

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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2020-2021 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 leaders in school psychology is at an unprecedented level. Educational and health care reform, an increased emphasis on the importance of mental health within schools, the growing diversity in student populations, and increased public awareness of educational issues have created new opportunities and challenges for doctoral-level school psychologists. Practitioner and faculty shortages in school psychology further raise the importance of your success within our graduate program. 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, all students are responsible for adhering to curricular and programmatic requirements from the handbook in effect during their first year in the program.*

Website 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*](#)
- [*MSU Homepage*](#)
- [*Student Affiliates in School Psychology \(SASP\) Homepage*](#)
- [*University Curriculum and Catalog*](#)
- [*College of Education Catalog: Doctor of Philosophy Degree*](#)
- [*Graduate Students Rights and Responsibilities \(GSRR\)*](#)
- [*MSU Graduate Employees Union*](#)
- [*Resources provided by the Graduate School; a comprehensive list with descriptions and links to specific initiatives*](#)
- [*Academic Programs*](#)
- [*MSU/GEU Contract*](#)
- [*Guidelines for Graduate Student Advising and Mentoring Relationships*](#)
- [*Guidelines for Integrity in Research and Creative Activities*](#)
- [*Policy on Relationship Violence and Sexual Misconduct*](#)

TABLE OF CONTENTS

I. PROGRAM OVERVIEW AND COMMITMENTS.....	10
Program Statement on Diversity and Inclusion	11
II. ADMISSIONS POLICIES	12
Admissions Criteria	12
English Language Proficiency.....	12
Reapplication for Admission	13
Reentry Admissions	13
Transfer Admission	13
III. COURSE WAIVER POLICY	13
Procedures	13
IV. ADVISING POLICIES	14
Advisors	14
Levels of Communication & Problem-Solving	14
Permanent Guidance Committee	14
Procedures.....	15
V. PROGRAM OF STUDY: COURSEWORK	17
Doctoral Coursework Requirements: please see Appendix F	18
Summary of Practicum and Internship Requirements	18
Sample Sequence of Studies	19
VI. BEYOND FORMAL COURSEWORK: PRELIMINARY EXAM, THE APPRENTICESHIP PROJECT, COMPREHENSIVE EXAMS, THE DISSERTATION, AND THE INTERNSHIP	19
Preliminary Exam (Originally Developed Fall 2009; Procedures Revisions, Spring 2014)	19
Procedures for the Preliminary Exam	20
School Psychology Practicum	20
First Year School-Based Practicum	20
Second Year School-Based Practicum	21
Third Year School-Based Internship	22
Fourth Year Advanced Practicum in Community-Based Mental Health	22
Research Team Participation with Faculty Advisor	23
Research Apprenticeship	23
Comprehensive Exam	24
Procedures.....	24
The Dissertation	25
Procedures.....	25
Electronic Submissions of Theses and Dissertations	26
The Internship	27
Procedures.....	28
Tuition and Credits during the Internship Year.....	29
Praxis II Exam in School Psychology	29
VII. RESPONSIBLE CONDUCT OF RESEARCH	29
What are the Training Requirements?.....	29
VIII. ANNUAL REVIEW OF STUDENTS' PROGRESS	30
Annual Criminal Background Checks	31
IX. ANNUAL REVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM.....	32
Standing Program Committees	32
X. TIME LIMIT POLICIES	32
Employee Leave Time: Medical, Bereavement, Adoption/Parental, Jury Duty	33
XI. ACADEMIC AND PROFESSIONAL INTEGRITY: GUIDELINES FOR ETHICAL CONDUCT IN RESEARCH AND CREATIVE ACTIVITIES	33
XII. GRIEVANCE PROCEDURES	37
XIII. RETENTION AND DISMISSAL POLICIES	37
Voluntary Withdrawal from the Program	38
Dismissal Policy	38
Reasons for Dismissal from the Program	38
Retention and Dismissal Review Procedures	39

- XIV. RECORDS POLICIES40
- XV. PROFESSIONAL CREDENTIALS40
 - State of Michigan School Psychology Certificate40
 - National Certification in School Psychology (NCSP).....41
 - Psychology Licensure.....42
 - National Register of Health Service Psychology Credential.....42
- XVI. SCHOOL PSYCHOLOGY NETWORK.....42
 - Peer Mentors43
 - University and Program Orientations.....43
 - MSU School Psychology Program Website43
 - MSU School Psychology Students D2L Site.....43
 - Listservs43
 - Professional Organizations in School Psychology43
- XVII: FINANCIAL SUPPORT45
 - Graduate Assistantships45
 - College Policy and Governance Documents/Academic Progress and Graduate Assistantship Policy.....45
 - Scholarships/Fellowships.....46
 - Loans46
 - Increasing your Cost of Attendance and Residency.....46
- XVIII: WORK-RELATED POLICIES47
 - Graduate Assistants’ Rights.....47
 - Coverage of the TA Tuition Waiver.....48
 - Tuition Coverage for Research and Other Graduate Assistants48
 - Relationship Violence and Sexual Misconduct (RVSM) Policy48
 - Outside Work for Pay49
 - Use of Department Resources49
 - Graduation Exit Survey.....49
- XIX. FACULTY OF THE SCHOOL PSYCHOLOGY PROGRAM.....50
- APPENDICES52
 - APPENDIX A: GRADUATE-LEVEL COURSE WAIVER FORM.....52
 - APPENDIX D: SAMPLE COURSE SEQUENCE.....63
 - APPENDIX E: EXAMPLES OF FAMILY COURSES OFFERED IN PAST YEARS.....64
 - APPENDIX G: TIMELINE FOR PHD STUDENTS66
 - APPENDIX H: PHD PROGRAM AIMS, COMPETENCIES, TRAINING ACTIVITIES, AND
MINIMUM LEVELS OF ACHIEVEMENT.....68
 - APPENDIX I: ANNUAL REVIEW FACULTY RATING FORM ITEMS.....76

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
[Website](#)

The goal of the MSU School Psychology Program is to prepare scientist--practitioners, health service psychologists, psychologists) who work with educators, children, youth, and families to promote student learning, development, and mental health. Our graduates take leadership positions in schools, community/hospital-based settings, and/or within university-based training settings. We envision these professionals to be data-based, system-wide problem-solvers who work to address issues facing learners of all ages. Nine aims guide our training program and program outcomes. See Appendix H for specific competencies, curriculum elements, and evaluation tools associated with each of the nine program aims.

- **Aim 1. Research:** To prepare future doctoral-level school psychologists who demonstrate knowledge, skills, and competence sufficient to produce new knowledge, critically evaluate existing research, disseminate scientific research at local or national levels, and to make appropriate use of scientific methods and findings in all professional roles.
- **Aim 2. Ethical and Legal Standards.** To prepare future doctoral-level school psychologists who conduct self in an ethical manner in all professional activities, and effectively collaborate with others in the delivery of services according to ethical and legal guidelines.
- **Aim 3. Individual and cultural diversity.** To prepare future doctoral-level school psychologists with foundational knowledge to effectively work with diverse individuals and groups, and integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles and activities.
- **Aim 4. Professional values and attitudes.** To prepare future doctoral-level school psychologists who behave in ways that reflect the values and attitudes of psychology, and effectively collaborate with others in the delivery of services according to the professional standards of the professional psychology discipline.
- **Aim 5. Communication and interpersonal skills.** To prepare future doctoral-level school psychologists with the communication and interpersonal skills necessary for professional practice and for effective collaboration with others in the delivery of professional services.
- **Aim 6. Assessment.** To prepare future doctoral-level school psychologists with the assessment skills, including selection, application, interpretation, and communication of assessments, necessary for competent delivery of professional services.
- **Aim 7. Intervention.** To prepare future doctoral-level school psychologists with the intervention skills, including selection, application, interpretation, and communication of interventions necessary for competent delivery of professional services.
- **Aim 8. Supervision.** To prepare future doctoral-level school psychologists with knowledge of supervision practices and basic supervision skills.
- **Aim 9. Consultation and interprofessional/interdisciplinary skills.** To prepare future doctoral-level school psychologists with knowledge of consultation practices and the consultation skills necessary for competent delivery of professional services.

We bring a bioecological perspective to school psychology that considers the individual and developmental needs of learners in the context of families, schools, communities, organizations, and cultures. Understanding learning and life-span development are 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 bioecological 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.

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, experience, and leadership skills to influence service delivery systems that promote student learning and development, reducing risk for later maladjustment or psychopathology.

Students are expected to abide by the ethical principles of the National Association of School Psychologists and the American Psychological Association.

Graduates of our doctoral program are eligible to be certified school psychologists in Michigan, Nationally Certified School Psychologists, Licensed Psychologists in Michigan (pending completion of additional post-doctoral requirements), and Health Service Psychologists (pending the completion of additional post-doctoral requirements). To be eligible for employment and credentialing in states other than Michigan, a greater number of courses, internship hours, and state-specific assessments may be required and students should seek out the specifics of those state-level requirements.

Program Statement on Diversity and Inclusion

MSU's School Psychology Program is dedicated to the principles of respect for and understanding of cultural and individual diversity. These principles are reflected in the nondiscriminatory policies and operating conditions in the recruitment/retention of faculty/students, within the program course work including integrated practicum experiences in schools and in the community, through faculty and student research and scholarship, through research mentoring and student advisement. Our program avoids actions that would restrict access or completion on grounds that are irrelevant to success in graduate training or the profession. The program works to meet the needs of all students in a sensitive manner including those who contribute to the diversity of the program through their age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status or other characteristics reflecting diversity within the profession.

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, supervisor, and/or researcher. In addition, our graduates may also use their research and professional skills in assessment, intervention, and consultation other types of educational settings, community mental health centers, government agencies, or hospitals. Our graduates successfully carry out these responsibilities in various contexts by applying their strong leadership and interpersonal skills to demonstrate behaviors and attitudes reflective of the profession.

The Program is committed to upholding Michigan State University's value for diversity and inclusion amongst its students, faculty, and staff. Please refer to the [University-Wide Non-Discrimination policy and](#)

[the Non-Discrimination notice](#). Additional resources regarding university initiatives to promote diversity and inclusion can be found through the [Office of Institutional Equity](#) and the [Office of Inclusion and Intercultural Initiatives](#).

II. ADMISSIONS POLICIES

In selecting students for entry to the program, the faculty attempts to bring together a richly diverse group of students, representing people 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](#).

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, however the program faculty will require students to create a folio of professional practice competencies to provide evidence for consistency with our program's aims and competencies. Additional coursework (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. 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 [here](#) and [here](#). Students should discuss the possibility of course waivers both prior to and following admission. Program faculty and/or the MSU faculty teaching the course will decide on the acceptability of such courses.

Procedures

Students must use the Graduate-Level Course Waiver Form (Appendix A) to begin, facilitate, and finalize the waiver process.

1. Students must request course waivers in writing at the time of submitting the 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. Upon admission, each new student is 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 the new advisor and only after informing the previous advisor.

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. At minimum, students should 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, an advanced student, or a program graduate assistant? 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.
4. 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 director.
5. Should the SAG committee and/or the program director not resolve the matter, it should be brought to the attention of the CEPSE chairperson.

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-tenure 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 should work closely with their doctoral advisor to select committee members with the appropriate knowledge and expertise. An example of a typical committee would include: 2 members of the School Psychology faculty, 1 member who specializes in quantitative methods or statistics, 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 website or on the Student website on D2L (MSU Desire2Learn). The College has moved to a web-based forms completion, submission, and signature-gathering process. Students are required to complete Ph.D. Program Plans online using the [GradPlan system](#). This is not to be confused with the Master's Program Plan. Please consult the School Psychology Students D2L page (Grad Plan and Course Waiver Form folder) for the most recent College of Education requirements to form your permanent Guidance Committee. Complete instructions and the revised forms are available on the [college website](#).

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 Master's forms need to be completed in the first semester of your first year in the program.*

If you included CEP 930, CEP 932, CEP 933, or CEP 934 on your M.A. Program Plan because they were part of the first 30 credits you took, *you must also include these courses on your Ph.D. program plan as 12 credits of research are a CoE requirement. All research courses (CEP 932, CEP 933, CEP 934, CEP 968, and CEP 995) should be assigned a category label of "Research Requirement."*

All other courses should only be included either on the Master's 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. 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 several 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 aim of the School Psychology Program is to train highly skilled doctoral-level school psychologists who are leaders prepared 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 of study is intended to prepare students to be eligible to obtain a national-level certification in school psychology, state-wide licensure in psychology, and a national credential in health service psychology. The program's curriculum is based on the scientist --practitioner model of doctoral training, integrating theory, research, and practice in health service psychology. The doctoral program typically takes 5 to 6 years to complete, consisting of 4 to 5 academic years of full-time graduate study and a year of internship.

Students complete coursework in school psychology, foundational areas of psychological practice, professional ethics, history and systems of psychology, individual and cultural diversity, 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 E 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. Full-time 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. A minimum requirement is one student-initiated research meeting in the fall semester and one in the spring semester.

Doctoral Coursework Requirements: please see Appendix F

Internship (2000 hours)

Students must complete a 2000-hour internship, which coincides with CEP 994K credits prior to having their degree conferred on their transcript. Students must use the Association of Psychology Postdoctoral and Internship Centers (APPIC) process to apply for, match with, and complete their internship.

Apprenticeship Credits

The Program Faculty highly recommend students take CEP 995 in the Spring of their second year. Should you not complete your apprenticeship during the enrolled semester, you will earn a deferred (DF) grade on your transcript. Once the apprenticeship is completed, your faculty advisor must change the DF grade the appropriate grade earned within 190 days of the end of the semester. If this request for a grade change does not occur within the 190 days, DF grades are automatically changed to a deferred/unfinished (DF/U) grade. Students with a DF/U on their transcript may be required by the University to take the course again. For more information on grade codes, visit the [Academic Programs catalogue](#).

Dissertation Credits

The University [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. With your advisor, you must decide how to distribute 24 credits of CEP 999 if different than suggested in Appendix D.

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 (1/2 day per week, minimum of 100 hours), 6 credits of school-based practicum with a school psychologist (1 day per week, minimum of 300 hours; CEP 893K) during the second year, and 6 credits of school-based practicum/internship with a school psychologist (2 days per week, minimum of 600 hours; CEP 894K) during the third year. Students are expected to accumulate six hundred school-based internship hours to be eligible to seek certification as a school psychologist in Michigan and NCSP credential. Students will also complete at least one semester of advanced practicum (1 day per week, minimum of 100 hours; CEP 993K, 3 credits) and a year-long field-based internship (full time; 3 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.

These requirements ensure that students complete a minimum of 1100 hours prior to the internship. All practicum and internship sites must receive prior approval by the program. *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 D and a checklist of required coursework is provided in Appendix F. 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.

VI. BEYOND FORMAL COURSEWORK: PRELIMINARY EXAM, THE APPRENTICESHIP PROJECT, COMPREHENSIVE EXAMS, THE DISSERTATION, AND THE INTERNSHIP

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 four areas of assessment. An Unsatisfactory rating in **any** of these areas results in a Fail on the preliminary examination.

Portfolio	Satisfactory	Unsatisfactory
Research Article Critique	3.5 or higher	< 3.5
Academic Performance: First Year Course Grades	3.5 or higher in all courses	< 3.5 in any course
Research Apprenticeship Proposal	A draft of the proposal deemed satisfactory by the advisor	Inadequate or marginal proposal draft
Professional Behavior and Practice	Rating of 'Satisfactory' or higher	Ratings below satisfactory

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. 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. Specifically, faculty will review: professional behavior and communication in field-based and university roles, respect for others' time and commitments, personal motivation, persistence, and initiative in completing tasks related to coursework, research, and practica, responsiveness to faculty feedback, and overall behavioral and emotional maturity.

Research Apprenticeship Proposal. By the end of their first year, students are expected to have completed a proposal for their Research Apprenticeship project. Individual faculty advisors are responsible for determining the adequacy of their first-year students' proposal drafts at the time of the Preliminary Exam. For more information on the Apprenticeship, please see page 21 of this Handbook.

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, 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 Preliminary Exam 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 1100 (e.g., Year 1: 100; Year 2: 300; Year 3: 600; 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. Students may incur costs up to \$100 related to practicum assignments (e.g., background checks, fingerprinting, etc.).

First Year School-Based 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 interdisciplinary 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. Students also partake in an ecological appraisal of the communities in which they are placed by seeking information from school administrators about the populations served by the school, the culture and economic status of these families, and the extent to which parents are involved in students' educational programming. 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 and encourage students' self-reflection on their professional development.

Second Year School-Based 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.

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
- Reflect on their personal and professional development through goal-setting, responsiveness to supervisor feedback, and making plans for accountability
- 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 disseminating evidence-based strategies through handouts or 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)
- Develop an understanding of models of consultation and use this knowledge to engage in a school-based consultation with a teacher or other educational staff member

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 field and university supervisors twice a semester. Students typically acquire 400 hours of practicum across the first two years.

students may talk with their advisor about participating in the optional Summer Intensive Course (894K), during which they continue working at their second-year practicum site after MSU's spring semester is complete to begin tracking internship hours towards the 600 hours of internship in a school setting required for certification as a school psychologist in Michigan and to be eligible for NCSP credential.

Third Year School-Based 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 and to be eligible for NCSP credential, 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 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 and effectively communicate results with teachers and parents, to apply empirical research to support the design and implementation of 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 aims pertaining to professional behaviors or attitudes, and monitors the attainment of these goals through contact with students in class and through site visits. Field-based supervisors provide at least two written evaluations of the student's performance during the year using the nine program aims, and are in regular contact with the university supervisor. Students complete projects and course requirements that contribute to and extend the practicum/internship experience. They prepare a professional portfolio, which includes: a statement of professional practice, case presentations, ethical dilemmas, consultation summaries, scholarly manuscript submissions, psychological reports, and intervention reports.

Fourth Year Advanced Practicum in Community-Based Mental Health (CEP 993K)

Doctoral students take at least one semester of advanced practicum in their fourth year (fall). Students should complete the "Readiness for Advanced Practicum-Checklist/Agreement Form" (found on School Psychology D2L) with their advisor prior to Fourth Year Advanced Practicum in Community-Based Mental Health. The goals of this practicum are twofold. First, students examine roles and functions typically performed by doctoral-level psychologists, such as clinical research design and supervision. During the fall semester, advanced students are each paired with a second-year student as they take on the role of "supervisory associate" to the university-based supervisor for these second-year students. Advanced

doctoral students gain hands-on experience in supervision as they plan regular meetings with second-year students to provide mentoring/scaffolding, feedback, and frequent monitoring of second-year students' progress on school-based practicum-related activities.

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). Students should consider how their timeline for program completion may be affected if they elect to participate in additional semesters of advanced practica. In order to be cleared to secure a fourth year practicum placement, students must be demonstrating adequate research progress within the program, have completed the research apprenticeship, and passed the winter comprehensive examination. Students must meet with the course instructor in the spring before they plan to complete their advanced practicum. Recommended topics for discussion include: internship plans, career aspirations, dissertation progress, and willingness to travel.

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 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). *See note in Required Course Sequence on the timing of CEP 995 credits.*
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.
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](#). This form certifies that the requirements of the apprenticeship project have been satisfied.

NOTE: The apprenticeship must be completed before students are approved to 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 website 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 exam provides an occasion that allows students to review and integrate a large fund of educational and psychological knowledge. Students take the comprehensive exam immediately prior to 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. Students are responsible for maintaining assistantship and coursework duties during the comprehensive exam.

The School Psychology Program requires that students pass the comprehensive exam before participation in Advanced Practicum. The School Psychology Program requires that students successfully complete the comprehensive exam and have their dissertation proposal approved before ranking internship placements via the APPIC Match process, typically in the fifth or sixth year of the program. 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 School Psychology Comprehensive Exam Policy on the Desire2Learn School Psychology Students webpage.

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. When 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. A follow-up meeting with the student's advisor is required in the fall semester to further verify readiness for the APPIC application process.

Procedures

Please see the Desire2Learn School Psychology Students webpage for the most recent College of Education requirements associated with applying to take the comprehensive exam. 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 Spring semesters, and at the beginning of fall semester in special occasions, 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 Graduate 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. 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 ranking internship placements via the APPIC Match process. 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. Students must complete the "Readiness of 2000-hour Internship-Checklist/Agreement Form" (found on School Psychology D2L) with their advisor during the beginning of the fall semester they are applying for internship.

Procedures

1. Visit the [Graduate School website](#) for the Graduate School requirements regarding formatting, approval, and submission of the Dissertation. [GradPlan](#) replaces the Report of the Guidance Committee, Record of Comprehensive Exam, and the Dissertation Final Defense form. GradPlan guidance documents are available on the School Psychology Students D2L page.
2. Work closely with your advisor and committee members throughout the dissertation process.
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.
4. The [COE Dissertation Proposal Approval Form](#) needs to be completed once the proposal is accepted by the committee. Please provide the Program Secretary with this signed form.
5. If the dissertation will involve human subjects, you must complete a separate application with the Social Science/Behavioral/Education Institutional Review Board well in advance of planned data collection. Visit the [University's Human Research Protection Program](#) website for directions. Data collection cannot commence prior to the approval of this committee.

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 committee members to review your finished work. *You must be enrolled in at least one credit (e.g., 999 or 994K) during the semester you orally defend.* Deadlines to be met for graduation in a given semester are listed on the University Calendar at the Registrar's website <https://www.reg.msu.edu/ROInfo/Calendar/academic.aspx> or on the Graduate School website at <https://grad.msu.edu/etd/etd-deadline-dates>.

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. 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 provided to the Program Secretary.

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 target submission dates here](#)). 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 in various potential contexts including schools, clinics, hospitals, or university training programs. 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. As a part of the Director of Clinical Training's approval, he/she must obtain a signed "Readiness of 2000-hour Internship-Checklist/Agreement Form" (found on School Psychology D2L). 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 through the APPIC process. The following policy applies to the APPIC internship application process:

- All students are required to participate in the APPIC Match process. APPIC membership ensures that internships meet standards for high quality training and for licensure as a psychologist in some states.
- All students who don't match in Phase I must participate in the Phase II Match. (Reminder: in both phases, students should only rank sites they consider acceptable.)
- Should students not match in Phase I or Phase II, students have three options.
 - Option 1) Participate in the APPIC Post-Match Vacancy Service.
 - Option 2) Remove oneself from the Match process and commit to strengthening one's application before applying for APPIC again the following year.
 - Option 3) Work with the DCT to create an internship aligned with [CDSPP guidelines](#).
 - Note: Option 3 may or may not be available in the future as our program moves towards all students matching with APPIC-member internships. Further, our program faculty have a goal of all students attending APA-approved internships by 2027.

Students will refrain from pursuing internship sites where their presence might involve conflicts of interest, dual relationships, or other ethically inappropriate conditions. The following relevant ethical standards from the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2017) may apply:

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 relationship 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 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 future licensed psychologists (e.g., assessment for eligibility and/or intervention, direct intervention, consultation, ethical and legal decision-making, individual and cultural diversity, in-service training, knowledge of theories of supervision, 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. Each 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.

Procedures

1. Consult with your advisor and the Director of Clinical Training to discuss your readiness for an internship, and for assistance in site selection.
2. Review [APPIC website](#) 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 during the fall, spring, and either the summer before or after the internship. 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 will still be eligible for the in-state tuition rate during that summer. The internship courses taken during the following two semesters (i.e., fall and spring during internship year) will be charged at the out-of-state tuition rate. Students may wish to keep this in mind and perhaps take the remaining 2 of the required 3 internship credits during the summer after his/her fourth year in the program at the in-state tuition rate, rather than taking them at the out-of-state tuition rate the following summer. *Students are required to be registered for at least one credit (999 or 994K) in the semester they plan to graduate. The semester of graduation is based on the semester a student is enrolled in their final course credits and for which they receive a course grade.*

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](#) 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 website](#).

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.

What are the Training Requirements?

Guidance on specific RCR training requirements for PhD School Psychology students is available on the School Psychology Students D2L page under the "Responsible Conduct of Research (RCR) Requirements" folder. Please refer to this guidance document for the most recent RCR policy for each year in your program. All School Psychology PhD students will complete the CEP 968 Research Methods in Counseling & School Psychology course prior to receiving their degrees, which will be recorded in GradInfo as "Initial" training.

Each year, students will need to create an account in the Research Training Tracking System (RTTS; <https://www.egr.msu.edu/secureresearchcourses/> to log training hours (e.g., CITI modules, discussions on research team, Graduate School RCR Workshops). *You must print a paper copy of the “Training Courses Report,” obtain your advisor’s signature, and turn the signed form into the Program Secretary’s mailbox before May 1st of each academic year.*

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 early summer. 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 aims (see Appendix H):

- **Aim 1. Research:** To prepare future doctoral-level school psychologists who demonstrate knowledge, skills, and competence sufficient to produce new knowledge, critically evaluate existing research, disseminate scientific research at local or national levels, and to make appropriate use of scientific methods and findings in all professional roles.
- **Aim 2. Ethical and Legal Standards.** To prepare future doctoral-level school psychologists who conduct self in an ethical manner in all professional activities, and effectively collaborate with others in the delivery of services according to ethical and legal guidelines.
- **Aim 3. Individual and cultural diversity.** To prepare future doctoral-level school psychologists with foundational knowledge to effectively work with diverse individuals and groups, and integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles and activities.
- **Aim 4. Professional values and attitudes.** To prepare future doctoral-level school psychologists who behave in ways that reflect the values and attitudes of psychology, and effectively collaborate with others in the delivery of services according to the professional standards of the professional psychology discipline.
- **Aim 5. Communication and interpersonal skills.** To prepare future doctoral-level school psychologists with the communication and interpersonal skills necessary for professional practice and for effective collaboration with others in the delivery of professional services.
- **Aim 6. Assessment.** To prepare future doctoral-level school psychologists with the assessment skills, including selection, application, interpretation, and communication of assessments, necessary for competent delivery of professional services.
- **Aim 7. Intervention.** To prepare future doctoral-level school psychologists with the intervention skills, including selection, application, interpretation, and communication of interventions necessary for competent delivery of professional services.
- **Aim 8. Supervision.** To prepare future doctoral-level school psychologists with knowledge of supervision practices and basic supervision skills.
- **Aim 9. Consultation and interprofessional/interdisciplinary skills.** To prepare future doctoral-level school psychologists with knowledge of consultation practices and the consultation skills necessary for competent delivery of professional services.

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 aims (see Appendix I 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. Students are strongly encouraged to meet with their advisor to review their annual review written feedback, with specific attention to their program plan and timeline for completion for the degree.

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 through May 1st of the current academic year.

To fulfill this requirement, please submit a copy of the "Training Courses Report" report found as a tab at the top of the [RTTS website](#). Attach this report as part of your Annual Review by completing the steps described on page 28 of this Handbook.

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 complete a CBC form to the Program Secretary. The CBC will be administered via Qualtrics survey at the start of each academic year. *If the school district in which you are working also requires a Criminal Background Check, you may speak with the Program Secretary to send the results of your MSU CBC to your practicum site. Although some sites may accept that in lieu of their background check process, it is not guaranteed and students are responsible for adhering to the institutional or organization policies outlined by their site.*

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.

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. With the knowledge and understanding of the nine program aims, 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. 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. It is the means by which the program solicits anonymous feedback twice a year to assist with continuous program improvement.
- *Recruitment Committee* – This committee is responsible for planning activities to facilitate recruitment of new students. Typically, first year students participate as members of this committee.
- *Admissions* – This committee participates in interview days for prospective students. All students are invited to participate in one or both (EdS and PhD) interview days.
- *Diversity Equity and Inclusion (DEI) Committee* – This committee works to promote diversity, equity, and inclusion within the program through systems-level advocacy, resource provision, and individualized support. Typically 3-4 meetings per semester and 1-2 events.

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 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.

Employee Leave Time: Medical, Bereavement, Adoption/Parental, Jury Duty

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 medical leave and bereavement policy in the MSU GEU CBU Article 18 (Appendix C). For the purpose of our Program, graduate assistants (GAs) and research assistants (RAs) are also subject to these rights regarding employee leave (i.e., MSU GEU CBU Article 18 and Graduate Student Rights and Responsibilities). 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. As such, the following guidelines are derived from professional, ethical, and legal standards including the National Association of School Psychologists: *Principles for Professional Ethics*, the American Psychological Association: *Ethical Principles of Psychologists and Code of Conduct*, and the American Psychological Association: *Standards of Accreditation*.

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 website](#) and to obtain approval from SIRB. 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 Ombudsperson](#).

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://ombud.msu.edu>

Additional information may be found at:

[*Guidelines for Integrity in Research and Creative Activities*](#)

[*MSU policy related to the use of humans for research via the University Committee for Research Involving Human Subjects*](#)

[*The Office of the Ombudsperson's guidelines on plagiarism*](#)

[*All University Policy on Scholarship and Grades, including guidelines on plagiarism*](#)

[National Association of School Psychologists \(2010\). NASP Professional Standards. Bethesda, MD: NASP.](#)

[American Psychological Association. \(2017\). Ethical Principles of Psychologists and Code of Conduct with 2010 and 2016 amendments.](#)

[The American Psychological Association's Publication Manual, which includes guidelines on plagiarism](#)

["Michigan State University Guidelines on Authorship", Endorsed by the University Research Council, January 2013](#)

["Integrity in Scientific Research: Creating an Environment that Promotes Responsible Conduct", The National Academies Press, Washington, D.C., 2002](#)

["Research Data: Management, Control, and Access Guidelines", Endorsed by the University Research Council, February 7, 2001](#)

[MSU Faculty Handbook, Chapter VI, "Research and Creative Endeavor-Procedures Concerning Allegations of Misconduct in Research and Creative Activities"](#)

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 document](#) for guidance in determining the viability of a formal grievance. A copy of this document can be obtained from the Graduate School or the Ombudsperson's Office and it can also be found [here](#). At any point during this process, students may contact the University Ombudsperson's Office for advice, guidance or assistance with addressing and following through on their concerns. The Department Grievance Procedures are provided in Appendix B. A copy of this document can also be found [here](#).

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](#)), 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.

Voluntary Withdrawal from the Program

Students who wish to voluntarily withdraw from the program should refer to the [office of the registrar](#) for steps and policies regarding this process.

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 faculty 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/agents outside of the University.
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 Ombudsperson's Office or found [here](#).

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, 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 [here](#). 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, 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. Below is a 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 website](#).

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](#)

Also, see the [Association of State and Provincial Psychology Board's website](#) for other state and provincial licensing board information.

National Register of Health Service Psychology Credential

Similar to state licensure, doctoral students are also eligible to obtain a Health Service Psychology credential by the National Register of Health Service Psychologists upon graduation from the MSU School Psychology Program. Graduation does not automatically guarantee a health service psychology credential, but students are encouraged to seek this national recognition, in addition to state licensure, to appeal to the diversity of placements in which school psychologists can demonstrate their skills and leadership. Credentialing through the National Register of Health Service Psychologists requires students to pursue a one-year (1,500 hours) post-doctoral internship following their one-year (1,500 hours) doctoral internship.

For additional information please visit:

[National Register of Health Service Psychologists](#)
 1200 New York Ave. W., Ste. 800
 Washington, DC 20005
 Phone: (202) 783-7663

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 website, 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' websites.

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. Mentors are assigned by the Program Assistant in collaboration with the Program Director and are contacted by the start of fall semester. In turn, they should be reach out to mentees within 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 Website

The [school psychology website](#) includes a wealth of information on the MSU School Psychology Program, as well as links to the websites of several school psychology organizations and other pertinent education agencies. The Program's website 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 or Program Graduate Assistant with any suggestions for changes or additions to the program website.

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](#); [D2L training](#)) 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 websites 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 websites is a great way to gain information.

[American Psychological Association \(APA\)](#)

[APA Division 16 \(School Psychology\)](#)

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 website. On their website, 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 \(NASP\)](#)

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 website)." 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 website. 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 include:

[Michigan Association of School Psychologists \(MASP\)](#)

[American Educational Research Association \(AERA\)](#)

[Council for Exceptional Children \(CEC\)](#)

[Society for Research in Child Development \(SRCD\)](#)

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 websites:

[College of Education](#)

[Graduate School](#)

[University Financial Aid website](#)

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. See the section on Graduate Assistants' Right (p. 46) for more information on tuition coverage.

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](#). 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 assistantships may be available through [Residence Education and Housing Services](#) or 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.

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 website for information on scholarship and fellowship financial packages and eligibility requirements. Other sources of aid can be accessed through the [Spencer website](#). 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 the [Office of Financial Aid website](#). 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."

Below are some steps and suggestions for calculating your COA:

1. Begin early! If you know they will receive funding in the next academic year, start immediately.
2. Determine the exact amount of fellowship funding you will receive from the program secretary and the faculty member providing the grant money.
3. Call financial aid (517-353-5940), give your PID and ask to speak with someone regarding costs of attendance. Student's COA 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, one school year may include Fall (fall + summer) and Spring, while the following academic year 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 the program secretary 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 the program secretary as approval for COA increase and then the program secretary 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

Teaching assistants (TAs) are briefed during their orientation to graduate study about their rights and responsibilities under the MSU and Graduate Employees Union (GEU) [collective bargaining agreement](#).

The GEU also offers a [Tuition Waiver pool](#) for TA's only. If won, the Tuition Waiver covers 3 additional credits for the semester.

Coverage of the TA Tuition Waiver

Our graduate students have been very successful in receiving the TA Tuition Waiver. However, students typically have to pay some fees for attendance, despite coverage of these additional credits. First, MSU students voted to approve \$19.00 in fees each semester ([click here for more information](#)). Additionally, students have to pay a matriculation fee, which grants students access to the technology and infrastructure of the University.

TAs in the College of Education (COE) have to pay an additional \$99 because the TA Tuition Waiver only covers the general Graduate School rate of \$726.50 per credit, not the COE graduate credit rate of \$759.50 per credit. This results in a gap of \$33 per credit. When students request coverage of 3 credits per semester, the gap between the Graduate School of COE credit rates sums to \$99 each semester. Do note that this issue of partial coverage stems from the agreement created by the GEU and cannot be addressed on the Program, Department, or College level.

Tuition Coverage for Research and Other Graduate Assistants (PhD Students)

Those doctoral students taking more than 9 credits in a semester, and who have graduate assistantships and are not TAs (and therefore are not eligible for the GEU Tuition Waiver pool), will be considered for possible additional financial support from the Department. In addition, those doctoral students taking more than 9 credits in a semester, who apply for the GEU Tuition Waiver pool and do not receive those funds, will be considered for this possible additional financial support from the department.

Together, the Program Director and Program Secretary will work early in each Fall and Spring semester to identify the students who meet the eligibility requirements for these possible additional departmental funding, and will seek out Department Chair approval for the distribution of any funds available for this purpose. If the funding becomes available, it will typically be provided retroactively (i.e., several months after the associated tuition fees need to be paid by the student). *Students who feel they are eligible for these funds (i.e., RA or GA taking more than 9 credits) should also be in contact with their faculty advisor at the beginning of each semester.*

Relationship Violence and Sexual Misconduct (RVSM) Policy

All graduate students and faculty must adhere to the [University's Relationship Violence and Sexual Misconduct \(RVSM\) Policy](#). As a part of their graduate training, all students must complete the online-training modules each year to verify their understanding of, and commitment to, the RVSM Policy as an MSU student. Graduate students who are graduate assistants or research assistants are also required to complete the RVSM Employee Training. The two courses approach the topics from two different lenses. The employee training will provide more information about mandatory reporting and other employee responsibilities under the Policy. These students will receive a separate email with information on accessing the RVSM Employee Training.

To access the training, visit the [Title IX website](#). Follow the directions to register and enroll in the RVSM training module. You will want to reserve approximately 30 minutes to complete all assignments. If you do not find the link on your home page, you may a) already have completed the training, b) be new and it has not yet been assigned, c) not be required to complete the training. You may contact train@ora.msu.edu for assistance.

Students are encouraged to promptly report incidences of possible violations of MSU's RVSM Policy. Students may follow this link for instructions on [making a report of possible violations of MSU's RVSM](#)

[Policy](#). Students may make a complaint or report to the [Office of Institutional Equity](#), [confidential resources](#), and [MSU Police](#).

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. 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 [here](#).

Instructions for students:

- Access the following website:
 - [Doctoral Students](#)
 - [Master's Students](#)
- 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 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

- **Jana L. Aupperlee, Ph.D., NCSP, HSP**
Licensed Psychologist
Clinical Assistant Professor & Ph.D. Program Director
Ph.D. from Michigan State University

Home-school relationships; school-provided social support; parent-teacher relationships; assessment and intervention with infants and toddlers.
- **Sara E. Witmer, Ph.D., NCSP**
Associate Professor & Ed.S. Program Director
Ph.D. from University of Minnesota: Twin Cities

Examining assessment tools that can enhance instructional decision-making for students who are at-risk for poor academic outcomes, accommodations for diverse learners (e.g., students with disabilities, English language learners), and methods for the effective inclusion of all students in large-scale assessment and accountability programs
- **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.
- **John S. Carlson, Ph.D., NCSP, HSP** Licensed Psychologist Professor
Ph.D. 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.
- **Jodene G. Fine, Ph.D., NCSP, HSP, ABPdN**
Licensed Psychologist
Associate 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.
- **Kristin M. Rispoli, Ph.D., NCSP**
Licensed Psychologist
Assistant Professor
Ph.D. from Duquesne University

Parenting interventions; social-emotional interventions; autism spectrum disorders; family-school partnerships.
- **Martin A. Volker, Ph.D.**
Associate Professor
Ph.D. from Hofstra University

Assessment and treatment of autism spectrum disorders; measurement issues in special education.
- **Dante D. Dixon, Ph.D.**
Assistant Professor
Ph.D. from University of California-Berkeley

The role of hope in the educational and psychological functioning of children and adolescents, psychosocial precursors of achievement, at-risk youth, the achievement gap and academic talent development/gifted education.
- **Courtenay A. Barrett, Ph.D.**
Assistant Professor
Ph.D. from University of Maryland

Coaching and consultation within multi-tiered system of supports, data-based decision making and contextual factors that influence the provision of school psychology service delivery.

APPENDICES
APPENDIX A: GRADUATE-LEVEL COURSE WAIVER FORM
Michigan State University – School Psychology Program

Students interested in waiving graduate-level courses should complete one copy of the form below for each course they wish to waive during the first semester of their first year. Save a signed copy of this form to discuss with your Guidance Committee during your third year.

Course credits earned in regionally-accredited graduate institutions are eligible for waiver. Previous credits must have been earned within the last five years preceding admission. Specifically, the program faculty will consider waiving graduate coursework that helps students meet program competencies. Most typically, students have been successful in waiving graduate-level courses in statistics or research methods, history and systems of psychology, or foundational psychology requirements (e.g., school psychology practice, biological and cognitive/affective bases of behavior). 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. Find details and the Application for CEP Course Equivalency [here](#).

If a graduate-level course you have taken is eligible for waiver, please complete the form below for each course you wish to waive as a part of the faculty review process. **Attach two additional documents to the back of this form: (1) a copy of the syllabus for the course you have already completed and (2) a copy of the syllabus for the course you wish to waive. All three documents must be sent to your faculty advisor before the faculty review process can begin.**

Name:	<hr/>	Date: <hr/>
E-mail:	<hr/>	PID: <hr/>
Faculty advisor:	<hr/>	
Program/Incoming year:	EdS / PhD <hr/>	
Name of previous course:	<hr/>	
	<i>Semester/Year Taken:</i> <hr/>	<i>Final Grade:</i> <hr/>
Program-wide competency this course addresses (see Appendix of Program Handbook):	<hr/>	
Name of course you are requesting a waiver for:	<hr/>	

The above request for course waiver has been: **Approved** **Not Approved**

If the request for a course waiver is not approved, please explain why:

Advisor Signature:

 Date:

APPENDIX B: 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 vice 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.)

APPENDIX C: GRADUATE EMPLOYEES UNION POLICIES ON EMPLOYEE LEAVE TIME

I. Medical Leave

- A.) In the event an Employee is unable to meet employment obligations because of illness, injury, pregnancy, or childbirth, the Employee will, when possible, notify the appropriate immediate supervisor (or employing unit designee) as promptly as possible so that arrangements for the absence can be made by the employing unit.
- B.) During a medical leave, the employing unit shall adjust (reduce, waive or reschedule) the Employee's duties as those duties and his/her physical circumstances reasonably dictate. If total absence from duties becomes necessary and the Employee is still enrolled, the employing unit shall maintain the stipend of the appointment provided for a period of two (2) months or to the end of the appointment period, whichever occurs first. Additional unpaid leave may be arranged on an ad hoc basis.
- C.) The Employee shall have the right to return to employment, provided there is no medical dispute, within the dates of the current appointment, at such time as he/she is able to resume duties.

II. Medical Dispute

- A.) In the event an Employee is inadequately performing his or her employment responsibilities and the Employer has a reasonable belief an Employee is unable to perform his or her employment responsibilities because of a physical or mental health condition, the Employee will be required to submit to a medical examination, paid by the Employer, as determined by the Office of the University Physician. In the event the Employer requires such a medical examination, the Employee shall be given notice in writing of the reasons for requiring the examination.
- B.) If the Employee is satisfied with the results of the medical examination, the parties will adopt the recommendation of the physician.
- C.) If the Employee is not satisfied with the results of the medical examination, he/she may submit a report from a health care provider of his/her own choosing. The Employee may submit the charges of this examination to any and all insurances for which the examination may be covered. If a balance remains following the application of insurance, the remaining expenses of this examination shall be paid by the Employee.
- D.) If the Employee is not satisfied with the results of the second examination, at the request of the Union, the University Physician and the Employee's health care provider shall agree upon a third health care provider who will conduct a medical examination and submit a report to the Employer and the Employee. The decision of such third party will be binding. The expenses of this report shall be shared equally between the Employer and Employee. For purposes of this examination, charges to the Employee may be submitted to any and all Employee insurances for which the examination may be covered. If a balance remains following the application of the Employer's one-half and the Employee's insurance, the remaining expenses shall be the responsibility of the Employee.
- E.) As long as the Employee makes a reasonable effort to secure the cooperation of his or her health care provider in the selection of a third health care provider, the Employer will not seek to discipline or discharge the Employee for a delay in this process which is beyond his or her control.
- F.) The University, with reasonable belief, may place an Employee on a paid leave of absence pending the above review not to extend beyond the end of the appointment or 2 months, whichever comes first. If the Employee is determined to be unable to return to work in the same capacity, the leave will retroactively be charged against the Employee's paid leave available in Article 18 section I. If the Employee is returned to work in the same capacity within the timelines outlined in this paragraph, no charge will be made against their leave time.

- G.) The Employee will be made whole for the loss of stipend if the results of the third medical examination indicate the Employee should not have been placed on unpaid leave.
- H.) In order to complete their appointment or be eligible for future employment, Employees put on leave under this article are required to submit return-to-work documentation from the provider who initially documented the need for the leave to Human Resources.

II. Bereavement Leave

Employees will receive up to three (3) days of bereavement leave with pay following the death of an immediate family member. Additional time may be granted upon request.

III. Adoption and Parental Leave

An Employee who adopts a child shall be entitled to adoption leave of up to eight (8) weeks, the first week of which will be paid by the Employer and the balance which will be unpaid, to commence on or before the date of adoption as determined by the Employee.

An Employee who becomes a parent by birth and is not otherwise covered by section one of this article, shall be entitled to parental leave of up to eight (8) weeks, the first week of which will be paid by the Employer and the balance which will be unpaid to commence on or before the date of birth as determined by the Employee. Additional unpaid leave may be arranged on an ad hoc basis.

To be eligible for adoption leave or parental leave:

- A.) It may not extend beyond the Employee's previously scheduled appointment end date; and
- B.) It must be requested in writing, where possible, no less than four (4) weeks prior to the scheduled start of the leave.

IV. Jury Duty

A.) An Employee who loses time from work during his/her normal schedule of work because of jury duty, or is called to testify pursuant to a court-issued subpoena provided the Employee is not a party to the legal action or the subpoena does not require the Employee to testify against the University, shall be paid for such time lost at his/her base rate of pay. Jury duty fees shall be offset against such pay as follows:

1. Employees serving on jury duty, who are absent from work for two weeks or less, will receive their regular pay and will not be required to submit proof of jury duty payment to the University. They must, however, still submit proof of jury duty service to their supervisor.
2. Employees serving on jury duty who are absent from work for more than two weeks will be required to submit proof of jury duty payment to their supervisor to facilitate the offset and adjustment of their regular, straight- time base pay by jury duty payments or witness fees received from the court.

B.) The Employee will report for available work as soon as reasonable following release from jury duty but no later than the start of the next work day.

The policies listed above in Article 18 are a part of the Graduate Employees Union (GEU) Collective Bargaining Agreement, which is in effect from May 16, 2019 through May 15, 2023 . Students may access the full agreement here: <https://hr.msu.edu/contracts/documents/geu-2019-2023.pdf> (Article 18: pp. 26 -29)

APPENDIX D: SAMPLE COURSE SEQUENCE

2020 Ph.D. Cohort – 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 meant to serve as a guide, please give close attention to your PhD Course Checklist as you set your schedule.

	Fall	Spring	Summer
Year One (2020-2021) Approx. 27 credits	CEP 884 Prosem in Sch Psy (3) Tu 4:10-7 CEP 932 Quant Methods I (3) Th 9:10-12:00/online CEP 903 Cognitive Development (3) Th 12:40-3:30/online CEP 918 Theories of Sch Psy Int (3) W 12:40-3:30 Half a day per week in practicum field placement Involvement in advisor's research team Complete M.A. Degree Application Form	CEP 886 Psych Assess/Int I (3) Tu 4:10-7 CEP 880 Intell. Assess (3) Tu 12:40-3:30 CEP 933 Quant Methods II (3) M and W 1:00-2:20 CEP 968 Research Methods (3) W 4:10-7:00 Apprenticeship Proposal 5/1 Preliminary Examination Half a day per week in practicum field placement Involvement in advisor's research team	CEP 883 Classroom Discipline (3) on-line
Years Two - Five	<i>Years 2-5 are pending faculty decisions on PhD curriculum realignment.</i>		

*Research Apprenticeship requirements must be completed in full prior to coordination of advanced practicum placement with 993K Instructor. **Students must be approved by their doctoral advisor to participate in the APPIC process. Such a determination will be based on past research progress within the program and the status of the student's dissertation proposal. *****With your advisor**, you must decide when to take the **Family Elective (3 credits), 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 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 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 graduate course and see your handbook regarding waiver exam policy.

APPENDIX E: EXAMPLES OF FAMILY COURSES OFFERED IN PAST YEARS

Students must take one 800 or 900 level families elective in from the HDFS Department

Families Courses

HDFS 827 Language and Literacy Development from Infancy to Formal Schooling
 HDFS 830 Survey of Couple and Family Therapy Theories
 HDFS 864 Foundations of Youth Development
 HDFS 901 Contemporary Scholarship in Human Development and Family Studies
 HDFS 814 Parenthood and Parent Education
 HDFS 818 Adv Curricular Adaptations in Early Childhood
 HDFS 820 Infant Development: The Contexts of Family, Community, and Culture
 HDFS 847 Theories of the Family
 HDFS 862 Youth Cultures and the Culture of Youth
 HDFS 864 Foundations of Youth Development
 HDFS 801 Family Ecosystems
 HDFS 812 Adolescence Fam Eco Perspective
 HDFS 821 Prevention, Intervention and Educational Programs in Early Childhood
 HDFS 825 Families with Special Needs Children

Other courses that may be used to fulfill research and inquiry credits:

CEP 930 Educational Inquiry, Fall and Spring
 CEP 920 Basic Concepts in Educational and Social Science Measurement
 CEP 921 Psychometric Theory I
 CEP 923 Item Response Theory
 CEP 935 Advanced Topics in Multivariate Data Analysis II
 CEP 938 Latent Variable and Structural Equation Modeling
 CEP 942 Single-case Experimental Designs for Intervention Research

APPENDIX F: PHD COURSE CHECKLIST

1. 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)
- CEP 999 Dissertation; 24 credits to meet MSU College of Education requirements

2. Ethical and Legal Standards

- CEP 963 Ethics in Counseling and School Psychology (3 credits)

3. Individual and Cultural Diversity

- CEP 885 Behavior Disorders in Children (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 919 Current Research and Issues in School Psychology (3 credits)
- CEP 972 Biological Bases of Behavior (3 credits)

4. Professional values, attitudes, and behaviors

- CEP 884 Roles and Functions of School Psychology (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 982 Seminar in Counseling, Educational Psychology, & Special Education (3 credits)
- CEP 994K Internship in PhD School Psychology – Summer (1 credit)
- CEP 994K Internship in PhD School Psychology - Fall (1 credit)
- CEP 994K Internship in PhD School Psychology - Spring (1 credit)

5. Communication and interpersonal skills

- CEP 893K Practicum in School Psychology – 2nd Year Fall (3 credits)
- CEP 893K Practicum in School Psychology – 2nd Year Spring (3 credits)

6. Assessment

- CEP 880 Cognitive Assessment (3 credits)
- CEP 881 Social and Emotional Assessment and Intervention (3 credits)

7. Intervention

- CEP 883 Psychology of Classroom Discipline (3 credits)
- CEP 886 Psychoeducational Assessment and Intervention I (3 credits)
- CEP 918 School-Based Psychological Interventions (3 credits)
- CEP 888 Psychotherapy: CBT with Children and Adolescents (3 credits)

8. Supervision

- CEP 993K Advanced Practicum in PhD School Psychology (3 credits)

9. Consultation and Interpersonal/Interdisciplinary Skills

- CEP 889 Consultation in School Psychology (3 credits)
- Families Course (3 credits): _____

Students are responsible for successfully completing (or receiving waiver approval for) all coursework indicated above (Appendix F).

APPENDIX G: 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 CV, and document Responsible Conduct of Research hours throughout the year (full academic year).
- April
 - Enter RCR hours into the RTTS System, obtain advisor signature, and turn signed form into the program secretary's inbox on or before May 1st
 - Communicate with advisor about summer research progress necessary for upcoming timeline steps
- August
 - Submit Annual Review Form, CV, and Self-assessment to Program Secretary (as separate documents)
 - Complete Background Check Consent prior to 1st day of fall semester.

YEAR 1

- 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
 - Complete M.A. application paperwork by August 30th.
 - Apply for M.A. graduation in the first full week of fall semester.
 - Turn in M.A. Final Evaluation Portfolio September 30th.
- March
 - Talk with advisor about planning Guidance Committee meeting no later than September of Year 3.
- 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

- October
 - Talk to your advisor about when to take the Praxis II Exam. Note: you must take this before you graduate. The majority of students take this during years 3 or 4.
 - Sign-up for Comprehensive Exam.
- December
 - Complete Grad Plan by December 1st (earlier is encouraged).
 - Research Apprenticeship Form must be completed and turned in by Dec 1st to take Spring Semester (January) Comprehensive Exams.
- January
 - Take Comprehensive Exam.
 - Complete "Readiness for Advanced Practicum-Checklist/Agreement Form" with advisor

YEAR 4

- August – October
 - Complete "Readiness for 2000-hour Internship-Checklist/Agreement Form" with advisor
 - Work on APPIC Internship Applications.
- September - October
 - Complete/Defend Dissertation Proposal

- 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 H: PHD PROGRAM AIMS, COMPETENCIES, TRAINING ACTIVITIES, AND
MINIMUM LEVELS OF ACHIEVEMENT**

Program Aims and Competencies	Sub-competencies	Training/Experiential Activities (Attain Competency)	Minimum Levels of Achievement (Achieve & Demonstrate Competency)
<p>1. Research. To prepare future doctoral-level psychologists who demonstrate knowledge, skills and competence sufficient to produce new knowledge, disseminate scientific research and to make appropriate use of scientific methods and findings in all professional roles.</p>	<p>1a. Students will demonstrate integrative knowledge of and skills in research.</p> <p>1ai. Students will demonstrate knowledge of and skills in research design.</p> <p>1aii. Students will demonstrate knowledge of and skills in statistics</p> <p>1aiii. Students will demonstrate knowledge of and skills in measurement</p>	<p>1a. Preliminary Examination; Doctoral Comprehensive Exam, Question #5 (Research Specialization); CEP 894K Field Supervisor Evaluation Form (Items 1-11); CEP 994K Field Supervisor Evaluation Form (Items 1-11); CEP 999 Doctoral Dissertation Research</p> <p>1ai. Grades: CEP 968 Research Methods in Counseling and School Psychology; CEP 994K Field Supervisor Evaluation Form (Item #1, Research Design)</p> <p>1aii. Grades: CEP 932 Quantitative Methods in Education Research I (or waived), CEP 933 Quantitative Methods in Educational Research II, CEP 934 Multivariate Data Analysis I; CEP 994K Field Supervisor Evaluation Form (Item #2, Statistics)</p> <p>1aiii. Grades: CEP 880 Cognitive Assessment Measurement Chapter Test & Intervention I Test Review (Measurement) and CEP 886 Psychological Assessment, CEP 994K</p>	<p>1a. A “Pass” (score of 3.5 or higher) on the Preliminary Examination; A 3.0 (Pass) or better on the Comprehensive Examination Question #5 (Research Specialization; A rating of 3.0 (Satisfactory) or higher average rating on CEP 894K Field Supervisor Evaluation Form (Items 1-11) from Spring Semester; A rating of 4.0 (Emerging Professional) or higher average rating on CEP 994K Field Supervisor Evaluation Form (Items 1-11) from Spring Semester; A “Pass” in CEP 999 Doctoral Dissertation Research</p> <p>1ai. A grade of 3.0 or higher in CEP 968 Research Methods in Counseling and School Psychology; Rating of 4.0 (Emerging Professional) or higher on CEP 994K Field Supervisor Evaluation Form (Item #1, Research Design)</p> <p>1aii. A grade of 3.0 or higher in CEP 932 Quantitative Methods in Education Research I (or waived), CEP 933 Quantitative Methods in Educational Research II, and CEP 934 Multivariate Data Analysis I; Rating of 4.0 (Emerging Professional) or higher on CEP 994K Field Supervisor Evaluation Form (Item #2, Statistics)</p> <p>1aiii. A score of 3.0 (80%) or higher on CEP 880 Cognitive Assessment Chapter Test (Measurement), CEP 886 Psychological Assessment & Intervention 1 Test Review (Measurement); Rating of 4.0 (Emerging</p>

		Field Supervisor Evaluation Form (Item #3, Measurement)	Professional) or higher on CEP 994K Field Supervisor Evaluation Form (Item #3, Measurement)
	<p>1b. Students will demonstrate knowledge of and skills in proposing, conducting, and defending research projects.</p> <p>1c. Students will demonstrate knowledge and skills in disseminating their scholarly work to national/local audiences and via submission of their work for publication consideration.</p> <p>1d. Students will demonstrate knowledge of and skills in applying research within their practice.</p>	<p>1b. Grade: CEP 995 Practicum Research Design & Data Analysis; Apprenticeship Project; Dissertation Project</p> <p>1c. APA Annual Review Data Gathered on MSU SP's Annual Self-Assessment Form/Students' Curriculum Vitae</p> <p>1d. Grade: CEP 894K Professional Portfolio- Research Dissemination Section; CEP 994K Professional Portfolio- Research Dissemination Section; CEP 894K Supervisor Evaluation Form (Items 4-11); CEP 994K Supervisor Evaluation Form (Items 4-11)</p>	<p>1b. 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</p> <p>1c. 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 end of 4th year)</p> <p>1d. A score of 3.0 or higher on CEP 894K Research Dissemination Section of Portfolio; A score of 3.0 or higher on CEP 994K Research Dissemination Section of Portfolio; Average rating of 3.0 (Satisfactory) on CEP 894K Field Supervisor Evaluation Form (Items 4-11, Research and Inquiry); Average rating of 4.0 or higher (Emerging Professional) on CEP 994K Field Supervisor Evaluation Form (Items 4-11)</p>
<p>2. Ethical and Legal Standards. To prepare future doctoral-level psychologists who conduct self in an ethical</p>	<p>2a. Students will demonstrate knowledge of and skills in applying legal and ethical</p>	<p>2a. Grade: CEP 963 Ethics in Counseling and School Psychology; CEP 994K Field Supervisor Evaluation Form (Items 12-16); Doctoral Comprehensive Exam Question</p>	<p>2a. A grade of 3.0 or higher CEP 963 (Ethics in Counseling and School Psychology); An average rating of 4.0 (Emerging Professional) or higher on Spring CEP 994K</p>

<p>manner in all professional activities, and effectively collaborate with others in the delivery of services according to ethical and legal guidelines.</p>	<p>standards within practice and research.</p>	<p>#1 (Professional, Legal, and Ethical Issues); Responsible Conduct of Research Requirement</p>	<p>Supervisor Evaluation Form (Items 12-16, Ethical and Legal Standards); A score of 3.0 or better (“Pass”) on the Doctoral Comprehensive Examination Question #1 (Professional, Legal, and Ethical Issues); Completion of Responsible Conduct of Research Yearly Requirement Form</p>
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<p>3. Individual and Cultural Diversity. To prepare future doctoral-level psychologists with foundational knowledge to effectively work with diverse individuals and groups, and integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles and activities.</p>	<p>3a. Students will demonstrate knowledge of cognitive and social-emotional development as it relates to professional activities.</p> <p>3b. Students will demonstrate knowledge of biological aspects of behavior as it relates to professional activities.</p> <p>3c. Students will demonstrate knowledge of social and individual aspects of behavior as it relates to professional activities.</p> <p>3d. Students will demonstrate self-awareness and integrative knowledge of individual and cultural differences; and understanding of the effect on interactions with others in the conduct of professional activities.</p>	<p>3a. Grades: CEP 903 Cognitive Development and CEP 904 Social Emotional Development</p> <p>3b. Grade: CEP 972 Neurobiological Bases of Learning and Behavior</p> <p>3c. Grades: CEP 910 Current Issues in Motivation and Learning and CEP 885 Behavior Disorders in Childhood, Doctoral Comprehensive Exam Question #4 (Psychopathology)</p> <p>3d. Grade: CEP 919 Current Research and Issues in School Psychology: Cultural Factors and Evidence-Based Practice in Children’s Mental Health, CEP 994K-Spring Field Supervisor Evaluation Form (Items 17-22)</p>	<p>3a. A grade of 3.0 or higher in CEP 903 Cognitive Development and CEP 904 Social Emotional Development</p> <p>3b. A grade of 3.0 or higher in CEP 972 Neurobiological Bases of Learning and Behavior</p> <p>3c. A grade of 3.0 or higher in CEP 910 Current Issues in Motivation and Learning, and CEP 885 Behavior Disorders in Childhood; A score of 3.0 (Pass) or higher on Comprehensive Exam Question #4 (Psychopathology)</p> <p>3d. A grade of 3.0 or higher in CEP 919 Current Research and Issues in School Psychology: Cultural Factors and Evidence-Based Practice in Children’s Mental Health; Average rating of 4.0 or higher (Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Items 17-22)</p>
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<p>4. Professional values, attitudes, and behaviors. To prepare future doctoral-level psychologists who behave in ways that reflect the values and attitudes of psychology, and effectively collaborate with others in the delivery of services according to the professional standards of the professional psychology discipline.</p>	<p>4a. Students will demonstrate knowledge and skills in the area of professional practices.</p>	<p>4a. Grade: CEP 884 Roles & Functions of School Psychologists, CEP 982 Seminar in CEPSE: History of Psychology, CEP 993K Advanced Practicum in School Psychology, and CEP 994K Doctoral Internship in School Psychology; CEP 994K-Spring Field Supervisor Evaluation Form (Item #23)</p>	<p>4a. A grade of 3.0 or higher in CEP 884 (Roles & Functions of School Psychologists), CEP 982 (History of Psychology), CEP 993K (Advanced Practicum in School Psychology), and CEP 994K (Internship in Doctoral School Psychology); obtain a 4.0 (Emerging Professional) or higher average rating on the CEP 994K-Spring Supervisor Evaluation Form, (Item #23)</p>
	<p>4b. Students will behave in way that reflects the values and attitudes of psychology in response to increasingly complex situations with greater independence across training.</p> <p>4c. Students will engage in self-reflection regarding one's personal and professional functioning to engage in continuous improvement of professional effectiveness and personal well-being.</p>	<p>4b. CEP 994K-Spring Field Supervisor Evaluation Form (Items 24-29, 33)</p> <p>4c. Annual Review Self-Assessment; CEP 994K-Spring Field Supervisor Evaluation Form (Items 30-32)</p>	<p>4b. Students must obtain an average rating of 4.0 (Emerging Professional) or higher on the CEP 994K-Spring Supervisor Evaluation Form, (Items 24-29, 33)</p> <p>4c. Completion of self-assessment in yearly Annual Review; Students must obtain an average rating of 4.0 (Emerging Professional) or higher on the CEP 994K-Spring Supervisor Evaluation Form, (Items 30-32)</p>

<p>5. Communication and interpersonal skills. To prepare future doctoral-level psychologists with the communication and interpersonal skills necessary for professional practice and for effective collaboration</p>	<p>5a. Students will demonstrate knowledge in the areas of communication and interpersonal skills.</p>	<p>5a. Grade: CEP 893K Practicum in School Psychology</p>	<p>5a. Grade of 3.0 or higher in CEP 893K Practicum in School Psychology</p>
	<p>5b. Students will demonstrate effective interpersonal skills to develop and maintain</p>	<p>5b. Grade: CEP 994K Doctoral Internship in School Psychology; CEP 994K-Spring Field Supervisor Evaluation Form (Items 34-35)</p>	<p>5b. Grade of 3.0 or higher in CEP 994K Doctoral Internship in School Psychology; Average rating of 4.0 or higher (Emerging</p>

<p>with others in the delivery of professional services.</p>	<p>professional relationships with a wide range of individuals.</p> <p>5c. Students will demonstrate a thorough grasp of professional language and concepts through producing and comprehending oral, nonverbal, and written communications.</p>	<p>5c. CEP 994K-Spring Field Supervisor Evaluation Form (Items 36-38)</p>	<p>Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Items 34-35)</p> <p>5c. Average rating of 4.0 or higher (Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Items 36-38)</p>
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<p>6. Assessment. To prepare future doctoral-level psychologists with the assessment skills, including selection, application, interpretation, and communication of assessments, necessary for competent delivery of professional services.</p>	<p>6a. Students will demonstrate competent integrative knowledge of and skills in psychological assessment.</p> <p>6ai. Students will demonstrate knowledge of and skills in cognitive assessment</p> <p>6aii. Students will demonstrate knowledge of and skills in academic assessment.</p>	<p>6a. Grades: CEP 894K and CEP 994K Professional Portfolio; Doctoral Comprehensive Exam Question #2 (Assessment); CEP 894K, Spring Field Supervisor Evaluation Form (Items 39-44); CEP 994K-Spring Field Supervisor Evaluation Form (Items 39-44)</p> <p>6ai. Grade: CEP 880 Cognitive Assessment; CEP 893K Comprehensive Report; CEP 894K Cognitive Assessment Case; 994K-Spring Field Supervisor Evaluation Form (Item #39)</p> <p>6aii. Grade: CEP 886 Psychological Assessment & Intervention I; Grade: CEP 894K Academic Assessment Case;</p>	<p>6a. Score of 3.0 or higher on Assessment Section of CEP 894K and CEP 994K Portfolios; Score of 3.0 (Pass) or higher on Comprehensive Exam Question #2 (Assessment); Average rating of 3.0 or higher (Satisfactory) on CEP 894K Field Supervisor Evaluation Form (Items 39-44); Average rating of 4.0 or higher (Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Items 39-44)</p> <p>6ai. Grade of 3.0 or higher in CEP 880 Cognitive Assessment; Grade of 3.0 on CEP 894K Cognitive Assessment Case; Rating of 4.0 or higher (Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Item #39)</p> <p>6aii. Grade of 3.0 or higher in CEP 886 Psychological Assessment & Intervention I; Grade of 3.0 on CEP 894K Academic Assessment Case; Rating of 4.0 or higher</p>
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	<p>6aiii. Students will demonstrate knowledge of and skills in social, emotional, & behavioral assessment.</p>	<p>CEP 994K-Spring Field Supervisor Evaluation Form (Item #40)</p> <p>6aiii. Grade: CEP 881 Social and Emotional Assessment and Intervention; Grade: CEP 894K Social-Emotional, and Behavioral (SEB) Assessment Case; CEP 994K-Spring Field Supervisor Evaluation Form (Item #41)</p>	<p>(Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Item #40)</p> <p>6aiii. Grade of 3.0 or higher in CEP 881 Social and Emotional Assessment and Intervention; Grade of 3.0 on CEP 894K Social-Emotional, and Behavioral (SEB) Assessment Case; Rating of 4.0 or higher (Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Item #41)</p>
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<p>7. Intervention. To prepare future doctoral-level psychologists with the intervention skills, including selection, application, interpretation, and communication of interventions necessary for competent delivery of professional services.</p>	<p>7a. Students will demonstrate integrative knowledge and skills in psychological interventions.</p> <p>7ai. Students will demonstrate knowledge and skills in academic interventions.</p> <p>7aii. Students will demonstrate knowledge</p>	<p>7a. Grades: CEP 894K and CEP 994K Professional Portfolio; Doctoral Comprehensive Exam Question #3 (Intervention); CEP 894K, 2nd semester Field Supervisor Evaluation Form (Items 45-51); CEP 994K-Spring Field Supervisor Evaluation Form (Items 45-51)</p> <p>7ai. Grade: CEP 886 Psychological Assessment & Intervention I; CEP 894K Academic Intervention Case; CEP 994K-Spring Field Supervisor Evaluation Form (Items 45, 47a, 48a, 49a, 50a, 51a)</p> <p>7aii. Grades: CEP 883 Psychology of Classroom Discipline, PSY 954</p>	<p>7a. Score of 3.0 or higher on Intervention Section of CEP 894K and CEP 994K Portfolios; Score of 3.0 (Pass) or higher on Comprehensive Exam Question #3 (Intervention); Average rating of 3.0 or higher (Satisfactory) on CEP 894K Field Supervisor Evaluation Form (Items 45-51); Average rating of 4.0 or higher (Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Items 45-51)</p> <p>7ai. Grade of 3.0 or higher in CEP 886 Psychological Assessment & Intervention I; Grade of 3.0 on CEP 894K Intervention Case; Average rating of 4.0 or higher (Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Items 45, 47a, 48a, 49a, 50a, 51a).</p> <p>7aii. Grade of 3.0 or higher in CEP 883 Psychology of Classroom Discipline, in</p>
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	<p>and skills in social, emotional, & behavioral interventions.</p>	<p>Cognitive-Behavioral Theory, Research, and Intervention across the Lifespan; and CEP 918 Theories of School Psychological Interventions; CEP 894K Social, Emotional, and Behavioral (SEB) Intervention Case; CEP 994K-Spring Field Supervisor Evaluation Form (Items 46, 47b, 48b, 49b, 50b, 51b)</p>	<p>PSY 954 Cognitive-Behavioral Theory, Research, and Intervention across the Lifespan, and in CEP 918 Theories of School Psychological Interventions; Grade of 3.0 on CEP 894K Social, Emotional, and Behavioral (SEB) Intervention Case; Average rating of 4.0 or higher (Emerging Professional) on CEP 994K-Spring Field Supervisor Evaluation Form (Items 46, 47b, 48b, 49b, 50b, 51b)</p>
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<p>8. Supervision. To prepare future doctoral-level psychologists with knowledge of supervision practices and basic supervision skills.</p>	<p>8a. Students will demonstrate knowledge of supervision models.</p> <p>8b. Students will demonstrate basic skills in supervision.</p>	<p>8a. Grade: CEP 993K Advanced Practicum in Doctoral School Psychology</p> <p>8b. Grade: CEP 993K Professional Portfolio; CEP 993K University-based Supervisor Evaluation Form (Items 1-10)</p>	<p>8a. Grade of 3.0 or higher in CEP 993K Advanced Practicum in Doctoral School Psychology</p> <p>8b. Grade of 3.0 on Supervision Role Section of CEP 993K Portfolio; Average rating of 3.0 or higher (Satisfactory) in CEP 993K University-based Supervisor Evaluation Form (Items 1-10)</p>
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<p>9. Consultation and inter-professional/interdisciplinary skills. To prepare future doctoral-level psychologists with knowledge of consultation practices and the consultation skills necessary for competent delivery of professional services.</p>	<p>9a. Students will demonstrate knowledge of consultation models.</p> <p>9b. Students will demonstrate skills in consultation with other individuals and/or professionals.</p> <p>9c. Students will demonstrate knowledge of and respect for other professions.</p>	<p>9a. Grade: CEP 889 Consultation in School Psychology</p> <p>9b. Grades: CEP 894K and CEP 994K Professional Portfolio</p> <p>9c. CEP 894K-Spring Field Supervisor Evaluation Form (Items 52-61); CEP 994K-Spring Field Supervisor Evaluation Form (Items 52-61)</p>	<p>9a. Grade of 3.0 or higher in CEP 889 Consultation in School Psychology</p> <p>9b. Score of 3.0 or higher on Consultation Section of CEP 894K and CEP 994K Portfolios</p> <p>9c. Average rating of 3.0 (Satisfactory) or higher on CEP 894K Field Supervisor Evaluation Form (Items 52-61); Average rating of 4.0 (Emerging Professional) or higher on CEP 994K-Spring Field Supervisor Evaluation Form (Items 52-61)</p>
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APPENDIX I: ANNUAL REVIEW FACULTY RATING FORM ITEMS

Faculty rate students on a scale of 1 to 5.

Program Aim 1: Research

	1- Weak	2	3- Satisfactory	4	5-Strong	N/A
1. Demonstrates knowledge of and skills in research design.						
2. Demonstrates knowledge of and skills in statistics						
3. Demonstrates knowledge of and skills in measurement						
4. Proposes and defends research projects relevant to his/her level of training						
5. Disseminates scholarly work to national/local audiences and via submission of work for publication consideration						
6. Demonstrates competence in utilizing appropriate data, methods, and models to make decisions in practice						
7. Demonstrates ability to translate research findings for use in practical settings						
8. Uses current theoretical perspectives to inform practice of school psychology						

9. Demonstrates the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and 10. 10. Research demonstrates the rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base						
11. Conducts research or other scholarly activities						
12. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local, regional, or national level						

Program Aim 2: Ethical and Legal Standards

	1- Weak	2	3-Satisfactory	4	5-Strong	N/A
13. Demonstrates understanding of ethical and legal issues in research (e.g., completes Responsible Conduct of Research Training, completes IRB training, etc.).						
14. Behavior is consistent with ethical and legal standards when engaged in the practice of psychology.						
15. Demonstrates awareness of ethical and/or legal dilemmas, and uses ethical problem-solving steps to resolve issues.						
16. Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct						

17. Is knowledgeable of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels						
18. Is knowledgeable of and acts in accordance with relevant professional standards and guidelines						
19. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas						
20. Conducts self in an ethical manner in all professional activities						

Program Aim 3: Individual and Cultural Diversity

	1- Weak	2	3- Satisfactory	4	5-Strong	N/A
21. Foundational knowledge of cognitive and social-emotional development						
22. Foundational knowledge of biological aspects of behavior						
23. Foundational knowledge of social and individual aspects of behavior						
24. Demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and the conduct of research						

25. Demonstrates an understanding of how their own persona//cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves						
26. Demonstrates knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service						
27. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.						
28. Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered						
29. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, and worldviews create conflict with their own						

Program Aim 4: Professional Values, Attitudes, and Behaviors

	1- Weak	2	3- Satisfactory	4	5-Strong	N/A
30. Behavior is consistent with professional values and attitudes in the university setting (e.g., appropriate interaction, appropriate language, attire, and email communication)						
31. Behavior is consistent with professional values and attitudes in the practicum and field setting (e.g., appropriate interaction, appropriate language, attire, and email communication)						
32. Shows respect for others' time (e.g., keeping appointments, being prepared for meetings, giving enough time for review of work)						
33. Recognizes and respects professional boundaries in his/her interactions with peers, faculty, and/or field professionals						
34. Balances personal commitments in a way that fulfills professional responsibilities and program expectations						
35. Demonstrates motivation by showing initiative, persistence, and engagement						
36. Follows through on faculty recommendations to enhance learning and productivity						
37. Takes responsibility for meeting degree requirements and deadlines						

38. Demonstrates emotional maturity when engaged in the practice of school psychology						
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Program Aim 5: Communication and Interpersonal Skills

	1- Weak	2	3- Satisfactory	4	5-Strong	N/A
39. Demonstrates appropriate interpersonal skills when engaged in the practice of psychology						
40. Responds to constructive feedback from faculty and supervisors as evidenced by non-defensiveness and efforts to change relevant behavior						
41. Demonstrates effective oral communication (e.g., field-based meetings, course presentations, case reports, presentation of scholarly research)						
42. Demonstrates effective written communication (e.g., course projects, scholarly publications, apprenticeship and dissertation documents)						
43. Adheres to writing conventions for tasks (e.g., APA style, agency report formatting, university requirements).						

Program Aim 6: Assessment

	1- Weak	2	3- Satisfactory	4	5-Strong	N/A
44. Uses knowledge of and skills in cognitive assessment						
45. Uses knowledge of and skills in academic assessment						
46. Uses knowledge of and skills in social, emotional, and behavioral assessment						

Program Aim 7: Intervention

	1- Weak	2	3- Satisfactory	4	5-Strong	N/A
47. Uses knowledge and skills in academic interventions.						
48. Uses knowledge and skills in social, emotional, and behavioral interventions.						
49. Uses data to assign appropriate interventions based on the client's needs.						

Program Aim 8: Supervision

	1- Weak	2	3- Satisfactory	4	5-Strong	N/A
50. Uses knowledge and skills in supervision.						

51. Demonstrates supervision skills when working with other students within the program (e.g., mentorship, research team, assistantship duties).						
52. Maintains professionalism in their supervisor roles (e.g., mentorship, research team, assistantship duties).						

Program Aim 9: Consultation and Interprofessional/Interdisciplinary Skills

	1- Weak	2	3- Satisfactory	4	5-Strong	N/A
53. Uses knowledge and skills in consultation.						
54. Establishes effective consultation relationships with others.						
55. Demonstrates knowledge of consultant's role, models of consultation, and factors to promote entry.						