



UNIVERSITY OF CENTRAL FLORIDA

School Psychology EdS Graduate Program Handbook

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School Psychology EdS

Together, the [Graduate Student Handbook](#) and your graduate program handbook should serve as your main guide throughout your graduate career. The Graduate Student Handbook includes university information, policies, requirements and guidance for all graduate students. Your program handbook describes the details about graduate study and requirements in your specific program. While both of these handbooks are wonderful resources, know that you are always welcome to talk with faculty and staff in your program and in the Graduate College.

The central activities and missions of a university rest upon the fundamental assumption that all members of the university community conduct themselves in accordance with a strict adherence to academic and scholarly integrity. As a graduate student and member of the university community, you are expected to display the highest standards of academic and personal integrity.

Here are some resources to help you better understand your responsibilities:

- [Academic Honesty](#)
- [Academic Integrity Training](#) - Open to all graduate students at no cost
- [Plagiarism](#)

Curriculum

Please visit the [Graduate Catalog](#) to see the current curriculum for our program.

Timeline for Completion

Program Advising

Upon admission to the Program, students will be assigned an advisor from the School Psychology faculty. During their first Fall semester of enrollment, students are required to meet with their advisor to discuss their Plan of Study in School Psychology and review the coursework necessary to complete during the EdS degree. The Plan of Study must be signed and submitted to the College of Graduate Studies during the students' first semester. Therefore, any changes to the UCF School Psychology Plan of Study can only be made during students' first semester of enrollment. The Plan of Study can be found on the UCF School Psychology website.

Progress through the Program

Your progress through the program is based on the sequence of courses and your individual achievement. Progress through the program will be less stressful if you remember the following guidelines:

- Have a thorough knowledge and understanding of the requirements of the Program as outlined in the School Psychology Handbook and Website.
- Become familiar with University policies/procedures for graduate students.
- Know your advisor. Personally meet with your advisor early in your course work (first semester).
- Because this program is competency-based, challenging coursework frequently requires students to cope with personal and professional demands, both situational and developmental in nature. Some courses will allow students the opportunity of taking psychological tests in order to learn how to interpret them. Others will contain small group activities that may foster self-disclosure. These tests and experiences are considered to be an integral part of the total growth process for students in the mental health professions. Therefore, students are strongly encouraged to take part in these

experiences as training components of the program. If concerns arise regarding these experiences, seek the counsel of your advisor. If personal and professional stressors occur during such in-class experiences that students feel a need to explore more fully, it is recommended that they seek counseling at the University Counseling and Testing Center.

Full-time Program

The UCF School Psychology Program is a full-time program and students are expected to enroll as full-time graduate students taking the sequence of courses required by the Program and deemed necessary by the faculty advisor. Students are also required to remain continuously enrolled in Program courses until they earn their EdS. degree. Failure to remain continuously enrolled will result in dismissal from the Program. Student may request a leave of absence from the Program for a period of up to one calendar year. The request must be submitted to the Program Coordinator using a form obtained from the College of Community Innovation and Education Office of Student Affairs.

The Internship must be completed as a full-time, uninterrupted experience. All requirements for the degree must be complete during seven calendar years preceding the date on which the degree is to be awarded.

Approximate Student Timeline

First Year

Early March	Accept admission into the Program
Middle of May	Register for Fall & Spring courses
August	Attend UCF graduate school orientation
End of August	Begin Fall classes
	Complete School Psychology Program, Student Directory Form
September	Meet with your assigned advisor
January	Begin Spring classes
March	Register for Summer, Fall, & Spring courses
May	Begin working on Program portfolio in LiveText – reviewed by your advisor
Middle of May	Begin Summer classes
June	Meet with advisor to complete annual evaluation and Transition to Practicum Form

Second Year

End of August	Begin Fall classes
September	Meet with your assigned advisor – discuss internship sites and application process
January	Begin Spring classes
Early January	Submit completed internship application to 3-4 school districts
February	Interview for internships
March	Accept internship offer in consultation with advisor
June	Meet with advisor to complete annual evaluation and Transition to Internship Form

Third Year

July	Complete first components of Program portfolio in LiveText – evaluated by your advisor
	Obtain a signed UCF School Psychology Internship Agreement Form from the Program Coordinator or Program Handbook (see Appendix A for a sample form)
	Provide Program Coordinator with the completed UCF School Psychology Internship Agreement Form (i.e., the agreement signed by you and the district representative)
July/August	Begin internship
September	Provide university-based internship instructor with information about field-based internship supervisors (Fall Term) – fee waiver voucher forms for the supervisors
October	Provide university-based internship instructor with Internship Agreement Form Signed by you and the district
November	File intent to graduate – completed online form needed
	Apply to take the comprehensive exam – completed form needed
January	Provide university-based internship instructor with information about field-based internship supervisors (Spring Term) – fee waiver voucher forms for the supervisors
February	Take and pass Program comprehensive exam
February	Take and pass FTCE and Praxis II
April	Complete Program portfolio in LiveText – evaluated by your advisor
May	Graduate!

Year 1

Fall	Spring	Summer
<ul style="list-style-type: none">• SPS 6601: Intro Sch Psych (3)• SPS 6225: Observ Behv Anly (3)• EEX 6061: Instructional Strategies Pre-K-6 (3)• TSL 5085: Teach Lang Min Stu* (3)	<ul style="list-style-type: none">• SPS 6191: Psyc-Ed Diag I (4)• SPS 6194: Assess Special Needs (3)• RED 5147: Develop. Reading(3)• EEX 6218 Diagnostic Assessment and Intervention Planning (3)	<ul style="list-style-type: none">• SPS 6608: Seminar in School Psych (3)• SPS 6801: Dev Bases Behavior (3)• SPS 5605: Build & Improve Relation & EQ (3)• SPS 6606: Consultation in School Psych (3)
Semester Total: 12 credit hours	Semester Total: 13 credit hours	Semester Total:12

*Prerequisites or Co-requisites

Year 2

Fall	Spring	Summer
<ul style="list-style-type: none">• SPS 6192: Indiv Psychoed Diagnosis II (4)• SPS 6700: Adv Psychoed & Data (3)• EDF 6481: Fund Grad Research in Educ (3)• SPS 6946: Practicum In School Psychology (3)	<ul style="list-style-type: none">• SPS 6125: Inf Dev Assessment (3)• SPS 6206: Psych-Ed Interv (3)• MHS 6400: Theories Counsel & Personality (3)• SPS 6946L: Practicum II (3)	<ul style="list-style-type: none">• SPS 6175: Cultural Diversity & Nonbiased Assess (3)• SPS 6931: Eth/Legal Issues (3)• MHS 6401: Tech of Counsel (3)• EDF 6401: Stats Educational Data (3)
Semester Total: 13 credit hours	Semester Total: 12 credit hours	Semester Total: 12

Year 3

Fall	Spring
<ul style="list-style-type: none">• SPS 6909: Research Report I (3)• SPS 6948: Sch Psyc Intern I (6)	<ul style="list-style-type: none">• SPS 6909: Research Report II (3)• SPS 6948: Sch Psyc Intern II (6)
Semester Total: 9 credit hours	Semester Total: 9 credit hours

Field-Based Experiences

The School of Psychology Program consists of a systematic and sequential plan of field-based experiences to orient students to educational and other institutions in which they may ultimately serve.

Practica

Two practica courses are required for the EdS degree that provide students with supervised experiences to meet the objectives of acquiring expertise, learning job expectations, and observing assessment and interventions. Practica courses are distinct from and prior to Internship. The Practicum I (SPS 6946) and Practicum II classes are each taken for 3 hours of credit during the first and second semester of the second year. Students are

required to schedule a meeting with their advisor, ensure that the annual advisor evaluation is completed, and receive advisor approval before beginning their practica experiences (see evaluation form on following pages).

Practicum Placement

Students are placed in their practica by the course instructor. Students may be placed in one of several Central Florida school districts. Please be aware every effort was made to assign students to a desired location, but each placement is made in light of the limited number of available sites. Practicum placement procedures vary from site to site. Students must abide by the differing guidelines. All sites should require students to complete a security clearance, which may include, but not be limited to a background screening and fingerprinting.

Time Requirements

Practicum requires completion of a minimum of two full days per month (2 days in September, October, November and one day in December) within a supervised school setting. Students are required to complete a minimum of 52.5 hours of practicum experience during the semester. No more than 15 hours per month will be allocated toward the practicum experience. Students are not permitted to complete practicum hours at their place of employment or to complete these hours in conjunction with their employment.

All practica experiences are conducted under the careful supervision of, and are systematically evaluated, by the Program faculty members and site supervisors. Practica experiences are conducted in a manner consistent with the legal and ethical guidelines of NASP. Practica experiences are conducted in settings supportive of the Program objectives, including local education agencies, university clinics and teaching hospitals. Other experiences may be available to students such as the Counselor Education Clinic, the Creative School for Children on campus, the Communicative Disorders Clinic, and centers in the Orlando area serving special needs children.

Professional Liability Insurance

All school psychology students are encouraged to carry professional liability insurance (obtainable through NASP) during practica and internship. (See the following pages regarding health insurance and workers' compensation.) All students are expected to demonstrate professional conduct. In addition, students are required to abide by the Ethical Standards of the NASP. Students must also follow all rules and regulations of the school and school district where his or her practicum will be completed. Students will be held to the University of Central Florida's rules governing student conduct.

Internship

The Internship is a 2-semester, 1200-hour Program which allows the student to demonstrate and apply skills acquired during formal coursework and to acquire additional knowledge and skills most appropriately gained in applied settings. It is taken during the third year of the Program. The internship is recognized as the capstone experience and students have usually completed all coursework prior to placement.

At least 600 hours of the internship must occur in a local educational agency. Other settings which are appropriate to the practice of school psychology may be incorporated into the internship experience with the approval of the university supervisor. The placement agency must provide appropriate support for the internship experience, including agreement/contract, continuing professional development, expense reimbursement, appropriate work environment, release time for supervisors, and commitment to training.

During the internship, the intern works 40 hours per week for a full academic year, under supervision, performing a full range of school psychological services for students in regular and special education, and their parents, teachers, school administrators, etc. The services include but are not limited to, psychoeducational assessment,

consultation, intervention, inservice, evaluation and research. All internship activities are conducted in a manner consistent with the legal and ethical guidelines of the profession.

Internship Agreement

Each internship site must accept a formal agreement to provide professional supervision to the UCF school psychology student. The internship is conducted under the supervision and systematic evaluation of a licensed and/or certified school psychologist who is responsible for no more than two interns at a time and provides at least 2 hours of direct supervision per week. The university-based supervisor coordinates the internship and is responsible for no more than 9 interns in an internship course. The university-based supervisor provides supervision at the internship site either directly or electronically and at UCF via in-class or individual meetings. The Internship Agreement is required to be completed and signed by all relevant parties (see following pages for a copy of the Form).

Internship Plan

An internship plan will be developed collaboratively by the intern, internship site, and university-based supervisor consistent with the relevant needs of each party. The plan must comply with the National Association of School Psychologists (NASP) standards and UCF's internship policies and evaluation form. The university-based supervisor provides supervision at the internship site either directly or electronically and at UCF via in-class or individual meetings.

Internship Evaluation

UCF School Psychology interns are evaluated collaboratively by their site-based and university-based supervisors. The Evaluation Form is found in LiveText to help students prepare in advance for the evaluation and to distribute to the site-based supervisors.

Health Insurance and Workers' Compensation School psychology students are entirely responsible for any injuries sustained during their practica and internship experiences. School districts and UCF do not provide workers' compensation for students during practica and internship experiences. It is crucial that all students obtain health insurance to cover any potential injuries sustained during field-based experiences.

Applying for Internships

Faculty advisors provide information and support to assist students obtain an internship. Information is usually disseminated during practicum and meetings with the student's faculty advisor. Obtaining an internship is a competitive process and students are required to interview with select school districts in Florida approved by their faculty advisor. The school districts select and employ interns at their discretion with the intent of making a good match between the district and the student. The Program typically follows the Internship guidelines developed by the Florida Association of School Psychologists.

Approximately a year before beginning the internship, students are encouraged to consider a number of different school districts with which UCF has a professional relationship. Students should attempt to interview with school districts at the FASP Annual Conference the year before they are scheduled to begin the internship. All internship placements must be approved by the school psychology faculty. Normally, internships are not completed at sites outside the state of Florida. Permission to complete an internship outside of Florida may be requested and such permission is based on the intern obtaining approved university-based supervision in the state selected and approval of school psychology faculty.

Generally, students are required to submit the following materials to an internship site to which they are applying: a curriculum vita with a cover letter, a completed application, three letters of recommendation (at least one from school psychology faculty), a writing sample (usually a written psychoeducational report), and college transcripts.

Although not written specifically for prospective school psychology interns, students are strongly encouraged to read relevant sections of the following article to prepare for the interview:

Mellott, RN, Arden, I. A., & Cho, M. E. (1997). *Preparing for internship: Tips for the prospective applicant*. *Professional Psychology: Research and Practice*, 2, 190-196.

Internship Compensation

At this time, the majority of internship site pay each intern for school psychology services rendered. Unless necessary due to financial exigencies, students are not usually permitted to accept internships in settings without a financial compensation package.

Paying for the Internship Courses

Historically, due to the critical shortage of school psychologists in Florida, tuition fee waivers have been granted by the state for a maximum of 12 internship credit hours. The internship course instructor submits the names and identification numbers of UCF interns to UCF Office of Student Accounts to apply for fee waivers. The fee waivers are contingent on the internship occurring in a public school district in Florida and the student receiving site-based supervision from a state certified school psychologist. It is important to note that this fee waiver policy is subject to change without notice.

FASP Internship Standardization Process

The Florida Association of School Psychologists (FASP) recommends guidelines to standardize the application, interview, and selection of school psychology interns in the state of Florida. The success of this process depends upon the cooperation of the districts which offer internship training Programs as well as the faculty and students in school psychology training Programs. To learn more about the current guidelines that include application deadlines and the match process, please contact program director.

UCF Transition to Internship

Before beginning the internship, all students are required to meet with their advisor for an annual review of their progress in the Program. During this meeting, students are required to bring a copy of their Degree Audit and a Transition to Internship Form. The Transition to Internship Form must be signed by their advisor before the student can begin the internship.

LiveText Training

The UCF School Psychology Program uses ViaLiveText as a means of evaluating student progress and collecting student to help ensure its state and national accreditation. Data collected in ViaLiveText will consist primarily of those key formative and summative assessments documented in programs' curriculum and assessment maps, which were submitted to the Florida Department of Education."

"All students admitted to these programs for Fall 2009 or later terms will be required to purchase ViaLiveText as a program requirement. Information for students, faculty, and staff regarding ViaLiveText requirements specific to our college are available on our college Web site at ccie.ucf.edu/explore-via/."

“If you are in need of ViaLiveText training, please contact the College of Community Innovation and Education's Technology Office because a graduate assistant is available to provide training. The graduate assistant will help you learn the process of uploading artifacts.” (The above three paragraphs were retrieved from the UCF College of Community Innovation and Education website.)

Examination Requirements

Comprehensive Examination

School psychology students must demonstrate competence in their major field. The school psychology major comprehensive exam is taken after the completion of coursework and with the approval of the student's advisor. The exam is administered once each spring semester and students must register to take the exam at least three weeks prior to the exam date. The exam consists of a series of written, essay questions covering the required coursework in the EdS. Program. Questions are prepared by faculty in the areas in which required courses are taken. Students are provided a study guide during their second year of matriculation in the Program. The examination is administered over a 1-day period. The comprehensive examination may be taken only twice. The 3-hour written examination is divided into eight domains:

- Statistics and Research Design
- Psychoeducational Assessment and Intervention
- Consultation Practices
- Human Exceptionalities
- Cross-cultural Diversity
- Professional Issues and Standards
- Learning/Cognitive/Behavioral Theories
- Counseling Theories and Practices

Portfolio Requirements

Prior to beginning the internship, UCF school psychology students must complete an electronic portfolio. Remember, you are required to post all of the documents for courses that you have completed before the internship by July of the year you begin your internship.

- Have all Portfolio documents uploaded into ViaLiveText by July of the current year
- Obtain a printout of your Degree Audit with grades posted through the current semester
- Meet with your advisor, at this meeting you will need:
 - To have all Portfolio documents uploaded into ViaLiveText by July of the current year
 - Provide your advisor with your Degree Audit with grades posted through the current semester
 - Provide to your advisor a completed Transition to Internship Form (see next page), with the exception of your Advisor's signature
- After obtaining your advisor's signature you will need to complete the following, prior to starting your internship:
 - Post the signed Transition to Internship form into ViaLiveText by July
 - Post all portfolio documents from your summer courses into ViaLiveText by July
- There is a difference between Submitting and Attaching into ViaLiveText
 - Submit Word Documents into ViaLiveText
 - Attach PDF and PowerPoint into ViaLiveText
 - Again, submit into ViaLiveText all Word Documents- only attach PDF and PowerPoint, do not use any other format
- If given a choice, submit a Word Document as a pdf rather than attach another format

Graduate Research

Each student in the School Psychology Program is required to write a research report for six (6) hours credit. The research report will be a report of either an historical, survey, descriptive, or experimental research study. The research report may be an original contribution or replication of significant research as judged by the Program faculty advisor. The special problem may involve action research, curriculum development/interventions, or other projects approved by the Program faculty advisor. Every effort is made to insure that this experience is a positive and productive learning activity. Guidelines and examples are provided for student throughout the plan of study.

UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry, (2) develop the intellectual property stemming from research, and (3) disseminate the intellectual property to the general public. Students are responsible for being informed of rules, regulations and policies pertaining to research. Below are some general policies and resources.

Research Policies and Ethics Information: UCF's Office of Research & Commercialization ensures the UCF community complies with local, state and federal regulations that relate to research. For policies including required Institutional Review Board (IRB) approval when conducting research involving human subjects (e.g. surveys), animal research, conflict of interest and general responsible conduct of research, please see their website: research.ucf.edu/ > Compliance.

UCF's Patent and Invention Policy: In most cases, UCF owns the intellectual property developed using university resources. The graduate student as inventor will according to this policy share in the proceeds of the invention. Please see the current UCF Graduate Catalog for details: catalog.ucf.edu/index.php?catoid=4 > Policies > General Graduate Policies.

Financial Support

School Psychology graduate students are in demand as graduate assistants, research assistants and teaching assistants within the College of Community Innovation and Education. Students with qualifying assistantships or university-wide fellowships will receive financial packages that include an assistantship or fellowship stipend, tuition remission, and health insurance. Qualifying fellowships are accompanied by tuition waivers. Qualifying assistantships include single appointments of at least .50 FTE (20 hrs/week) or two appointments of at least .25 FTE (10 hrs/week). Tuition remission is in the form of either tuition waivers or tuition payments that cover in-state (resident) tuition. Non-resident students with financial packages are not charged out-of-state tuition or the non-resident financial aid fee.

For additional information about funding for graduate school, please visit the Student Finances section of the College of Graduate Studies student website at graduate.ucf.edu/students/.

If you are interested in applying for loans or externally funded need-based awards, visit the Office of Student Financial Assistance website at <http://finaid.ucf.edu> and complete the Free Application for Federal Student Aid (FAFSA), which is available January 1 each year.

In addition to UCF and federal aid, the Curriculum Materials Center, Graduate Records Office and Research Institute seek out school psychology students to provide assistance. Graduate students are limited to twenty hours of part-time work in the College of Community Innovation and Education. Applications for these positions can be requested from the Dean's office, College of Community Innovation and Education.

Graduate Student Associations

Student Association of School Psychology

All students are encouraged to join and actively participate in the Student Association of School Psychology. The UCF Student Association of School Psychology is comprised of graduate students in the School Psychology Specialist Program.

The purpose of SASP is to:

- Promote the field of School Psychology in the community.
- Provide links between students and faculty in the program.
- Represent students' needs and interests regarding their academic programs and pursuits.
- Organize academic, social and community service events for current members.

Other Professional Organizations

Membership in professional organizations is expected of professionals who wish to be viewed as competent and committed to their discipline. Our students and graduates often hold membership in one or more professional organizations. Generally, students and graduates of the Program Florida hold membership in the Florida Association of School Psychology (FASP) and the National Association of School Psychology (NASP). Thus, you are encouraged to apply for student membership in one or more of these associations and to attend and make presentations at their annual meetings. Faculty members have or presently hold offices in some of these associations. Membership application forms for these organizations are available on their websites and links are available on the UCF Program website.

Graduate Student Association (GSA)

GSA is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit [facebook.com/groups/UCFgsa/](https://www.facebook.com/groups/UCFgsa/). For individual department or graduate program organizations, please see program advisor.

Professional Development

Teaching and Learning

The Faculty Center for Teaching and Learning (FCTL) promotes excellence in all levels of teaching at the University of Central Florida. They offer several programs for the professional development of Graduate Teaching Assistants at UCF.

GTA Training (mandatory for employment as a GTA)

This training provides information and resources for students who will be instructors in a two-day workshop. The seminars cover a variety of topics, including course development, learning theories, lecturing, and academic freedom. Those interested in additional training can also attend an optional training session that normally follows the mandatory training.

Preparing Tomorrow's Faculty Program

This certificate program (12-weeks) consists of group and individualized instruction by Faculty Center staff and experienced UCF professors. Textbooks and materials are provided.

For more information: fctl.ucf.edu/ > Events > GTA Programs or call 407-823-3544.

Pathways to Success Workshops

Coordinated by the College of Graduate Studies, the Pathways to Success program offers free development opportunities for graduate students including workshops in Academic Integrity, Graduate Grantsmanship, Graduate Teaching, Personal Development, Professional Development, and Research. For more information and how to register, please visit graduate.ucf.edu/pathways-to-success/.

Graduate Research Forum

The Graduate Research Forum will feature poster displays representing UCF's diverse colleges and disciplines. It is an opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster presentation in each category will be given and all participants will receive recognition.

The College of Graduate Studies and the Graduate Student Association invite all UCF students, community, and employers to attend the Graduate Research Forum. For more information, contact researchweek@ucf.edu.

Graduate Excellence Awards

Each year, the College of Graduate Studies offers graduate students who strive for academic and professional excellence the opportunity to be recognized for their work. The award categories include the following:

Award for Excellence by a Graduate Teaching Assistant – This award is for students who provide teaching support and assistance under the direction of a lead teacher. This award focuses on the extent and quality of the assistance provided by the student to the lead instructor and the students in the class. (Not intended for students who are instructor of record)

Award for Excellence in Graduate Student Teaching – This award is for students who serve as instructors of record and have independent classroom responsibilities. The focus of this award is on the quality of the student's teaching and the academic contributions of those activities.

Award for the Outstanding Master's Thesis – It recognizes graduate students for excellence in the master's thesis. The focus of this award is on the quality and contribution of the student's thesis research. Excellence of the master's thesis may be demonstrated by evidence such as, but not limited to: publications in refereed journals, awards and recognitions from professional organizations, and praise from faculty members and other colleagues in the field. The university award will be forwarded to a national-level competition sponsored by the Council of Southern Graduate Schools (CSGS) when the thesis discipline corresponds to the annual submission request.

Innovative Thesis or Dissertation Award - The Award recognizes cutting-edge use of technology in theses and dissertations. The focus of this award is on the technical innovation of the student's thesis or dissertation through the application of renderings, photos, data sets, software code and other multimedia objects.

For the nomination process and eligibility criteria, see the College of Graduate Studies website graduate.ucf.edu/awards-and-recognition/.

Other

Students should take opportunities to present a poster or a topic of research at a conference. To obtain financial support to present at a conference (other than through your program) or to engage in comparable creative activity at a professional meeting, visit the Graduate Presentation Fellowship section at graduate.ucf.edu/.

For information about the Council of Southern Graduate Schools (CSGS) thesis and dissertation awards, see their website: csgs.org/ > Awards.

Job Search

Employment Opportunities

Opportunities for employment as a school psychologist have been excellent in the past and remain that way throughout most of the country. All graduates of the University of Central Florida's School Psychology Program who have sought employment as school psychologists have been successful. Graduates of the Program are employed throughout the United States. Many of our graduates have moved into supervisory and administrative positions at the school district level. Our graduates have been highly recruited.

Most graduates have been employed as school psychologists with local educational agencies. Some are working in teaching hospitals with high-risk neonates and their parent(s), mental health clinics and psychiatric hospitals. Several graduates have served in leadership roles in state professional organizations.

Job Placement

During the student's last semester, a letter is e-mailed to all Florida School District of Psychological Services introducing the graduating class and inviting them to contact graduates if suitable positions become available in their school districts. Information related to their training is also included. Faculty members are available to write personal letters of recommendation on behalf of the graduate to prospective employers.

UCF's Career Services

This department offers a wide range of programs and services designed to assist graduate students. These services include evaluation and exploration of career goals, preparation for the job search and job search resources. To learn more, visit their website at career.ucf.edu/.

For specific services or resources provided by the academic program, please contact the graduate program director or academic advisor.

Forms

- [College of Graduate Studies Forms and References](#)
A complete listing of general forms and references for graduate students, with direct links, may be found here.
- [Graduate Petition Form](#)
When unusual situations arise, petitions for exceptions to policy may be requested by the student. Depending on the type of appeal, the student should contact his/her program adviser to begin the petition process.
- [Traveling Scholar Form](#)
If a student would like to take advantage of special resources available on another campus but not

available on the home campus; for example, special course offerings, research opportunities, unique laboratories and library collections, this form must be completed and approved.

Useful Links

- [School Psychology EdS](#)
- [College of Community Innovation and Education](#)
- [College of Graduate Studies](#)
- [Academic Calendar](#)
- [Bookstore](#)
- [Campus Map](#)
- [Counseling Center](#)
- [Curriculum Materials Center](#)
- [Employee Outlook Website](#)
- [Financial Assistance](#)
- [Golden Rule Student Handbook](#)
- [Graduate Catalog](#)
- [Graduate Student Association](#)
- [Graduate Student Center](#)
- [Housing and Residence Life](#)
- [Housing, off campus](#)
- [Knights Email](#)
- [Library](#)
- [NASP Approval Site](#)
- [NID Help](#)
- [Pathways to Success](#)
- [Recreation and Wellness Center](#)
- [Shuttles Parking Services](#)
- [State of Florida Accreditation Site](#)
- [Student Health Services](#)
- [Thesis and Dissertation \(ETD\)](#)
- [UCF Global](#)
- [University Writing Center](#)

Grad Faculty

Asterisk = has previous committee experience, which qualifies the person to serve as vice chair

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Disciplinary affiliations: School Psychology

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