes important information regarding admissions, advising, program requirements, procedures for addressing concerns and complaints, time limits and dismissal policies. We want you to be successful in this program, and we want policies and expectations in the program to be clear to you. This Handbook is designed to complement information from your advisor, guidance committee, and the program’s orientation session (which you are required to attend at its first offering following your admission to the program). This Handbook has been written to be consistent with University, College of Education, and Department policies and is intended to clarify the academic issues that are unique to the School Psychology Program. We invite your suggestions for improving the usefulness of the Handbook as we annually revise and update it.

In joining our program, you are also becoming part of a College of Education that is nationally recognized for its research, teaching, and service. The strength of our College is in its people: the students, faculty, and staff, who have created an intellectual and social community where ideas, learning, and collaboration are valued. We look forward to your participation in and contributions to this community.

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*While the Handbook's policies are applicable to all current students in the School Psychology Program, the required coursework described in Section V pertains only to those who have been admitted for the Fall of 2015 and thereafter. Students who began their studies prior to 2015 are responsible for completing the curricular requirements that were in effect at the time of their admission.
Web Site Resources

The following information will be referenced in the different sections of the handbook, and students may wish to consult them for further detail on particular issues.

- **School Psychology Program Homepage**

- **College of Education Homepage**
  [http://www.educ.msu.edu](http://www.educ.msu.edu)

- **MSU Homepage**
  [http://www.msu.edu](http://www.msu.edu)

- **Student Affiliates in School Psychology (SASP) Homepage**
  [https://sites.google.com/site/michiganstatesasp/home](https://sites.google.com/site/michiganstatesasp/home)

- **University Curriculum and Catalog**

- **College of Education Catalog: Doctor of Philosophy Degree**
  [http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=119#s1809](http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=119#s1809)

- **Graduate Students Rights and Responsibilities (GSRR)**
  [http://grad.msu.edu/gsrr/](http://grad.msu.edu/gsrr/)

- **MSU Graduate Employees Union**
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I. PROGRAM OVERVIEW AND COMMITMENTS

The School Psychology Program is part of the Department of Counseling, Educational Psychology and Special Education in the College of Education. The Program offers both an Educational Specialist (Ed.S.) and a Doctor of Philosophy (Ph.D.) degree in School Psychology. The Ph.D. program has been accredited by the Commission on Accreditation of the American Psychological Association since 1988, and has been approved by the National Association of School Psychologists since 1992. Questions related to the program's APA accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE, Washington, DC 20002-4242
Phone: 202-336-5979 / E-mail: apaaccred@apa.org
Web: http://www.apa.org/ed/accreditation

We view school psychology as focused on supporting the learning and development of individuals, particularly in relation to schooling. The fundamental goal of the MSU School Psychology Program is to prepare scientist-practitioners (i.e., psychologists) who will work with educators, children, youth, and families to promote student learning and development. We envision these professionals as data-based, system-wide problem-solvers who work with learners of all ages. While primarily psychological in nature, the program provides expertise in a variety of additional areas including academic assessment and intervention, measurement, and classroom management. Four goals guide our training program and program outcomes. See Appendix F for specific objectives, competencies, and evaluation tools associated with each of the four program goals.

- **Goal 1. Foundational Knowledge**: To prepare future psychologists with foundational knowledge in psychological aspects of behavior.
- **Goal 2. Professional Practice**: To prepare future psychologists with the skills necessary for competent delivery of mental health services to school-aged children.
- **Goal 3. Research and Inquiry**: To prepare future psychologists who effectively consume, produce, and disseminate research.
- **Goal 4. Professional Conduct**: To prepare future psychologists who effectively collaborate with others in the delivery of services according to ethical and legal guidelines.

We bring a developmental and contextual perspective to school psychology that considers the developmental needs of learners in the context of families, schools, communities, organizations, and cultures. We consider an understanding of the nature of learning and life-span development as fundamental to effective functioning as a school psychologist. The science and practice of school psychology is grounded in an understanding of psychological development, as well as of the social contexts in which development occurs. A developmental perspective provides an understanding of the limits and the potential of individuals, as well as the risks and opportunities in development. It also is concerned with the complex interplay of individual and contextual factors that influence and contribute to development.

Although focused on the development of competence and learning, the practice of school psychology is necessarily broad and wide-ranging. Psychologists who work with school-aged populations concern themselves with the cognitive, social-emotional, interpersonal, and behavioral aspects of individuals. Whether or not students are able to benefit from schools involves not only their cognitive abilities and instructional factors, but also their socio-emotional functioning, social support, and other resources. Therefore school psychologists need to be prepared to provide a range of services that includes
assessment, intervention, and consultation, and to work with a broad array of individuals in a variety of contexts.

Consistent with the scientist-practitioner model, students learn to conduct research on problems of concern to schools, provide expertise on matters pertaining to mental health (e.g., preventive programs), consult on district programs and special projects, and provide leadership in learning, instruction, and curricular issues. School psychologists are concerned with a wide range of human problems. Most typically, they use their education and experience to assist students with learning and behavioral difficulties as well as to enhance all students' educational, personal, and vocational adjustment.

The School Psychology Program prepares psychologists for work in school and community-based settings with students, teachers, educational staff, mental health professionals, and parents, to assist students who have learning, behavior, and emotional difficulties. Graduates of our doctoral program are also well prepared to compete for and assume positions in university settings as a trainer, scholar, and/or researcher. In addition, our graduates may also use their research and professional skills to work in other types of educational settings, community mental health centers, government agencies, or hospitals.

Students are expected to abide by the ethical principles of the National Association of School Psychologists and the American Psychological Association. The School Psychology Program is also approved by the Michigan Department of Education. Graduates of the program are eligible for certification in Michigan as a school psychologist. In addition, graduates are eligible for certification as a Nationally Certified School Psychologist (NCSP) and are license-eligible, pending completion of state-level licensure requirements, upon graduation. To be eligible for employment and credentialing in states other than Michigan or for a Michigan psychology license, a greater number of courses and internship hours may be required and students should seek out the specifics of those state-level requirements.

II. ADMISSIONS POLICIES

In selecting students for entry to the program, the faculty attempts to bring together a richly diverse group of students, representing women and men of varied cultural, racial, and ethnic backgrounds; life experiences and lifestyles; and physical abilities and challenges. The faculty members of the School Psychology Program are responsible for implementing the program's admissions policies and procedures.

Admissions Criteria
In addition to meeting the University and College requirements for admissions, applicants to the School Psychology Program must also satisfy the following criteria:

1. Professional goals and interests compatible with program objectives and philosophy as evidenced in a Statement of Professional Goals and Experiences.
2. The completion of a bachelor's degree in psychology, education or a closely related field. Individuals with master’s degrees in psychology or a related field may also apply for admission.
3. Evidence of previous successful academic performance, including a minimum grade point average of 3.0 in the last two years of undergraduate coursework and a minimum grade-point average of 3.5 in coursework taken at the master’s level or beyond.
4. Satisfactory scores on the Graduate Record Examination. This typically means that scores fall within the above average range.
5. Evidence of previous research experience (e.g., a master's thesis or scholarly paper, work on a research project, publication in a professional journal, presentation at a professional conference).
6. Strong personal recommendations from individuals who are knowledgeable about your academic performance and ability to work effectively with people. These usually include letters from:
   (a) the academic advisor or professor at the bachelor's or master's level, commenting on the applicant's interpersonal, academic, and research skills, and ability to handle doctoral-level coursework;
   (b) for those entering with an Ed.S. in school psychology, the internship supervisor or chief psychologist, describing the applicant's strengths, limitations, and ability to receive and utilize supervision; and
   (c) other professors or individuals who can add relevant information about the applicant's professional and academic qualifications.

7. A writing sample.
8. Invited applicants will be expected to participate in an on-campus interview. If a campus visit is not feasible, the program will work with applicants to make other arrangements.

9. Criminal Disclosure Form
10. A teaching certificate is not required, but evidence of experience working with children, youth, and families in school, community, or agency settings is desirable.

Applicants should also include a resume or curriculum vita. Michigan State University encourages applications from individuals with diverse personal backgrounds and experiences. A wide variety of criteria are considered in the evaluation of applicants including academic accomplishments, experiences, goals, and fit with the program.

**English Language Proficiency**

Applicants whose first language is not English are required to be proficient in English as a condition for regular admission to MSU. Such applicants will be required to demonstrate their proficiency by meeting certain minimum standards on any one of the following tests:

1. Test of English as a Foreign Language (TOEFL)
2. Michigan English Language Assessment Battery (MELAB)
3. Michigan State University English Language Test

For details and required scores, see [Academic Programs Catalog: Graduate Education](http://www.reg.msu.edu/academicprograms/Print.asp?Section=336), page 4.

**Reapplication for Admission**

Applications for admission from persons who have previously been denied admission to the program should include updated materials documenting any changes in qualifications since the original application. Applicants who have previously declined an offer of admissions to the program, or who have accepted an admission's offer but failed to matriculate, should document the reasons for their reapplication and any extenuating circumstances they wish the program faculty to consider.

**Reentry Admissions**

Students who have previously been admitted to the School Psychology Program but who have failed to maintain active status or who have withdrawn voluntarily from the program may at a future date elect to submit a reentry application to the program and to the Graduate School. The reentry application should include an updated professional goals statement, an explanation of the reasons why the student withdrew or became inactive, and an indication of the circumstances that make reentry feasible at this time. The School Psychology faculty will evaluate the re-entry applicant within the context of the other applicants being reviewed in the regular admissions process.
Transfer Admission

Students seeking to transfer to the School Psychology Program from other graduate programs at MSU or elsewhere will be considered on the same basis as all other applicants seeking admissions to the program. Admission requirements and procedures to be followed are the same as those followed by first-time applicants. Students who have taken an Ed.S. degree in School Psychology at a NASP-approved university will ordinarily be given credit for part or all of their graduate work. An additional 36-42 semester hours (exclusive of dissertation credits) and a 2000 hour pre-doctoral internship is required for those doctoral students entering with an approved Ed.S. in school psychology.

III. COURSE WAIVER POLICY

To grant recognition for relevant coursework previously completed at the graduate level, the School Psychology Program allows the waiver of certain required courses. Course credits earned in regionally accredited graduate institutions are eligible for waiver purposes. Specifically, the program faculty will consider for waiver graduate coursework in statistics and research methods, history and systems of psychology, or in certain foundational psychology requirements (biological and cognitive/affective bases of behavior -- see Section V on required coursework). The following courses require students to submit the Application for CEP Course Equivalency form and pass the course waiver exam: CEP 932, 933, and/or 934. Additional details and the Application for CEP Course Equivalency can be found at http://www.educ.msu.edu/content/downloads/sites/KIN/MQMapplication.pdf. Students should discuss the possibility of course waivers subsequent to program admissions. The program faculty or the MSU faculty teaching the course will decide on the acceptability of such courses.

Procedures
1. Students must request course waivers in writing at the time of submitting your program plan;
2. The student’s advisor and program faculty will apply the following criteria to their consideration of this request:
   a. the grade is 3.0 or better for the specific course under review.
   b. the previous course's content is equivalent to the required course.
      (Students are responsible for supplying graduate transcript(s), course syllabi, and catalog descriptions.)
   c. the credits have been earned within the last five years preceding admission.
3. The advisor will inform the student of the decision regarding course waivers.

IV. ADVISING POLICIES

Advisors

The School Psychology faculty is committed to establishing advising relationships that will support, challenge, and contribute to the professional development of its students. Each new student will be assigned to an advisor who is a member of the School Psychology faculty and who shares common interests with the student. A student may change advisors with the consent of both the original and new advisors.

Advisors will make every effort to be available and responsive to the needs of students during their 9-month contract year (8/16 to 5/15). It is equally important that students take the initiative in establishing frequent contact with their advisors and in requesting assistance, as needed. If for some reason your advisor does not respond in a timely manner to an important request, you may contact the Program Director for direction. Students should meet with their advisors via office hours at all major decision points, including prior to registering for comprehensive exams, planning the dissertation, and when
deciding on readiness for working with the Director of Clinical Training to secure an internship placement. Advisors should also be consulted promptly if students encounter any problems with coursework, practica, or any other aspect of the doctoral program. Students are responsible for maintaining close communication so that the advisor can carry out his or her roles as consultant, advocate, mentor, and monitor of the doctoral experience. It is anticipated that students will meet individually with their advisors at least twice every semester; however, this may vary depending on which stage a student is in within the program (i.e., more frequent individual meetings are typically needed at critical stages of completing the dissertation).

Levels of Communication & Problem-Solving
Concerns, questions, and issues related to the program (e.g., classes, funding, policies, practices, etc.) may be addressed through a hierarchy of communication and problem-solving steps. Below is an outline of steps to take to determine how to resolve an issue in the most effective manner:

1. Is this an issue or question that can be resolved by seeking information from the program handbook, Desire2Learn (D2L) school psychology page, program website, or other relevant documents (e.g., course syllabi, MSU or CEPSE website)? If not, proceed.
2. Is this an issue or question that can be resolved by seeking advice from a peer mentor or an advanced student? If not, proceed.
3. Is this an issue or question that can be resolved by having a discussion with your advisor or a particular course instructor? If not, proceed.

If the above options have been exhausted, and/or if the nature of the issue is such that it involves a larger programmatic concern, the issue should be brought to the Student Advisory Group meeting and/or to the attention of the program directors.

Permanent Guidance Committee
The Guidance Committee is intended to supplement the advisor's role in assisting the student's development throughout the program. The Committee is responsible for developing and approving the student's graduate program. The Committee is also involved with the dissertation, providing support and guidance during all phases of this work. The Committee may also assist in reviewing the student's educational and professional progress and, where necessary, designing remedial activities. The guidance committee must be formed no later than the third semester of doctoral study, or within two semesters beyond the master’s degree or its equivalent. Within one semester after the committee has met, the chairperson of the guidance committee shall file a guidance committee report with the dean of the college, listing all degree requirements.

Guidance Committees must have at least four regular (tenure stream) MSU faculty or approved (by Graduate School) non-tenured streamed faculty. The advisor will serve as Chairperson. Occasionally a fifth member is added because of special expertise in the student's area of scholarly interest. That member may come from any part of the academic or professional community, but only MSU regular faculty shall have voting rights on the Committee. At least three regular members of the Committee must be present at all meetings; the absent member(s) may offer written input.

As the student progresses toward the dissertation proposal stage, changes in the composition of the Guidance Committee may be necessary to better meet the student's advising and research needs. Members may be added or deleted (always adhering to a minimum of four regular MSU faculty members from the specified areas) as appropriate. A member other than the Guidance Committee Chairperson may be specified as Dissertation Director with the approval of the Guidance Committee Chair.
Please review the College of Education and Graduate School Policies for additional details about forming your guidance committee. For informational purposes, here is the specific section from that policy pertaining to committee membership that is important to keep in mind:

**Guidance Committee Membership**

The Committee must have at least four regular (tenure stream) MSU faculty or Graduate School approved non-tenured (i.e., temporary/fixed-term) faculty. You, your advisor and program coordinator need to verify eligibility of each committee member before you enter the committee members’ names into GradPlan for approval. Not all need to be tenure-stream MSU faculty members, but those from outside the MSU tenure system must be approved to serve. This includes previous MSU faculty members and retired faculty.

Students will work with their doctoral advisor to identify specific committee members. An example of a typical committee would include: 2 members of the School Psychology faculty, 1 member of the Quantitative and Stat faculty, and 1 member outside of the program area. Most importantly, find faculty members who can provide guidance and assistance with respect to your dissertation plans and your future professional goals.

**Procedures**

Several forms need to be completed to document the student's progress through the doctoral program. Program specific forms may be found on the Program web site or on the Student web site on D2L (MSU Desire2Learn). The College has transformed its graduate program and has moved to a web-based forms completion, submission, and signature-gathering process. Students will now be required to complete Ph.D. Degree Plans (Ph.D. Program Plans) online using the GradPlan system. Students may access this system at https://gradplan.msu.edu. This is not to be confused with the Master’s Program Plan. Please consult the School Psychology Students D2L page (Grad Plan Online System folder) for more information. Complete instructions and the revised forms are available on the college website: http://education.msu.edu/academics/graduate-forms.asp

Forms that you will likely need include:

1. **Program Plan.** These forms list the courses that will be taken to complete the Masters (M.A.) and Doctoral (Ph.D.) degrees. Instructions for completing these forms can be found in the School Psychology Students Group electronic folder on the D2L site (see School Psychology Network section below for information on accessing this electronic folder). Note that several of the Masters forms need to be completed in the first semester of your first year in the program. The PhD Program Plan should typically be filed out early in the second year of PhD program. If you include CEP 932, CEP 933 or CEP 934 on your Masters forms, you must also include these courses on your PhD program plan as those are college-level requirements for the PhD. All other courses should only be included either on the Masters form or on the PhD program plan, not both. The Ph.D. program plan is now completed through the GradPlan system. Students input the names of guidance committee members and these faculty will sign the Ph.D. Program Plan form electronically.

2. **Professional Goals Statement.** This is prepared and distributed to Guidance Committee members at least one week prior to the Committee's first meeting.

3. **Guidance Committee Membership Form.** Previously this form was completed and signed by all faculty (at least four regular faculty) at the first Committee meeting. Now guidance committee membership is indicated in the GradPlan PhD Program Plan. Students input the names of guidance committee members and these faculty will sign the form electronically.
4. **Program Change Forms.** These forms were used to make changes to the old Ph.D. Program Plan and/or Guidance Committee. Changes should now be made through the GradPlan system.

5. **Annual Review of Student Progress Form.** This form is completed annually as part of each student’s annual progress review and submitted to the Program Secretary. The form is updated annually and sent to students in late summer or early fall.

As referenced above, there are a number of forms students must complete throughout the program. The following pertains to forms that are not completed through the GradPlan system.

From the Associate Dean for Academic Affairs:

*You will be responsible for downloading, filling out correctly and completely, and printing the appropriate forms before securing the required signatures from your advisor and committee members.*

The forms now contain text boxes into which you will enter the required information. The system will no longer be able to handle handwritten forms; the only handwriting on the submitted forms should be the signatures, and, per University policy, all signatures must be in blue ink. So, in most cases, you should go over a draft of these forms with your advisor before printing a complete and accurate final copy for signatures.

Where you are asked to insert the names of committee members, you will need to verify that they are eligible to serve on your committee. For Educational Specialist and PhD students, you and your advisor should make certain that all of the members of your Guidance and Dissertation Committees include at least four current tenure-stream MSU faculty members (this is a University policy). You and your advisor can verify eligibility before you enter the committee members’ names and print out the form for signatures. The easiest thing to do is to ask your prospective committee members to confirm that they are tenure-stream faculty members. You can supplement these four members with individuals from other universities, or emeriti faculty, or fixed-term faculty at MSU, but you will need permission from the Graduate School to add these others. If you find out that someone you want to serve on your committee is not recognized as eligible at this point, you can petition the Graduate School (by having your program send a memo and copy of the individual's vita to Associate Dean Michael Sedlak [msedlak@msu.edu]) to make that person eligible. **Submitting forms with ineligible committee members will significantly delay the processing of your program paperwork, and in the most extreme cases, can hold up graduation.**

The forms will require you to identify yourself in several ways: your name, your PID, your program name, and your program code. It is essential that you provide this information accurately. If you have any question about the name of your program, or your active program code, here is **what you should do:** go to your STU INFO page (stuinfo.msu.edu); select “Major(s) by Term.” You will see your current program name and code; **these you should enter into the appropriate text box.** If you thought that you were in a different program, you should immediately contact the Registrar to straighten this out. **Here is what you should not do:** do not bother your program staff with this question; it is your responsibility to know this information.

Before printing, you should also do everything to ensure that the form consists of a single page, with all relevant information included; you may to reduce font size if necessary and use page reduction features, but leave the form in the same structure as you find it on this website.

After you obtain all of the signatures, please be sure that you or your advisor delivers the signed form to your program secretary, to file and distribute as appropriate.

Students are also encouraged to develop and periodically update a curriculum vita. This document should display information on the student’s practicum and work experiences, as well as any published work or presentations conducted. It would also be helpful for students to maintain a portfolio of work products and evaluations they have received over the course of their tenure in the program.
V. PROGRAM OF STUDY: COURSEWORK

The fundamental goal of the School Psychology Program is to train highly skilled professional psychologists to practice in a wide variety of academic and applied settings, such as higher education, public school settings, community mental health centers, and state and government agencies. Graduates are trained to provide preventive as well as remedial psychological services. The program’s curriculum is based on the scientist-practitioner model of doctoral training, integrating theory, research, and practice in professional psychology. The doctoral program typically takes 5 to 6 years to complete, consisting of four to five academic years of full-time resident graduate study and a year of internship.

Students complete coursework in school psychology, foundational areas of psychology, professional ethics, history and systems of psychology, research, and families. The research curriculum is concerned with promoting understanding of educational and psychological inquiry, and developing competencies in measurement, evaluation, research methodology, statistics, and data analysis. The clinical courses focus on developing skills to prevent psychological problems through educational outreach, primary prevention, and consultation as well as on assessment, treatment, intervention, and supervision skills that support learning and development. See Appendix C for a listing of courses to be taken to fulfill elective requirements, to develop specific areas of expertise, or to enhance the student’s overall academic preparation.

We expect students to be actively engaged in their doctoral studies until they complete the Ph.D. degree. The University defines full-time status for doctoral students as enrolling in six credits per semester; students working on the dissertation may enroll for fewer credits and be considered a full-time student. School Psychology doctoral students are required to take a minimum of six credits each semester and most students enroll in 12 credits each semester (with the exception of the internship year). If enrolled for dissertation credits, the student must provide the dissertation chairperson with evidence of satisfactory progress toward completion of the dissertation. Typically, the coursework listed below will total approximately 90-100 credits (excluding dissertation credits), with allowances made for courses that have been waived.

**Doctoral Coursework Requirements**

1. **Educational Inquiry and Research**
   
   *All of the following courses:*
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 932</td>
<td>Quantitative Methods in Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>CEP 933</td>
<td>Quantitative Methods in Educational Research II</td>
<td>3</td>
</tr>
<tr>
<td>CEP 934</td>
<td>Multivariate Methods in Educational Research</td>
<td>4</td>
</tr>
<tr>
<td>CEP 968</td>
<td>Research Methods in Counseling and School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CEP 995</td>
<td>Research Practicum/Apprenticeship</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **Psychological Foundations**
   
   *All of the following courses:*
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 982</td>
<td>Seminar in Counseling, Educational Psychology, &amp; Special Education</td>
<td>3</td>
</tr>
<tr>
<td>CEP 972</td>
<td>Biological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CEP 903</td>
<td>Cognitive Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>CEP 904</td>
<td>Social-Emotional Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>CEP 910</td>
<td>Current Issues in Motivation and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

3. **Theoretical Foundations**
   
   *All of the following courses:*
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 954</td>
<td>Cognitive-Behavioral Theory</td>
<td>3</td>
</tr>
</tbody>
</table>
4. **School Psychology**

*All of the following courses:*

- CEP 880 Cognitive Assessment (3 credits)
- CEP 881 Social and Emotional Assessment and Intervention (3 credits)
- CEP 883 Psychology of Classroom Discipline (3 credits)
- CEP 884 Roles and Functions of School Psychology (3 credits)
- CEP 885 Behavior Disorders in Children (3 credits)
- CEP 886 Psychoeducational Assessment and Intervention I (3 credits)
- CEP 889 Consultation in School Psychology (3 credits)
- CEP 893K Practicum in School Psychology (6 credits)
- CEP 894K Internship in School Psychology (6 credits)
- CEP 918 School-Based Psychological Interventions (3 credits)
- CEP 919 Current Research and Issues in School Psychology (3 credits)
- CEP 993K Practicum in PhD School Psychology (3 credits)

5. **Internship (2000 hours)**

- CEP 994K Internship in PhD School Psychology (9 credits)

6. **Family/Learning Courses**

One other course (i.e., 3 credits) is required and must be approved by your guidance committee. You must take one *Families* course (see options in Appendix C). Note that although many students in our program choose to take CEP 973 and a second semester of CEP 993K, these classes do not fulfill the *Families* course requirement. Students wanting to take these classes will have to take a larger class load during those semesters or take a fifth year of coursework in order to take these classes in addition to all required classes. However, CEP 910 serves as both a learning elective and psychological foundations course.

7. **Dissertation Credits**

The College of Education requires 24 credits of CEP 999 for graduation. Please remember to be registered for at least one credit of 999 during the semester you intend to graduate, if you are not registered for any other credits (e.g., 994K). According to graduate school policy, students may complete no more than 36 credits of CEP 999.

**Summary of Practicum and Internship Requirements**

In addition to the course requirements and practicum experiences infused in selected required courses, students also complete a practicum in a general education classroom during the first year, 6 credits of school-based practicum with a school psychologist (1 day per week; CEP 893K) during the second year, 6 credits of school-based practicum/internship with a school psychologist (2 days per week; CEP 894K) during the third year, at least one semester of advanced practicum (1 day per week; CEP 993K, 3 credits), and a year-long field-based internship (full time; 9 credits of CEP 994K over three semesters: Summer, Fall, Spring) of 2000 clock hours. Students will also be given the option of completing additional semesters of advanced practicum prior to internship, and many 4th year practicum sites require a year-long commitment (1 day per week). The practicum and internship courses (CEP 893K, 894K, 993K, 994K) include weekly class meetings on campus or online, in addition to the fieldwork component. Students are supervised by both a field-based supervisor(s) and a university-based supervisor. All practicum and internship sites must receive prior approval by the program. Six hundred hours of the 2000 Internship hours must be completed in a school setting (if students are seeking certification as a school psychologist in Michigan or they wish to be eligible for the NCSP credential). **Note:** Students entering the program with an Ed.S degree in school psychology must satisfy the 2000-hour internship requirement in addition to internships they have already completed as part of the Ed.S. degree.
Sample Sequence of Studies
A sample study plan, illustrating the sequencing of coursework and other program requirements, is provided in Appendix B and a checklist of required coursework is provided in Appendix D. Although many issues require individual decisions (e.g., timing of the comprehensive exams, selection of family/elective coursework), this sample plan may be useful as a general description of the doctoral program sequence. The entire program requires a minimum of 5-6 years.


Preliminary Exam (Originally Developed Fall 2009; Procedures Revisions, Spring, 2014)
The CEPSE Preliminary Examination is administered prior to the start of the second year of coursework and is a departmental requirement of all doctoral students. According to the Department Student Performance and Review Committee (SPRC) policy:

Every program must have a Preliminary Examination. A Preliminary Examination is defined as an early assessment of doctoral student progress. Each program is responsible for determining its Preliminary Examination policy and this policy must be approved by the SPRC. The Preliminary Exam policy should include descriptions of when the Preliminary Exam will occur, what data will be evaluated, the process of evaluation, the possible outcomes, and the consequences associated with each outcome.

In School Psychology, the Preliminary Exam is designed to serve as an early assessment of competencies that are central to the students’ development as scientist-practitioners, including research, professional practice, and professional behavior. The Preliminary Exam consists of a portfolio that includes a research article critique, first year course grades, a draft of the research apprenticeship proposal, and ratings of professional behavior and practice. A Pass consists of Satisfactory progress in each of the 3 areas of assessment. An Unsatisfactory rating in any of these areas results in a Fail on the preliminary examination.

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Article Critique</td>
<td>3.5 or higher</td>
<td>&lt;3.5</td>
</tr>
<tr>
<td>Academic Performance: First Year Course Grades</td>
<td>3.5 or higher in all courses</td>
<td>&lt;3.5 in any course</td>
</tr>
<tr>
<td>Research Apprenticeship Proposal</td>
<td>A draft of the proposal deemed satisfactory by the advisor</td>
<td>Inadequate or marginal proposal draft.</td>
</tr>
<tr>
<td>Professional Behavior and Practice</td>
<td>Rating of Satisfactory or higher</td>
<td>Ratings below satisfactory.</td>
</tr>
</tbody>
</table>

Research Article Critique. This is a careful analysis of a published study in School Psychology or related fields. The critique assesses students’ abilities to analyze and evaluate empirical research from both conceptual and methodological perspectives and to communicate their analysis in clear written text. This critique is completed as part of the first year course requirements (e.g., CEP 918). Satisfactory performance is a grade of 3.5 or higher on the critique.

Academic Performance: First Year Course Grades. The first year (fall and spring) of doctoral studies includes courses in psychological theory and research, and school psychology theory and practice.
Performance in these courses provides an early assessment of students’ knowledge and developing skills as scientist-practitioners. Satisfactory performance for the purpose of the Preliminary Exam is defined as a grade of 3.5 or higher in each of courses taken during the first year.

*Professional Behavior and Practice.* Faculty will discuss ratings of professional conduct from year-end evaluations and determine whether students are making satisfactory progress.

**Procedures for the Preliminary Exam**
The Preliminary Exam is conducted at the end of the Spring semester of the first year in the doctoral program. Students will submit a copy of their research article critique scoring summary and research apprenticeship proposal draft to their academic advisor by the first day of finals. These written products as well as the student’s first year grades and faculty ratings of professional behavior and practice will comprise the Preliminary Examination portfolio. Once the School Psychology faculty has evaluated the portfolios, students will receive a letter from the program indicating whether they received a Pass or Fail.

In the event that a student fails the Preliminary Exam, the faculty will initiate a *Retention and Dismissal Review* process as specified in the Program Handbook. Failure on the preliminary exam, thus, triggers an in-depth *Retention and Dismissal Review*, on the basis of which students may be exited from or retained in the Program. Students who have failed the preliminary exam, but are retained in the program, will be considered to have passed the Preliminary Exam once the terms of the Review are satisfied. Because the Preliminary Exam is intended as an early indicator of progress, re-administration of the Prelim in addition to the Retention and Dismissal Review would be redundant and not provide timely information.

*Policy approved: School Psychology Faculty, 10/28/09*

*SPRC, 12/11/09*

*Revisions approved: School Psychology Faculty, 4/30/14*

**School Psychology Practicum**
A distinguishing feature of the School Psychology Program at Michigan State University is a commitment to educating students in authentic settings of professional practice. One of the ways in which we accomplish this is through the field practica that provide early and sustained participation in school settings. Doctoral students complete a minimum of 1000 (e.g., Year 1: 100; Year 2: 300; Year 3: 500; Year 4: 100) hours prior to the internship and may elect to take additional advanced practica in their fourth year. During the first two years, students are placed in a school-based practicum placement. Doctoral students also complete an integrated practicum/internship under the supervision of a practicing school psychologist during their third year of doctoral coursework. Students are expected to complete a log of their practicum experiences using the program-provided practicum log to record hours and activities. Students are covered under MSU’s medical professional liability insurance for practica and internship experiences that are required as part of their academic programs (see [http://www.rmi.msu.edu/faq.html#MedMalFAQ](http://www.rmi.msu.edu/faq.html#MedMalFAQ)). Students may incur costs up to $100 related to practicum assignments (e.g., background checks, fingerprinting, etc.).

First Year Practicum
In the First Year Practicum, students participate in a variety of activities within a general education classroom. They typically spend about a half-day in the same classroom each week. The goal of the first year experience is to introduce students to the culture of schools by participating in the life of the classroom and to help them appreciate the contextual influences on children's development and learning. Another goal is to provide School Psychology students an opportunity to work with students, parents, teachers, and other educational staff. Students complete observations of a student, assist in all aspects of
the classroom activities, and implement a service learning project in the school. The First Year Practicum is completed in conjunction with CEP 884, Proseminar in School Psychology in the fall, and CEP 918, School-based Psychological Interventions and CEP 886, Assessment and Intervention I in the spring. Instructors of these courses provide supervision for the practicum experiences.

Second Year Practicum (CEP 893K)
The practicum in the second year is also a year-long experience in the field. Students spend a minimum of one day per week in a school under the supervision of a school psychologist. The goal of the practicum is to help students understand the scientist-practitioner model of professional practice and to be introduced to school psychology practice. The expectations and activities for students develop sequentially across the year and are integrated with coursework across the second year. This practicum partially fulfills the prerequisites for the internship experience leading to certification as a school psychologist in Michigan.

Fall semester. Students typically enter the fall having taken very few of the “core” clinical training courses in school psychology. They have taken an introductory course to the field of school psychology, a theory-based course in primary prevention, and one clinical course in curriculum-based assessment and academic interventions. During the fall semester, students typically take a course in social-emotional assessment and intervention. Much of the early fall is spent observing the supervisor’s professional practice and assessment activities. During the later fall, students become deeply involved in one assessment case and may begin some assessment activities. During this semester students are required to spend one full school day in a school each week. The goals are to:

- Become familiar with the profession of school psychology through observation and discussion with their field supervisor
- Become members of their school communities through classroom observations, conversations with staff, and attendance at school functions
- Become familiar with the range of services available to students in schools through discussions and observations with pupil services staff and others in the building
- Develop skills in informal and formal assessment of academic problems through observation and participation in assessment activities
- Understand the process of formal assessment by becoming centrally involved in one learning disability re-evaluation case
- Understand the linkages between assessment and academic interventions, and begin to develop competencies in academic interventions through observation/participation in a classroom serving a child with a learning disability (1 hour per week)
- Begin to develop skills in providing resources and presentations to school staff

Spring semester. Students continue their clinical coursework during the spring semester when they take courses in behavioral intervention and consultation. They will continue in their field placements for 1 day per week. During this semester, students typically:

- Participate in 2-3 assessment cases, taking primary responsibility for at least 1 case
- Participate in at least one academic or behavioral intervention case for one or more students (e.g., social skills, study skills, positive behavior support, or counseling case)

Students participate in a 3-credit practicum (Fall-CEP 893K, Spring-CEP 893K) course during both semesters of the second year. Emphases in these courses include the acquisition and application of clinical skills, developing a problem-solving approach to professional practice, and understanding the ethical and legal context of school psychology practice. Evaluations are jointly conducted by the field
and university supervisors twice each semester. Students typically acquire the 400 hours of practicum across the first two years.

**Third-Year School-based Practicum/Internship (CEP 894K Fall & Spring)**

During the fall and spring semesters of their third year, doctoral students spend two days per week at a school-based site engaging in progressively increasing responsibilities. Students are closely supervised by a university faculty member and by a school psychologist who serves as the field supervisor. Hours accrued during this experience will fulfill the requirement of 600 hours of internship in a school setting required for certification as a school psychologist in Michigan, however, they do not replace any hours required for the 5th year pre-doctoral internships. All doctoral students are required to complete 2000 hours of pre-doctoral internship at the end of their doctoral programs.

This experience builds on and extends the practicum activities that were completed in the first two years. Students engage in all aspects of school psychology practice. This experience provides students with the opportunity to learn about the culture of the school, to develop relationships with staff, to become familiar with procedures and practices of the district, to conduct assessments, to design and implement interventions, and to participate in the professional community. Three important features of the practicum help to prepare students for the school-based internship hours to be completed in the third year: the progressively demanding nature of the experience, the close supervision by the field supervisor, and the support of the university course.

An important element of the 3rd year practicum/internship is the students’ participation in a community of graduate students to discuss and supplement the field experience. All students meet weekly in a practicum/internship course that is taught by the university instructor. In addition to addressing specific topics such as school and organizational cultures, special education law, ethical and professional standards, and other professional issues, students receive individual and group supervision that explores their ongoing experiences in the field. The faculty instructor assists students in developing a set of goals and monitors the attainment of these goals through contact with students in class and through site visits. Supervisors provide at least two written evaluations of the student’s performance during the year and are in regular contact with the university supervisor. Students complete projects and course requirements that contribute to and extend the practicum/internship experience and prepare a professional portfolio of their experience that includes: statement of professional practice, case presentations, ethical dilemmas, consultation summaries, scholarly manuscript submissions, psychological reports, and interventions projects/reports.

**Fourth Year Advanced Practicum (CEP 993K)**

Doctoral students take at least one semester of advanced practicum in their fourth year (fall). The goals of this practicum are twofold. First, students examine roles and functions typically performed by doctoral-level psychologists, such as supervision and clinical research design. Field experience in these areas is coordinated with the first and second year practica sites. Additionally, students gain clinical experience in areas of specialization. In addition to schools, community-based and university-based clinical sites are available depending on student interest. Students participate in a weekly practicum class. At least a one day per week commitment is expected. A second semester of advanced practicum (spring) is optional. Students may elect to take additional semesters of advanced practica depending on career goals, internship prerequisites, or interest. Many advanced practicum sites require a year-long commitment (1 or 2 days/week across the academic year).
**Research Team Participation with Faculty Advisor**

An important element of doctoral study is students’ engagement in a community that will support their development as scholars. Research teams organized by the faculty typically provide this forum and supplement students’ research with individual faculty members. Research teams meet on a regular basis and students should plan to attend and participate in these meetings. The specific activities and expectations depend on the supervising faculty member.

**Research Apprenticeship**

All school psychology students are required to complete a research apprenticeship, which fulfills the College research practicum requirement. The goal of the apprenticeship is to promote a close link between coursework and research experiences by introducing students to the process of conducting research early in the graduate program, and thereby advancing the student’s preparation for his or her eventual dissertation work. Students get feedback from their faculty advisor and research team prior to conducting their study. The end-product of the apprenticeship project will be a written document that introduces, describes, and interprets the findings of a formal independent inquiry by the student. Students are expected to present their final papers to students and faculty in an open forum, which may be at a local or at a professional conference. The apprenticeship is proposed by the end of the first year and completed by the end of the second year of doctoral study. The formal requirements of the research apprenticeship for school psychology students are addressed in the CEPSE Research Apprenticeship Policies. They generally include the following procedures:

1. Register for and successfully complete CEP 995 (3 credits: Practicum in Research Design and Data Analysis).
2. Meet regularly with your advisor to discuss plans and ideas for the apprenticeship project and to determine if the advisor (or some other faculty member) will serve as the apprenticeship chair/advisor.
3. Conduct the proposed inquiry and complete a final paper describing and interpreting your results. This final paper is typically in an APA journal article format.
4. Present the final apprenticeship paper in an open forum.
5. Obtain the signatures of your advisor and one other member of your Guidance Committee on the CEPSE Research Practicum/Apprenticeship Completion Form ([http://education.msu.edu/academics/graduate-forms.asp](http://education.msu.edu/academics/graduate-forms.asp)). This form will certify that the requirements of the apprenticeship project have been satisfied.

**NOTE:** *The apprenticeship must be completed before students can take the comprehensive exam in school psychology.*

**Comprehensive Exam**

The University and Department require a doctoral comprehensive examination covering the major and related fields. The School Psychology Program Policy is intended to supplement these policies and provides specific information concerning the format and content of the exam, and the procedures for re-taking the exam in the event of a failure. The policy is available at the Program web page and on the School Psychology Program site on D2L for students. Students are responsible for being familiar with the University, Department, and School Psychology Program policies on comprehensive exams. The comprehensive examination provides an occasion that allows students to review and integrate a large fund of educational and psychological knowledge into a meaningful perspective. Typically, students take the comprehensive exam at the beginning of the Spring semester of their third year in the program. The timing of this process is designed to ensure that students have an adequate base of preparation for the exam and that this preparation does not conflict with the completion of other program...
requirements. Students must complete at least 80% of their coursework and the apprenticeship project prior to taking the comprehensive exam.

The School Psychology Program requires that students successfully complete the comprehensive exam and have their dissertation proposal approved before beginning the school psychology internship in the fifth year. University regulations specify that students must pass the comprehensive exam prior to holding the dissertation proposal meeting. Comprehensive exams must be passed within five years of the student’s initial enrollment in the program. For details, see the attached School Psychology Comprehensive Policy. It is strongly recommended that students have their dissertations proposed prior to formally applying or looking for internships through the APPIC-match process or by other means. If seeking an APPIC pre-doctoral internship, students are expected to initiate a conversation with their advisor during the spring semester prior to internship application to establish timelines and expectations for the dissertation proposal.

Procedures
The application to take the comprehensive exam, the departmental comprehensive exam policy statement, and the School Psychology Program Comprehensive Examination Policy statement may be obtained on the program D2L site. Department-wide comprehensive exams are offered at the beginning of the Fall and Spring semesters of each year, and specific exam dates are posted over the school psychology listserv. Completed comprehensive exam applications must be on file by the end of course registration for the semester in which the student wishes to take the exam (e.g., October for a January exam). Formal approval of your PhD Program Plan by your Guidance Committee (via committee meeting) is required to apply to take the comprehensive examination. Be sure that committee meeting is held well in advance of your application to take the comprehensive exam.

- Enrollment is required during the term that comprehensive exams are taken (including summer enrollment for August comprehensive exams). See your advisor for assistance in developing specific exam preparation strategies.
- It is recommended that you check with your advisor after successful completion of the comprehensive exams to be sure that a Record of Comprehensive Examination has been completed and filed in your program file and with the Student Affairs Office.

The Dissertation
This requirement is designed to enable the student to: (a) enhance and demonstrate his or her competence in research and scholarly endeavors, (b) make an original contribution to the body of knowledge within the field of School Psychology, and (c) develop skills consistent with the scientist-practitioner model. The dissertation marks the occasion for deeper investigation of research questions evolving from the student's graduate study.

Ordinarily, the Guidance Committee will also serve as the student's dissertation committee. However, membership changes may be made to reflect the student's changing interests and needs as he or she embarks upon the dissertation process. It is important that the Committee reflect the student's research interests and offer competencies that can assist the student's scholarly inquiry. Where necessary, a Guidance Committee member other than the Chair may serve as the primary director of the dissertation process, although the Guidance Committee Chair will usually serve in both capacities. (See Section IV, Advising Policies, regarding composition of the Guidance Committee.)

While there may be situations necessitating a change in committee membership once the dissertation process has begun, every effort should be made to maintain continuity of members throughout the
process. Any changes in committee membership should always be made in consultation with one's advisor.

**Candidates are expected to have a dissertation proposal approved by their dissertation committee prior to beginning their pre-doctoral internship.** If seeking an APPIC pre-doctoral internship, students are expected to initiate a conversation with their advisor during the spring semester prior to internship application to establish timelines and expectations for the dissertation proposal. Students are strongly encouraged to complete their dissertation data collection prior to the internship (i.e., usually in the fourth year of study). Experience has shown that this sequence best facilitates completion of the dissertation and degree in a timely manner and enables the student to take maximum advantage of the internship.

**Procedures**

1. **Visit the Student Affairs Office (SAO) to obtain a copy of the College's Guidelines for Doctoral Students and their Guidance Committees and The Graduate School Guide to the Preparation of Master's Theses and Doctoral Dissertations.** The former provides detailed procedural steps, including a checklist of dissertation activities and copies of all dissertation paperwork that needs to be filed with the SAO. The latter delineates the Graduate School’s dissertation requirements, including writing format issues.

2. **Work closely with your advisor and other committee members throughout the dissertation process.** The Dissertation Director Approval Form needs to be signed and returned to the SAO.

3. **Once the proposal has been approved by the Dissertation Director, arrange a committee meeting to discuss, refine, and approve the dissertation topic and its design.** At least three members of the committee must be present at all official meetings. The proposal must be distributed to committee members at least two weeks prior to the scheduled meeting time. The Dissertation Proposal Approval Form needs to be completed once the proposal is accepted by the committee.

4. **If the dissertation will involve human subjects, you must also complete a separate application with the Social Science/Behavioral/Education Institutional Review Board (IRB) well in advance of the planned data collection.** This form can be obtained from the University’s Human Research Protection Program’s website: [http://hrpp.msu.edu/](http://hrpp.msu.edu/). Data collection cannot commence prior to the written approval of this committee.

5. **Disk space for data storage and analysis is available on each student’s computer account.** Contact the computing center with any questions regarding personal disk space or visit [http://techbase.msu.edu/article.asp?id=2468](http://techbase.msu.edu/article.asp?id=2468).

6. **When you are ready to defend your dissertation, consult your advisor and set a meeting for the dissertation oral examination, allowing at least two weeks for your committee members to review your finished work.** You need to be enrolled in at least one credit (e.g., 999 or 994K) during the semester that you defend your dissertation. Deadlines to be met for graduation in a given semester may be found in the University Calendar at the Registrar’s website [http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx](http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx). The Notice of Doctoral Dissertation Oral Examination must be filed with the Student Affairs Office (SAO) prior to the oral defense.

The University Committee of Graduate Studies indicates the following about the abstract:

“A *public or lay audience Abstract to precede the conventional disciplinary/technical one is strongly recommended. The formatting requirements for this additional abstract are identical to those for the conventional abstract. The posting of these public abstracts on the department/program/school website is optional, but strongly recommended.*”
The Office of the Registrar describes that the final oral examination as follows:

“The final oral examination in defense of the dissertation is conducted and evaluated by the guidance committee and, at the discretion of the dean of the college, by one appointed faculty member whose voting status is determined by the college. Other interested faculty members and members of the public may attend the presentation portion of the examination without vote. Only guidance committee members may attend the examination portion of the defense per individual unit guidelines (http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s401). The dissertation and the student's performance on the final oral examination must be approved by a positive vote by at least three–fourths of the voting examiners and with not more than one dissenting vote from among the Michigan State University regular faculty members of the guidance committee”

7. After the dissertation has been successfully defended and any revisions are completed, the Record of Dissertation and Oral Examination must be signed and filed with the SAO.

Electronic Submissions of Theses and Dissertations (approved by the Graduate School in May 2011): MSU only accepts electronic theses and dissertations submitted via ProQuest. Students have the option to open the document searches using Google, Google Scholar, and Google Books. The option to block such searches continues to be available. Students must also submit a copy of their IRB approval documents as part of this process. The instructions for electronic submissions are available from http://grad.msu.edu/etd/.

The target date for the FINAL APPROVAL of an electronic Thesis or Dissertation to the Graduate School for graduating the semester of that submission is FIVE working days prior to the first day of classes for the next semester. Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED. The review process is interactive and final approval can take anywhere from a few hours to weeks, depending upon the extent of the necessary revisions and how diligent the author is when making the necessary revisions. See http://grad.msu.edu/etd/dates.aspx for target submission dates. Graduation in the semester of the electronic submission is only guaranteed if the document is APPROVED on or before the target date for that semester.

In addition to the main body of a thesis or dissertation, the Graduate School now permits the submission of supplementary materials to ProQuest. These supplemental materials will not be reviewed by the Graduate School for formatting requirements, but they must be acceptable by ProQuest and comply with ProQuest’s criteria and storage limits. All supplementary materials need the written approval of the thesis/dissertation committee chair. The MSU library may accept supplementary materials approved by the thesis/dissertation committee chair per their collection criteria. The Graduate School does not review these materials for formatting requirements.

The Internship
The Internship is typically completed during the fifth or sixth year of doctoral study. This is a significant period of practical work bridging the student's formal on-campus program with entry into the ongoing practice of professional psychology. The internship site should be chosen carefully, with particular attention to one’s long-term professional objectives. The application and selection process should occur in close consultation with one's advisor and the Director of Clinical Training. The Director of Clinical Training’s approval as to readiness for the internship must also be granted prior to initiating the application process. During the spring semester prior to going on internship, students should carefully review the Program Plan they submitted earlier in the program. To avoid any delays in
graduation later, students are strongly advised to make any necessary changes using the Program Plan Change Form before going on internship. The Program Plan must accurately reflect the actual courses taken during one’s degree program: Removing courses that were not taken and adding courses that were taken (and not included on the original plan) require updating the Program Plan.

The Program requires that students apply only to high quality internship programs. Students will refrain from pursuing internship sites where their presence might involve conflicts of interest, dual relationships, or other ethically inappropriate conditions. The American Psychological Association provides the following relevant ethical standards from the Ethical Principles of Psychologists and Code of Conduct. (2002).

3.05 Multiple Relationships
(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person. A psychologist refrains from entering into a multiple relationship if the multiple relationships could reasonably be expected to impair the psychologist’s objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists. Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.
(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.
(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest
Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

Internship programs are customarily designed as full-time for one calendar year, for a total of at least 2000 hours. However, those sites offering two consecutive years at half-time are acceptable. Field-based supervisors should not be responsible for more than two interns at a time and should be given release time by the school/agency for purposes of supervision. The field-based supervisor is expected to provide a minimum of two hours each week, on average, of direct supervision per intern. The internship setting must provide the intern with a broad range of experiences that are appropriate to the training of professional psychologists (e.g., assessment for eligibility and/or intervention, direct intervention, consultation, in-service training, research/program evaluation).

To facilitate the best interests of both the student and the School Psychology Program, communication between our program and the internship site is important. APPIC sites often have their own established
policies and procedures for communicating with the program, and APPIC interns may follow the guidelines of their site. For those in non-APPIC positions, the program requires that, when a student accepts the internship position, the Internship Affiliation Agreement Form and a copy of the letter of appointment with relevant terms and conditions be sent to the University-based Supervisor overseeing the Internship class. The internship site is also required to furnish the Program Director with an end-of-semester/year evaluation of the intern's performance. The latter must include a statement indicating whether the student has successfully completed the internship. It is the student’s responsibility to make sure that the necessary forms are completed.

The university-based supervisor will be in regular contact (at least once each semester) with the intern and the on-site supervisor. However, the Training Director at the internship is expected to notify the University-based Supervisor at any time when the intern's performance is less than adequate or impaired in any way, or if there are any problems that may affect the student's standing in the program. Such notification is expected even when relevant information emerges after completion of the internship. Competent professional practice during all phases of the program, including the internship, is a requirement for continuance in the doctoral program.

In those cases where a non-APA-approved site is being considered, students must demonstrate that the site is in substantial compliance with APA/CDSPP criteria for a psychology internship. The student's advisor or the Program Director can supply information on these criteria, contained in the APA Accreditation Handbook or the CDSPP guidelines for Internship which can be found at the following: http://sites.google.com/site/cdspphome/cdspp-internship-guidelines

Procedures
1. Consult with your advisor and the Instructor of CEP 994K to discuss your readiness for an internship, and for assistance in site selection.
2. Review APPIC’s website (www.appic.org) closely for an overview of a wide variety of sites throughout the country.
3. Note which of your sites requires a letter from the Director of Clinical Training validating your eligibility for the internship. Give the Director and your reference writers at least two weeks’ notice to forward letters on your behalf.
4. After you accept an internship offer, complete the Internship Affiliation Agreement Form (if not a part of the APPIC match process) and ask the Director of Training at your internship to forward a "letter of appointment listing the conditions of your appointment" to the University-based Supervisor/Instructor.
5. The Director of Training at your internship is also expected to send the MSU Program Director regular feedback reports regarding your progress during the internship. Check to be sure that these forms have been included within your course portfolio requirements.

Tuition and Credits during the Internship Year:
Students who are out-of-state residents at the time of their application to the MSU School Psychology program are required by The Graduate School to pay out-of-state tuition rates at the start of the fall semester during the internship year. This is regardless of whether his/her internship is in Michigan or out-of-state. That is due to the fact that because the student is no longer holding assistantship positions at MSU, he/she is no longer eligible for the in-state tuition rate. For students who held assistantships during the year prior to internship (i.e., typically the fourth year in the program), the in-state tuition rate is maintained during that summer. For example, a student who was an out-of-state resident at the time of their application to the school psychology program who holds an assistantship position during his/her fourth year (Fall 2015 and Spring 2016) will still be eligible for the in-state tuition rate during Summer
2016. The internship courses taken during Fall 2016 and Spring 2017 semesters will be charged at the out-of-state tuition rate. Students may wish to keep this in mind and perhaps take the remaining 3 of the required 9 internship credits during the summer after his/her fourth year in the program (i.e., Summer 2017 in the example above) at the in-state tuition rate, rather than taking them at the out-of-state tuition rate the following summer (i.e., Summer 2016 in the example above). Do note that you are required to be registered for at least one credit (e.g., 999 or 9994K) in the semester you are planning to graduate.

**Praxis II Exam in School Psychology**

The Praxis II examination in School Psychology is required for the National Certificate in School Psychology (NCSP; see below). The Praxis II is administered by the Educational Testing Service. A minimum score of 147 is required to pass the exam. It consists of 140 multiple-choice items in the following areas: Foundations of School Psychological Service Delivery (31%), Professional Practices (30%), Direct and Indirect Services for Children, Families, and Schools (23%), and Systems-level Services (16%). The Praxis II is offered through ETS, *students must make their own arrangements to take the exam through ETS*. Students are strongly advised to check the available test dates ([http://www.ets.org/praxis/register/centers_dates/](http://www.ets.org/praxis/register/centers_dates/)) and register to take the exam before the end of spring semester during their third year. A description of the School Psychology Specialty Area Exam can be found in the most recent bulletin at the Praxis II web site ([http://www.ets.org/praxis/about/](http://www.ets.org/praxis/about/)).

**VII. RESPONSIBLE CONDUCT OF RESEARCH**

As of September 2011, Michigan State University requires that all graduate students and research project staff be trained in the Responsible Conduct of Research (RCR) as part of their Research I University experience. For the purposes of RCR training compliance, the training year for school psychology program students runs from 8/16 to 8/15 of the following year.

What are the Training Requirements?

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Initial Training Year 1</th>
<th>Refresher Training Annually After Year 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5 Hours</td>
<td>3 Hours</td>
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<tr>
<td>Human Research Protection Program (2 hours)</td>
<td>Complete the Required Recertification for Human Research Protection (1-2 hours)</td>
<td></td>
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<tr>
<td>Conflict of Interest (30 min)</td>
<td>Additional Discussion of Issues related to Responsible Conduct of Education Research</td>
<td></td>
</tr>
<tr>
<td>Research Misconduct Issues and/or Authorship and Data Issues (1 hour)</td>
<td>Participate in one of the workshops described under initial certification</td>
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<tr>
<td>Additional Discussion of Issues Related to Responsible Conduct of Education Research (1.5 hours)</td>
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**How do I log my hours using the Research Training Tracking System (RTTS)?**

- Students are responsible for tracking their RCR training hours in the Research Training Tracking System (RTTS) as required by the College of Education.
- *Creating your account:* As you complete RCR trainings/educational activities, please log-in to RTTS at [https://www.egr.msu.edu/secureresearchcourses/](https://www.egr.msu.edu/secureresearchcourses/) by providing your MSU netID (i.e.,
email without the “msu.edu”), password, your academic program and your adviser’s MSU netID. Click on “Create/Edit Trainee Account” and follow the directions for creating your account.

- **Adding completed training information to RTTS:** Use the “Edit Account Information” button and then click the “Add Course from Primary College/Department” to enter training information. A tutorial video is available at [http://education.msu.edu/irtl/training/](http://education.msu.edu/irtl/training/)

Examples of RCR Education/Training Content & Resources

- MSU College of Education of IRTL training website ([http://education.msu.edu/irtl/training/](http://education.msu.edu/irtl/training/))
- MSU Human Research Protection Program (HRPP) required training and online tutorial for all investigators ([http://hrpp.msu.edu/required-training](http://hrpp.msu.edu/required-training))
- HRPP CITI online human subjects training modules ([https://www.citiprogram.org/](https://www.citiprogram.org/))
- MSU Graduate School Research Integrity resources ([http://grad.msu.edu/researchintegrity/](http://grad.msu.edu/researchintegrity/))

*Readings specific to Conflict of Interest and Research Misconduct Issues requirements can be found here that would count toward these two requirements*

- Online course in Research Integrity: Individuals can register for and access these courses at no cost through their D2L account. Log On to D2L at [https://d2l.msu.edu/](https://d2l.msu.edu/) and click on **Self Registration** in the green task bar. A list of self-registering course offerings will appear; click on **Research and Scholarly Integrity (Epigeum)**. On the next screen, click **Register**. Fill in your first and last name, and email address, and click **Submit**. On the confirmation page, click **Finish**. On your D2L homepage (My Home), the course **Research and Scholarly Integrity (Epigeum)** will be listed under your Ongoing Courses.

- U.S. Department of Health & Human Services’ Office of Research Integrity (interactive movies on research misconduct) ([http://ori.hhs.gov/thelab](http://ori.hhs.gov/thelab))

- MSU Graduate School RCR workshop series

- **Course Content**
  - CEP 968 Research Methods in Counseling & School Psychology  
    - Module on research ethics, use of human subjects, and RCR
  - Others that you are currently taking and have covered the required topics.

As part of the annual review process, you are expected to print off a sheet showing that have logged your hours through the Research Training Tracking System (RTTS). This sheet will be submitted with other annual review materials (i.e., self-assessment, vita) each year you are enrolled in the doctoral program.

**VIII. ANNUAL REVIEW OF STUDENTS' PROGRESS**

The School Psychology Program conducts an annual review of each student's academic/professional development. The annual review gives the student and the program an opportunity to reflect upon the student's strengths, weaknesses, and needed areas for professional growth. The Program contacts students about the annual review in late summer/early fall. The deadline for receiving the completed annual review documents is typically within the first few weeks of the fall semester. We expect students to complete the evaluations in a timely manner. The College of Education invests institutional resources only in students who are making strong academic progress. Students who fail to complete and submit their annual review reports will not be eligible to receive any of the College-level fellowships (including the Summer Research Fellowship program, the Summer Research Development Fellowship program, or the Dissertation Completion Fellowship program, among others). Similarly, students must complete their annual evaluation to be eligible to receive School Psychology program funds (travel and research).
The annual review will be based on the Ph.D. program goals (see Appendix F):

1. **Foundational Knowledge**: Prepare psychologists with foundational knowledge in psychological aspects of behavior.
2. **Professional Practice**: Prepare psychologists with the skills necessary for competent delivery of mental health services to children, youth, and families.
3. **Research and Inquiry**: Prepare psychologists who effectively evaluate, produce, and disseminate research.
4. **Professional Conduct**: Prepare psychologists who effectively collaborate with others in the delivery of services according to legal and ethical guidelines.

The annual review will consider the student’s progress in the following areas:

1. completion and quality of academic coursework
2. completion of and quality of supervised fieldwork (practicum and internship)
3. completion and quality of program milestones (e.g., preliminary exam, comprehensive exams)
4. development of research skills
5. participation in a community of scholars and practitioners (e.g., participation in research projects, conference presentations, publications)
6. development of teaching skills
7. development of consultation skills
8. development of professional demeanor/interpersonal skills

The annual review begins with the student preparing a brief written self-assessment using program documents to summarize key developments in the above areas. The self-assessment is submitted to the program before the start of fall semester. In developing the self-assessment, the student may wish to consult any of the following people for feedback: advisor; course instructors; practicum instructors; individual supervisors; Guidance Committee members; supervisors of research, teaching, or consulting assignments. In addition to the self-assessment component, faculty members (e.g., advisor, instructors, etc.) rate students’ competencies and skills on items related to the Ph.D. program goals (see Appendix G for items). The faculty will review each student’s self-assessment and provide written feedback to each student early in the fall semester. If necessary, plans will be made at this time to address any areas of weakness that may require more focused attention.

In addition, students in the College of Education are required to provide documentation of his/her completion of Responsible Conduct of Research and Scholarship (RCR) training as part of the Annual Review process. For the purpose of demonstrating annual RCR training compliance, students include RCR training completed from August 16th of the previous year.

To fulfill this requirement, please submit a copy of your Research Training Tracking System (RTTS) “Training Courses Report” as part of your Annual Review by completing the following steps. (Please see the handbook section on Responsible Conduct of Research and Scholarship training for more details regarding this requirement).

- Click on the “Create/Edit Trainee Account” tab, then click on the “Edit Account Information” button, and finally click on the “Run Training Courses Report” tab. You can then download and save this report as pdf.
- Print or upload this report as part of your Annual Review.

**Annual Criminal Background Checks**
The School Psychology program requires all students to complete a **Youth Program Criminal Background Check Authorization Form (CBC)** prior to the beginning of each academic year. The results will be treated as confidential with the Program faculty notified only in the event that the checks reveal information that prohibits students' work in schools or community settings with children.

All students are required to submit a CBC form to the program secretary. If the school district in which you are working has conducted a Criminal Background Check, this may be substituted for the MSU background check. Please submit documentation of this to the Program Secretary every year at the start of fall semester.

Individuals with convictions, civil infractions, or ordinance violations are required to provide a Register of Actions (ROA) or Judgment of Sentence (JOS) document from the court in which they were convicted. After admission to the program, students are obligated to report subsequent convictions on a new CDF within three business days and to provide court documents (ROA or JOS) related to the new conviction. An individual who has been convicted of a misdemeanor or felony may be denied admission, field placement, or recommendation for certification. School Psychology Certification candidates must also submit a CDF with each certification application. Although the College of Education recommends applicants for certification, only the Michigan Superintendent of Public Instruction has the authority to grant, deny, suspend, or revoke a certificate in Michigan.

The CBC is available at:

[http://www.hr.msu.edu/documents/uwidepolproc/BackgroundCheckAuth_YouthProg.pdf](http://www.hr.msu.edu/documents/uwidepolproc/BackgroundCheckAuth_YouthProg.pdf)

**IX. ANNUAL REVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM**

The faculty strives to be responsive to students' feedback about all aspects of the School Psychology Program, such as the curriculum, opportunities for professional development, program communication, and other areas. Students are encouraged to share their perceptions about program strengths, weaknesses, and suggested changes with their advisors and the Program Director on an ongoing basis. In addition, at least once each semester a student-faculty town hall meeting will be held. These meetings will serve as an opportunity for students and faculty to work together on program issues and to raise any questions or concerns about courses, assistantships, practicum and internship experiences, and any other issues that may need to be addressed. Information about town hall meetings will be distributed on the School Psychology Program e-mail listserv. Finally, the Program Director invites each student to provide an anonymous brief written review of the program on an annual basis. This review is typically solicited at the end of the academic year. This student input will be used to inform program planning.

In addition to the above methods, students can become involved in the program community through a variety of student committees. At the beginning of the fall semester, volunteers will be solicited for participation in several standing and ad-hoc committees.

**Standing Program Committees**

- **Student Advisory Group (SAG) Committee** -- This committee will meet at least once each semester and may be called upon at other times as necessary. The purpose of this group is to act as a liaison between the students and faculty and to assist the program director by providing students’ perspectives on important program decisions.
• **Recruitment Committee** – This committee is responsible for planning activities to facilitate recruitment of new students. Typically, students who are in their first year participate as members of this committee.

**X. TIME LIMIT POLICIES**

The University stipulates that the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time the student first enrolled as a doctoral student. The University also states that students who extend their stay beyond eight years will be required to retake the comprehensive exams.

Students who are not in compliance with these time limits are required to fill out the form, "Request for Extension of Time". The first request for an extension requires the approval of the advisor. Requests for a second extension require the review of the student's Guidance Committee and the full School Psychology faculty. As part of the review the student must provide a detailed, written explanation for why the first time extension was not sufficient to complete the degree requirements, and what circumstances warrant the additional extension. Each extension period is for one or two semesters only. No more than two extensions are typically granted. The extension form also requires the support and approval of the Dean of the College of Education and the Dean of the Graduate School. Students are responsible for initiating and completing extension requests prior to the exhaustion of previous time deadlines.

**Grief Absence Policy**

It is the responsibility of the student to: a) notify their advisor/major professor and faculty of the courses in which they are enrolled of the need for a grief absence in a timely manner, but no later than one week from the student’s initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty, and c) complete all missed work as determined in consultation with the advisor/major professor and faculty. It is the responsibility of the advisor/major professor to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) receive verification of the authenticity of a grief absence request upon the student’s return, and c) make reasonable accommodations so that the student is not penalized due to a verified grief absence. If employed as a RA or TA, the graduate student must also notify their employer. Both employer and student will swiftly communicate to determine how the student’s responsibilities will be covered during their absence. Graduate teaching assistants (TAs) should refer to the bereavement policy in the MSU GEU CBU Article 18. Students who believe their rights under this policy have been violated should contact the University Ombudsperson. (Policy approved by the University Council).

**XI. ACADEMIC AND PROFESSIONAL INTEGRITY: GUIDELINES FOR ETHICAL CONDUCT IN RESEARCH AND CREATIVE ACTIVITIES**

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University and is an institutional priority. Faculty, staff, and students work in a rich environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical
conduct and integrity in research and creative activities. The School Psychology Program expects all research and creative activities to be conducted with integrity and that all students will abide by the ethical principles of the National Association of School Psychologists and the American Psychological Association.

Pressures to complete academic requirements, to publish, or to obtain research grants, have the potential to lead to an erosion of professional integrity. Innovative ideas and advances in research and creative activities that generate professional and public recognition may also become motivating factors to violate professional ethics. Breaches in professional ethics range from questionable research practices to misrepresenting ideas as one’s own. The primary responsibility for adhering to professional standards lies with the individual, however, it is also the responsibility of advisors and of the disciplinary community at large to model, promote, and monitor the highest standards of ethical behavior.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone: faculty, staff, and students alike. Integrity in research and creative activities embodies a range of practices that includes:

- Honesty in proposing, performing, and reporting research and creative activities;
- Recognition of prior work;
- Confidentiality in peer review;
- Disclosure of potential conflicts of interest;
- Compliance with institutional and sponsor requirements;
- Protection of human subjects and humane care of animals in the conduct of research;
- Collegiality in scholarly interactions and sharing of resources;
- Adherence to fair and open relationships between senior scholars and their coworkers.

**Honesty in proposing, performing, and reporting research and creative activities.** The foundation underlying all research and creative activities is uncompromising honesty in presenting one's own ideas in proposals, in performing one's work, and in reporting one's data and activities. Detailed and accurate records must be kept as unalterable documentation of one's research and activities and must be available for scrutiny and critique. It is expected that scientist-practitioners will always be truthful and explicit in disclosing what was done, how it was done, and what results were obtained. To this end, the aims, methods, and outcomes of research and creative activities must be described in sufficient detail such that others can judge the quality of what is reported and can reproduce the data. Results from valid observations and tests that run counter to expectations must be reported along with supportive data.

**Recognition of prior work.** Research proposals, original research, and creative endeavors often build on one's own work and also on the work of others. Both published and unpublished work must always be properly credited. Reporting the work of others as if it were one's own is plagiarism. Graduate advisors and members of guidance committees have a unique role in guiding the independent research and creative activities of students. Information learned through private discussions or committee meetings should be respected as proprietary and accorded the same protection granted to information obtained in any peer-review process.

**Confidentiality in peer review.** Critical and impartial review by respected disciplinary peers is the foundation for important decisions in the evaluation of internal and external funding requests, allocation of resources, publication of research results, granting of awards, and in other scholarly decisions. The peer-review process involves the sharing of information for scholarly assessment on behalf of the larger
disciplinary community. The integrity of this process depends on confidentiality until the information is released to the public. Therefore, the contents of research proposals, of manuscripts submitted for publication, and of other scholarly documents under review should be considered privileged information not to be shared with others, including students and staff, without explicit permission by the authority requesting the review. Ideas and results learned through the peer-review process should not be made use of prior to their presentation in a public forum or their release through publication.

**Disclosure of potential conflicts of interest.** There is real or perceived conflict of interest when a researcher has material or personal interest that could compromise the integrity of the scholarship. It is, therefore, imperative that potential conflicts of interest be considered and acted upon appropriately by the researcher. Some federal sponsors require the University to implement formal conflict of interest policies. It is the responsibility of all researchers to be aware of and comply with such requirements.

**Compliance with institutional and sponsor requirements.** Investigators are granted broad freedoms in making decisions concerning their research. These decisions are, however, still guided, and in some cases limited, by the laws, regulations, and procedures that have been established by the University and sponsors of research to protect the integrity of the research process and the uses of the information developed for the common good. Although the legal agreement underlying the funding of a sponsored project is a matter between the sponsor and the University, the primary responsibility for management of a sponsored project rests with the principal investigator and his or her academic unit.

Research in school psychology typically falls under the Social Science/Behavioral/Education Institutional Review Board (SIRB). Prior to conducting any research involving human subjects, students are required to complete the online tutorial at the MSU Human Research Protection Program web site and to obtain approval from SIRB: [https://hrpp.msu.edu/](https://hrpp.msu.edu/). Conduct of research without approval of SIRB may result in dismissal from the program. Students are required to submit documentation of IRB approval as a part of the final approval of the final dissertation paper to the university.

**Protection of human subjects and humane care of animals in the conduct of research.** Research techniques should not violate established professional ethics or federal and state requirements pertaining to the health, safety, privacy, and protection of human beings, or to the welfare of animal subjects. Whereas it is the responsibility of faculty to assist students and staff in complying with such requirements, it is the responsibility of all researchers to be aware of and to comply with such requirements.

**Collegiality in scholarly interactions and sharing of resources.** Collegiality in scholarly interactions, including open communications and sharing of resources, facilitates progress in research and creative activities for the good of the community. At the same time, it has to be understood that scholars who first report important findings are both recognized for their discovery and afforded intellectual property rights that permit discretion in the use and sharing of their discoveries and inventions. Balancing openness and protecting the intellectual property rights of individuals and the institution will always be a challenge for the community. Once the results of research or creative activities have been published or otherwise communicated to the public, scholars are expected to share materials and information on methodologies with their colleagues according to the tradition of their discipline.

Faculty advisors have a particular responsibility to respect and protect the intellectual property rights of their advisees. A clear understanding must be reached during the course of the project on who will be entitled to continue what part of the overall research program after the advisee leaves for an independent position. Faculty advisors should also strive to protect junior scholars from abuses by others who have
gained knowledge of the junior scholar's results during the mentoring process, for example, as members of guidance committees.

**Adherence to fair and open relationships between senior scholars and their co-workers.** The relationship between senior scholars and their coworkers should be based on mutual respect, trust, honesty, fairness in the assignment of effort and credit, open communications, and accountability. The principles that will be used to establish authorship and ordering of authors on presentations of results must be communicated early and clearly to all coworkers. These principles should be determined objectively according to the standards of the discipline, with the understanding that such standards may not be the same as those used to assign credit for contributions to intellectual property. It is the responsibility of the faculty to protect the freedom to publish results of research and creative activities. The University has affirmed the right of its scholars for first publication except for “exigencies of national defense.” It is also the responsibility of the faculty to recognize and balance their dual roles as investigators and advisors in interacting with graduate students of their group, especially when a student's efforts do not contribute directly to the completion of his or her degree requirements.

**Misconduct in Research and Creative Activities**

Federal and University policies define misconduct to include fabrication (making up data and recording or reporting them), falsification (manipulating research materials, equipment or processes, or changing or omitting data such that the research is not accurately represented in the record), and plagiarism (appropriation of another person's ideas, processes, results, or words without giving appropriate credit). Serious or continuing non-compliance with government regulations pertaining to research may constitute misconduct as well. University policy also defines retaliation against whistle blowers as misconduct. Misconduct does not include honest errors or honest differences of opinion in the interpretation or judgment of data.

The University views misconduct to be the most egregious violation of standards of integrity and as grounds for disciplinary action, including the termination of employment of faculty and staff, dismissal of students, and revocation of degrees. It is the responsibility of faculty, staff, and students alike to understand the University's policy on misconduct in research and creative activities, to report perceived acts of misconduct of which they have direct knowledge to the University Intellectual Integrity Officer, and to protect the rights and privacy of individuals making such reports in good faith.

Graduate students are expected to behave in a professional manner. Further discussions of professional expectations including academic honesty, plagiarism, MSU policies can be found at the Office of the Ombudsman: [https://www.msu.edu/~ombud/academic-integrity/index.html](https://www.msu.edu/~ombud/academic-integrity/index.html)

From the Office of the University Ombudsperson

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and
neutral resource. It does not provide notice to the University - that is, it does not speak or hear for the University.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information:

Office of the University Ombudsperson
129 N. Kedzie Hall
(517) 353-8830
ombud@msu.edu
https://www.msu.edu/unit/ombud/

Additional information may be found at:

Guidelines for Integrity in Research and Creative Activities
http://grad.msu.edu/researchintegrity/docs/guidelines.pdf

MSU policy related to the use of humans for research via the University Committee for Research Involving Human Subjects
https://hrpp.msu.edu/

The Office of the Ombudsman's guidelines on plagiarism:
https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html

All University Policy on Scholarship and Grades, including guidelines on plagiarism
http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades
https://www.msu.edu/~ombud/academic-integrity/index.html#integrity


The American Psychological Association's Publication Manual, which includes guidelines on plagiarism

Guidelines on Authorship”, Endorsed by the University Research Council, January 2013
http://vprgs.msu.edu/michigan-state-university-guidelines-authorship

XII. GRIEVANCE PROCEDURES

At some point during your graduate program at MSU, you may wish to register concerns, complaints, or grievances with the administration of the Program, Department, College, or University. Whenever possible, it is our hope to handle these concerns in an informal and timely manner. As soon as a question or concern is raised, the student should contact the Program Director and/or the department chair. Depending on the nature of the concern, the matter may be resolved through informal negotiation and contact with the involved parties. However, if the concern or complaint is of a more serious nature and the student is not satisfied with the resolution determined via these informal discussions and actions, the student may need to file a formal complaint with the department. Students should consult the Graduate Students Rights and Responsibilities for guidance in determining the viability of a formal grievance. A copy of this document can be obtained from the Graduate School or the Ombudsman’s Office and it can also be found on the web at http://www.educ.msu.edu/college/resources/Graduate-Student-Hearing-Procedures-Departments.pdf. At any point during this process, students may contact the University Ombudsman’s Office for advice, guidance or assistance with addressing and following through on their concerns. The Department Grievance Procedures are provided in Appendix A.

XIII. RETENTION AND DISMISSAL POLICIES

Program faculty annually review each student’s performance and progress in the program. Faculty also may initiate a Review of the student’s status in the program in the event of any evidence that indicates impairment or, a violation of the University’s Regulations (for MSU General Student Regulations see Spartan Life: http://splife.studentlife.msu.edu/regulations/general-student-regulations), legal statutes, or ethical and professional standards. Examples of violations include but are not limited to criminal misconduct, academic dishonesty, unethical practices, or unprofessional behavior. Evidence of cognitive, affective, and/or behavioral impairments that interfere with the graduate training process and/or threaten client welfare may also lead to a Review. Examples of impairment include but are not limited to substance abuse, mental health problems, and interpersonal difficulties. The Review process consists of examining the nature of the impairment, violations or alleged misconduct, and the evidence with the student. The outcome of the Review may be (a) to retain the student in good standing, (b) to allow the student to continue in the program on probationary status until specified conditions are met, or (c) to immediately dismiss the student from the program. The faculty reserves the right to restrict student’s participation in coursework, clinical practica, and internships during the Review process. The procedures for the Review are described below.

Dismissal Policy

The dismissal of a student from the School Psychology Program is a significant event for both the student and the program faculty. It represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either the academic domain or in other critical areas of
professional conduct (see the ethical principles of the National Association of School Psychologists and the American Psychological Association). Cognitive, affective, and/or behavioral impairments that interfere with professional functioning or, a failure to demonstrate an adequate level of competency in either academic or clinical skills, or professional conduct, are grounds for dismissal. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the Program and, when appropriate, special efforts at helping the student meet Program requirements and training objectives. The final decision regarding whether or not a student should be terminated from the Program, or under what conditions a student making unsatisfactory progress will be allowed to continue, rests with the School Psychology faculty for academic violations. The College of Education is responsible for dismissal decisions in disciplinary cases, which impose sanctions other than, or in addition to, a failing grade.

**Reasons for Dismissal from the Program**

At any point during the student's matriculation through the Program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare. Reasons for termination may be divided into two general categories: academic dismissals and disciplinary dismissals. Academic or non-disciplinary dismissals are handled by the Program faculty. In cases of disciplinary violations that may include academic dishonesty, violations of professional standards and falsification of academic records, the School Psychology may require actions to remediate these problems. If the problems are beyond remediation at the Program level and sanctions other than, or in addition to a failing grade are warranted, the case is reviewed for dismissal by a College disciplinary hearing board.

A. **Academic Dismissals:**

Failure to maintain academic standards may occur as the result of unsatisfactory grades in academic and/or clinical coursework, failing scores on the Preliminary or Comprehensive exams, or failure to make adequate progress to complete the program (e.g., satisfactory and timely completion of the research apprenticeship, comprehensive exam, dissertation, practica, internship).

Students are provided with grade reports at the end of each semester by the University, so they are always apprised of their academic standing. At a graduate level, a grade of 3.0 represents work that adequately meets course objectives (Note: a 3.5 is required to pass the Preliminary Examination). A grade of 2.5 or 2.0 represents work that is below expectations to an increasing degree but that still is sufficient to qualify for graduate credit. Such a grade is cause for concern, however, both because it represents weak mastery of the material and because students must achieve an overall GPA of 3.0 or higher in order to qualify for graduation. Failure to comply with established University or Program timetables and requirements may also lead to termination. The University establishes strict timelines for completion of courses and of degree programs. University policy stipulates that the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time the student first enrolled as a doctoral student. Failure to adhere to these timelines may result in termination.

B. **Disciplinary Dismissals:**

The following are offered as examples of circumstances or performances that may be the basis for termination by the College or a failing grade and remedial actions by the Program:

1. Academic dishonesty
2. Criminal misconduct
3. Unethical practices and/or unprofessional conduct as specified in APA or NASP guidelines for ethical behavior
4. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare

**Retention and Dismissal Review Procedures**

To protect student due process rights as well as the rights of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as part of the Retention and Dismissal review process:

1. The student will be informed in writing by the Program Director of any charge, event, performance, or circumstance that suggests impairment or violation of University, legal, ethical, or professional codes. Such charges or complaints may emanate from members of the Program, College or University faculty, clinical supervisors, clients, or professionals and agents outside of the University community.

2. As part of the above communication, the Program Director may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party, and to inform the Director of the outcome of this action within 30 days.

3. If, however, informal methods of problem resolution are inappropriate or unsatisfactory, the Program Director will inform (in writing) the student, the student's advisor, and other interested parties that the student's status in the Program is being reviewed and that a formal meeting of the Program faculty will be necessary to evaluate the nature of the problem and to decide on a course of action. Depending on the nature of the charges, event, performance, or circumstance, a student’s status in the program may be in immediate jeopardy and the goal of the Review would then be for faculty to decide whether to retain or dismiss the student from the program.

The Program Director may invite any persons judged to have relevant information to submit such information either in person at this meeting or in writing prior to the meeting. The student will be given copies of all written materials under consideration in advance of the meeting. The student and, if desired, his/her counsel (as defined in the Graduate Students Rights and Responsibilities document) would be invited to attend this meeting and to present testimony. In addition, the student may invite other individuals who have relevant testimony to attend the meeting or to present written information. The student will provide the Program Director with a list of these individuals at least 5 days in advance of the scheduled meeting.

4. Following the presentation of testimony and evidence, the Program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the Program. This decision may result in either (a) retention of the student in the program in good standing, (b) a judgment to allow the student to continue in the program on probationary status until specified conditions are met, (c) immediate dismissal of the student from the School Psychology Program, or (d) referral to the College Disciplinary Hearing Board for sanctions other than or in addition to a failing grade.

5. Following completion of the Program faculty's decision-making, the Program Director will inform the student and the student's advisor (in writing) of the faculty's decision and, if appropriate, clearly specify what, if any, conditions must be satisfied by the student to maintain his or her good standing.
within the Program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in the CEPSE Department Student Grievance Procedures (see above in Section X) should be followed. For further information, consult the Graduate Students Rights and Responsibilities, which can be obtained from the Graduate School or the Ombudsman’s Office or found on the web at http://grad.msu.edu/gsrr/.

### XIV. RECORDS POLICIES

The program maintains records documenting each student's progress through the doctoral education sequence. These records, which are maintained in the advisor's files, include the program plan, guidance committee form, preliminary exam completion form, research apprenticeship completion form, comprehensive exam completion form, practicum and internship evaluations, dissertation paperwork, portions of the original application to the program, and other materials that are deemed necessary. Additionally, to facilitate student advising, advisors may keep files containing such items as their advisees' grade transcripts, comprehensive exam responses, and dissertation drafts. All student records are kept in secure filing cabinets or private offices to protect students' privacy and confidentiality; only program faculty and staff will have access to this material. Students are strongly advised to maintain copies of forms for their personal records.

Students may request to examine their own files; this request should be directed to the student's advisor or the Program Director. The only material that will be withheld is that which the student has clearly waived his or her right to examine (e.g., confidential reference letters; other than the latter, files generally only contain records of which students already possess copies). Students may challenge the accuracy of their records and may provide a letter that will be placed in their file. Once students graduate, a permanent file is maintained by the program which, among other things, may assist in documentation for future licensure and credentialing.

### XV. PROFESSIONAL CREDENTIALS

Upon graduation from MSU’s School Psychology Program, you will be eligible to pursue certification in school psychology at both the state and national level. The procedures for pursuing these credentials in Michigan are detailed below. Students planning to practice in other states should contact the credentialing body in that state early in their graduate careers. Students planning to pursue licensure as psychologists may often require post-doctoral supervised experiences and will need to pass the national exam and any state-level exams (e.g., oral exam, jurisprudence exam). Students should review the licensure regulations in states in which they may seek licensure early in their graduate careers.

**State of Michigan School Psychology Certificate**

The School Psychology Certificate is a legal credential required in the state of Michigan to practice in a school setting as a school psychologist. This credential is granted through the Michigan Department of Education. Students are eligible for this credential upon graduation from an approved school psychology program. The MSU School Psychology Program is an approved program. This certificate allows psychologists to practice solely in school settings, and not in private practice. The certificate is required to use the title of “school psychologist.” Psychology licensure is required for independent or private practice in all professional fields of psychology, including school psychology.

Students should apply for a Michigan School Psychology Certificate in their last semester of graduate training regardless of whether they intend to obtain a Michigan credential. This permits the program’s recommendation for certification to be recorded on your transcript for future reference. Upon payment
of the fee you will be issued the Preliminary School Psychology Certificate, which is effective for three years. You may choose to withhold payment for the certificate if you do not wish to be credentialed in Michigan.

There are two levels of the School Psychology Certificate: Preliminary Certification and “Full” Certification. One may become eligible for Preliminary Certification before completing all degree requirements. This would allow one to be employed in the schools as a school psychologist under the supervision of a Fully Certified School Psychologist. However, completion of and awarding of the degree (Ed.S. or Ph.D.) is required (in addition to other requirements) to be eligible for a “Full” Certificate.

Steps for obtaining the Preliminary Certificate

- complete 45 hours of specified coursework
- complete 600 hours of internship, 300 of which must be completed in a school setting
- obtain a copy of the fully certified internship supervisor’s school psychology certificate
- submit an application for certificate to the College of Education Office of Student Affairs.

Applications may be obtained online at: [http://education.msu.edu/certification/forms.asp](http://education.msu.edu/certification/forms.asp). A processing fee is assessed by the College.

Steps for obtaining the Full Certificate

- complete Ed.S. or Ph.D. program and possess the degree, which minimally includes:
  - an additional 15 hours of coursework beyond those necessary for Preliminary Certificate
  - an additional 600 hours of internship, 300 of which must be completed in a school setting
- complete one year of successful work experience supervised by a fully certified school psychologist

A copy of the Michigan State Board of Education School Psychology Certification rules can be found at the program website and the Michigan Department of Education website. For more information, please contact:

Michigan Department of Education
Teacher/Administrator Preparation and Certification Services
Box 30008
Lansing, MI 48909
phone: 517-373-3310

**National Certification in School Psychology (NCSP)**

The National Association of School Psychologists (NASP) created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. This credential is open to members of NASP as well as to non-members. Persons who successfully meet the credentialing standards established by the NSPCS are entitled to use the designation Nationally Certified School Psychologist (NCSP). The intent of this national certification is to provide a national standard that can be used as a measure of professionalism by interested agencies, groups and individuals (Source: NCSP Application and Information Booklet).

This credential may allow for a smoother process for obtaining certification when moving between states. Some states have begun recognizing the NCSP in lieu of a separate state credential.
Brief outline of certification requirements:
• Completion of an Ed.S. or Ph.D. level program in school psychology
• Successful completion of a minimum of 1200 hours of internship in school psychology, of which at least 600 hours must be in a school setting
• Achievement of a passing score on the National School Psychology Examination (Praxis II) administered by the Educational Testing Service.
• All school psychologists who hold the credential must complete further professional training and skills development activities.

For further information, contact:
National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814-9459
phone: 301/657-0270
Or the NASP web site: http://www.nasponline.org/certification/becomeNCSP.aspx

The program website provides step-by-step procedures for processing these materials through program faculty members which should be followed:

Psychology Licensure
Students are license-eligible for the credential of Psychologist in the state of Michigan upon completion of the MSU School Psychology Program, but completion of the doctoral program does not automatically lead to a license in psychology which is required for the independent practice of psychology. Licensure as a Psychologist is expected of all graduates of the doctoral program and postdoctoral efforts to obtain this credential (as defined by the state in which the graduate seeks to be licensed) should be followed by graduates. Students should contact the Board of Psychology in the state they plan to reside following graduation at the early stages of their doctoral program for a current copy of the application and the licensing rules and law.

For further information, contact:
Board of Psychology, Licensure Division
Department of Consumer and Industry Services
Office of Health Services
611 W. Ottawa
Lansing, MI 48933
517-335-0918

Michigan Board of Psychology
http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27552---,00.html

Also, see: http://www.asppb.org/ for other state and provincial licensing board information.

XVI. SCHOOL PSYCHOLOGY NETWORK

In addition to your advisor and school psychology faculty, several programs and mechanisms have been created to assist students in learning about and progressing through MSU's School Psychology Program. These include the School Psychology peer mentors, orientation (both University and School Psychology Program), the Program D2L and web page, and the Program and College of Education graduate student
listservs. In addition, participation in the broader community of school psychology can be initiated and maintained through affiliations with professional organizations such as the American Psychological Association (APA), APA Division 16 (School Psychology), the National Association of School Psychologists (NASP) and the Michigan Association of School Psychologists (MASP). We strongly encourage students to join these professional organizations. Applications for student membership are available from the organizations’ web sites.

**Peer Mentors**
Upon entrance to the School Psychology Program, each student is assigned a mentor from among the advanced students. This person will ideally serve as a helpful resource for navigating your experience here at MSU as well as the professional world of school psychology. The mentors will be assigned by the Program Assistant in collaboration with the Program Director and will be contacted by the start of fall semester. In turn, they should be in contact with their mentees during the first few weeks of the school year.

**University and Program Orientations**
Prior to the start of the school year, the University holds an orientation covering graduate student issues including resources at MSU, financial support, and other issues pertinent to entering students. Within the first month of the fall semester, the School Psychology Program hosts a program orientation to be attended by all incoming students and selected advanced students.

**MSU School Psychology Program Web Page**
The school psychology web page ([http://education.msu.edu/cepse/SchoolPsychology/](http://education.msu.edu/cepse/SchoolPsychology/)) includes a wealth of information on the MSU School Psychology Program, as well as links to the web pages of several school psychology organizations and other pertinent education agencies. The Program’s web page provides information on admissions, program requirements, links to the home pages and e-mail accounts of faculty, staff, and students, and many other helpful resources. Contact the Program Director with any suggestions for changes or additions to the program web site.

**MSU School Psychology Students D2L Site**
For many classes and research activities, MSU faculty, instructors, and students use an instructional management system called Desire2Learn (D2L; [https://d2l.msu.edu/](https://d2l.msu.edu/)) to communicate and post resources and materials. Many materials that you may find useful are available to you by logging into the D2L site and selecting the community group entitled “School Psychology Students.”

**Listservs**
The School Psychology listserv was created as an electronic medium to communicate information across students, faculty, and staff of the MSU School Psychology Program. This is the primary way that we communicate with students and we require that students subscribe to this listserv. Typical messages include meeting or colloquia announcements, job postings, NASP/APA Legislative updates, and a variety of other information to inform students, faculty and staff of programmatic and professional issues. The Program Secretary will subscribe you to the listserv upon enrollment. To send a message to the listserv, use the following e-mail address: SCHOOLPSYCH@LIST.MSU.EDU. In addition to our own school psychology and graduate student listservs, there are several national school psychology listservs. Procedures for subscribing to the NASP or the APA Division 16 (School Psychology) listservs are detailed on their web sites listed below.
Professional Organizations in School Psychology
There are multiple organizations that one can join as a school psychologist-in-training. These organizations can be beneficial to the development of professional knowledge, ethics, and conduct. Many of the organizations publish journals and newsletters containing research and articles of relevance to the school psychologist. Joining one or a number of these organizations is one way to stay current in the field. It also alerts the school psychologist to current trends, new materials, and a breadth of resources. Through these professional organizations, there is the opportunity to attend and participate in national conferences. The conferences are an opportunity to network, see and hear the top researchers in the field, and also gain experience presenting your own papers and research. The professional organizations are also a way to learn about internships, funding for graduate education, post-doctoral fellowships, and career opportunities. Even if the decision not to join is made, visiting these web-sites is a great way to gain information.

*American Psychological Association (APA)*
(http://www.apa.org)

*A PA Division 16 (School Psychology)*
(http://www.apa.org/about/division/div16.aspx)

Based in Washington, DC, the American Psychological Association (APA) is the largest scientific and professional organization representing psychology in the United States. With more than 159,000 members, APA is also the largest association of psychologists worldwide. APA has a special division specifically for graduate students, American Psychological Association of Graduate Students (APAGS). When you join APA as a student affiliate, you are automatically enrolled in APAGS. With membership, you receive quarterly APAGS newsletters, the monthly *APA Monitor* and *American Psychologist*, reduced rates for other APA journals and books, and eligibility for student/school liability and health care insurance programs. You can also join APA’s Division 16 (School Psychology). The Division represents the interests of psychologists engaged in the delivery of comprehensive psychological services to children, adolescents, and families in schools and other applied settings. The Division is dedicated to facilitating the professional practice of school psychology and actively advocates in domains, such as education and health care reform, which have significant implications for the practice of psychology with children. Members receive the journal School Psychology Quarterly and the quarterly newsletter *The School Psychologist*. The Division welcomes student members. Non-doctoral level school psychologists and practitioners are welcome to join the Division as Professional Affiliates. Division 16 also has a student association, Student Affiliates in School Psychology (SASP); membership in SASP is automatic for student members of Division 16. Information is available at the Division 16 web-site. On their web-site, APA also posts information about college planning, career resources, lists of accredited internships and programs, funding, their code of ethics, and much more.

*National Association of School Psychologists (NASP)*
(http://www.nasponline.org/)

NASP is the largest association of school psychologists in the world with over 21,000 members. “The mission of NASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning (NASP Web-site).” Membership includes a subscription to their newsletter, *Communiqué*, and the quarterly published journal *School Psychology Review*. The *Communiqué* contains information about school psychology news, new practices, test reviews, employment opportunities, internships, and position papers. NASP also has an extensive publication
catalog that provides helpful resources to the school psychologist. These publications are available at special rates for members and are available at their web-site. NASP also publishes ethical and professional standards for practice to which school psychologists, including program students, are expected to abide. NASP also offers workshops and other activities for further professional development. State certification information (including the National Certified School Psychologist (NCSP) program) can also be found through NASP.

Other relevant professional organizations of include:

- Michigan Association of School Psychologists (MASP)  
  [http://www.maspweb.com/home](http://www.maspweb.com/home)
- American Educational Research Association (AERA)  
  [http://www.aera.net/](http://www.aera.net/)
- Council for Exceptional Children (CEC)  
  [http://www.cec.sped.org](http://www.cec.sped.org)
- Society for Research in Child Development (SRCD)  
  [http://www.srcd.org](http://www.srcd.org)

**XVII: FINANCIAL SUPPORT**

There are many places to look for financial support at Michigan State University. Most students fund their graduate education with a combination of graduate assistantships, scholarships/fellowships, loans, and other jobs internal or external to the university. Information on financial support can be viewed at the following web sites:

- College of Education: [http://education.msu.edu/resources/financial/](http://education.msu.edu/resources/financial/)
- Graduate School: [http://grad.msu.edu/funding/](http://grad.msu.edu/funding/)

**Graduate Assistantships**

MSU offers more than 3,000 assistantships to graduate students. These include research, teaching, administrative, outreach, and residential life positions. Assistantships are provided in 1/4-time increments, with each 1/4-time requiring approximately 10 hours of work per week. Typically students are appointed for 1/4- or 1/2-time positions. A minimum GPA of 3.0 must be maintained to be eligible for a graduate assistantship. Permission from the student’s advisor and the Dean of the College of Education must be obtained in order to receive a 3/4-appointment. The assistantship appointment provides the following benefits: a monthly stipend, a six- to nine-credit tuition waiver, and payment for single person health insurance provided by the University. Additionally, for out-of-state students, a graduate assistantship entitles students to in-state rates on tuition for their remaining credits.

All teaching assistants and research assistants must complete mandatory on-line training about the Relationship Violence and Sexual Misconduct Policy. To Access the training, login to the ORA training website at: [http://goo.gl/pLh01o](http://goo.gl/pLh01o). Click "Register," "Complete Registration" and then "Launch" to begin the Relationship Violence and Sexual Misconduct (RVSM) Policy - Faculty, Staff Training. (If it indicates that you have already registered, use "In Progress Training", then "Launch."). You will want to reserve approximately 30 minutes to complete all assignments. If you need assistance, contact the Helpdesk at 517-884-4600 or train@ora.msu.edu.

The College of Education offers many opportunities for assistantships, each providing valuable professional experiences in addition to the financial compensation. Students who receive departmental assistantship commitments at the time of admission are almost always assigned appointments by the department in close collaboration with our program faculty. Be sure to speak with your advisors during their office hours each semester about your interests and ideas for assistantship responsibilities.
Available graduate assistantships are listed on the College of Education homepage at: http://education.msu.edu/resources/financial/assistantships.asp. Students are not required to restrict themselves to assistantships provided by their home department and are free to work with their advisor to explore assistantships from any of the four departments in the College of Education or any other departments across the university.

Other possibilities to pursue are the Residence Life and Minority Aide Assistantships. The primary role for these graduate assistants is to serve as resources to the student populations living in the residence halls. These assistantships are typically 1/2-time appointments, and they require that you live in the residence hall to which you are assigned. In addition to the standard benefits listed above, these assistantships also pay for room and board. For more information on these assistantships, contact the Office of Residence Life.

The Office of Vice President for Student Affairs and Services also list current opportunities for graduate assistantship positions at http://www.vps.msu.edu/graduate-assistant-information/ga-opportunities-for-the-coming-year. Examples include positions within the Department of Campus Living Services and Residence Life, the Department of Student Life, the LGBT Resource Center, Educational and Support Services, and the Career Services Network.

College Policy and Governance Documents/Academic Progress and Graduate Assistantship Policy:

Graduate assistant appointment papers for students holding positions greater than half time or for students beyond the fifth year in their doctoral programs will require written assurances of adequate academic progress.

In order to maximize the equitable distribution of available graduate assistantships and to accelerate academic progress, it will be an exceptional case for a student to hold positions totaling more than half time (20 hours per week) or to hold positions beyond the fifth year.

These guidelines do not prohibit three-quarter time assistantships, nor do they prevent senior students in their sixth year from holding graduate assistantships. They do, nevertheless, define these situations as exceptional, and require a convincing justification.

The guidelines require a proposal from the student and his or her advisor in those cases where an individual aspires either to hold positions in the college totaling more than one-half time or to work in the college beyond his or her fifth year at the doctoral level. These proposals should assess the student's academic progress, provide a plan for ensuring that all degree requirements will be completed in a timely manner, and assure the college that the assignment associated with the appointment will advance the student's academic progress. These proposals must be approved by the chair of the student's home department (not the chair of employing departments). Only one proposal is required for the year.

Department chairs and program coordinators should be certain that students and advisors understand programmatic expectations for acceptable academic progress. As a minimum, the Graduate School's policy that all degree requirements must be completed within eight years of program entry should be reaffirmed. The annual evaluations that all doctoral students undergo should provide chairs and coordinators with useful information about the academic status of students.

The student initiates the proposal: they have the most at stake (in terms of progress and employment opportunities). Most students who work more than half time combine positions, so that no single employer would know for certain how much their employees were working in the college. Nor would employers know which students had been enrolled in a program beyond five years.

Proposals approved by the department chairs should be forwarded to the Office of the Associate Dean for Academic Affairs (Michael Sedlak, 207 Erickson Hall) for review and approval before appointment papers
will be signed. Departments are responsible for assuring that signed proposals accompany the appointment papers and are submitted in a timely fashion to the associate dean.

**Scholarships/Fellowships**

Upon admission to the College of Education, all graduate students are automatically considered for a variety of Departmental, College, and University fellowships. As students’ progress through the program, they have the option of applying for scholarships and fellowships made available throughout the school year. Information on these scholarships and the necessary application materials are available in the Student Affairs Office. In addition, you can look to the college web site for information on scholarship and fellowship financial packages and eligibility requirements. Other sources of aid can be accessed through the Spencer web site [http://www.spencer.org](http://www.spencer.org). Students may also want to check with professional organizations such as APA, NASP, and AERA for potential funding. Please note that if you have Stafford or other needs-based loans/aid, the amount of your fellowship/travel/scholarship award may cause a reduction of your loan(s) or other financial aid if you do not increase your cost of attendance (see Cost of Attendance section below).

**Loans**

The first place to start looking for loans and grants is the Financial Aid Department. This office is located on the third floor of the Student Services Building. Important information can also be accessed via their web site at [https://www.finaid.msu.edu/default.asp](https://www.finaid.msu.edu/default.asp). You must fill out a federal student aid form in order to determine your eligibility for financial aid.

**Increasing your Cost of Attendance and Residency**

Cost of Attendance (COA), the average cost of a student's postsecondary education in a particular enrollment period, usually one academic year, is established by MSU in accordance with federal regulations. It is also referred to as "cost of education" or "budget." It is based on course of study, grade level, residency (according to the Academic Programs catalog a year of residence will be made up of two consecutive semesters, involving the completion of credits at the level of full-time status of graduate work each semester), and other factors, and includes the following components: average tuition and fees, allowances for room and board (either on or off campus), books and supplies, and miscellaneous personal expenses. In certain cases the COA may include other elements such as transportation, dependent care, and study abroad program expenses. The figure is used in a calculation to determine a student's eligibility for financial assistance programs. Also see "Financial Need."

1. Begin this process early! If students know he/she will receive funding in the next academic year, start immediately.
2. Determine the exact amount of fellowship funding you will receive from Ethel and the faculty member providing the grant money.
3. Call financial aid (517-353-5940), give the PID and ask to speak with someone regarding costs of attendance. Student’s costs of attendance is determined by his/her living situation (renter or own home), how many credits he/she plan on taking during the academic year which he/she will receive grant funded (must be registered for these courses), what kind of assistantship he/she will receive during the proposed academic year, any dependents (children) and any medical expenses.
4. The COA changes every semester. Every other semester includes summer semester credits. For example, 2015-2016 school year may include Fall (fall + summer) and Spring and 2016-2017 COA calculation would be Fall and Spring (spring + summer). Therefore it is extremely important to determine your COA every semester.
5. After obtaining the personal COA, speak with Ethel to determine if the COA needs to be increased. Typically, the COA needs to increase if the proposed amount of support the student will receive (fellowship + assistantship + loan) exceeds the estimated COA.
6. If the COA needs increased, again speak with financial aid (Jennifer Shappell; shappel2@msu.edu is currently in charge of COA). COA assumes nine credits per semester, so students need to make sure they have the appropriate number of credits on file. She will email or send you a hard copy of the COA form. On this form, students need to justify his/her COA with one of the following reasons: excess tuition or fees (exceeding nine credits), books/supplies/thesis costs, medical expenses, computer purchase (up to $600), child care, dependent living costs and other related educational costs (conference, internship). Students will need to create a detailed letter with receipts, documentation and a letter from the School Psychology department approving these costs as legitimate after reviewing this document with your advisor. Turn this form in directly to Jennifer at the Office of Financial Aid at the Student Services Building. Jennifer will then email Ethel as approval for COA increase and then Ethel will submit your fellowship paperwork.

7. Several of these items may need additional clarification, documentation or receipts upon submission so budget extra time if need be for collecting these materials. For example, if receipts cannot be provided for a computer purchase, the student may need to print off a “spec sheet” of a similar computer from a local computer store to give an estimated cost of the computer.

8. If the student is taking out a loan, the fellowship money will be subtracted from the loan (therefore reducing the loan amount you have to repay) if the COA does not exceed the total of loan + fellowship.

XVIII: WORK-RELATED POLICIES

Graduate Assistants’ Rights
Graduate Assistants’ Rights. Teaching assistants (TAs) are briefed during their orientation to graduate study about their rights and responsibilities under the MSU-GEU collective bargaining agreement (http://www.hr.msu.edu/documents/contracts/GEU2015-2019.pdf). The GEU also offers a Tuition Waiver pool for TA’s (more information can be found: http://grad.msu.edu/tuitionpool/tuitionpoolagreement.aspx). If won, the Tuition Waiver covers 3 additional credits for the semester.

Outside Work for Pay
Students occasionally inquire about the possibility of working for outside agencies as they attend MSU. The full-time commitment of the School Program consisting of 4 courses per semester in addition to field practica make outside employment, even if part-time, difficult. If students find it necessary to work at outside agencies during graduate school, we encourage them to seek employment that is a natural complement to their degree work (e.g., working in schools or in agencies with children and youth). As students contemplate outside work, they should keep in mind the university expectation that the Ph.D. will be completed within 8 years from the time the student first enrolled as a doctoral student.

Use of Department Resources
The Department has limited computer, office, copy machine, supplies, and communication resources. When such resources are allocated for graduate student use, the allocation must be made by the Department or a specific member of the faculty or staff, with the allocation specifying clear limits (e.g., photo-copying is to be in direct support of a student’s research or teaching and not to exceed a specified number of copies). The Department expects all students to honor such limits, with failure to do so reason for ending access to such resources by offending students.

Students who are teaching or project assistants typically are assigned a desk or shared office space. All graduate students are assigned a mailbox in the department, with students expected to check these
mailboxes regularly for correspondence from the department. Most correspondence will also be sent to students via e-mail, with students expected to monitor their e-mail box regularly, reading e-mail from the School Psychology Program.

**Graduation Exit Survey**
A new short online exit survey for all students graduating with a Plan A or Plan B masters or with a Doctoral degree was introduced by MSU in May 2011. Only students who have applied for graduation will have access to the survey. The survey asks questions about educational experiences in MSU graduate programs, as well as about immediate professional plans. The Graduate School uses data from this survey when reviewing graduate programs and to guide decisions about services and initiatives for graduate students.

The identity of all respondents will be kept confidential and only aggregate (group) information will be made available to faculty and administrators. The students will receive an e-mail message from the dean of the graduate school with a link to the survey. However, students do not need to wait for that e-mail message to complete the survey after applying for graduation. It takes about 5-10 minutes to complete the online survey. Below are the instructions for completing the survey and they are also available from http://grad.msu.edu/etd/

**Instructions for students:**
- Access the following website:
  - Doctoral Students: [https://www.egr.msu.edu/doctoral/survey/](https://www.egr.msu.edu/doctoral/survey/)
  - Master’s Students: [https://www.egr.msu.edu/masters/survey/](https://www.egr.msu.edu/masters/survey/)
- Enter your MSU NetID (Login Name) and Password
- Complete all the items on the survey. When finished, click **Submit**.

If you cannot open this survey, please contact Katey Smagur by email at exitsurvey@grd.msu.edu, and include your name, student ID #, degree level (PhD, MA/MS), and semester of graduation. You will then be notified when you are able to complete the survey.
XIX. FACULTY OF THE SCHOOL PSYCHOLOGY PROGRAM

Core Faculty

- John Carlson, Ph.D., NCSP
  Licensed Psychologist
  Professor & Ph.D. Program Director
  PhD from University of Wisconsin-Madison
  Factors related to the utility of medical and psychological interventions for childhood mental health problems; promoting wellness and successful school, family, and community functioning; interdisciplinary collaboration; childhood anxiety disorders.

- Evelyn R. Oka, Ph.D., NCSP
  Associate Professor
  Ph.D. from University of Michigan
  Development of self-regulation and motivation; social skills interventions; multicultural competence.

- Jodene G. Fine, Ph.D., NCSP
  Licensed Psychologist
  Assistant Professor
  Ph.D. from University of Texas at Austin
  Neural bases of developmental disorders (e.g. dyslexia, autism spectrum disorders, ADHD), and typical child development using neuroimaging such as MRI, fMRI, and DTI.

- Martin Volker, Ph.D.
  Associate Professor
  Ph.D. from Hofstra University
  Assessment and treatment of autism spectrum disorders; measurement issues in special education.

- Sara Witmer, Ph.D., NCSP
  Associate Professor & Ed.S. Program Director
  Ph.D. from University of Minnesota: Twin Cities
  Inclusion of diverse students in large-scale assessment and accountability systems; effects of testing accommodations for students with disabilities; inclusion of students with disabilities in state accountability policies and performance reports; problem-solving models for the delivery of school psychology and special education services.

- Jana Aupperlee, Ph.D., NCSP
  Licensed Psychologist
  Clinical Assistant Professor
  Ph.D. from Michigan State University
  Home-school relationships; school-provided social support; parent-teacher relationships; assessment and intervention with infants and toddlers.

- Kristin Rispoli, Ph.D., NCSP
  Licensed Psychologist
  Assistant Professor
  Ph.D. from Duquesne University
  Parenting interventions; social-emotional interventions; autism spectrum disorders; family-school partnerships.
APPENDIX A
GRIEVANCE PROCEDURES FOR STUDENTS

Graduate Student Academic Grievance Hearing Procedures For All Graduate Academic Programs in the College of Education

Students may request a hearing to resolve a dispute with an instructor, but only after trying to settle the matter in conversations with the instructor, the department chair or school director or program director and, in some cases, the associate dean of the college. The student also may consult with the University Ombudsperson at any stage of the dispute. In the event that a student’s dispute remains unresolved a grievance hearing may be necessary. This document presents current University policy and procedures for conducting a grievance hearing.

Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student’s most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (GSRR Article 1.2)

The Michigan State University Student Rights and Responsibilities (SRR) and the Graduate Student Rights and Responsibilities (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, all Graduate Academic Programs in the College of Education have established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.) Each Graduate Academic Program in the College of Education have established their own program specific hearing boards that are in full compliance with the regulations, policies, and procedures set forth in this document.

I. JURISDICTION OF THE PROGRAM HEARING BOARD:

A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving graduate students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)

B. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

II. COMPOSITION OF THE HEARING BOARD:

A. The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing
Board members serve one year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)

B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)

C. The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III. REFERRAL TO THE HEARING BOARD:

A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)

B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)

C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)

D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student’s dean has called for an academic disciplinary hearing, the student has 10 class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)

E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)

F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)
IV. **PRE-HEARING PROCEDURES**

A. After receiving a graduate student's written request for a hearing, the Chair of the Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)

B. **Within 5 class days, the Chair of the Hearing Board will:**

1. forward the request for a hearing to the respondent and ask for a written response;

2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within 3 class days of this notification. In addition to conflict of interest challenges, either party can challenge two hearing board members without cause (GSRR 5.1.7.c);

3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee (See GSRR 5.1.7.). Decisions by the Hearing Board chair or the College Dean (or designee) on conflict of interest challenges are final;

4. send the Hearing Board members a copy of the request for a hearing and the respondent’s written response, and send all parties a copy of these procedures.

C. **Within 5 class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:**

1. accept the request, in full or in part, and promptly schedule a hearing.

2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)

3. the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)

D. If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.

E. At least 5 class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any
challenges. (See GSRR 5.4.7.)

F. At least 3 class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)

G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least 3 class days before the hearing. (See GSRR 5.4.9.)

H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least 3 class days before the scheduled hearing. (See GSRR 5.4.9c.)

I. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)

J. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Hearing Board must inform the parties of such a time limit in the written notification of the hearing.

K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)

L. Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4.and 5.4.11.)

V. HEARING PROCEDURES:

A. The Hearing will proceed as follows:

1. **Introductory remarks by the Chair of the Hearing Board:** The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:

   • In academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.

   • In hearings in which a graduate students seeks to contest allegations
of academic misconduct, the instructor bears the burden of proof.

- All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)

2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)

3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9-b.)

4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)

6. **Presentation by the Complainant:** The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.

7. **Presentation by the Complainant's Witnesses:** The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.

8. **Presentation by the Respondent:** The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.

9. **Presentation by the Respondent's Witnesses:** The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent’s case. The Chair then recognizes
questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.

10. **Rebuttal and Closing Statement by Complainant:** The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.

11. **Rebuttal and Closing Statement by Respondent:** The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.

12. **Final questions by the Hearing Board:** The Hearing Board asks questions of any of the participants in the hearing.

### VI. POST-HEARING PROCEDURES

#### A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

#### B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board’s recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within 3 class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director.

   The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)

2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the
instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any to the College Hearing Board within 5 class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within 5 class days. (See GSRR 5.5.2.2 and 5.4.12.3)

C. Written Report:

The Chair of the Hearing Board shall prepare a written report of the Hearing Board’s findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within 3 class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board's decision. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. The report also should inform the parties of the right to appeal within 5 class days following notice of the decision, or 5 class days if an academic disciplinary hearing is pending. The Chair shall forward copies of the Hearing Board’s report and the administrator’s redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. All recipients must respect the confidentiality of the report and of the hearing board's deliberations resulting in a decision. (See GSRR 5.4.12 and 5.5.2.2)

VII. APPEAL OF THE HEARING BOARD DECISION:

A. Either party may appeal a decision by the Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records.) (See GSRR 5.4.12.)

B. All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within 5 class days following notification of the Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)

C. A request for an appeal of a Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by "clear and convincing evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)
VIII. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the appropriate Hearing Board to reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IX. FILE COPY:

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

Approved by Faculty August 4, 2015.
## APPENDIX B: SAMPLE COURSE SEQUENCE

Classes should be added to the boxes below based on individual decisions with your advisor. See footnote below for additional requirements. This Course Plan is only meant to serve as a guide, please give close attention to your PhD Course Checklist as you set your schedule.

<table>
<thead>
<tr>
<th>Year One (2015-2016)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CEP 884 Prosem in Sch Psy (3) W 4:10-7</td>
<td>CEP 886 Psych Assess/Int I (3) W 4:10-7</td>
<td>CEP 883 Classroom Discipline (3)</td>
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<tr>
<td></td>
<td>CEP 932 Quant Methods I (3) M 1:50-4:40</td>
<td>CEP 918 Theories of Sch Psy Int (3) W 12:40-3:30</td>
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<tr>
<td></td>
<td>CEP 903 Cognitive Development (3) Th 12:40-3:30</td>
<td>CEP 933 Quant Methods II (3) M 1:50-4:40</td>
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<td></td>
<td></td>
<td>CEP 968 Research Methods (3) Tu 12:40-3:30</td>
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<td></td>
<td>Apprenticeship Proposal 5/1</td>
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<td>Preliminary Examination</td>
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<td></td>
<td>Half a day per week in practicum field placement</td>
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<td></td>
<td></td>
<td>Involvement in advisor’s research team</td>
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<td></td>
<td><strong>Half a day per week in practicum field placement</strong></td>
<td><strong>Apprenticeship Completed 5/1</strong></td>
<td><strong>Prepare for Comprehensive Exam</strong></td>
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<tr>
<td></td>
<td><strong>Involvement in advisor’s research team</strong></td>
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<td></td>
<td>Approx. 30 credits</td>
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<tr>
<td>Year Two (2016-2017)</td>
<td>CEP 893K Practicum (3)</td>
<td>CEP 893K Practicum (3)</td>
<td>Prepare for Comprehensive Exam</td>
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<tr>
<td></td>
<td>CEP 881 Social-Emot. Assess (3)</td>
<td>CEP 889 Consultation (3)</td>
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<td>CEP 880 Intell. Assess (3)</td>
<td>CEP 995 Apprenticeship (3)</td>
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<td>CEP 885 Behavior Disorders (3)</td>
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<td><strong>Involvement in advisor’s research team</strong></td>
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<td><strong>M.A. Degree Completion</strong></td>
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<td>One day per week in practicum field placement</td>
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<td><strong>Involvement in advisor’s research team</strong></td>
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<td>Approx. 24-30 credits</td>
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<tr>
<td>Year Three (2017-2018)</td>
<td>CEP 894K School-Based Internship (3)</td>
<td>CEP 894K School-Based Internship (3)</td>
<td>Take Praxis II Exam in School Psychology</td>
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<td>CEP 934 Multivariate Statistics</td>
<td>CEP 999 Dissertation (3)</td>
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<td>CEP 982 Seminar in CEPSE (3)</td>
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<td>CEP 972 BioBases (3)</td>
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<td><strong>Prepare for Comprehensive exam</strong></td>
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<td>Two days per week in practicum field placement</td>
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<td><strong>Involvement in advisor’s research team</strong></td>
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<td>Approx. 24-30 credits</td>
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<tr>
<td>Year Four (2018-2019)</td>
<td>CEP 919 Current Research Sch Psy (3)</td>
<td>CEP 993K Advanced Prac (3) (optional)</td>
<td>CEP 994K Internship (3) 2000 Hours Total</td>
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<tr>
<td></td>
<td>CEP 993K Advanced Prac (3)</td>
<td>PSY 954 CBT (3)</td>
<td>(or this course can be taken in summer of year 5)</td>
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<td>CEP 963 Ethics (3)</td>
<td>CEP 999 Dissertation (3)</td>
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<td><strong>Half a day per week in practicum field placement</strong></td>
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<td><strong>APPIC Internship Application Process</strong></td>
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<td><strong>Dissertation Proposal Defense</strong></td>
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<td>One day per week in practicum field placement</td>
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<td><strong>Involvement in advisor’s research team</strong></td>
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<td>Approx. 24-30 credits</td>
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<tr>
<td>Year Five (2019-2020)</td>
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<td>CEP 994K Internship (3) 2000 Hours Total</td>
<td>CEP 999 Dissertation (3)</td>
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<td></td>
<td>CEP 999 Dissertation (6)</td>
<td>CEP 999 Dissertation (6)</td>
<td><strong>Graduation</strong></td>
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<td>Dissertation Defense 5/1</td>
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<td>Apply for Graduation and SP Prelim. Certificate</td>
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<td>Approx. 7-9 credits</td>
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**With your advisor, you must decide when to take the Family Elective (3), CEP 904, and CEP 910. There are six open slots for you to choose when to take these three courses. Be sure to check whether courses are typically offered in the fall or spring, and even or odd years.** CEP 904 and CEP 910 are typically offered each year in the spring.
NOTE: With your advisor, you must decide how to distribute 24 credits of CEP 999 if different than suggested above. The college maximum requirement is 30 credits of CEP 999. You must take at least one credit (e.g., dissertation, internship) during the semester you graduate.

NOTE: If CEP 932 is waived, an additional three-credit course in statistics/research inquiry must be taken. Speak to your advisor if you’ve taken a similar undergraduate course and see your handbook regarding waiver exam policy.
APPENDIX C
EXAMPLES OF FAMILY COURSES FOR 2015-2016

Family Courses

Fall:
HDFS 825 Families with Special Needs Children, Th 3:00-5:50
HDFS 830 Survey of Couple and Family Therapy Theories, Online
HDFS 845 Foundations of Family Study, Tu 9:10-12
HDFS 901 Contemporary Scholarship in Human Development and Family Studies, W 9:10-12

Spring:
HDFS 812 Adolescence Fam Eco Perspective, M 3-5:50
HDFS 818 Adv Curricular Adaptations in Early Childhood, M 6:00-8:50
HDFS 864 Foundations of Youth Development, Online

COURSES THAT MAY BE AVAILABLE IN FUTURE YEARS

Family Courses

HDFS 801 Family Ecosystems
HDFS 814 Parenthood and Parent Education, Online
HDFS 821 Prevention, Intervention and Educational Programs in Early Childhood
HDFS 847 Theories of the Family
HDFS 895 Families in Poverty, Online
HDFS 896 Child Development Across Cultures

Other courses that may be used to fulfill research and inquiry credits:
CEP 930 Educational Inquiry, Fall and Spring
## APPENDIX D
### COURSE CHECKLIST

1. **Educational Inquiry and Research**
   - CEP 932 Quantitative Methods in Educational Research I (3 credits)
   - Or 3 Additional Credits in Statistic/Research Inquiry if 932 was waived
   - CEP 933 Quantitative Methods in Educational Research II (3 credits)
   - CEP 934 Multivariate Methods in Educational Research (4 credits)
   - CEP 968 Research Methods in Counseling and School Psychology (3 credits)
   - CEP 995 Research Practicum/Apprenticeship (3 credits)

2. **Psychological Foundations**
   - CEP 982 Seminar in Counseling, Educational Psychology, & Special Education (3 credits)
   - CEP 903 Cognitive Development Across the Lifespan (3 credits)
   - CEP 904 Social-Emotional Development Across the Lifespan (3 credits)
   - CEP 910 Current Issues in Motivation and Learning (3 credits)
   - CEP 972 Biological Bases of Behavior (3 credits)

3. **Theoretical Foundations**
   - PSY 954 Cognitive Behavioral Theory (3 credits)
   - CEP 963 Ethics in Counseling and School Psychology (3 credits)

4. **School Psychology**
   - CEP 880 Cognitive Assessment (3 credits)
   - CEP 881 Social and Emotional Assessment and Intervention (3 credits)
   - CEP 883 Psychology of Classroom Discipline (3 credits)
   - CEP 884 Roles and Functions of School Psychology (3 credits)
   - CEP 885 Behavior Disorders in Children (3 credits)
   - CEP 886 Psychoeducational Assessment and Intervention I (3 credits)
   - CEP 889 Consultation in School Psychology (3 credits)
   - CEP 893K Practicum in School Psychology – 2nd Year Fall (3 credits)
   - CEP 893K Practicum in School Psychology – 2nd Year Spring (3 credits)
   - CEP 894K Internship in School Psychology – 3rd Year Fall (3 credits)
   - CEP 894K Internship in School Psychology – 3rd Year Spring (3 credits)
   - CEP 918 School-Based Psychological Interventions (3 credits)
   - CEP 919 Current Research and Issues in School Psychology (3 credits)
   - CEP 993K Advanced Practicum in PhD School Psychology (3 credits)

5. **Internship (2000 hours)**
   - CEP 994K Internship in PhD School Psychology – Summer (3 credits)
   - CEP 994K Internship in PhD School Psychology - Fall (3 credits)
   - CEP 994K Internship in PhD School Psychology - Spring (3 credits)

6. **Families Course**
   - Families Course (3 credits): ________________________________

7. **Dissertation Credits**
   - 24 credits of CEP 999 are needed to meet MSU College of Education requirements

**Total Credits: 115**
Appendix E: Timeline for PhD Students

This is a general guideline for important completion of important program paperwork and milestones.

EACH YEAR

- Keep track of your practicum hours, update your C.V., and document Responsible Conduct of Research hours throughout the year (full academic year and summer).
- August
  - Submit Annual Review Form and RCR Form.
  - Turn in Background Check Consent prior to 1st day of fall semester.

YEAR 1

- January
  - Complete M.A. paperwork by end of the semester.
- May
  - Complete/Defend Apprenticeship Proposal to advisor and/or guidance committee.
  - Preliminary Exam for PhD Students is due. Students should ensure that they turned in all appropriate coursework.

YEAR 2

- September
  - Apply for M.A. graduation in the first full week of fall semester.
  - Turn in M.A. Final Evaluation Portfolio by end of the month.
- May
  - Complete/Defend Apprenticeship Paper/Manuscript to advisor and/or guidance committee. Have advisor, faculty reader, and advanced student sign Research Apprenticeship Completion Form and submit to program secretary.

YEAR 3

- September – May
  - Register for Praxis II Exam in School Psychology. Take exam between Year 3 and internship year.
- October
  - Sign-up for Comprehensive Exam.
- December
  - Research Apprenticeship Form must be completed and turned in by Dec 1st to take Spring Semester (January) Comprehensive Exams.
- January
  - Take Comprehensive Exam.

YEAR 4

- August
  - Work on APPIC Internship Applications.
- November – December
- December – January
  - Complete APPIC Internship Interviews
- February
  - APPIC Internship rankings are due

YEAR 5

- January
  - Apply for summer graduation and SP preliminary certificate
- April
  - Complete Dissertation Defense

POST-GRADUATION

- Apply for NCSP
- Complete requirements for licensure as a psychologist (e.g., post-doctoral hours, EPPP)
### APPENDIX F
PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Competencies</th>
<th>Evaluation tools for each competency</th>
<th>Thresholds*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundational Knowledge: To prepare future psychologists with foundational knowledge in psychological aspects of behavior.</td>
<td>1a. Students will acquire knowledge of cognitive and social-emotional development.</td>
<td>1a. Students will demonstrate knowledge of cognitive and social-emotional development.</td>
<td>1a. CEP 903 Cognitive Development and CEP 904 Social Emotional Development</td>
<td>1a. 3.0 or higher grade in CEP 903 Cognitive Development and CEP 904 Social Emotional Development.</td>
</tr>
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<td></td>
<td>1b. Students will acquire knowledge of biological aspects of behavior.</td>
<td>1b. Students will demonstrate knowledge of biological aspects of behavior.</td>
<td>1b. CEP 972 Neurobiological Bases of Learning and Behavior.</td>
<td>1b. 3.0 or higher grade in CEP 972 Neurobiological Bases of Learning and Behavior.</td>
</tr>
<tr>
<td></td>
<td>1c. Students will acquire knowledge of social, cultural, and individual aspects of behavior.</td>
<td>1c. Students will demonstrate knowledge of social, cultural, and individual aspects of behavior.</td>
<td>1c. CEP 910 Current Issues in Motivation and Learning, CEP 919 Current Research and Issues in School Psychology: Cultural Factors and Evidence-Based Practice in Children’s Mental Health; and CEP 885 Behavior Disorders in Childhood; Doctoral Comprehensive Exam (Psychopathology Question); CEP 994K Field Supervisor Evaluation Form (Professional Behavior Items #52-#54, #56)</td>
<td>1c. 3.0 or higher grade in CEP 910 Current Issues in Motivation and Learning, CEP 919 Current Research and Issues in School Psychology (Cultural Factors and Evidence-Based Practice in Children’s Mental Health), and CEP 885 Behavior Disorders in Childhood; Passing Score on Doctoral Comprehensive Examination (Psychopathology Question); Average score of 4.0 (Emerging Professional) or higher on Field Supervisor Evaluation Form CEP 994K (Professional Behavior Items #52-#54, #56)</td>
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<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Competencies</td>
<td>Evaluation tools for each competency</td>
<td>Thresholds*</td>
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<td>2. Professional Practice: To prepare future psychologists with the skills necessary for competent delivery of mental health services to school-aged children.</td>
<td>2a. Students will acquire knowledge and skills in psychological assessment.</td>
<td>2a. Students will demonstrate competent integrative knowledge and skills in psychological assessment.</td>
<td>2a. Portfolio (Assessment Section), CEP 894K Internship in School Psychology and CEP 994K Internship in Doctoral School Psychology; Doctoral Comprehensive Examination Question #2 (Assessment); Field Supervisor Evaluation Form (Items #1-#8).</td>
<td>2a. 3.0 or higher grade on Assessment section of the professional portfolio for 894K School-based Internship and 994K Internship in Doctoral School Psychology; Passing Score on Doctoral Comprehensive Examination Question #2 (Assessment); Student must earn a 3.0 (Satisfactory) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice, Integrative Knowledge and Skills in Psychological Assessment, Items #1-#8) from Spring Semester CEP 894K and a 4.0 (Emerging Professional) or higher average rating in CEP 994K.</td>
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<td>2ai. Students will demonstrate knowledge and skills in cognitive assessment.</td>
<td>2ai. CEP 880 Cognitive Assessment; Cognitive Assessment Internship Case (Third Year CEP 894K); Field Supervisor Evaluation Form (Item #1)</td>
<td>2ai. 3.0 grade or higher in CEP 880 Cognitive Assessment; Student must earn a 3.0 or higher on Cognitive Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #1, Cognitive Assessment, rating of 4.0 (Emerging Professional) or higher in CEP 994K</td>
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<td>2aii. Students will demonstrate knowledge and skills in academic assessment.</td>
<td>2aii. CEP 886 Psychological Assessment &amp; Intervention I; Academic Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #2)</td>
<td>2aii. 3.0 grade or higher in CEP 886 Psychological Assessment &amp; Intervention I; Student must earn a 3.0 or higher on Academic Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #2, Academic Assessment, Rating of 4.0 (Emerging Professional) or higher in CEP 994K</td>
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<td>2aiii. Students will demonstrate knowledge and skills in social, emotional, &amp; behavioral assessment.</td>
<td>2aiii. CEP 881 Social and Emotional Assessment and Intervention; Social-Emotional, and Behavioral (SEB) Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #3)</td>
<td>2aiii. 3.0 grade or higher in CEP 881 Social-Emotional Assessment and Intervention; Student must earn a 3.0 or higher on SEB Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #3, Social, Emotional, Behavioral Assessment, Rating of 4.0 (Emerging Professional) or higher in CEP 994K</td>
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<tr>
<td>Goals</td>
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<td>Evaluation tools for each competency</td>
<td>Thresholds*</td>
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<tr>
<td>2. Professional Practice: To prepare future psychologists with the skills necessary for competent delivery of mental health services to school-aged children.</td>
<td>2b. Students will acquire knowledge and skills in psychological interventions.</td>
<td>2b. Students will demonstrate integrative knowledge and skills in psychological interventions.</td>
<td>2b. Portfolio, Intervention section, CEP 894K Internship in School Psychology and CEP 994K Internship in Doctoral School Psychology; Comprehensive Doctoral Examination Question #3 (Intervention); Field Supervisor Evaluation Form (Item #9-#17)</td>
<td>2b. 3.0 or higher grade on Intervention section of the professional portfolio for 894K School-based Internship and 994K Internship in Doctoral School Psychology; Passing Score on Doctoral Comprehensive Examination Question #3 (Intervention); Student must earn a 3.0 (Satisfactory) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice, Integrative Knowledge and Skills in Psychological Intervention, Items #9-#17) from Spring Semester CEP 894K and a 4.0 (Emerging Professional) or higher average rating in CEP 994K</td>
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</table>

2b. Students will acquire knowledge and skills in psychological interventions.

2b. Students will demonstrate integrative knowledge and skills in psychological interventions.

2b. Students will demonstrate knowledge and skills in academic interventions.

2b. Students will demonstrate knowledge and skills in social, emotional, and behavioral interventions.

2b. 3.0 or higher grade on Intervention section of the professional portfolio for 894K School-based Internship and 994K Internship in Doctoral School Psychology; Passing Score on Doctoral Comprehensive Examination Question #3 (Intervention); Student must earn a 3.0 (Satisfactory) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice, Integrative Knowledge and Skills in Psychological Intervention, Items #9-#17) from Spring Semester CEP 894K and a 4.0 (Emerging Professional) or higher average rating in CEP 994K
<table>
<thead>
<tr>
<th>Goals</th>
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<th>Competencies</th>
<th>Evaluation tools for each competency</th>
<th>Thresholds*</th>
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<tbody>
<tr>
<td>2. Professional Practice: To prepare future psychologists with the skills necessary for competent delivery of mental health services to school-aged children.</td>
<td>2c. Students will acquire knowledge and skills in psychological consultation.</td>
<td>2c. Students will demonstrate knowledge and skills in consultation.</td>
<td>2c. Portfolio, Consultation Section CEP 894K Internship in School Psychology and CEP 994K Internship in Doctoral School Psychology; CEP 889 Consultation in School Psychology; Field Supervisor Evaluation Form (Item #18-#27)</td>
<td>2c. 3.0 or higher grade on Consultation section of the professional portfolio for 894K Internship in School Psychology and 994K Internship in Doctoral School Psychology; 3.0 or higher grade in CEP 889 Consultation in School Psychology; Student must earn a 3.0 (Satisfactory) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice Knowledge and Skills in Consultation, Items #18-#27) from Spring Semester CEP 894K and a 4.0 (Emerging Professional) or higher average rating in CEP 994K</td>
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<td>2d. Students will acquire knowledge and skills to provide supervision of psychological services.</td>
<td>2d. Students will demonstrate knowledge and skills in supervision.</td>
<td>2d. CEP 993K Practicum in Doctoral School Psychology.</td>
<td>2d. 3.0 or higher grade in 993K Practicum in Doctoral School Psychology</td>
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<tr>
<td>Goals</td>
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<td>3. Research and Inquiry: To prepare future psychologists who effectively consume, produce, and disseminate research.</td>
<td>3a. Students will acquire knowledge and skills in research design, statistics, measurement, and interpretation.</td>
<td>3a. Students will demonstrate integrative knowledge and skills in research.</td>
<td>3a. CEP 999 Doctoral Dissertation Research; Preliminary Examination; Comprehensive Exam Question #5- (Research Specialization); Field Supervisor Evaluation Form (Item #28-#38)</td>
<td>3a. A “Pass” in CEP 999 Doctoral Dissertation Research; A “Pass” on the Preliminary Exam; A 3.0 or better (“Pass”) on the Comprehensive Exam Question #5 (Research Specialization); Student must earn a 3.0 (Satisfactory) or higher average rating on supervisor evaluation form (Program Goal 3: Research and Inquiry-Integrative Knowledge and Skills in Research, Items #28-#38) from Spring Semester CEP 894K and CEP 994K</td>
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<td>3ai. CEP 968 Research Methods in Counseling and School Psychology; Field Supervisor Evaluation Form (Item #28)</td>
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<td>3aii. CEP 932 Quantitative Methods in Educational Research I (or waived), CEP 933 Quantitative Methods in Educational Research II, CEP 934 Multivariate Data Analysis I Field Supervisor Evaluation Form (Item #29)</td>
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<td>3aiii. CEP 880 Cognitive Assessment Chapter Test (Measurement), CEP 886 Psychological Assessment &amp; Intervention I Test Review (Measurement) Field Supervisor Evaluation Form (Item #30)</td>
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<td>3aii. A grade of 3.0 or higher in CEP 932 Quantitative Methods in Educational Research I (or waived), CEP 933 Quantitative Methods in Educational Research II, CEP 934 Multivariate Data Analysis I, Field Supervisor Evaluation Form Item #29, Statistics, Rating of 4.0 (Emerging Professional) or higher in CEP 994K</td>
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<td>3aii. A grade of 3.0 or higher in CEP 932 Quantitative Methods in Educational Research I (or waived), CEP 933 Quantitative Methods in Educational Research II, CEP 934 Multivariate Data Analysis I, Field Supervisor Evaluation Form Item #29, Statistics, Rating of 4.0 (Emerging Professional) or higher in CEP 994K</td>
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<td>3aii. A score of 80% or higher on CEP 880 Cognitive Assessment Chapter Test (Measurement), CEP 886 Psychological Assessment &amp; Intervention I Test Review (Measurement), Field Supervisor Evaluation Form Item #30, Measurement Rating of 4.0 (Emerging Professional) or higher in CEP 994K</td>
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<tr>
<td>Goals</td>
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<td>Evaluation tools for each competency</td>
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<tr>
<td>3. Research and Inquiry: To prepare future psychologists who effectively consume, produce, and disseminate research.</td>
<td>3b. Students will acquire knowledge and skills related to proposing, conducting, and defending research that contributes to the literature.</td>
<td>3b. Students will demonstrate knowledge and skills in proposing and defending research projects.</td>
<td>3b. CEP 995 Practicum Research Design and Data Analysis; Apprenticeship Project; Dissertation Project</td>
<td>3b. A grade of 3.0 or higher in CEP 995 Practicum Research Design and Data Analysis; “Pass” Apprenticeship Project Defense Meeting; “Pass” Dissertation Defense Meeting;</td>
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<td>3c. Students will acquire knowledge and skills pertaining to disseminating their scholarly work to others.</td>
<td>3c. Students will demonstrate knowledge and skills in disseminating their scholarly work to national/local audiences and via submission of their work for publication consideration.</td>
<td>3c. APA Annual Review Data Gathered on MSU SP’s Annual Self-Assessment Form/Students’ Curriculum Vitae</td>
<td>3c. Students must present at least once each locally and nationally as gathered on their Annual Self-Assessment Form/Students’ Curriculum Vitae (by the end of 4th year); Students must submit at least 2 samples of scholarship for publication consideration as indicated on their Annual Self-Assessment Form/Students’ Curriculum Vitae (by the end of 4th year),</td>
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<td>3d. Students will acquire knowledge and skills pertaining to applying research to practice</td>
<td>3d. Students will demonstrate knowledge and skills in applying research within their practice.</td>
<td>3d. CEP 894K (Professional Portfolio- Research Dissemination Section; 894K Practicum in School Psychology: Supervisor Evaluation Form (Item #35-#37)</td>
<td>3d. 3.0 on CEP 894K Research Dissemination Section of Professional Portfolio; Field Supervisor Evaluation Form Item #35-#37, Research &amp; Inquiry, Rating of 3.0 (Satisfactory) or higher in CEP 894K and 4.0 (Emerging Professional) in CEP 994K</td>
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<td>Goals</td>
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<td><strong>4. Professional Conduct</strong>: To prepare future psychologists who effectively collaborate with others in the delivery of services according to ethical and legal guidelines.</td>
<td><strong>4a. Students will develop professional behaviors consistent with expectations of the program, university, and the professional psychology discipline.</strong></td>
<td><strong>4a. Students will demonstrate knowledge and skills in the area of professional practices.</strong></td>
<td><strong>4a. Grades, CEP 884 Roles and Functions of School Psychologists, CEP 993K (Advanced Practicum in School Psychology) and CEP 994K (Internship in Doctoral School Psychology); Supervisor Evaluation Form Items #39-#51, #56</strong></td>
<td><strong>4a. A grade of 3.0 or higher in CEP 884, CEP 993K (Advanced Practicum in School Psychology), CEP 994K (Internship in Doctoral School Psychology), Students must obtain a 4.0 (Emerging Professional) or higher average rating on Supervisor Evaluation Form (Goal 4: Professional Conduct; Professional Behavior) Items #39 #51, #55 from CEP 994K-Spring.</strong></td>
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<td><strong>4b. Students will develop an understanding of the legal and ethical standards within the field.</strong></td>
<td><strong>4b. Students will demonstrate knowledge and skills in applying legal and ethical standards within their practices.</strong></td>
<td><strong>4b. Grades, CEP 963 (Ethics in Counseling and School Psychology), Supervisor Evaluation Forms, Supervisor Evaluation Form Items #57-#61 Comprehensive Exam Rating, Doctoral Comprehensive Exam Question 1 (Professional, Legal, and Ethical Issues),</strong></td>
<td><strong>4b. A grade of 3.0 or higher CEP 963 (Ethics in Counseling and School Psychology), Students must obtain a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 4: Professional Conduct- Understanding of Legal and Ethical Standards) Items #57-61 from Spring CEP 994K. A 3.0 or better (“Pass”) on the Doctoral Comprehensive Examination Question #1 (Professional, Legal, and Ethical Issues);</strong></td>
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Appendix G:
ANNUAL REVIEW FACULTY RATING FORM ITEMS

*Faculty rate students on a scale of 1 to 5.

Program Goal 1: Foundational Knowledge

<table>
<thead>
<tr>
<th>Item</th>
<th>1- Weak</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5-Strong</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1. Knowledge of cognitive and social emotional development.</td>
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<td>2. Knowledge of social, cultural, and individual aspects of behavior.</td>
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Program Goal 2: Professional Practice

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<tr>
<th>Item</th>
<th>1- Weak</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5-Strong</th>
<th>N/A</th>
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<tr>
<td>6. Completes competent psychological assessments, written reports, and communicates findings in the areas appropriate to his/her level of training.</td>
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<td>9. Uses data to assign appropriate interventions in the areas relevant to his/her level of training.</td>
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<td>10. Uses knowledge and skills in consultation in the areas relevant to his/her level of training.</td>
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</table>
**Program Goal 3: Research and Inquiry**

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<thead>
<tr>
<th></th>
<th>1- Weak</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5-Strong</th>
<th>N/A</th>
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<tr>
<td>15. Disseminates scholarly work to national/local audiences.</td>
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<td>17. Demonstrates ability to translate research findings for use in practical settings.</td>
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<td>19. Uses current theoretical perspectives to inform his/her practice of school psychology.</td>
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**Program Goal 4: Professional Conduct**

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<thead>
<tr>
<th></th>
<th>1- Weak</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5-Strong</th>
<th>N/A</th>
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<tr>
<td>20. Behavior is consistent with professional and ethical standards in the university setting (e.g., appropriate interaction, appropriate language, attire and email communication)</td>
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<td>23. Demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and the conduct of research.</td>
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<td>26. Completes assignments and/or assigned tasks in a timely and responsible manner.</td>
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<td>27. Demonstrates motivation by showing initiative, persistence, and engagement.</td>
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