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

October 2026

2026-2027 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.

School Psychology Program Faculty. The School Psychology faculty consists of Drs. Jana Aupperlee, Courtenay Barrett, John Carlson, Dante Dixson, Kirstin Rispoli, Martin Volker, and Sara Witmer.

Jana L. Aupperlee, Ph.D., NCSP, HSP, is a Clinical Associate Professor of School Psychology, the Director of Clinical Training, and the Ed.S. Program Coordinator. Her area of scholarly interests includes home-school relationships, school-provided social support, parent-teacher relationships, and assessment and intervention with infants and toddlers.

Courtenay A. Barrett, Ph.D., NCSP, is an Associate Professor of School Psychology and a licensed psychologist. Her area of scholarly interests includes coaching and consultation within multi-tiered systems of supports, data-based decision making and contextual factors that influence the provision of school psychology service delivery.

John S. Carlson, Ph.D., NCSP, HSP, is a Professor of School Psychology. His area of scholarly interest examines 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, and childhood anxiety disorders.

Dante D. Dixson, Ph.D., is an Associate Professor of School Psychology and a licensed psychologist. His area of scholarly interests examines 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.

Kristin M. Rispoli, Ph.D., NCSP is an Associate Professor of School Psychology, the Ph.D. and Ed.S. Program Director, and a licensed psychologist. Her area of scholarly interests includes parenting and social-emotional interventions, autism spectrum disorders, and family-school partnerships.

Martin A. Volker, Ph.D., is an Associate Professor of School Psychology and a licensed psychologist. His area of scholarly interests includes the assessment and treatment of autism spectrum disorders and measurement issues in special education.

Sara E. Witmer, Ph.D., NCSP, is a Professor of School Psychology. Her area of scholarly interest examines 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.

School Psychology Program Affiliate and Associate Faculty. The School Psychology Program has benefited from the contributions of affiliate faculty in the Special Education department that regularly teach courses, co-advise graduate students, and serve on supervisory committees.

Adrea Truckenmiller, Ph.D., NCSP is an Associate Professor of Special Education. Her scholarly interests include improving decision-making based on writing and reading assessment within a MTSS framework.

Charis L. Wahman, Ph.D., BCBA, is an Assistant Professor of Special Education. Her scholarly interests include training early childhood teachers on evidence-based practices within a PBS framework to stop suspension and expulsion of preschool children. She also examines the experiences of families whose children have significant social and emotional needs.

Sarah K. Cox, Ph.D., is an Assistant Professor of Special Education. Her scholarly interests include the identification and implementation of evidence-based practices to improve math outcomes for youth with disabilities, with a focus on those with developmental disabilities.

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. Students may elect to follow policy/guidance from handbooks in effect during subsequent years following their matriculation year. Changes related to program accreditation must be followed by all students unless otherwise indicated.

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) Facebook page

University Curriculum and Catalog

College of Education Catalog: Doctor of Philosophy Degree

MSU Graduate Employees Union

Resources provided by the Graduate School; a comprehensive list with descriptions and links to specific initiatives

Links to Select University Policies

Academic Programs Catalog

Anti-Discrimination Policy (ADP)

Code of Teaching Responsibilities

Disability and Reasonable Accommodation Policy

Digital Accessibility Policy

General Student Regulations

Graduate Students Rights and Responsibilities (GSRR)

- Graduate Student Rights and Responsibilities (Academic Governance)

Guidelines for Integrity in Research and Creative Activities

Integrity of Scholarship & Grades

MSU Guidelines for Graduate Student Mentoring and Advising

MSU-GEU Contract

Policy on Relationship Violence and Sexual Misconduct

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I. PROGRAM OVERVIEW AND COMMITMENTS

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

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

The goal of the MSU School Psychology Program is to prepare scientist-practitioners, health service psychologists, and 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 K for specific profession-wide competencies (PWC), curriculum elements, and evaluation tools associated with each of the nine PWCs. Students are expected to meet all Minimum Levels of Achievement (MLA) across each PWC, as detailed in Appendix K.

- **PWC 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.
- **PWC 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.
- **PWC 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.
- **PWC 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.
- **PWC 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.
- **PWC 6. Assessment.** To prepare future doctoral-level school psychologists with assessment skills, including selection, application, interpretation, and communication of assessments, necessary for competent delivery of professional services.
- **PWC 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.
- **PWC 8. Supervision.** To prepare future doctoral-level school psychologists with knowledge of supervision practices and basic supervision skills.

- **PWC 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 the 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 Access, Opportunity, and Impact

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 but not limited to 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 in 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 vision for Access, Opportunity, and Excellence for all students. Please refer to the University-Wide Anti-Discrimination policy. Additional resources regarding university initiatives to promote access can be found through the Office for Civil Rights and Title IX Education and Compliance (OCR) and the Inclusive Excellence and Impact.

Program Highlights

Brief synopsis of program requirements organized by year.

Year 1

- Complete coursework and school-based practicum
- Complete/defend Apprenticeship Proposal
- Complete Preliminary Exam (due in May).

Year 2

- Complete coursework and school-based practicum
- Complete/defend Apprenticeship paper/manuscript
- Apply for MA in School Psychology after completion of first 30 credits (notify APC by end of Fall Year 2 if you do *not* plan to apply for a MA)

Year 3

- Complete coursework and school-based internship
- Hold Guidance Committee meeting (no later than October)
- Complete Comprehensive Exam (in August or January)
- Coordinate advanced practicum placement (e.g., some sites require applications and interviews)
- Complete Praxis II exam (Year 3 or 4)

Year 4

- Complete coursework and advanced practicum (non-school setting)
- Defend dissertation proposal
- Complete pre-doctoral internship application and interviews

Year 5

- Complete pre-doctoral internship
- Defend dissertation project

II. PROGRAM COMPONENTS/PLAN OPTIONS

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 that includes a 600-hour school-based internship and a full year, 2000-hour pre-doctoral 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. Students are expected to complete a Research Apprenticeship and Dissertation, as well as remain an active contributor to their research advisor's team. 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 I for a listing of required courses. Students also complete three school-based practicum/internship experiences and one advanced practicum course in addition to a year-long pre-doctoral internship. These experiences allow students to develop their clinical skills and bridge research and practice in real-word conditions.

We expect students to be actively engaged in their doctoral studies until they complete the Ph.D. degree. Full-time School Psychology doctoral students are required to take a minimum of six credits each semester, and most students enroll in 9-12 credits each semester (except for the pre-doctoral internship year). If you plan on enrolling in less than 6 credits, please contact the academic program coordinator to ensure you have the appropriate enrollment amount. 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 with their dissertation chair in the fall semester and one in the spring semester.

Students complete two major evaluations: the Preliminary Examination and the Comprehensive Examination. The Preliminary Examination reflects coursework, research development, and professional behaviors exhibited across the first year of study. The Comprehensive Examination is a written examination in which students demonstrate their application of knowledge related to the primary functions of the school psychologist across 5 questions: Assessment, Intervention, Professional/Legal/Ethical Issues, Psychopathology and Behavior Disorders, and Research. This examination is typically completed in the Fall or Winter of the third year of study.

The School Psychology program does not offer any specializations, cognates, or certificates.

III. DEGREE REQUIREMENTS

Admissions Criteria

The faculty members of the School Psychology Program are responsible for implementing the program's admissions policies and procedures.

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

1. A bachelor's degree in education or psychology, or in a related field. A master's degree or a teaching certificate is not required, but evidence of experience working with children, youth, and families in school, community, agency, or research settings is desirable.
2. A grade of 3.0 or higher in the following courses or their equivalent: Inferential Statistics, Child Development, and Abnormal Psychology.
3. A grade-point average of 3.0 or higher in the last two years of the bachelor's degree program.
4. A grade-point average of 3.5 or higher in courses taken at the master's degree level or beyond.
5. Professional goals and interests compatible with the program objectives and philosophy as evident in an applicant's Academic statement, as judged by the faculty.
6. Strong personal recommendations from individuals who are knowledgeable about the applicant's academic performance and ability to work effectively with people, as judged by the faculty.
7. Optional: Satisfactory scores on the Graduate Record Examination General Test. This typically means scores in the above average range.

8. Evidence of previous research experience such as a master's thesis or scholarly paper, work on a research project, publication in a professional journal, or presentation at a professional conference.
9. A writing sample.
10. An on-campus, web, or equivalent interview.
11. A completed Criminal Background Statement of Understanding Form.
12. A resume or curriculum vita.

Students are admitted to the program once a year with enrollment starting the fall semester. The deadline for submitting applications for admission is December 1st for the following fall semester. All the above criteria are considered in the evaluation of applicants.

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. To request to waive English Language proficiency requirements for graduate admission, please review this form.

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 may 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 are required for those doctoral students entering with an approved Ed.S. in school psychology.

Doctoral Coursework Requirements

A sample study plan, illustrating the sequencing of coursework and other program requirements, is provided in Appendix G and a checklist of required coursework is provided in Appendix I. Please pay close attention to Appendix I as this section provides a detailed list of all courses required for successful completion of the PhD in School Psychology. Although many issues require individual decisions completed in consultation with the student advisor (e.g., timing of the comprehensive exams), the sample plan may be useful as a general description of the doctoral program sequence. The entire program requires a minimum of 5-6 years.

Please review Appendix J in detail. This resource provides a comprehensive list of degree requirements, due dates, and time limits.

Research Apprenticeship

All school psychology students are required to complete a research apprenticeship. 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 typically completed by the end of the second year of doctoral study.

The requirements of the research apprenticeship for school psychology students are as follows:

- 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.*
- 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.
- 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.
- Present the final apprenticeship paper in an open forum.
- Obtain the signatures of your advisor and one other School Psychology faculty member on the School Psychology Research Apprenticeship Completion Form. This form certifies that the requirements of the apprenticeship project have been satisfied and is for program documentation.

NOTE: The apprenticeship must be completed before students are approved to take the Comprehensive Exam in school psychology.

Apprenticeship Credits

The Program Faculty highly recommend students take CEP 995 in the Spring of their second year. This is the course associated with the Research Apprenticeship project. 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 to 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, an extension must be requested for an additional 190 days. This request must be initiated by contacting the Academic Program Coordinator. DF grades are automatically changed to an unfinished (U) grade after the 190 days (or 380 days in the case of an extension) expire if the grade is not changed. Students

with a U on their transcript will be required to take the course again. For more information on grade codes, visit the Academic Programs catalogue.
***Please note that a DF grade for CEP 995 may result in a delayed MA degree conferral if you apply for the MA in the same semester that you are enrolled in CEP 995. Discuss this timing with your advisor and plan accordingly.**

Dissertation Requirements

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. University regulations specify that students must pass the comprehensive exam prior to holding the dissertation proposal meeting. Please see Section VI below for a detailed description of dissertation requirements.

Dissertation Credits
The University requires 24 credits of CEP 999 for graduation. Please note that you are required 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 Collee of Education policy, students may complete no more than 30 credits of CEP 999. With your advisor, you must decide how to distribute 24 credits of CEP 999 if different than suggested in Appendix G.

Electronic Submissions of Theses and Dissertations:
MSU only accepts electronic theses and dissertations submitted via ProQuest. Students must also submit a copy of their IRB approval documents as part of this process. The instructions for electronic submissions are available here.

Each semester has a firm **submission deadline** by which students must submit their thesis/dissertation to ProQuest. The document must have been successfully defended, corrections from the committee addressed and is to be a final version. After submission, it may take several days for the Graduate School to review and approve the documents, especially if formatting revisions are needed. Each semester has a **final deadline** (usually 2 weeks later) by which students must have all required paperwork turned in, all milestones completed, and their thesis/dissertation accepted by the Graduate School. Graduation in the semester of electronic submission is only guaranteed if the document is APPROVED on or before the final deadline for that semester.

In addition to the main body of a thesis or dissertation, **the Graduate School 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 on the ETD approval form.

Milestone Assessments: The Preliminary and Comprehensive Examinations

Preliminary Exam

(Originally Developed Fall 2009; Procedures Revisions, Spring 2014; Assessment Areas Revisions, Spring 2018)

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, though the responsibility for determining the policy lies with each CEPSE program.

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	Pass: 3.5 or higher Fail: < 3.5	< 3.5
Academic Performance: First Year Course Grades	Pass: 3.5 or higher in all courses Fail: < 3.5 in any course	< 3.5 in any course
Research Apprenticeship Proposal	Pass: A draft of the proposal deemed satisfactory by the advisor Fail: Inadequate or marginal proposal draft	Inadequate or marginal proposal draft
Professional Behavior and Practice	Pass: Rating of "Satisfactory" or higher (3 -5), specifically on items related to Program Aim 4 (Professional Values, Attitudes, and Behaviors; Items 16-24) and Aim 5 (Communication and Interpersonal Skills; Items 25-29). Fail: Ratings below satisfactory (1-2), specifically on items related to Program Aim 4 (Professional Values, Attitudes, and Behaviors; Items 16-24) and Aim 5 Communication and Interpersonal Skills; Items 25-29).	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 during CEP 968. 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.

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.

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. Please refer to the Profession-wide Competencies (PWCs) in Appendix K (2, 4, and 5) for more information on the forms of professional conduct to be evaluated.

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 week**. 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 *Student Support* process as specified in the Program Handbook. 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 support process are satisfied. Because the Preliminary Exam is intended as an early indicator of progress, re-administration of the Preliminary Exam in addition to the Student Support process 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, 5/7/2018

Master's Degree in School Psychology

Students interested in pursuing graduate study in school psychology must apply for admission to the educational specialist or Ph.D. in School Psychology. There is no terminal master's program. The initial phase of study in the program aligns with the Master of Arts (MA) in School Psychology, which is available only to students in the Ph.D. (or Ed.S.) School Psychology program. The first 30 required credits of the degree program fulfill the requirements of the MA in School Psychology, which students may elect to earn before continuing their course of study in the Ph.D. program.

Students interested in attaining this degree should review the School Psychology Students folder in the Teams Channel for current application procedures. The MA portfolio and the MA program plan are both required to attain the MA degree. Students may earn the MA degree after 30 credits of coursework, typically during the second summer of the program. Students should apply for the MA degree during the first week of the summer semester, or the semester in which they'll complete their 30 credits. Students should consult the Course Plan Guidance folder in the School Psychology Students Teams Channel for the procedures for applying for the MA degree using the new Student Information System.

Comprehensive Exam

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. Students are responsible for being familiar with the University, Department, and School Psychology Program policies on comprehensive exams. The School Psychology Program policy has been integrated into the text of the Department policy (3/26/02, revised 9/18/14, revised 4/17/17, revised 4/23/21) below.

The Counseling, Educational Psychology and Special Education faculty believe that it is essential that students receiving Ph.D. degrees from the Department have an understanding of their field beyond that gained in separate courses. The comprehensive exams give students the opportunity to demonstrate their ability to integrate and use information acquired from various readings or courses, as well as to demonstrate their ability to clearly communicate ideas in an acceptable writing style, which reflects good grammar, organization, and composition.

The exams are not meant to measure all the many qualities that are important requisites of an educator, researcher, or psychologist. The exam is an assessment of each candidate's understanding of areas of knowledge thought to be important for doctoral level scholarship.

Policies and Procedures

1. Comprehensive examinations are required of all doctoral students after eighty percent of the prescribed coursework has been completed, but within five years from the date the student was admitted to the program.

2. The examinations may not be taken until the candidate's PhD Degree Plan (i.e., GradPlan) has been approved in Campus Solutions. Failure to do so renders the exam invalid.

3. Students planning to take the comprehensive examination(s) must apply in writing before the end of the registration period. Both new candidates and those retaking part or all of the examination must file the Application for Comprehensive Examination with the School Psychology Program Academic Program Coordinator.

4. Candidates may count courses taken during the term immediately preceding the examination as meeting the requirements that 80% of coursework be completed before taking the exam(s).

5. All examinees are required to attempt all designated questions on the first attempt.

6. All examinees must have submitted the research apprenticeship paper to their committee before taking the comprehensive examinations. Advisor approval of the submission must be received by the School Psychology Academic Program Coordinator by August 1 prior to the fall comprehensive exam date; or by December 1 prior to the Spring Comprehensive exam date.

7. Students must be registered for classes during the semester of the exam. Fall registration is required for the August exam and spring registration for the January exam.

School Psychology Program Subpolicy

The comprehensive examination provides an occasion that allows students to review and integrate a large fund of educational and psychological knowledge into a meaningful perspective.

Typically, students will take the comprehensive exam in the Fall semester of their third year (i.e., August). 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. However, the comprehensive examination is also administered in Spring semester (i.e., January) of each academic year should students need to schedule the exam outside of the recommended timing.

Please refer to the School Psychology Teams page, Student Channel for the full School Psychology Comprehensive Exam sub-policy and associated documentation: Comprehensive Exam Policy & Resources

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. A minimum score of 155 is currently designated by NASP as the score required to apply for the NCSP. It consists of 140 multiple-choice items in the following areas: Foundations of School Psychological Service Delivery (25%), Professional Practices (32%), Direct and Indirect Services – Student-level Services (23%), and Direct and Indirect Services – Systems-level Services (20%). 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. Students can designate NASP to receive a copy of their score report (NASP Score Recipient Code 1549) and send a copy to the MSU School

Psychology program's Academic Program Coordinator and NASP. A description of the School Psychology Specialty Area Exam can be found in the most recent bulletin at the Praxis II website.

A Note on Degree Conferral Timeline

Your degree can only be conferred when all requirements have been met: all grades submitted, all milestones completed, and dissertation approved by the Graduate School (see above). Missing any of these milestones, or any pending milestones, will not allow a conferral decision to be placed by the program or the College of Education. This can impact your timeline to starting any position after your graduation, as your transcript will not have a conferral date until all requirements of the program are met. We typically encourage start dates later than August 15, the date on which the University confers Fall degrees. If you wish to start a position earlier, please contact the Academic Program Coordinator to discuss degree completion timeline and requirements, and consult with your academic advisor on how to proceed.

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. The Graduate School Time Limit Extension Policy and Request Form can be found here: Time Limit Extension Request Information | The Graduate School.

Prior to requesting an extension, the student must meet with their advisor and any guidance committee members to explain their request, develop a new plan for completion, and receive the committee's support for the new plan.

Students receiving financial aid should contact OFAgrad@msu.edu to learn how a longer timeline could affect their financial aid.

The Time Limit Extension Request Form should be submitted by the student's advisor/chairperson or their graduate program administrator before the completion deadline expires. Requests submitted after the deadline has already expired will receive extra scrutiny. Extensions are normally granted for a period of up to one year. Requests for longer extensions must detail why such an adjustment is necessary.

Upon submission, the submitter will receive an email with their responses, and the form will automatically route first to the Graduate Program Director(s) and then to the College Associate Dean(s) of Graduate Studies. **The student will then be emailed a PDF containing all relevant information and approvals. The student must then upload the PDF into Campus Solutions under "Requests." Note: Uploading does not automatically approve. The Graduate School will review it first. If approved, the final approval from the Graduate School will automatically extend the student's relevant time limit for completion.**

Student Fees and Responsibilities

There are some additional small fees that you will need to cover independently (e.g., small taxes – see MSU tuition calculator online for breakdown). These will appear on your bill automatically and can be seen in the itemized Summary Details (e.g., State News Tax, Council of Grad Students Tax, FM Radio Tax, Rec/Wellness fee). **Tuition waivers or grant funding (i.e., RA/TA tuition coverage) will not cover these fees, and it is your responsibility to pay those fees from your bill.** If these fees are not paid, a late fee is assessed monthly (approximately $30), so it is important that you check your bill after you register and

promptly pay the fees. Additionally, students must pay a matriculation fee, which grants students access to the technology and infrastructure of the University.

Professional Liability Insurance

Program faculty have done some research regarding Liability Insurance for students. As you may know, your fieldwork is covered through MSU's Indemnification Policy while you're enrolled in classes. However, the University's Indemnification Policy is designed to protect the university while student liability insurance is designed to protect the student. Hence, program faculty have implemented a new policy; **beginning August 15, 2024, all students must obtain professional liability insurance.**

New students must obtain liability insurance when they begin the program, and all students must maintain it until they graduate or become a payroll employee and are covered by an employer's liability insurance (e.g., pre-doctoral internship). **The policy must provide a minimum limit of liability coverage in the amount of $1,000,000/$3,000,000**. The cost will likely NOT EXCEED $50 annually.

Proof of insurance must be submitted to the Academic Program Coordinator each fall before students can begin any practicum placement or internship. Failure to obtain insurance or inform the Program Coordinator will result in no practicum assignment, which will delay progress through the program and possibly the completion of degree. For more information, consider this article, *Psychology Students, Protect Thyselves*.

Several professional organizations, including NASP and the APA offer a student discount on such insurance as a benefit of membership. Please see below for some example providers:

- American Professional Agency
  Offers discounted professional liability insurance for NASP and APA members.

- Forrest T. Jones & Company
  Offers discounted professional liability insurance to NASP members.

IV. SELECTION OF ADVISOR AND ADVISING POLICIES

*Please review **MSU's Guidelines for Graduate School Mentoring & Advising** for University policies and values related to graduate student mentoring and advising.*

Advisors

The School Psychology faculty are 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 academic advisor who is a member of the School Psychology faculty and who shares common interests with the student. In some cases, students may be assigned a secondary/co-advisor who will assist with advisement of the student's research and/or academic progress. A student may change advisors with the consent of the new advisor and only after informing the previous advisor and the Program Director. Students are advised to discuss concerns about advisor fit with the Program Director prior to making this change.

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 guidance. Students should meet with their advisors via office hours at all major decision points, including prior to registering for comprehensive exams, planning the dissertation, searching for an Advanced Practicum

placement, and when deciding on readiness for working with the Director of Clinical Training to secure a pre-doctoral 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).

The student's advisor typically serves as their guidance committee, apprenticeship, and dissertation committee chair. However, there may be other circumstances in which another faculty member serves in this role. Students should consult with their advisor and the Program Director, as needed, for guidance on determining committee chairs.

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, School Psychology Teams, 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 the academic program coordinator? If not, proceed.
4. 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.
5. 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 Director of Clinical Training (DCT) and/or the Program Director.
6. Should the Student Advisory Group (SAG) committee and/or the DCT and/or the Program Director not resolve the matter, it should be brought to the attention of the CEPSE chairperson.

Students should be aware of course instructor/advisor/supervisor expectations for timeliness of communication (e.g., email responses). Students are expected to follow these guidelines for all communication. If expectations are not provided, email/phone responses should be provided within 72 hours. If students are unsure of the expectations or are concerned about meeting expectations for communication, they should discuss these issues with their course instructor/advisor/supervisor.

V. FORMATION OF THE GUIDANCE COMMITTEE

University guidelines on Doctoral Program Guidance Committee:

Academic Programs – Planning a Doctoral Program / Appointment of a Guidance Committee
GSRR – Academic Programming – 2.4.2 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 Committee

is expected to share responsibility for reviewing the student's progress and guiding the student toward completion of course and program requirements. Its composition will ensure proper guidance of the student and maintenance of high professional standards in the student's studies and research or creative activity. The guidance committee shall 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 student shall initiate and submit for approval a Ph.D. Degree Plan via GradPlan, listing all agreed upon degree requirements. This Plan, as changed or amended in full consultation between the graduate student and the committee and approved by the appropriate department or school chairperson or director and the dean of the college, shall be regarded as the official statement of program requirements. GradPlan training guides can be found at *https://grad.msu.edu/academics/gradplan*. To start a Ph.D. Degree Plan or Master's Degree Plan, go to *https://student.msu.edu* and select GradPlan.

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 (and this website regarding conflicts of interest). Students have the responsibility to constitute their guidance committee and concur with any changes in its membership. 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 the Program Coordinator need to verify eligibility of each committee member before you enter the committee members' names into GradPlan for approval. Not all members 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: two members of the School Psychology faculty, one member who specializes in research, and one member outside of the program area.

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 reflects the student's research interests and offers 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.

VI. DISSERTATION DEFENSE AND FINAL ORAL EXAMINATION

Students may elect to complete the traditional, 5-chapter dissertation, or the 3-paper option with dissertation chair approval of their selection. Students are advised to discuss these options with their dissertation chair early. Differences in faculty perspectives regarding the policy are expected given differing faculty expertise and preferences. Please refer to the Three-Paper Dissertation policy in the Student Teams Channel for more information. Students are advised to review recently accepted dissertations through the MSU Library's electronic repository.

Candidates are expected to have a dissertation proposal approved by their dissertation committee prior to ranking pre-doctoral 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 pre-doctoral internship. Students must complete the "Readiness of 2000-hour Internship-Checklist/Agreement Form" (found on Teams under **Readiness for Advanced Practicum-Checklist-Agreement**) 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. See Graduate Student Program Forms in Teams. GradPlan guidance documents are available on the School Psychology Students Teams Channel: CoursePlan Guidance.
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 Dissertation Proposal Director Approval Form (see Graduate Student Program Forms folder in the Student Teams channel) needs to be completed once the proposal is accepted by the committee. Please provide the Academic Program Coordinator with this signed form, as this is needed for program documentation. In Campus Solutions, please indicate that your proposal has been approved, or ask that the APC complete this step if needed.
5. If the dissertation will involve human subjects, you must complete a separate application with the Human Research Protection Program (HRPP) 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, on the Graduate School website.

   The University Committee of Graduate Studies indicates the following about the dissertation 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 Dissertation Oral Defense Form (see Teams under folder Dissertation Defense) must be signed and provided to the Academic Program Coordinator for program documentation and recording this milestone in Campus Solutions.

Graduation Exit and Destination Surveys

A 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. Beginning Spring 2021, graduating master's students will receive their exit survey from MSU's license with 12Twenty. 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
- The survey links can also be found here: https://grad.msu.edu/academics/theses-and-dissertations/required-paperwork
- 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.

Any questions about doctoral exit surveys should be directed to ExitSurvey@grd.msu.edu

The university also collects post-graduation outcomes through its First Destination survey, administered via the MSU Career Services Network within six months of graduation.

Finally, the School Psychology Program will distribute an exit survey for graduates each year in which contact information is gathered to allow for communication about program-related news and to gather critical information needed for APA accreditation. We appreciate your participation!

VII. ACADEMIC AND PROFESSIONAL PERFORMANCE

Annual Review of Students' Progress

The School Psychology Program conducts an annual review of each student's academic/professional development. Per the GSRR 2.4.8,

> *"Graduate students have a right to periodic evaluations to assess their academic progress, performance, and professional potential. Evaluation of graduate students shall be made only by persons who are qualified to make that evaluation. Written descriptions of unit/program methods of evaluation and the general rationale employed shall be provided to graduate students and the faculty. Written evaluations shall be communicated to the graduate student at least once a year, and a copy of such evaluations shall be placed in the graduate student's file."*

The annual review gives the student and the program an opportunity to reflect upon the student's strengths, weaknesses, and areas needed 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. profession-wide competencies (see Appendix K).

The annual review will consider each 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 within the first few weeks 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. profession wide competencies (see Appendix L 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 of the degree. Students are also advised to discuss any concerns about their written feedback with their advisor and Program Director. Graduate students who wish to appeal any part of the annual evaluation may do so in writing to the CEPSE Chair, and this appeal will be filed together with the annual review.

In addition, students in the College of Education are required to provide documentation of their completion of Responsible and Ethical Conduct of Research and Scholarship (RECR) training as part of the Annual Review process. To demonstrating annual RECR training compliance, students include RECR training completed from August 16th through the end of the spring semester of the current academic year.

The ABILITY system that is supported by the Office of Research Regulatory Support (ORRS) will keep track of the workshops you attended as well as the CITI lessons you complete. To track your workshop training go to: **https://orrs.msu.edu/train/**. From your Home page, click the My Training (CITI) or MY TRANSCRIPT (workshops) tab to view your record. The default list is just the last three months.

All RECR training is tracked in Campus Solutions. Please refer to "Track RECR" on the left side menu in CS to review your tracked progress across each year of your training. Consult with the Academic Program Coordinator for assistance with RECR tracking as needed.

You must submit a copy of your completed RECR training as part of your Annual Review. You may do this by providing a screenshot from Campus Solutions noting your completed training for the academic year.

Unsatisfactory Performance: Student Support and Dismissal Policies (REV 09.15.2025)
Support and dismissal policies can be initiated via annual review or at any time deemed appropriate by program faculty. Program faculty annually review each student's performance and progress in the program. During this review, faculty identify students who may need additional support, or for whom more formal review processes may be warranted. Moreover, at any time that there is evidence indicating either (a) a student's failure to make satisfactory academic progress in any profession-wide competency (PWC), (b) a student's failure to demonstrate the minimum level of achievement (MLA) in any PWC, or (c) a student violation of the University's Graduate Student Rights and Responsibilities (GSRR), faculty may initiate a review of the student's status in the program.

Graduate students have a right to receive a notice (i.e., warning; see GSRR 2.4) from the program when academic performance or progress is judged to be unsatisfactory (GSRR 2.4). When a student is deemed as evidencing unsatisfactory progress, the faculty advisor first meets informally with the student to collect additional information to help characterize the nature of the concern(s). The advisor submits a short summary of the meeting to the Program Director/Director of Clinical Training (DCT) for review and documentation. When data suggest the unsatisfactory progress is related to the Preliminary Examination and/or Minimum Levels of Achievement, (see below), the Program Director/DCT, working closely with the student's academic advisor, enacts the tiered support system below. This determination may be made at the time of the student's annual review, or any other time in which the faculty feel a student's performance should be evaluated (e.g., poor course performance, failure to meet research apprenticeship deadlines, marked lack of progress with dissertation proposal). Notifications are provided to students by the Program Director/DCT in writing when it has been determined that academic performance or progress is unsatisfactory. The notification will specify the nature of the concerns and identify the areas for which the student will need to complete a Student Support Plan (SSP) or Student Remediation Plan (SRP).
Student confidentiality: Faculty work in alignment with ethical principles to protect the details of support and dismissal policies/student confidentiality. Students will only know details of support and dismissal processes that involve them. When deemed necessary to support the student and ensure appropriate gatekeeping for student engagement in various activities, faculty may share information about student

support and remediation plans with other faculty and field supervisors; the student will be informed when this information is being shared with field supervisor(s).

Student mental health: Psychology is a demanding profession and establishing self-care habits is essential for maintaining long-term health and productivity. Faculty always invite students to share information about other factors that may be related to performance. When students disclose underlying issues outside of the context of academic performance (e.g., significant life stressors, health, or mental health issues), faculty advisors ensure students have information about relevant resources on campus (e.g., CAPS, RCPD).

Protection of public trust: Faculty strive to be supportive of student mental health, while also maintaining appropriate boundaries (i.e., confidentiality) and our responsibilities as gatekeepers of the profession. Per our ethical guidelines as psychologists, students and faculty alike have a responsibility to maintain a high level of self-awareness regarding our own mental health needs. Faculty have a responsibility to recognize when patterns of student behavior suggest impairment in their professional behaviors and possible risks to the children, families, and schools that they serve. This policy has been designed to ensure that faculty remain dutiful to their gatekeeping responsibilities without adding undue stress associated with the student support process. Faculty seek to balance the needs of the student and our responsibility to protect the public in supporting students and enacting policy. Faculty remain committed to ensuring that policies are enacted for students who disclose mental health difficulties in a manner that is equitable to those who do not. Faculty also remain committed to ensuring that students with known or suspected mental health needs have been provided with information about related supports on campus. Faculty cannot, given our ethical boundaries, provide mental health diagnosis or treatment to students or require that students make use of supports on campus or elsewhere.

Further information about the two categories of concerns (academic and disciplinary) that may invoke a support or dismissal outcome are described below. Academic concerns are typically addressed at the program level. Disciplinary concerns may be addressed at other levels (e.g., College, Graduate School, University, etc.)

Academic: The academic standards of the PhD program in school psychology are the profession-wide competencies (PWCs) and sub-competencies set by the American Psychological Association's Commission on Accreditation. Successful completion of the sub-competencies is defined as attaining the minimum level of achievement (MLA) in each area as defined by Appendix K of the Program Handbook and the program website.

Regarding academic performance, "**acceptable academic standing**" is defined as meeting minimum levels of achievement across all PWCs and sub-competencies, at a level consistent with developmental level in the program (e.g., a first-year student is not expected to have passed the comprehensive exam because they have not completed the sufficient coursework) and aligned to the course sequence in Appendix G of the Program Handbook.

"**Satisfactory progress toward a degree"** is defined as demonstrating course grades, product performance (e.g., test review), supervisor and faculty ratings, independent research milestones, and comprehensive examination performance consistent with MLAs outlined in Appendix K of the Program Handbook. Further, "satisfactory progress toward a degree" requires students to meet their advisor's expectations regarding an appropriate trajectory toward research deadlines and milestones. Satisfactory progress and academic standing are evaluated regularly as part of student annual reviews, conducted in the spring of the student's first year of the program, and each fall beginning in year two. Faculty also reserve the right to review a student's academic progress at any other time student performance or progress is called into question. If progress is considered unsatisfactory, **the tiered process outlined below is initiated as soon as possible in an effort to support students, avoid further declines in performance, and/or to protect the public.**

Disciplinary: The following are offered as examples of circumstances or performances that may be the basis for remediation or termination at other levels within the university:

1. Academic dishonesty
2. Criminal misconduct

Possible student support and dismissal outcomes:
Again, the goal of these student support and dismissal policies is two-fold, to support our students in completing our rigorous program and to ensure the protection of the public. As psychology trainers, program faculty are responsible to ensure that all students who graduate from our program are ready for entry-level practice as psychologists and have the knowledge, skills, and disposition necessary for work in our high-stakes and largely independent profession. Faculty admit all students with the hope and expectation that they will successfully complete the program and become school psychologists and health service psychologists with an emphasis on children and adolescents. Program faculty are deeply committed to the success of each student and all students.

The following three outcomes are intended to establish shared expectations between faculty and students.

(a) Student Support Plan (SSP)
(b) Student Remediation Plan (SRP)
(c) Dismissal from the program

The faculty reserves the right to restrict student's participation in coursework, research, clinical practica, and internships during all options (a) through (c), above to support students, ensure remediation occurs, and to protect the public.

Descriptions of Student Support Outcomes

Student Support Plan (SSP: Outcome a)

The Student Support Plan (SSP) is appropriate for students who fail to demonstrate **satisfactory progress toward an MLA** and/or a research trajectory that is misaligned with advisor expectations. A SSP is also enacted when a student fails one area of the first-year preliminary examination (e.g., course grade < 3.5). Examples include, but are not limited to, completion of the research apprenticeship far beyond the established deadline, failure to pass test review/article critique assignments, and unsatisfactory performance in a course. The purpose is to support students in meeting expectations and to remedy problems before they affect the student's ability to meet program requirements. The SSP is a written document that succinctly describes the PWCs and MLA(s) and/or research goal to be addressed and the concrete steps that can be taken to demonstrate progress in that domain. Examples of possible support include seeking guidance from the Writing Center, or additional review of seminal statistical textbooks and other resources. Timelines for completion of these steps are also delineated in the SSP document. In addition, the SSP contains recommended resources. The SSP is developed by the student's advisor in collaboration with the student. The Program Director or DCT review(s) the SSP and co-signs the document with the advisor and the student, after which the plan is made accessible to all school psychology faculty. If the MLA is associated with clinical training, the Director of Clinical Training (DCT) also reviews and co-signs the document. The DCT may also assume oversight of non-clinical support plans as needed, when deemed appropriate by the Program Director and the student's advisor.

Again, the emphasis of a Student Support Plan is establishing shared expectations and providing students with the support and structure to support their success. A SSP document includes four primary components: (1) a description of the specific MLAs or research expectations for which sufficient progress has not been made (with associated documentation provided), (2) evaluation tools and thresholds deemed

to be the same or equivalent to those described in the handbook for the given MLA that will be used to determine whether the concerns have been addressed, (3) the corresponding timeline that will be used for decision-making purposes, and (4) guidance and suggestions developed through collaborative efforts amongst the student and advisor for activities that the student may choose to use to facilitate their progress. Efforts are made by the advisor and student to establish an SSP within four weeks of the student's notification issued by the Program Director/DCT that their progress is unsatisfactory. Students will be notified by their advisor of any delays to the establishment of the SSP. If the delay is due to the end of the academic year, efforts will be made to develop and finalize the SSP within four weeks of the start of the next academic year. While summer meetings may not be feasible due to faculty contractual obligations, faculty will provide students with written feedback outlining the areas requiring SRP attention before the end of the spring semester. Students are encouraged to connect with their academic advisor prior to the summer to discuss planning for the upcoming academic year. If inadequate student professional communication contributes to delayed SSP development and finalization, faculty may initiate a higher level of review and support (i.e., SRP), with written notice of increased severity of concern provided to the student by the Program Director or DCT.

Student Remediation Plan (SRP: Outcome b)

The Student Remediation Plan (SRP) is invoked when a student demonstrates unsatisfactory progress toward one or more MLAs and/or research expectations relative to their developmental level in the program (e.g., what content knowledge and skills are expected of a spring semester, second year student). An SRP is also enacted when a student fails more than one area of the first-year preliminary examination (e.g., two or more course grades < 3.5, and/or intense concern such as course grade < 3.0 or average faculty rating of professional behavior = 1). An SRP Committee will be composed of the student's advisor, the Program Director and/or DCT, one faculty member selected by the advisor, and one faculty member selected by the student. While students have the autonomy to choose their SRP committee members, they are encouraged to select a faculty member with whom they feel comfortable and supported. Students should consider factors such as the faculty member's area of expertise, mentorship style, availability, and their ability to provide constructive guidance that facilitates the student's academic development. Should the student and advisor select the same additional faculty member, the advisor will select another faculty member. If one or more MLAs are associated with clinical training, the Director of Clinical Training (DCT) must be a member of the committee. Members selected by the advisor/student may shift if SRPs span multiple years, as deemed appropriate by an advisor or student. All SRP Committee members must be core or affiliated members of the program. The role of Chair of the SRP committee will initially be held by the Program Director; however, the Program Director may appoint the DCT to serve as Chair of the committee when one or more MLAs are associated with clinical training, or in other cases where the Program Director deems it appropriate. In the case where the prescribed Chair is the student's advisor, another faculty member who is not the student's advisor will be appointed by the Program Director to serve in the Chair position. Efforts will be made by the SRP Chair to formulate the SRP Committee and hold the first meeting within two weeks of the written notice of the concern; if the efforts are unsuccessful, the student will be notified by the SRP Chair of the delay. If the delay is due to the end of the academic year, efforts will be made by the SRP Chair to form the SRP Committee and hold the first meeting within two weeks of the start of the next academic year; if unsuccessful, the student will be notified of the delay. While summer meetings may not be feasible due to faculty contractual obligations, faculty will provide students with written feedback outlining the areas requiring SRP attention before the end of the spring semester. Students are encouraged to connect with their academic advisor prior to the summer to discuss planning for the upcoming academic year. If inadequate student professional communication contributes to delayed SRP development and finalization, the faculty may re-evaluate the severity of the concern and decide to address at a higher level (e.g., determine the nature of professional communication concerns warrants dismissal consideration), with written notice of increased severity of concern provided to the student by the Program Director or DCT.

Students are invited to bring individuals to SRP committee meetings to serve as representatives and/or

support to them during meeting discussion. Prior to the first SRP committee meeting, the SRP Chair will compile any written records intended to describe the nature of the concern; they will make the written records accessible to all committee members and the student (with email notification of when and where they are accessible) at least 2 business days (Monday-Friday that university is open) before the SRP meeting. An SRP document includes six primary components: (1) a description of the specific MLAs or research expectations for which sufficient progress has not been made (with associated documentation provided), (2) a description of evaluation tools and thresholds deemed by faculty members to be the same or equivalent to those described in the handbook for the given MLA that will be used to determine whether the concerns have been remediated, (3) details about who will collect, compile, and share the related evaluation data for decision-making and how it will be done, (4) the timeline that will be used for data collection, sharing, and decision-making purposes, (5) what contingencies will be in place should necessary information not be made available as specified in the plan, and (6) guidance and suggestions developed through collaborative efforts amongst the student and committee members for activities that the student may choose to use to facilitate their progress. The SRP, along with any updates, are drafted by the SRP chair and provided to committee members within 5 business days of the corresponding SRP meeting. Committee members will review and discuss with the chair any concerns or edits deemed necessary, with a goal of full committee signing within 5 business days of receipt of the draft from the chair. Any delays in developing or finalizing the SRP or SRP update document will be communicated to the student by the chair. When signed off on by faculty, the SRP chair then provides the finalized document to the student along with an offer to meet with the student to address any questions or concerns.

The student is expected to sign the document within 5 business days of receiving the SRP or SRP update. The SRP committee decides whether the student has passed all requirements for remediation. The SRP Committee will periodically update the full faculty on the student's progress during regularly scheduled faculty meetings; to offer necessary context for these updates, the SRP committee chair(s) will provide all faculty access to plans and any updates that are developed and signed.

The remediation period typically lasts one academic year, although a different time frame can be agreed to by the SRP Committee. The academic advisor and student meet regularly throughout the established time frame to monitor the student's progress with remediation activities. The student and/or advisor may request additional guidance from the SRP Committee any time throughout the academic year/duration of the remediation plan. Throughout the time period, the SRP Committee stays in contact via email and at least two meetings with the student present. The SRP Committee also meets without the student at least once to evaluate the student's progress on the remediation plan. Without the student present, the SRP Committee evaluates whether they feel that the student has sufficiently demonstrated remediation. The SRP Committee may decide to recommend (a) end the SRP with no further actions, b) extend the SRP (rare occurrence), or (c) dismiss the student from the program. The SRP Committee forwards their recommendation to the full faculty, including the data informing their decision, for discussion and a final vote during a regularly scheduled faculty meeting. The recommendation and data must be offered by the SRP chair to voting faculty (with email indicating where they are located) at least 2 business days prior to a full faculty meeting to facilitate appropriate discussion and voting. All faculty vote after carefully reviewing and discussing the update provided by the SRP Committee members. A simple majority of all faculty members present at the meeting is necessary for a decision. In the case of a tie, the Program Director (or Chair of the SRP Committee, if not the Program Director) casts the deciding vote. Faculty may invoke consultation from the Department Chair (or other college/university administration) to aid the final determination of the review, if deemed necessary.

Once a decision is made, the Program Director (or Chair of SRP Committee, if not the Program Director) writes a formal letter to inform the student of the decision. The decision letter includes an evaluation by the faculty about the extent to which the student was successful in remediating the areas of concern and how this led to the decision by the full faculty. In that letter, the student will also be advised that if they wish to grieve the outcome of the faculty's decision, the grievance procedures specified in the College of Education Grievance Procedures (see https://ombud.msu.edu/resources-self-help/for-graduate-

students/request-grievance-hearing) 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 on the web at http://grad.msu.edu/gsrr/. The SRP and the decision letter are documented in the student file.

Student Dismissal (Outcome c)

A dismissal from the program can derive from an egregious infraction or as an outcome of the SRP process. For typical SRP process dismissal procedures, see above. For egregious infractions (e.g., unethical conduct, illegal activity, significant breaches of professional or academic integrity), the following procedure will be invoked: in the event that an SRP Committee is extant, the SRP Committee will make a recommendation to the full faculty for a vote. Otherwise, the Program Director, the DCT, and the student's faculty advisor will make a recommendation to the full faculty for a vote. In either situation, the full faculty will be provided an email by the SRP Chair or Program Director with the recommendation and where the associated data supporting their recommendation can be found at least 2 business days before a vote is requested. As with SRP decisions, all faculty present at the meeting vote based on the information provided by the SRP OR on the information provided by the Program Director, DCT, and the student's faculty advisor. A simple majority at the meeting is necessary for a decision. Voting is conducted by the Program Director (or Chair of the SRP committee, if not the Program Director, or another faculty member appointed by the Program Director if necessary to avoid an advisor-related conflict of interest), and is anonymous. In the case of a tie, the individual conducting the vote casts the deciding vote. Faculty may invoke consultation from the Department Chair (or other college/university administration) to aid the final determination of the review if deemed necessary.

Deferred and Incomplete Grades
MSU instructors may assign non-numerical grades in the form of deferred and incomplete grades in the event of unique circumstances. Students should review the Postponement of Grading information in the Academic Programs Catalog and speak with their course instructor if they feel their course grade should be postponed.

Student File Content
Student files are an important component to record keeping and critical to ensuring students matriculate in a timely manner through the program. Electronic files are established for every student admitted to the doctoral program following their acceptance of the admissions offer. These files include a copy of the student admission application and associated materials, practicum and internship affiliation agreements, annual student annual review documentation, practicum and internship supervisor evaluation forms, and other documents related to student degree progress as needed.

Students have the right to access their student file as articulated in the following policies: GSRR, LSRR, and MSRR 3.2.3. Students who wish to access any part of their student file should do so using the Student Information System or contacting the School Psychology Academic Program Coordinator for assistance.

Preliminary and Comprehensive Examination Grading Procedures
See Preliminary and Comprehensive Examination descriptions in Section III above.

VIII. INTEGRITY AND SAFETY IN RESEARCH ACTIVITIES

Responsible and Ethical Conduct of Research
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.

<u>Honesty in proposing, performing, and reporting research and creative activities</u>. 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.

<u>Recognition of prior work</u>. 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.

<u>Confidentiality in peer review</u>. 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.

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.

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.

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 must 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.

Training Requirements:
As of September 2011, Michigan State University requires that all graduate students and research project staff be trained in the Responsible and Ethical Conduct of Research (RECR) as part of their Research I University experience.

> Guidance on RECR training requirements for PhD School Psychology students is available on the School Psychology Students Teams Channel page under the "Responsible and Ethical Conduct of Research (RECR) Requirements" folder. Please refer to this guidance document for the most recent RECR policy for each year in your program as there was a recent change in policy. 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. Lastly, as of Fall 2020, all students, faculty, and staff must complete MSU's online DEI training. Visit the Training page from MSU's Office of Research Regulatory Support for FAQs and the link to take the training in the Ability system and watch for updates as this requirement evolves.

Guidance on RECR program requirements can be found on the Graduate School, Research Integrity page. Each year, students will need to log training hours (e.g., SIS CITI modules, discussions on research team, Graduate School RECR Workshops). *The University's tracking system (Ability) will automatically record CITI module and other graduate school RECR workshop hours into SIS. However, students will have to manually document discussions with their advisor into SIS. Instructions for this are available on the MSU Office of Research Regulator Support's RECR website. Students are required to submit these by May 1st of each academic year. Instructions for students can be found in the Teams Channel under* ***RECR Guidance***. Your CITI module hours will be automatically transferred to SIS. If you notice any issues with your reporting or courses moving to the wrong section, please contact the School Psychology Academic Program Coordinator. Reach out to gradsis@grd.msu.edu to check if courses or events you would like to participate in count towards your RECR education requirements.

Authorship
Authorship is a central part of the research process. Students are required to disseminate their research in written form as part of the PhD program. As such, students should also be aware of the MSU Guidelines on Authorship and standards for authorship within the field of psychology as outlined in the Ethical Principles of Psychologists and Code of Conduct (2017, Sec. 8.12) as well as additional guidance articulated by the American Psychological Association.

Data Use
Students are responsible for adhering to MSU's Institutional Data Policy when making use of Institutional Data. Institutional Data is defined as "all of the data and records held by the University, in any form or medium, for the administration, operation, or governance of the University or any unit of the University."

MSU Generative AI Guidelines

University guidelines for the Use of Generative Artificial Intelligence (Generative AI) Tools can be found here: Guidelines | AI | Michigan State University.

School Psychology Program Policy on AI

Updated Fall 2026: A program-specific policy regarding the use of AI is currently under development and will be shared once finalized. In the interim, students are encouraged to consult with their advisors and course instructors to clarify expectations and confirm the acceptability of AI use in their academic and professional work.

Research Misconduct

All members of the MSU community, including students, are responsible for ensuring that misconduct or fraudulent research is managed appropriately. Students should be aware of University Procedures Concerning Allegations of Misconduct in Research and Creative Activities. See MSU's Integrity of Scholarship & Grades policy, GSRR 8.1.2, and GSRR for more information.

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

Whether you are a student, faculty member, or staff, the Office of the University Ombudsperson offers a confidential place to discuss both academic and nonacademic concerns including, administrative issues, workplace issues, or any concern that may relate to Michigan State University students. We also interpret and explain university policies and procedures. Here, you can speak freely because the Office of the University Ombudsperson offers an environment where you can talk with a confidential and impartial resource about a complaint, conflict or problem. We are not part of any formal University process. We do not take sides in disputes. We operate independently of the University. Contact us at any point in your academic journey and together we will define the problem, explore options, outline strategies, review policies, inform you about applicable resources, and manage expectations while upholding the values of respect and integrity. While keeping strict confidentiality, the Office of the University Ombudsperson further provides University officials with general information about trends and emerging student needs to assist the University in proactively improving its policies and practices.

Our office operates pursuant to its Charter Agreement with the University, the International Ombudsman Association Standards of Practice and Code of Ethics, and the American Bar Association's Standards for the Establishment and Operation of Ombuds Offices. Ombuds services are confidential, neutral, informal, and independent.

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

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 (2020). 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

"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"

TELESUPERVISION POLICY
Adopted: October 15, 2026

Practicum students should share a copy of this Policy when establishing supervision arrangements and seeking the supervisor's signature on the Prac/Intern Affiliation Agreement. See the Student Teams folder for a copy that is signed by the student and supervisor.

As defined in *APA Implementing Regulation C-13 D. Telesupervision*, the term telesupervision refers to, "supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee."

NOTE: IRs = Implementing Regulations

Rationale for using telesupervision
Telesupervision may occur at some practicum sites. Telesupervision is intended to increase access to supervision and allows for the continuation of high-quality training even in extenuating circumstances that might preclude in-person supervision.

How is telesupervision consistent with program aims and training outcomes

- Telesupervision serves as extensions of the program's commitment to ethical, evidence-based practice, and to the development of the Profession-Wide Competencies (PWCs).
- Trainees and supervisors using telesupervision must abide by the Professional Ethical Code of Conduct set forth by APA (2017) and the National Association of School Psychologists (NASP, 2020).
- Trainees and supervisors must follow best practice guidelines in providing telesupervision (e.g., the Guidelines for the Practice of Telepsychology, 2024) published by the American Psychological Association, local, state, and federal laws, and MSU's policies and procedures.
- Consistent with the PWCs and our program's scientist–practitioner model, telesupervision allows supervisors to be engaged and available to assigned trainees, oversee client care, and foster trainee development even when in-person supervision is not possible.
- Trainees and supervisors are informed of the inherent challenges of telesupervision including the lack of nonverbal and affective cues that can assist the development of a supervisory relationship and evaluation of a trainee's competence, the potential for miscommunication, environmental distractions, temptation to multitask, technology failures, lack of dedicated workspace, etc.
- Trainees and supervisors should collaboratively identify strategies to minimize potential risks and maximize the effectiveness of supervision in this format and set clear expectations and learning objectives at the outset of the supervisory experience with each trainee and to regularly review these throughout the supervisory relationship.
- Trainees should receive ongoing formative and summative feedback to ensure they are progressing appropriately within the PWC areas.

How and when telesupervision is used

- Telesupervision is permitted if (1) it is consistent with program training standards (e.g., supervision requirement, program aims) and (2) follows guidelines from the American Psychological Association, including the provision of appropriate informed consent for services.
- Telesupervision may be implemented after agreement between the trainee and supervisor, and approval from the trainee's university-based practicum/internship instructor coordinator or Director of Clinical Training.
    - *Trainees are only permitted to engage in telesupervision as part of their required minimum supervision hours when the individual overseeing the practicum experience (e.g., course instructor, Director of Clinical Training) determines the trainee has established an appropriate level of competency to justify supervision in this modality. This determination is made through a review of previous field supervisor evaluations, faculty ratings of communication and interpersonal skills, and other documentation pertinent to the trainee's academic record, such as relevant course grades.*
- Telesupervision is utilized as an alternative form of supervision when in-person supervision is not practical or safe, or restricted or not available, and allows for the continuation of high-quality training even in extenuating circumstances, life events, or public health emergencies that might preclude in-person services or supervision. It is not used for the sole purpose of convenience.
- Trainees and supervisors may access telesupervision either from their offices or from secure, private, and confidential spaces.
- Trainees are responsible for ensuring that telesupervision is allowed by their program, internship site, and/or licensing board.

Who can participate in telesupervision

- Telesupervision may be used with trainees who have demonstrated competence appropriate to their level of training in establishing professional relationships, delivering psychological services (i.e., assessment, intervention, consultation), and engaging in ethical practice. The supervisor

should use meetings with the trainee and the strength of the supervisory relationship to determine whether telesupervision is suitable for ongoing supervision and professional development.

- Trainees must have had sufficient experience and in-person supervision in the services being provided (e.g., assessment, intervention, consultation) and possess a level of competence to justify this modality of supervision in their sequence of training. The course instructor determines if the trainee has the necessary competence, appropriate to their level of training, to benefit from telesupervision.

Development of a supervisory relationship between supervisors and students

- Supervisors and trainees should have at least one in-person meeting at the start of the supervisory relationship, unless prevented by extenuating circumstances or public health emergencies, as this meeting is essential for establishing a strong supervisory relationship early on.
- Supervisors must regularly check in with trainees regarding their telesupervision experience.

Professional responsibility of off-site supervisors

- Supervisors must have full oversight and professional responsibility for all cases and clinical work conducted by the trainee. This is clearly indicated and agreed to by the supervisor in the affiliation agreement established between MSU and the site at the beginning of the supervisory relationship.
- Trainees may have on-site staff or other professionals assisting with logistical support (e.g., helping a practicum student locate materials needed to conduct their work). In such cases, the supervisor must be informed of the support the trainee requires and maintain communication with those providing assistance.

Management of non-scheduled consultation and crisis coverage

- For crisis coverage, a supervisor will be on call for telesupervision to supervise the crisis with the student. In crisis situations where the supervisor is not physically present and the trainee requires direct clinical support, the supervisor must have previously discussed these possibilities with the trainee and identified an on-site fully-credentialed professional who can provide immediate support and supervision to response to trainee's needs and immediate client care. This designated professional must be informed of their role by the supervisor in advance, and the trainee must know how to contact them in such situations. If no fully-credentialed professional is available for backup supervision, the trainee's client interactions will be rescheduled.
- All crisis situations are handled abiding by the APA Professional Ethical Code of Conduct (2017) and the local, state, and federal laws.

Privacy and confidentiality of clients and students

- Telesupervision will be conducted from settings in which privacy and confidentiality can be assured using HIPAA-compliant video and audioconference platforms that provide end-to-end encryption.
- Documents, reports, and other records shared electronically between trainees and supervisors that contain client information and must remain confidential should be accessible solely by the supervisor and trainee, and be transmitted or stored on HIPAA-compliant platforms and online workspaces and in accordance with professional ethical standards, and university policies.

Technology and quality requirements and education in the use of telesupervision

- In providing telesupervision, the student and supervisor must use HIPAA-compliant digital platforms like Zoom workplace with end-to-end encryption.
- The technology must meet the needs of audio-visual compliance in accordance with current regulations and ethical standards.

- Trainees must receive explicit training in the use of telesupervision prior to practice. Site-based supervisors are responsible for ensuring trainees have received adequate training in the use of telesupervision at their site.
- Supervisors must make sure that the trainee has the necessary technological resources and skills for effective participation in telesupervision, and determine whether the trainee is an appropriate fit for telesupervision.
- Supervisors seek out continuing education and training on providing telesupervision.

Telesupervision responsibilities of the supervisor
It shall be the supervisor's responsibility to:

- maintain a license to practice psychology or a certification to practice school psychology in the jurisdiction in which the supervision is being provided
- maintain full legal functioning authority and professional responsibility for the welfare of the clients and have functional authority over the psychological services provided by the trainee
- establish a clear protocol for managing crisis or emergency consultation and be available to the trainee, and arrange for an alternative, on-site and fully credentialed clinician to provide support, as needed in the event of a crisis with a client
- ensure telesupervision is conducted via two-way video/audio or audio-only platforms that are HIPAA compliant
- consider the training needs of the trainee and the service needs of the clients, protecting them from harm
- inform the trainee of the risks and limitations specific to telesupervision, including limits to confidentiality, security, and privacy
- identify at the onset of each telesupervision session the identity of the trainee, as well as the identity of all individuals who can access any electronically transmitted communication
- inform trainees of procedures to manage technological difficulties or interruptions in service
- obtain and maintain competence in the chosen telesupervision technology, and ensure that telesupervision is provided in compliance with the supervision requirements of the licensing board, ethical codes, and professional best practices.

This policy draws heavily from, and uses language from, the University of Kentucky Counseling Psychology Program Telesupervision Formal Policy 2023 and The University of Texas Rio Grand Valley Psychology Clinic's telesupervision policy

IX. STUDENT CONDUCT AND CONFLICT RESOLUTION

Graduate Student Professional Behavior Expectations:
Doctoral students in the School Psychology program are expected to meet all professional behavior expectations as outlined in Appendix L, Program Aim 4: Professional Values, Attitudes, and Behavior. Failure to achieve satisfactory (i.e., >=3) ratings on any of these items by faculty and/or field supervisors in any of these areas may result in support and/or remediation by the student's advisor and, in the case of remediation, other faculty. See Student Support and Dismissal Policy, Section VII, for additional details including conditions that may result in dismissal.

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 parties involved. 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 E. A copy of this document can also be found here.

Conflict of Interest:
As a reminder, students are expected to use the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2017) to manage conflicts of interest:

> **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.

Support for managing conflicts of interest between students and faculty, or between students, will be provided by the Program Director, or in the case of clinical issues, the Director of Clinical Training. The PD/DCT will engage in problem-solving with all involved individuals to safeguard against bias and inequitable decision-making. The involvement of other objective parties (e.g., additional faculty member) will be sought as deemed useful to address the real or potential conflict.

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 (https://reg.msu.edu/ROInfo/Notices/Withdrawal.aspx).

Policy Review

Faculty will review the Student Support and Dismissal policy annually and data associated with support and dismissal processes to support continuous improvement of this policy, and revision, as necessary.

X. WORK RELATED POLICIES

All policies outlined in this section are consistent with the provisions of Article 4 of the GSRR.

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 within the academic year, and ¼-time positions within the summer semester, when applicable. Graduate assistants should discuss with their supervisors expectations regarding work that falls within the contract year but outside of the academic year. Likewise, graduate assistants must seek approval from their supervisors for leave related to travel (e.g., professional conference attendance) and vacations. A minimum GPA of 3.0 and adequate academic progress must be maintained to be eligible for a graduate assistantship and you must maintain enrollment every semester in which you are appointed as a graduate assistant. You can find information on minimum enrollment and other assistantship information on the Human Resources website, as it can differ based on your academic progress in the program. 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. Students should also be mindful of University English proficiency requirements, which also apply to graduate assistantships. The assistantship appointment provides the following benefits: a monthly stipend, a 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. Students are strongly encouraged to review the Academic Programs webpage that includes details about graduate assistant levels, stipends, leave policies, and eligibility. Additionally, students should make note of the University's Grief Absence Policy.

The College of Education offers many opportunities for assistantships, each providing valuable professional experience in addition to 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 (REHS). The primary role for these graduate assistants is to serve as resources to the students 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 REHS.

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 *their 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 their 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.

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 TAs 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. The waiver only covers the standard university graduate tuition (currently $937.25/credit), which is $33 less than the COE's specific graduate credit rate (currently $9720.25/credit). For a 3-credit course, this difference totals $99. This coverage limitation is established by the GEU agreement and cannot be addressed locally.
Please see this website for current tuition rate: Resident Graduate Fall Spring | Controller | Michigan State University

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 Academic Program Coordinator 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 3-4 courses per semester in addition to field

practica make outside employment, even if part-time, difficult. Nevertheless, we understand that the need for some students to work to support themselves as they complete graduate school. 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 project assistants sometimes are assigned a desk or shared office space. Most correspondence will 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.

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 F). 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).

Annual Criminal Background Checks

The school district/organization in which you are serving as a practicum student may require a Criminal Background Check. 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.

XI. UNIVERSITY RESOURCES

Accommodations for graduate students with disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. The MSU Resource Center for Persons with Disabilities (RCPD) assists students, faculty, and staff by maximizing ability and opportunity for full participation at MSU. The RCPD defines a disability as a physical or mental impairment that substantially limits one or more major life activities, such as sitting, sleeping, or concentrating. Disabilities may be acquired at any time and are an aspect of life and diversity. If you are a student with a disability, please follow the procedures below to receive accommodations.

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. The MSU Resource Center for Persons with Disabilities (RCPD) assists students, faculty, and staff by maximizing ability and opportunity for full participation at MSU. The RCPD defines a disability as a physical or mental impairment that substantially limits one or more major life activities, such as sitting, sleeping, or concentrating. Disabilities may be acquired at any time and are an aspect of life and diversity. If you are a student with a disability, please follow the procedures below to receive accommodations.

1. Contact the Resource Center for Persons with Disabilities MSU - Resource Center for Persons with Disabilities

2. You must document your disability and register with RCPD. You will be assigned a specialist in your disability at the RCPD who will then meet with you to discuss the accommodations you need. For information on what documentation you will need, click on the link that matches your disability here: Disability Documentation | MSU - Resource Center for Persons with Disabilities

3. If the documentation is accepted, the RCPD will then help you with a needs assessment and provide you with an Accommodation Letter and employees with a Statement of Employee Accommodation Determination(SEAD). The Accommodations Letter and SEAD documents provide, (a) verification of disability and registration status with the RCPD (b) an outline of reasonable accommodations.

The RCPD website has all of this information and will guide you through these steps: Get Started | MSU - Resource Center for Persons with Disabilities.

Important Note: You are strongly encouraged to set up your Accommodation Letter *prior* to any anticipated need. If you think you will need accommodations for any program milestone or other aspect of this program including classroom learning, do not wait until you flounder as the process takes time. You can always obtain the Accommodation Letter but not present it to a faculty member until you need accommodations, if ever you do. The RCPD will not reveal that you have an Accommodation Letter to the faculty without your consent.

Additionally, graduate assistants (RAs, TAs, and TEs) are both students and employees. You are thus eligible for disability accommodations in both of these roles, and these accommodations are provided through distinct documents coordinated by RCPD: Students receive Accommodation Letters (previously Verified Individualized Services and Accommodations), or Temporary Adjustment Letter (previously Verified Individualized Services and Temporary Accommodations) and employees receive SEADs (Statements of Employee Accommodation Determination). You can register for both situations using RCPD's MyProfile portal.

Graduate Educator Advancement and Teaching (GREAT)

The Office for Graduate Educator Advancement and Teaching (GREAT) empowers graduate and professional students as postsecondary instructors. Resources and training provided by GREAT will help students to:

1. Successfully teach as a TA or instructor while they attend MSU.
2. Teach as a tenure-system, fixed-term or adjunct faculty member after leaving MSU.
3. Translate their teaching skills into a corporate, non-profit, or policy-sector career.

Diversity, Equity, and Inclusion Programs

The Graduate School provides a range of innovative programs and initiatives that focus specifically on DEI, including our Alliances for Graduate Education and the Professoriate (AGEP) "Learning Community" and programs, SROP (Summer Research Opportunity Program), and support for diversity initiatives in the form of funding, fellowships and programs. These programs include the Academic Achievement Graduate Assistantships (AAGA), the King Chavez Parks (KCP) Future Faculty Fellowship Program, the University Fellowship Program, the Prospective Doctoral Student Recruitment and Retention Program (PDSRRP), and the Edward Alexander Bouchet Graduate Honor Society, among others.

Graduate Student Wellness

The College of Education, CEPSE, and the School Psychology program are committed to promoting graduate student wellness and academic success. As such, below we have highlighted several university resources designed to support personal and professional development and students' overall wellbeing (physical, mental, emotional, financial, and social health).

1. MSU's Graduate School Office of Well-Being (GROW)
2. Campus Health Services
3. Well-being resources from the Graduate School
4. Mental Health Resources by the Counseling & Psychiatric Services
    a. Here's a brief handout on accessing student mental health services at MSU
5. Occupational and financial well-being resources
6. Physical well-being resources

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 Office of Financial Aid website

Graduate Assistantships

See Section X, above, for more information on Graduate Assistantships.

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 available on the College of Education website. 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.

Student Conference Travel Funding

Students in the School Psychology program have access to three types of funds for conferences. If you are presenting at a conference and department funds are available, you can notify the Academic Program Coordinator to receive a departmental $400 student conference travel fellowship. Email the APC with a copy of your confirmation details (acceptance email or screenshot confirming your authorship on the presentation and conference registration attendance) to access these funds. You are eligible for these funds for any co-authored presentation (i.e., you need not be the first author). Funds are available to all presenting students one time per academic year. It is important to note that these fellowships cannot be distributed before the conference as a department policy.

The Council of Graduate Students (COGS) also provides up to $300 in the form of a Conference award. This can be awarded only once during a graduate lifetime. (NOTE: Funds are dispersed as an award via the financial aid office to the student's stu-info account. Only enrolled graduate/professional students can receive this award.) Please review the Conference Award Funding Guidelines before applying. Materials and deadlines can be found on the COGS website.

The Graduate School provides up to $1000 in the form of a fellowship for graduate and graduate professional students to present their research at professional conferences (in-person or virtual). These funds are not available to support thesis/dissertation research projects or course work. Students must be enrolled for the semester in which they receive their funding. Requests for funding to travel to international meetings will be considered jointly by the Graduate School and the Office of International Studies and Programs (ISP).

Since ISP signs off on the application, you need to submit only one application to the Graduate School for funding to travel to international meetings. Requests are limited to $1000 over the course of a student's graduate student career per degree program.

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."

MSU offers several online calculators to assist students in estimating their costs across semesters including costs offset by grants and scholarships. See the Financial Aid site for more information.

Students with **federal financial aid** may experience an adjustment in their aid package because of new funding (i.e. fellowship) which was not assessed in their initial semester aid package.

When the student incurs an additional educational expense (housing, books, tuition, research, travel, etc.) and receives a fellowship to cover the expense, the department can request that the Office of Financial Aid (OFA) review the student's budget and possibly increase their Cost of Attendance to offset any possible reduction in aid. There is no guarantee that the student's Cost of Attendance will be increased.

Please note: OFA will only consider a Cost of Attendance adjustment request when the student experiences additional educational expenses.

The Graduate School has created **this template** for departmental use to explain the nature of the request. Please be very detailed about the nature of the expenses. Please complete the template and send it to the Office of Financial Aid at **finaid@msu.edu**.

Some other resources provided by university-level units include the OISS, Office of Spartan Experiences, the Libraries, the Olin Health Center, Institutional Diversity and Inclusion, the Burgess Institute for Entrepreneurship & Innovation, the Writing Center, and University Outreach & Engagement.
Resources provided by the Student Life & Engagement Division include the Student Parent Resource Center, the Gender and Sexuality Campus Center, the Student Veterans Resource Center, and Women's Student Services.

For more information, see the Graduate School resource page.

XII. DOCUMENTATION

Procedures for Documentation of Degree Progress

The program maintains records documenting each student's progress through the doctoral education sequence. These records, which are maintained in student program files and/or Campus Solutions, include the program plan, guidance committee form, preliminary exam completion form, research apprenticeship completion form, comprehensive exam result letter(s), 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, on secure password-protected servers, or in 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. This record is maintained by the Program indefinitely or for a minimum of 10 years following the student's graduation, if the student requests deletion after this time.

Student progress through the doctoral program is largely documented in Campus Solutions, with associated paperwork filed for continuity with the School Psychology Program. Program specific forms and procedures for documenting milestones in Campus Solutions may be found in the Teams channel. Students are required to complete MA and Ph.D. Degree Plans online using the GradPlan system, as well as completing an MA Program Plan paper form. Please consult College of Education requirements to form your permanent Guidance Committee, available on the college website.

Forms that you will 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 Teams channel. As noted above, you are required to have an approved MA Degree Plan prior to conferral of your MA degree, and an approved PhD Degree Plan prior to taking the Comprehensive Exam. **It is mandatory to meet with the APC to submit your final PhD Degree GradPlan course plan, and you are encouraged to meet with the APC prior to submitting your MA and initial PhD plans to avoid slowdowns and the need for resubmission. These final plans have strict rules about their submission and it is better to submit these together for minimal revisions. This meeting can be done any time after your MA conferral but is strongly recommended that you submit your final GradPlan before/in the Fall of your pre-doctoral internship year (i.e., the final year in the program). You only need to have one accurate, finalized plan on file.**

   All research courses (CEP 932, CEP 933, CEP 934/advanced stats, CEP 968, and CEP 995) should be assigned a category label of "Research Requirement." Any substitutions for a research course should still be assigned a category label of "Research Requirement" but must have an additional course note specifying the replacement with the approval/date of approval. See the GradPlan help guidance in Teams for more information.

   The MA and Ph.D. program plans are now completed through the GradPlan system. Students input the names of guidance committee members and these faculty will sign the Program Plan form electronically. The student shall initiate and submit for approval a Program Plan via GradPlan, listing all agreed upon degree requirements. **This Plan, as changed or amended in full consultation between the graduate student and the committee and approved by the appropriate department or school chairperson or director and the dean of the college, shall be regarded as the official statement of program requirements.** The PhD Course Plan must be as accurate as possible, as the College of Education references this plan to approve your conferrals and will adhere to this plan upon reviewing, so please ensure your course list and course notes reflect all applicable changes. **Please also be sure to complete and save a copy of your MA Program Plan paperwork (see Student Teams site) as you will need to submit this document when you apply to graduate from the PhD program.**

2. Professional Goals Statement. This may be prepared and distributed to Guidance Committee members at least one week prior to the Committee's first meeting, and/or reviewed during the Guidance Committee 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 system. 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 Academic Program Coordinator. The form is updated annually and sent to students by early Summer, typically as a Qualtrics survey with additional documents uploaded to the School Psychology Students D2L page.

Students are also encouraged to develop and periodically update a curriculum vita. This document should show information on the student's practicum and work experience, and any published work or presentations

conducted. Students submit an updated CV as part of their Annual Review documentation at the end of each academic year they are enrolled in the program. It is also useful for students to maintain a portfolio of work products and evaluations they have received over the course of their tenure in the program.

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/or pass the course waiver exam: CEP 932, 933, and/or 934. Additional details and the Application for CEP Course Equivalency can be found 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, in conjunction with the school psychology Program Director, will decide on the acceptability of such courses. **Course waiver applications must be submitted by the student and their advisor to the Program Director in the first semester of matriculation into the program, to allow ample time for faculty review and program planning.**

Procedures

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

1. Students must request course waivers in writing during their first semester in the program.
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 (or equivalent) 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) There is sufficient evidence that the student has/can produce work products similar in quality and content to what is expected for the course (as applicable). Students may be asked to submit work products to satisfy this requirement.
3. The advisor and Program Director will inform the student of the decision regarding course waivers.

XIII. 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 profession-wide competencies (PWCs), 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 Teams channel. 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.

- *Diversity Equity and Inclusion (DEI) Committee* – This committee is open to all students and works to promote diversity, equity, and inclusion within the program through systems-level advocacy, resource provision, and individualized support available to all students in the program. Typically, 3-4 meetings per semester and 1-2 events/activities during that time.
- Participation in admissions - Students can participate in interview days for prospective students. All students are invited to participate in one or both (Ed.S. and PhD) interview days.
- *Student Advisory Committee (SAC)* - The committee consists of two student representatives, one for the Ph.D. program and one for the Ed.S. program. This committee will contribute to the development of student bylaws and governance, attend SAG meetings to gather students' concerns and problem-solve in collaboration with the SAG, and program graduate assistant.
- *Student Affiliates in School Psychology (SASP), MSU chapter* – This is a student organization that works to foster collaboration with students and faculty within the school psychology program through the work of its committees which includes social, outreach, student support, fundraising, social media, and multicultural affairs committee.

APPENDICES
APPENDIX A: DETAILED DESCRIPTION OF PRACTICUM, INTERNSHIP, AND RESEARCH TEAM EXPERIENCES

School Psychology Practicum

A distinguishing feature of the School Psychology Program at Michigan State University is a commitment to educating students in authentic settings of professional practice. One of the ways in which we accomplish this is through the field practica that provide early and sustained participation in school settings. Doctoral students complete a minimum of 1000 (e.g., Year 1: 100; Year 2: 200-300; Year 3: 600; Year 4: 100) hours prior to the pre-doctoral 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 a school-based 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 Time2Track or the program-provided practicum log to record hours and activities. 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 are assigned to a classroom teacher and 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 in the classroom and assist with classroom activities (at the discretion of the host classroom teacher). Students complete an ecological appraisal of the school and associated community in which they are placed by reviewing publicly available school and community data and interviewing school staff. In the spring semester, they also practice their developing reading assessment and intervention skills with a case study student. The First-Year Practicum is completed in conjunction with CEP 884 (Roles and Functions of School Psychologists) and CEP 918 (Theories of School-Based Psychological Interventions) in the fall, and CEP 886 (Psychological 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.

School-Based Internship (CEP 894K Fall & Spring)

The school-based internship experience is designed to be completed in the third year of doctoral study. To be eligible for placement and practice in a CEP 894K school-based internship, students must provide sufficient documentation of their competencies using the CEP 894K PhD School Internship Readiness Form according to the timeline described in that document (see School Psychology Student Microsoft Teams Forms folder for the given year for the associated document). Upon review and acceptance of the associated documentation provided during the spring of the year before planning to complete the school-based internship, the Director of Clinical Training (DCT) will provide students with assistance in securing an internship placement that will meet program requirements. *If the student is not yet ready (i.e., has not yet met eligibility requirements) to complete CEP 894K in their third year of doctoral study, they should work with their advisor to establish a plan to meet those requirements and an associated timeline for completion of the CEP 894K school-based internship.*

Once placed, during the following fall and spring semesters, doctoral students spend two full days per week at a school-based site engaging in progressively increasing responsibilities. Students are supervised by (a) a university faculty member who provides supervision via CEP 894K and (b) a school psychologist who serves as the field supervisor and provides an average of one hour per week of face-to-face supervision. 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, these hours do not replace any hours required for the final pre-doctoral internship. Students must log their hours on a regular basis; only when the required documentation of 600 internship hours has been provided will students receive a final grade for the spring semester CEP 894K course; until

it is provided, students will receive a deferred (DF) grade. A total of 600 hours must be accumulated by June 15 of the academic year in which the student enrolls in 894K.

The CEP 894K school-based internship experience builds on and extends the practicum activities that were completed in earlier 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 findings from empirical research to support the design and implementation of interventions, and to participate in the professional community. An important element of the CEP 894K school-based internship is the students' participation in a community of graduate students to discuss and supplement the field experience. Students actively participate in monthly CEP 894K synchronous meetings that are facilitated by the university instructor, as well as engage in asynchronous discussion on a more regular basis through the university-based instructional management system. Students receive individual and group supervision that explores their ongoing experiences in the field. The faculty instructor assists students in developing and monitoring individualized internship plans. Students complete projects and course requirements to display their ability to engage in competent school-based practice. They prepare a professional portfolio, which includes documentation of their skills in assessment, intervention, and consultation to promote positive academic and social-emotional outcomes for school-age children and adolescents. A minimum of three site visits are held across the year. Field-based supervisors provide at least two written evaluations of the student's performance during the year using the nine profession-wide competences (see Appendix K), with the mid-year evaluation used to inform targeted efforts to provide additional guidance and supervised opportunities in areas in which the student is not meeting expected thresholds.

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

The School Psychology Program requires that students pass the comprehensive exam before participation in Advanced Practicum. 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 Teams Channel) 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. A commitment of at least one day per week 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, pre-doctoral 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 pre-doctoral internship plans, career aspirations, dissertation progress, and willingness to travel. Further, many Advanced Practicum sites require students to (1) reach out to a potential supervisor or training director to coordinate a placement, or (2) apply and interview for a spot (often the case at hospitals, integrated behavioral health settings, and some community-based mental health sites).

Thus, students should meet with the course instructor early to identify potential sites and ensure application materials are submitted on time.

The Pre-doctoral Internship

The Pre-doctoral Internship is typically completed during the fifth or sixth year of doctoral study. 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. 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.

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, a signed "Readiness of 2000-hour Internship-Checklist/Agreement Form" (found on Teams under Readiness for Advanced Practicum-Checklist-Agreement) must be submitted by the student. 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 to their Program Plan (in GradPlan) 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 may 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 two 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.

Students will refrain from pursuing pre-doctoral 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.

Pre-doctoral 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 Director of Clinical Training 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 the 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 any necessary site paperwork 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 Director of Clinical Training 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 Pre-doctoral 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. You can find the non-resident rate for tuition for 2026-2027 on the Office of the Controller website. 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 1 of the required 3 internship credits during the summer after their 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 may defer their final CEP 994K grade from the spring semester until their internship is complete in the summer.*

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.

APPENDIX B: 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 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 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, visit 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

Like 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 pre-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

APPENDIX C: 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 website, and Teams pages, 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 Director in collaboration with the student's advisor and are contacted by the start of fall semester. In turn, they should 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 Teams and 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. The D2L site will be used for submitting your annual review items. 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."

Microsoft Teams

Many materials that you may find useful are available to you by logging into the Teams site and selecting the community channel entitled "School Psychology Students." The General Teams Channel will also host information and posts relevant to all students and faculty, so please ensure you have notifications for Teams on. The Program Director, Academic Program Coordinator, Director of Clinical Training, and faculty share announcements and information via the School Psychology Teams channels. You will be added to the Teams channel when you enter the PhD program. Contact the Academic Program Coordinator for any assistance with Teams. The Student and General channels are the primary way that faculty communicate program-wide information to 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. 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 Academic Program Coordinator will subscribe you to the listserv upon enrollment. To send a message to the listserv, contact the Academic Program Coordinator (APC; schpsy@msu.edu) with any messaging and attachment you wish to distribute, and the APC will ensure that your message is shared through the correct channel (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, as it alerts the school psychologist to currents 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 gain experience presenting your own papers and research. 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 157,000 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). Division 16 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. In addition, NASP 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)

APPENDIX D: 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: _____ **Date:** _____

E-mail: _____ **PID:** _____

Faculty advisor: _____

Program/Incoming year: EdS / PhD _____

Name of previous course: _____

Semester/Year Taken: _____ *Final Grade:* _____

Profession-wide competency this course addresses (see Appendix of Program Handbook): _____

Name of course you are requesting a waiver for: _____

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 E: 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. If 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 has 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 against 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 of 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 student 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 "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. The presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII. RECONSIDERATION:

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

IX. FILE COPY:

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

Approved by Faculty August 4, 2015.

APPENDIX F: 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-related conditions, 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 up to eight (8) weeks or to the end of the appointment period, whichever occurs first. Additional unpaid leave may be arranged.

D. 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 they are 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, they 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

Each semester, employees will receive up to three (3) days of bereavement leave with pay following the death of a close family member. Additional time may be granted upon request. Employees shall not be forced to disclose personal relationships, only to claim a familial tie.

III. Parental Accommodation Policy

An Employee who adopts a child shall be entitled to adoption leave of up to eight (8) weeks, the first four (4) weeks 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. Additional unpaid leave may be arranged.

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 four (4) weeks 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.

To be eligible for parental accommodations:

A. Such leave 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 their 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.

These policies listed above in Article 18 of the Graduate Employee Union (GEU) Collective Bargaining Agreement, which is in effect from May 16, 2024 through May 15, 2028. Students may access this agreement here: GEU 2024_2028 Contract (msu.edu) ***(Article 18, pp. 26-29). Students may also access more information/updated agreements in the future as they become available here: https://geuatmsu.org/know-your-rights/.***

APPENDIX G: SAMPLE COURSE SEQUENCE

2026 Ph.D. Cohort* – Your course plan should be developed using the guidance below and in consultation with your advisor and guidance committee. See footnote below for additional requirements. **This Course Plan is meant to serve as a guide only, and specific course offerings may change due to instructor availability and other program needs. Please give close attention to your PhD Course Checklist as you set your schedule.**

	Fall	Spring	Summer
Year One (2026-2027)	CEP 884 Roles and Functions of SP (3) Tues 10:30am-12pm online CEP 885 Dev and Psychopath Acrs the Lifespan (3) Tue 5:00pm-7:50pm online CEP 932 Quant Methods I (3) Tues 9:10am-12:00pm CEP 918 Theories of Sch Psy Int (3) Mon 12:40-3:30pm Half a day per week in practicum field placement Involvement in research team	CEP 886 Psych Assess/Int I (3) Tu 9:10am-12:00pm CEP 880 Cognitive Assess (3) Tu 12:40pm-3:30pm CEP 968 Research Methods (3) Wed 4:10-7:00pm online CEP 933 Quant Methods II (3) Wed 9:10am-12:00pm Apprenticeship Proposal 5/1 Preliminary Examination Half a day per week in practicum field placement Involvement in research team	CEP 982 History of Psychology (3) CEP 999 (2)
Year Two (2027-2028)	CEP 881 Social Emotional Assessment and Intervention (3) CEP 893K School Psychology Practicum (3) CEP 903 Cognitive Development (3) Complete M.A. Degree Application Involvement in research team	CEP 888 Psychotherapy (3) CEP 889 Consultation in School Psychology (3) CEP 893K School Psychology Practicum (3) CEP 995 (3) Research Apprenticeship Apprenticeship Complete 5/1 Involvement in research team	CEP 985 A-C Discipline-Specific Knowledge (DSK) Self-Study Courses online CEP 999 (2)
Year Three (2028-2029)	CEP 894K School Psychology Internship (3) CEP 919 Multicultural Practice in Mental Health (3) CEP 972 Biological Bases of Behavior (3) CEP 934/other advanced statistics as approved by advisor (e.g., SEM, HLM, single-case, qualitative; **CEP 934 day/time subject to change*)	CEP 894K School Psychology Internship (3) CEP 963 Ethics (3) CEP 999 Dissertation (3)	CEP 999 (2)

Year Four (2030-2031)	CEP 993K Advanced Practicum in School Psychology (3) CEP 999 Dissertation (6)	CEP 993K Advanced Practicum in School Psychology (OPT; 3) CEP 999 Dissertation (6-9, depending on total taken to date)	CEP 994K Pre-Doctoral Internship (1)
Year Five (2031-2032)	CEP 994K Pre-Doctoral Internship (1) CEP 999 Dissertation (var)	CEP 994K Pre-Doctoral Internship (1) CEP 999 Dissertation (var)	

*Research Apprenticeship requirements must be completed in full prior to coordination of advanced practicum placement with 993K Instructor, and 190 days beyond the semester end date of the semester the student is enrolled in CEP 995.
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. **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, pre-doctoral internship) during the semester you defend your dissertation.
***Three credits of CEP 994K (pre-doctoral internship) are required to graduate. You may choose to take your first credit in the summer prior to the academic year of your internship, when most internships begin.

NOTE: If CEP 932 is waived, an additional three-credit course in statistics/research inquiry must be taken. Speak to your advisor if you have taken a similar graduate course and see your handbook regarding waiver exam policy.

APPENDIX H: EXAMPLES OF ALTERNATIVE ADVANCED RESEARCH COURSES OFFERED IN PAST YEARS

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
TE 931/CEP 931 Introduction to Qualitative Research Methods

APPENDIX I: PHD COURSE CHECKLIST

Profession-Wide Competencies (PWCs) and Corresponding Courses	Number of Credits Required	Number of Credits Taken
PWC 1. Research	**39-46 credits**	
CEP 932 – Quantitative Methods in Educational Research I (or 3 Additional Credits in Statistic/Research Inquiry if 932 was waived)	3 credits	
CEP 933 – Quantitative Methods in Educational Research II	3 credits	
CEP 934 – Multivariate Methods in Educational Research (or other advanced statistics course approved by advisor (e.g., Structural Equation Modeling, Single-Case Design, Qualitative Research))	3-4 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 requirement; max. 30 credits)	24-30 credits	
PWC 2. Ethical and Legal Standards	**3 credits**	
CEP 963 – Ethics in Counseling and School Psychology	3 credits	
PWC 3. Individual and Cultural Diversity	**15 credits**	
CEP 885 – Development & Psychopathology Across the Lifespan	3 credits	
CEP 903 – Cognitive Development Across the Lifespan	3 credits	
CEP 919 – Current Research and Issues in School Psychology	3 credits	
CEP 972 – Biological Bases of Behavior	3 credits	
CEP 985A – Discipline-Specific Knowledge: Affective Aspects of Behavior	1 credit	
CEP 985B – Discipline-Specific Knowledge: Developmental Aspects of Behavior	1 credit	
CEP 985C – Discipline-Specific Knowledge: Social Aspects of Behavior	1 credit	
PEC 4. Professional Values, Attitudes, and Behaviors	**15 credits**	
CEP 884 – Roles & 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 986 – History of Psychology	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	
PWC 5. Communication and Interpersonal Skills	**6 credits**	
CEP 893K – Practicum in School Psychology – 2nd Year Fall	3 credits	
CEP 893K – Practicum in School Psychology – 2nd Year Spring	3 credits	
PWC 6. Assessment	**6 credits**	
CEP 880 – Cognitive Assessment	3 credits	
CEP 881 – Social and Emotional Assessment and Intervention	3 credits	
PWC 7. Intervention	**9 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	
PWC 8. Supervision	**3 credits**	
CEP 993K – Advanced Practicum in PhD School Psychology	3 credits	
PWC 9. Consultation and Interpersonal/Interdisciplinary Skills	**3 credits**	
CEP 889 – Consultation in School Psychology	3 credits	

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

APPENDIX J: 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 and Ethical Conduct of Research hours throughout the year (full academic year; please see the RECR Teams folder for specific guidance year-by-year).
- April
  - Enter RECR hours and complete modules into the SIS System so it will obtain advisor signature, on or before May 1st.
  - Communicate with advisor about summer research progress necessary for upcoming timeline steps.
- August
  - Submit Practicum Affiliation Agreement, liability insurance policy document, Annual Review, CV, Checklist for Ph.D. Students, and Self-Assessment via survey from Academic Program Coordinator
  - 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.
- Summer
  - Complete M.A. application after completion of first 30 credits (this typically will be in Year 1 Summer or Fall Semester). Submit your MA Grad Plan following instructions posted on the Teams Site, and Submit your Final Evaluation to the Academic program Coordinator (**no later than Sept 30th**).

YEAR 2

- September
  - If you have not already, submit MA Program Plan and Final evaluation to Academic Program Coordinator by Sept 30th. Once your program code has been changed to M.A., submit MA guidance committee for approval, then submit MA Course Plan in SIS, and then apply to graduate in SIS.
- March
  - Talk with advisor about planning Guidance Committee meeting. This meeting should be scheduled no later than October of Year 3.
  - Complete the "Readiness for CEP 894K School-Based Internship Form" with advisor and DCT (NOTE: Copies of this form are available in Microsoft Teams School Psychology Students Channel, Graduate Student Program Forms folders; **discuss readiness with advisor by 4/1**)
- May

- Complete/Defend Apprenticeship Paper/Manuscript to advisor and/or guidance committee. Have advisor, additional faculty reviewer, and advanced student sign Research Apprenticeship Completion Form and submit to program administrative assistant.

YEAR 3

- August
  - Take Comprehensive Exam
- 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 Spring Semester (January) Comprehensive Exam, if necessary.
- December
  - Complete Grad Plan by semester deadline (typically mid-October).
  - Research Apprenticeship Form must be completed and turned in by Dec 1st to take Spring Semester (January) Comprehensive Exam.
  - Complete "Readiness for Advanced Practicum-Checklist/Agreement Form" with advisor. -Due by mid-semester of the fall (check MSU Calendar) in order to plan for Advanced Practicum for the following academic year.

YEAR 4

- August – October
  - Complete "Readiness for 2000-hour Internship-Checklist/Agreement Form" with advisor. Due by mid-September of the fall in which you plan to engage in internship preparation with the Director of Clinical Training.
  - 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 K: PHD PROGRAM AIMS, PROFESSION-WIDE COMPETENCIES (PWCs), TRAINING ACTIVITIES, AND MINIMUM LEVELS OF ACHIEVEMENT

Program Aims and Profession-Wide Competencies	Sub-competencies	Training/Experiential Activities (Attain Competency)	Minimum Levels of Achievement (Achieve & Demonstrate Competency)
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.	**1a.** Students will demonstrate integrative knowledge of and skills in research.	**1a.** Preliminary Examination; Doctoral Comprehensive Exam, Question #5 (Research Specialization); CEP 894K Field Supervisor Evaluation Form (Items 1-11); Site-based evaluation items related to research; CEP 999 Doctoral Dissertation Research	**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; Satisfactory rating on site-based evaluation items related to research; A "Pass" in CEP 999 Doctoral Dissertation Research
	1ai. Students will demonstrate knowledge of and skills in research design.	**1ai.** Grades: CEP 968 Research Methods in Counseling and School Psychology; Site-based evaluation items related to research design.	**1ai.** A grade of 3.0 or higher in CEP 968 Research Methods in Counseling and School Psychology; Satisfactory rating site-based evaluation items related to research design.
	1aii. Students will demonstrate knowledge of and skills in statistics.	**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 or other advanced stats course; Site-based evaluation items related to statistics.	**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 or other advanced stats course; Satisfactory rating on site-based evaluation items related to statistics.
	1aiii. Students will demonstrate knowledge of and skills in measurement	**1aiii.** Grades: CEP 880 Cognitive Assessment Measurement Chapter Test & Intervention I Test Review (Measurement) and CEP 886 Psychological Assessment, Site-based evaluation items related to measurement.	**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); Satisfactory rating on site-based evaluation items related to measurement.
	1b. Students will demonstrate knowledge of and skills in proposing, conducting, and defending research projects.	**1b.** Grade: CEP 995 Practicum Research Design & Data Analysis; Apprenticeship Project; Dissertation Project	**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

	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.	**1c.** APA Annual Review Data Gathered on MSU SP's Annual Self-Assessment Form/Students' Curriculum Vitae	**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)
	1d. Students will demonstrate knowledge of and skills in applying research within their practice.	**1d.** Grade: CEP 894K Professional Portfolio-Research Dissemination Section; CEP 894K Supervisor Evaluation Form (Items 4-11); CEP 994K site-based evaluation items related to research.	**1d.** A score of 3.0 or higher on CEP 894K Research Dissemination Section of Portfolio; Average rating of 3.0 (Satisfactory) on CEP 894K Field Supervisor Evaluation Form (Items 4-11, Research and Inquiry); Satisfactory rating on site-based CEP 994K evaluation items related to research.

2. Ethical and Legal Standards. To prepare future doctoral-level 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.	**2a.** Students will demonstrate knowledge of and skills in applying legal and ethical standards within practice and research.	**2a.** Grade: CEP 963 Ethics in Counseling and School Psychology; Site-based evaluation items related to professional, legal, and ethical issues; Doctoral Comprehensive Exam Question #1 (Professional, Legal, and Ethical Issues); Responsible and Ethical Conduct of Research Requirement	**2a.** A grade of 3.0 or higher CEP 963 (Ethics in Counseling and School Psychology); Satisfactory rating on CEP 994K site-based evaluation items related to legal, and ethical issues; A score of 3.0 or better ("Pass") on the Doctoral Comprehensive Examination Question #1 (Professional, Legal, and Ethical Issues); Completion of Responsible and Ethical Conduct of Research Yearly Requirement Form

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.	**3a.** Students will demonstrate knowledge of cognitive and social-emotional development as it relates to professional activities.	**3a.** Grades: CEP 903 Cognitive Development, CEP 991A Independent Study Developmental Aspects of Behavior, and 991A Independent Study Affective Aspects of Behavior	**3a.** A grade of 3.0 or higher in CEP 903 Cognitive Development and CEP 991A Independent Study Developmental Aspects of Behavior and 991A Independent Study Affective Aspects of Behavior
	3b. Students will demonstrate knowledge of biological aspects of behavior as it relates to professional activities.	**3b.** Grade: CEP 972 Neurobiological Bases of Learning and Behavior	**3b.** A grade of 3.0 or higher in CEP 972 Neurobiological Bases of Learning and Behavior

	3c. Students will demonstrate knowledge of social and individual aspects of behavior as it relates to professional activities. **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.	**3c.** Grades: CEP 991A Independent Study Social Aspects of Behavior and CEP 885 Behavior Disorders in Childhood, Doctoral Comprehensive Exam Question #4 (Psychopathology) **3d.** Grade: CEP 919 Current Research and Issues in School Psychology: Cultural Factors and Evidence-Based Practice in Children's Mental Health, CEP 994K site-based evaluation items related to individual and cultural diversity.	**3c.** A grade of 3.0 or higher in CEP 991A Independent Study Social Aspects of Behavior, and CEP 885 Behavior Disorders in Childhood; A score of 3.0 (Pass) or higher on Comprehensive Exam Question #4 (Psychopathology) **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; Satisfactory rating on CEP 994K site-based evaluation items related to individual and cultural diversity.

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.	**4a.** Students will demonstrate knowledge and skills in the area of professional practices.	**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; Site-based CEP 994K evaluation items related to professional values, attitudes, and behaviors.	**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); Satisfactory rating on CEP 994K site-based evaluation items related to professional values, attitudes, and behaviors.
	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. **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.	**4b.** CEP 994K Site-based evaluation items related to professional values, attitudes, and behaviors. **4c.** Annual Review Self-Assessment; CEP 994K site-based evaluation items related to professional values, attitudes, and beliefs.	**4b.** Satisfactory rating on CEP 994K site-based evaluation items related to professional values, attitudes, and beliefs. **4c.** Completion of self-assessment in yearly Annual Review; Satisfactory rating on CEP 994K site-based evaluation items related to professional values, attitudes, and beliefs.

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 with others in the delivery of professional services.	**5a.** Students will demonstrate knowledge in the areas of communication and interpersonal skills. **5b.** Students will demonstrate effective interpersonal skills to develop and maintain professional relationships with a wide range of individuals. **5c.** Students will demonstrate a thorough grasp of professional language and concepts through producing and comprehending oral, nonverbal, and written communications.	**5a.** Grade: CEP 893K Practicum in School Psychology **5b.** Grade: CEP 994K Doctoral Internship in School Psychology; Site-based CEP 994K evaluation items related to communication and interpersonal skills. **5c.** Site-based evaluation items related to communication and interpersonal skills.	**5a.** Grade of 3.0 or higher in CEP 893K Practicum in School Psychology **5b.** Grade of 3.0 or higher in CEP 994K Doctoral Internship in School Psychology; Satisfactory rating on CEP 994K site-based evaluation items related to communication and interpersonal skills. **5c.** Satisfactory rating on site-based evaluation items related to communication and interpersonal skills.

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.	**6a.** Students will demonstrate competent integrative knowledge of and skills in psychological assessment. **6ai.** Students will demonstrate knowledge of and skills in cognitive assessment **6aii.** Students will demonstrate knowledge of and skills in academic assessment.	**6a.** Grades: CEP 894K Professional Portfolio; Doctoral Comprehensive Exam Question #2 (Assessment); CEP 894K, Spring Field Supervisor Evaluation Form (Items 39-44); CEP 994K Site-based evaluation items related to assessment. **6ai.** Grade: CEP 880 Cognitive Assessment; CEP 893K Spring Case Study; CEP 894K Cognitive Assessment Case; CEP 994K Site-based evaluation items related to assessment. **6aii.** Grade: CEP 886 Psychological Assessment & Intervention I; Grade: CEP 894K Academic Assessment Case; CEP	**6a.** Score of 3.0 or higher on Assessment Section of CEP 894K Portfolio; 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); Satisfactory rating on CEP 994K site-based evaluation items related to assessment. **6ai.** Grade of 3.0 or higher in CEP 880 Cognitive Assessment; CEP 893K Spring Case Study; Grade of 3.0 on CEP 894K Cognitive Assessment Case; Satisfactory rating on CEP 994K site-based evaluation items related to assessment. **6aii.** Grade of 3.0 or higher in CEP 886 Psychological Assessment & Intervention I; Grade of 3.0 on CEP 894K Academic Assessment Case; Satisfactory rating on CEP

		994K Site-based evaluation items related to assessment.	994K site-based evaluation items related to assessment.
	6aiii. Students will demonstrate knowledge of and skills in social, emotional, & behavioral assessment.	**6aiii.** Grade: CEP 881 Social and Emotional Assessment and Intervention; Grade: CEP 894K Social-Emotional, and Behavioral (SEB) Assessment Case; CEP 994K site-based evaluation items related to assessment.	**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; Satisfactory rating on CEP 994K site-based evaluation items related to assessment.

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.	**7a.** Students will demonstrate integrative knowledge and skills in psychological interventions.	**7a.** Grades: CEP 894K Professional Portfolio; Doctoral Comprehensive Exam Question #3 (Intervention); CEP 894K, 2nd semester Field Supervisor Evaluation Form (Items 45-51); CEP 994K Site-based evaluation items related to intervention.	**7a.** Score of 3.0 or higher on Intervention Section of CEP 894K Portfolio; 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); Satisfactory rating on CEP 994K site-based evaluation items related to intervention.
	7ai. Students will demonstrate knowledge and skills in academic interventions.	**7ai.** Grade: CEP 886 Psychological Assessment & Intervention I; CEP 894K Academic Intervention Case; CEP 994K Site-based evaluation items related to intervention.	**7ai.** Grade of 3.0 or higher in CEP 886 Psychological Assessment & Intervention I; Grade of 3.0 on CEP 894K Intervention Case; Satisfactory rating on CEP 994K site-based evaluation items related to intervention.
	7aii. Students will demonstrate knowledge and skills in social, emotional, & behavioral interventions.	**7aii.** Grades: CEP 888 Psychotherapy, 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 Site-based evaluation items related to intervention.	**7aii.** Grade of 3.0 or higher in CEP 888 Psychotherapy, and in CEP 918 Theories of School Psychological Interventions; Grade of 3.0 on CEP 894K Social, Emotional, and Behavioral (SEB) Intervention Case; Satisfactory rating on CEP 994K site-based evaluation items related to intervention.

8. Supervision. To prepare future doctoral-level psychologists with knowledge of supervision practices and basic supervision skills.	**8a.** Students will demonstrate knowledge of supervision models. **8b.** Students will demonstrate basic skills in supervision.	**8a.** Grade: CEP 993K Advanced Practicum in Doctoral School Psychology **8b.** Grade: CEP 993K Professional Portfolio; Site-based evaluation items related to supervision.	**8a.** Grade of 3.0 or higher in CEP 993K Advanced Practicum in Doctoral School Psychology **8b.** Grade of 3.0 on Supervision Role Section of CEP 993K Portfolio; Satisfactory rating on site-based evaluation items related to supervision.

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.	**9a**. Students will demonstrate knowledge of consultation models. **9b.** Students will demonstrate skills in consultation with other individuals and/or professionals. **9c.** Students will demonstrate knowledge of and respect for other professions.	**9a**. Grade: CEP 889 Consultation in School Psychology **9b.** Grades: CEP 894K Professional Portfolio; CEP 994K Site-based evaluation items related to consultation skills. **9c.** CEP 894K-Spring Field Supervisor Evaluation Form (Items 52-61); Site-based evaluation items related to consultation and interprofessional/interdisciplinary skills.	**9a.** Grade of 3.0 or higher in CEP 889 Consultation in School Psychology **9b.** Score of 3.0 or higher on Consultation Section of CEP 894K portfolios; Satisfactory rating on CEP 994K site-based evaluation items related to consultation skills. **9c.** Average rating of 3.0 (Satisfactory) or higher on CEP 894K Field Supervisor Evaluation Form (Items 52-61); Satisfactory rating on CEP 994K site-based evaluation items related to consultation and interprofessional/interdisciplinary skills.

APPENDIX L: ANNUAL REVIEW FACULTY RATING FORM ITEMS

Faculty rate students on a scale of 1 to 5.

Profession-Wide Competency 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						

Profession-Wide Competency 2: Ethical and Legal Standards

	1-Weak	2	3-Satisfactory	4	5-Strong	N/A
9. Demonstrates understanding of ethical and legal issues in research (e.g., completes Responsible and Ethical Conduct of Research Training, completes IRB training, etc.).						
10. Behavior is consistent with ethical and legal standards when engaged in the practice of psychology.						
11. Demonstrates awareness of ethical and/or legal dilemmas, and uses ethical problem-solving steps to resolve issues.						

Profession-Wide Competency 3: Individual and Cultural Diversity

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

Profession-Wide Competency 4: Professional Values, Attitudes, and Behaviors

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

24. Demonstrates emotional maturity when engaged in the practice of school psychology							

Profession-Wide Competency 5: Communication and Interpersonal Skills

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

Profession-Wide Competency 6: Assessment

	1-Weak	**2**	**3-Satisfactory**	**4**	**5-Strong**	**N/A**
30. Uses knowledge of and skills in cognitive assessment						

31. Uses knowledge of and skills in academic assessment						
32. Uses knowledge of and skills in social, emotional, and behavioral assessment						

Profession-Wide Competency 7: Intervention

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

Profession-Wide Competency 8: Supervision

	1-Weak	**2**	**3-Satisfactory**	**4**	**5-Strong**	**N/A**
36. Uses knowledge and skills in supervision.						
37. Demonstrates supervision skills when working with other students within the program (e.g., mentorship, research team, assistantship duties).						
38. Maintains professionalism in their supervisor roles (e.g., mentorship, research team, assistantship duties).						

Profession-Wide Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

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