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DOCTORAL PROGRAM HANDBOOK

University of

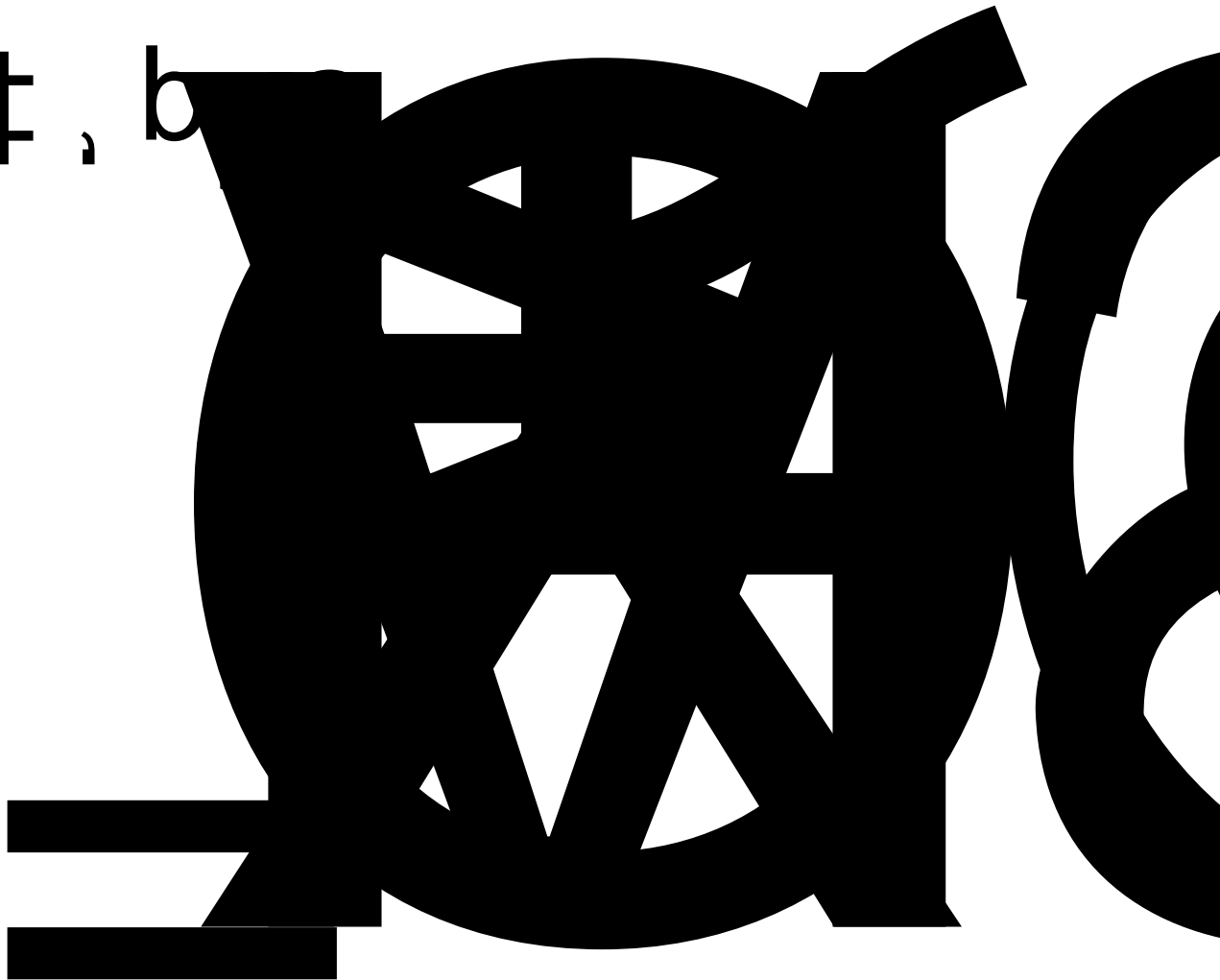


Table of Contents

Table of Contents	1
Welcome	3
Policy Sources and Documentation	4
History of the School Psychology Program	5
Overview of School Psychology Doctoral Specialty	7
Program Structure	12
Program Faculty	12
Admissions Requirements	14
Curriculum and Requirements	15

Student Transcripts, AGS and Ph.D.	34
Policy Notes	35
Administrative, Financial, and General Student Support	38
Appendix A: College of Education Foundational Competencies Evaluation Form	42
Appendix B: Course Scheduling Guide	44
Appendix C: Sequential Expectations and Checkpoints	47
Appendix D: Student Checklist	51
Appendix E: Request for Comparability Review of Previous Coursework	52
Appendix F: Materials for Determining Research Competency Equivalency	55
Appendix G: Comprehensive Requirements	57
Appendix H: Summary of Comprehensive Requirements	58
Appendix I: Annual Review Forms	60
Appendix J: College of Education: Foundational Competency Policy	63
Appendix K: CoE Foundational Competencies Acknowledgement Form	68
Appendix L: CoE Foundational Competencies Self-Assessment	70
Appendix M: Evaluation of Foundational Competencies	72
Appendix N: Research Guidelines (Thesis and Dissertation)	74
Appendix O: Elaboration on Due Process and Grievance Procedures	77
Appendix P: APA and NASP Program Standards	79
Appendix Q: Racial Climate Guidelines	80
Appendix R: Statement of Expectations for Graduate Student Mentoring	83

Welcome

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Policy

History of the School Psychology Program²

Overview of School Psychology Doctoral Specialty

UMD PhD in School Psychology Training Structure



Coursework and Clinical Component

Research Component

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American Psychological Association

Assi

Admissions Process

See also

Scientific

<https://education.umd.edu/academics/programs/graduate/school-psychology-phd>

Curriculum and Requirements



Handbook

Waiver of Program Requirements

Required Coursework

Discipline-specific Scientific Knowledge³ (categories 1 and 2)
(a) Content Domains

Intervention, Consultation, and Communication/ Interpersonal skills

Cultural and Individual Diversity

Suggested Course Sequence for Students Entering in Fall 2024⁶

First Year

Fall	Winter	Spring	Summer
EDCP 640/641 Intro & Ethics (2/1)	EDCP 701 Theories of	EDCP 630 Beh. Intervention (3)	EDCP 632 Cognitive
EDCP 614 Counseling Skills (3)	Invtn (3)	EDMS 651 General Linear Models II (3)	Assmt. (3)
EDMS 646 General Linear Models I (3)	Fellows EDCP 789R	Foundations Course (e.g., Psyc 798K)	(If needed) EDCP 799
EDCP 799 Thesis (1)	College Teaching	(3)	Thesis
	Seminar	EDCP 799 Thesis (1)	

Second Year

EDCP 743 Dev. Psychopath (3)	EDSP 684 Reading	EDCP 633 Diagnostic Appraisal (3)	(Optional) EDCP 799
EDCP 635 Consultation I (3)	and Writing (3) or	EDCP636 School Consultation II (3)	Thesis (0124)
EDCP 717 Research in Psych. (3)	Special Education	Foundations Course (3)	
EDCP 799 Thesis (1)	elective	EDCP 799 Thesis (1)	
	EDCP 799 (1)		

Third Year

PSYC/EDCP 692 Psychological	EDCP 654 History of	EDCP 738 Assessment Prac. (3)	(Optional) EDCP 799
Assessment (3)	Psychological Science	EDCP 750 Counseling Di-Prac (3)	Thesis (0124)
EDCP 738 Assessment. Prac. (3)	(3)	EDCP 651 Group Counseling (3)	
EDCP 697 Multicultural Issues (3)	EDCP 799 (0124)		

Fourth Year

EDCP ÚCP

Residency/Enrollment on a Full-Time Basis

first semester,

Research Competency for Students Entering with a Master's Degree

in lieu

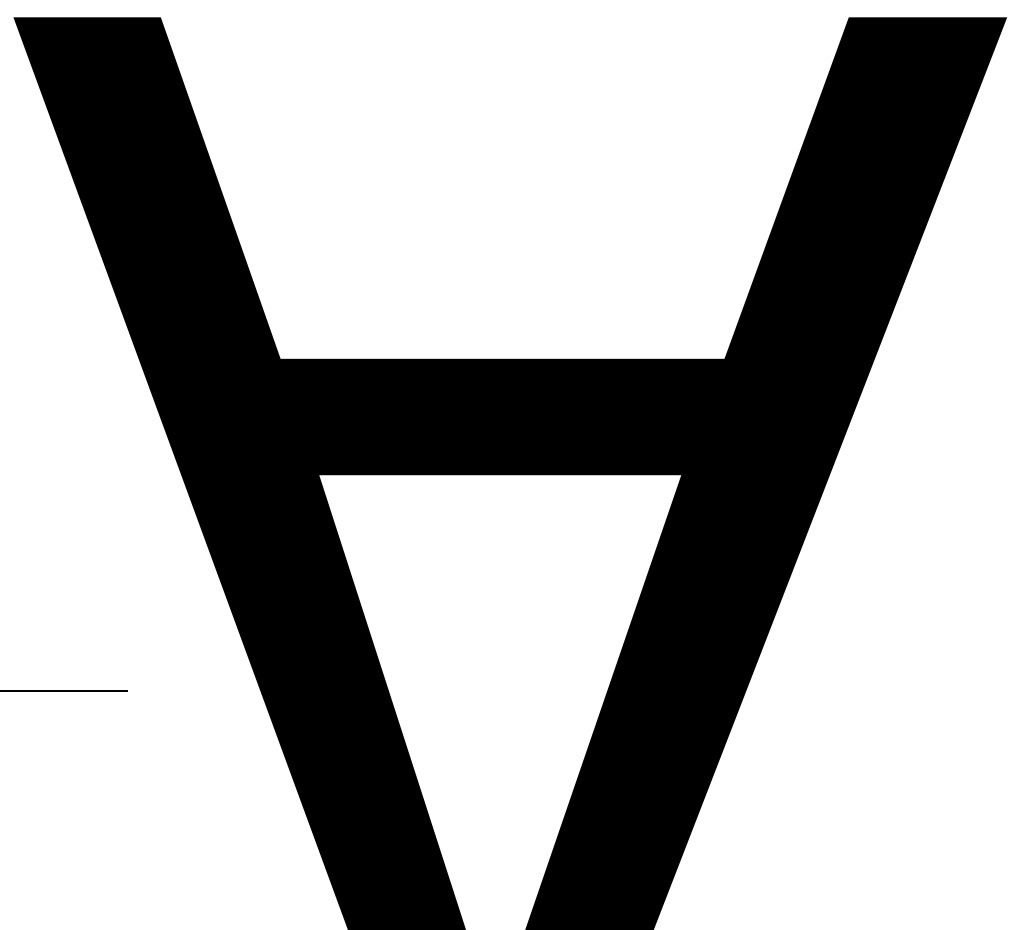
FDACE

Master's Thesis

Doctoral Dissertation

initial

Issue Date: Fall 2024



4. Legal co

Graduate Student Parental Accommodation Policy

Administrative, Financial, and General Student Support

Approximate Annual Expenses

Years 1-4

Counseling Center:

Financial Aid:

Postering Terp Success

Graduate Student Life:

Appendix A: College of Education Foundational Competencies Evaluation Form

Rate the candidate on each of the standards listed below*:

KEY: *A – Frequently* *B – Sometimes* *C – Rarely Ever*

*N/A – Not Applicable/
Insufficient Opportunity to Observe*

A B C NA

Group Counseling

UMCP
Course No.

Course No. and Title
of Previous Course

Term/Yr

Appendix C: Sequential Expectations and Checkpoints

Name:

Advisor:

Sequential Expectations and Checkpoints

Review Point¹⁹

Expectation²⁰

Coursework

Research

topic

topic

Plan

Coursework

Research

¹⁹ Doctoral students entering with previous graduate work may have modifications to these expectations resulting from waivers of coursework, fieldwork, or research requirements. Such modifications will be made individually in consultation with the student.

proposal

by Committee

Comprehensives

Administrative

Coursework

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Appendix D: Student Checklist

<u>Comprehensive Component</u>	Timely Progress	Date Passed	Comments
<u>Research Requirement</u>	Timely Progress	Date Passed	Comments
<u>Fieldwork Location</u>	Timely Progress	Date Complete	Comments
<u>Internship Location</u>	Timely Progress	Date Complete	Comments
<u>Miscellaneous Accomplishments</u>	Timely Progress	Date Complete	Comments

²⁴ Please keep this checklist updated and review with advisor at annual reviews.

²⁵ Submit Praxis score report to advisor and Carol.

*Please maintain a complete list of all presentations and publications cited in
APA-format.*

Appendix E: Request for Comparability Review of Previous Coursework

Appendix F: Materials for Determining Research Competency Equivalency

Sample Cover Letter to Former Research Supervisor/Mentor

Appendix G: Comprehensive Requirements²⁶

Component	Timely Progress	Date Passed	Comments
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Appendix H: Summary of Comprehensive Requirements

Area	Component and Description	Timely Progress	Evaluated By? ²⁷	Comments
Research/ Scholarship	<i>Comprehensive Exam Manual.</i>			
Research/ Scholarship				

Integration of Science/Practice; Professional Practice Competence				
Research/ Scholarship				

Appendix I: Annual Review Forms

Information for APA Annual Report and Program Self-Assessment

Progress Update

Appendix J: College of Education: Foundational Competency Policy

consensus regarding the candidate's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from University or other resources.

Appendix K: CoE Foundational Competencies Acknowledgement Form

- Demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties.
- Demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences.
- Understand and accept the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts.
- Accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others. They use reflection as a foundation for setting reasonable and appropriate goals for professional development.

I have read and acknowledge receipt

		demonstrate in the full range of their professional activities that they understand that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences;
		understand and accept the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts;
		accept that learning to be a professional is an ongoing process and apply their analytic and reasoning abilities in reflecting on their own work and on the work of others; use reflection as a foundation for setting reasonable and appropriate goals for professional development.

I have reviewed the College of Education Foundational Competencies Policy and understand that if the criteria listed above are not met satisfactorily, I may be denied the opportunity to continue in the professional preparation program and to complete the extensive internship component of the curriculum

Candidate Signature

Date

Candidate's Name

The University has a legal obligation to provide appropriate accommodations for individuals with documented disabilities. If you have a disability and are seeking accommodations you should register with the University's Disability Support Services and notify your course instructor, academic advisor, and/or the Office of Student Services (1204 Benjamin Building; 301/405-2364) of your specific needs, as appropriate. Candidates should initiate this process as soon as possible (prior to the start of classes and/or field experience).

Appendix M: Evaluation of Foundational Competencies

Candidate Name: _____

Program Area: _____

				communicates effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff;
				demonstrates communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments;
				demonstrates the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team;
				demonstrates the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies;
				demonstrates the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations;
				demonstrates the ability to understand and extend complex information presented in courses and in their work in professional settings;
				demonstrates the ability to analyze, synthesize, integrate concepts, and problem-solve in the ways he/she understands; and, responds to events and problems in professional contexts, formulates and uses educational assessments, and makes professional judgments;
				arrives on time for professional commitments, including classes and field experiences;

Appendix O: Elaboration on Due Process and Grievance Procedures

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B-E

Appendix Q: Racial Climate Guidelines

Appendix R: Statement of Expectations for Graduate Student Mentoring

Respect

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Preparation for Successful Graduate Assistantships and Research Assistantships

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