



School Psychology Program

Specialist Level Program Student Handbook

Masters of Education (M.Ed.) & Educational Specialist (Ed.S.)
Program of Study

**College of Education, Health, and Human Services
School of Lifespan Development and Educational Sciences**

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SECTION I:

INTRODUCTION TO THE M.ED./ED.S. PROGRAM IN SCHOOL PSYCHOLOGY

OVERVIEW OF THE PROGRAM

The M.Ed./Ed.S. program in School Psychology at Kent State University is committed to a scientist-practitioner model of training, which conceptualizes school psychologists as data-oriented problem solvers. The program operates from an eco-behavioral orientation and emphasizes the delivery of school psychological services from a consultative framework to prevent and remediate learning, behavioral, and social-emotional problems in individuals from birth to 22 years. That is, emphasis in training is placed on the provision of services through research-based practice and data-based decision making. Students in the program gain competencies not only in the provision of services to individual children in schools, but also in the promotion and implementation of systemic educational reform. Graduates of the M.Ed./Ed.S. Program are prepared to be leaders and innovators of comprehensive support services in a variety of educational settings.

PROGRAM APPROVAL AND ACCREDITATION

The M.Ed./Ed.S. program in School Psychology Program at Kent State University is approved by the National Association of School Psychologists (NASP); and, the unit (the College of Education, Health, and Human Services at Kent State University) is accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, the M.Ed./Ed.S. program is approved for Educator Preparation by the Ohio Department of Education.

STUDENT COMPOSITION

The M.Ed./Ed.S. program in School Psychology makes a significant effort to recruit and retain students from diverse backgrounds and learning experiences. The majority of students enter the program directly after receiving their undergraduate degrees, while others enter the program with applicable work experiences and/or advanced degrees. The program, in accordance with Kent State University's Core Values, recognizes the importance of having a student body of varying backgrounds, cultures, and lifestyles in its commitment to innovative education. The program is committed to providing the guidance and support necessary for the successful completion of every student's course of study. Each year, approximately 15 to 20 students are enrolled into the first year cohort.

PHYSICAL FACILITIES

Kent State University is located near the cities of Akron and Cleveland in northeastern Ohio, an area that includes one-half of the state's population and two-thirds of the state's wealth. The university is situated on a beautiful campus of 2,264 acres, which includes more than 100 buildings servicing more than 42,000 students in the eight-campus system (over 28,000 students at the main campus in Kent).

The Student Center has six acres of floor space containing dining facilities including a food court, a bookstore, bank, cinema, conference rooms, music listening center, an art gallery, and various recreational facilities. The 1.6 million volume, 12-story open-stack library is an important resource for graduate study. The library has very extensive computerized holdings, and ready access to electronic information.

Kent State University has been listed among the top 100 "wired" universities, reflecting its commitment to emergent technologies. The School Psychology program is housed in White Hall (the College of Education, Health, and Human Services; EHHS), which first opened in the spring of 1966. In addition to the faculty office and graduate appointee rooms, the College of EHHS also utilizes the Counseling and

The Center for Disability Studies is an interdisciplinary institute whose mission is to conduct research, training, demonstration and outreach projects to increase awareness and understanding of the issues facing people with disabilities in all aspects of life. Academic programs affiliated with the Center include Rehabilitation Counseling, Health Education, Special Education and School Psychology. Additional college facilities include a diagnostic and remedial reading center, and an instructional resource center. Located on the fifth floor of White Hall is a well-staffed research bureau capable of providing computer analysis and research design support for faculty and graduate students carrying out specific research projects, and for students completing the dissertation requirement.

In addition to the aforementioned facilities, the program also has access to the Child Development Center, which has an enrollment of more than 100 preschool children, and The Family-Child Learning Center in Tallmadge, Ohio, which serves infants, toddlers, and preschoolers with disabilities and their families.

STUDENT RESOURCES/SUPPORT

University Resources

- [Campus Police](#): Work to enforce safety on campus and offer a service that sends FLASH message/email alerts for inclement weather or other important happenings on campus (Specific Contact List is available through the main KSU website or 9-1-1).
- [Career Services Center](#): Helps students to meet career goals by assisting in decision making and gaining valuable experiences that can lead to employment. Drop-in hours are available or call 330-672-2360 to schedule an appointment.
- [Counseling Services](#): Provides free counseling and human development services to Kent State students and counseling services for a minimal fee to other Kent community residents- Located in 325 White Hall (330-672-2208).
- [Division of Diversity, Equity, and Inclusion](#): Helps to create an environment that encourages diversity in thought, growth and achievement (330-672-2442 or 330-672-8100).
- [Student Financial Aid](#): Provides more information in applying for financial aid services (330-672-2972).
- [Health Services](#): Provides wellness services and outpatient care (330-672-2322).
- [Residence Services](#): Provides information on housing in general and graduate housing services (330-672-7000).
- [Parking and Transit Services](#): Provides information for parking and getting around on campus (330-672-4432).
- [Student Legal Services](#): Helps students understand and resolve legal issues while at Kent State University (330-672-9550).
- [Student Ombuds](#): Provides students with confidential consultation for university-related concerns or appeals (330-672-9494).

- [Technology Resources](#): Provides assistance with technology needs (330-672-HELP(4357)).
- [Women's Center- Division of Diversity, Equity, and Inclusion](#): Works to enhance educational experiences and professional lives for women students, faculty, and staff (330-672-9230).

Academic Resources

- [Student Accessibility Services](#): Helps to provide students with disabilities equal opportunities to participate and benefit from university services and activities (330-672-3391).
- [Center for Adult and Veteran Services](#): Helps adults and veterans achieve their academic goals through providing support services, career guidance, and other adult connections (330-672-7933).
- [Writing Commons](#): Assists with every stage of the writing process to help students obtain and maintain written communication skills (330-672-1787).

College of Education, Health, and Human Services (EHHS) Services

- [Instructional Resource Center](#): Provides fingerprinting services, printing/copying charged to FLASHcard, test protocol purchase/test kit access, cameras to check out, computer access, etc. (330-672-2353).
- [Office of Graduate Student Services](#): Maintains student records and supports student progress through degree programs (330-672-2576).
- [Research and Evaluation Bureau](#): offers a variety of services for faculty and graduate students working on research (330-672-7918).

CORE SCHOOL PSYCHOLOGY FACULTY

Karla Anhalt, Ph.D., Associate Professor, 2000, West Virginia University, Child Clinical Psychology. Major Interests: Mental health and educational services for at-risk youth, particularly ethnic and sexual minority populations; culturally competent practice with diverse children and families; prevention and intervention strategies to promote socio-emotional development of children and adolescents in school settings.

Richard Cowan, Ph.D., NCSP, Associate Professor, 2003, University of Nebraska-Lincoln, School Psychology. Major Interests: Development, implementation, and outcomes assessment associated with academic, behavioral, and social skills interventions for children with autism spectrum disorders; research-to- practice considerations as related to the development, implementation, and enhancement of positive behavioral supports (PBS) for a variety of students across settings.

Caven S. Mcloughlin, Ph.D., NCSP Professor, 1981, University of Utah, Instructional and School Psychology: Early Childhood Education. Major Interests: Cross cultural applications of psychology in schools; the impact of legislation and litigation on practice; direct and consultation services to infants and toddlers with disabilities and their families.

Frank J. Sansosti, Ph.D., NCSP, Associate Professor and Coordinator, 2005, University of South Florida, Tampa, School Psychology. Major Interests: Development and implementation of behavioral and social skills interventions for young children with Autism Spectrum Disorder (ASD) and for individuals with Severe and Low-Incidence Developmental Disabilities, issues in pediatric school psychology, positive behavior support and school-based service delivery systems, and systemic educational reform.

ADJUNCT FACULTY

Rosiemarie Daddario, Ph.D., NCSP, Adjunct Professor, 2010, Kent State University, School Psychology. Certified School Psychologist through Ohio Department of Education. Employed as a school psychologist for the Medina City Schools. Major Interests: Implementing research based interventions, Attention Deficit/Hyperactivity Disorder, neuropsychology in schools

Robert J. Kubick, Jr., Ph.D., NCSP, Adjunct Professor, 2007, Kent State University. Certified School Psychologist through Ohio Department of Education and Licensed School Psychologist through Ohio's State Board of Psychology. Employed as School Psychologist for the Akron Public Schools. Major Interests: Discipline of special education students, effects of public policy on school psychological practice, leadership development for graduate students in school psychology.

Linda Neiheiser, Ph.D., NCSP, Adjunct Professor, 2000, Kent State University, School Psychology. Certified School Psychologist through Ohio Department of Education. Employed as Manager of Psychological Services for Cleveland Metropolitan School District. Major Interests: Psychological aspects of adoption and foster care; appropriate services for students diagnosed with Mood Disorders; and service delivery to minority youth and their families in urban settings.

Kristine Quallich, Ph.D., NCSP Adjunct Professor, 2004, Kent State University, School Psychology. Certified School Psychologist through Ohio Department of Education and Licensed Psychologist through Ohio's State Board of Psychology. Employed as the Director of Student Services for Medina City Schools. Major Interests: Expanding school psychologists' functions, mental health services in schools, parent education groups, counseling children and families, and implementing research based interventions in school settings.

HISTORY OF THE PROGRAM

The graduate program in School Psychology at Kent State University is rich in history and tradition. Reflecting Ohio's early position in leadership and development of the school psychology specialty, the master's degree program began in 1947. The program's faculty and graduates have a long-standing record as leaders in the field of school psychology. Over the years, the program's faculty and graduates have held offices in the National Association of School Psychology (NASP), the Division of School Psychology of the American Psychological Association (Division 16 of APA), the Ohio School Psychologists Association (OSPA) and the International School Psychology Association (ISPA). The M.Ed./Ed.S. program was approved by the National Association of School Psychologists in 1987; approval has been continuous since that time.

PROGRAM PHILOSOPHY

The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in educational settings. Throughout the M.Ed./Ed.S. graduate program in School Psychology, a commitment to using the science of psychology to promote human welfare of children is emphasized. Recognizing the pluralistic nature of our society, the School Psychology program is committed to fostering in its students sensitivity to, appreciation for, and understanding of all individual differences.

The faculty members within the School Psychology program have adopted a preventive mental health model of school psychological services as a context for the study of psychological and educational principles that influence the adjustment of individuals from birth to 22 years. Emphasis is on the role of school psychologists as highly qualified practitioners and also as leaders/innovators in comprehensive support services to schools. That said, the School Psychology program emphasizes the provision of services to individual schools and children, in addition to attaining a functional understanding of systems-consultation and the ability to promote and implement an array of prevention and intervention services for school-based problems. Since the program emphasis is on the application of psychology in education, students are required to demonstrate competence in the substantive content areas of psychological and educational theory and practice. Other related areas outside the School Psychology core include coursework in counseling, curriculum and instruction, and educational administration.

The M.Ed./Ed.S. program in Schools Psychology is committed to a scientist-practitioner model of training, which conceptualizes psychologists as data-oriented problem-solvers, and transmitters of psychological knowledge and skill. As such, students draw upon the scientific literature as a primary basis for professional practice and focus their research and practice agendas so as to have meaningful, accountable implications for practice and positive outcomes for students. In addition, functioning as a scientist-practitioner means that professional practice is conducted in ways that are congruent with the scientific method. That is, presenting problems are operationalized in measurable ways, data pertaining to presenting problems are collected and analyzed, analyses of these data lead to the formulation of hypotheses, resulting hypotheses form the bases for the design of interventions, the effectiveness of these interventions are monitored over time via ongoing data collection, and hypotheses and interventions are modified in light of these outcome data. Taken together, the M.Ed./Ed.S. program in School Psychology is oriented to prepare students to work effectively as master practitioners in educational settings. The mission of the Kent State University M.Ed./Ed.S. program is to train school psychologists who reflect competencies in the roles outlined by the National Association of School Psychologists (NASP) as fundamental to effective professional practice.

DOMAINS OF TRAINING AND PROGRAM OBJECTIVES

The M.Ed./Ed.S. program in School Psychology at Kent State University has been designed to meet the National Association of School Psychologists (NASP), *Standards for the Graduate Preparation of School Psychologists* (2010). Specifically, knowledge and skills are developed across ten domains of training and practice. These domains, together with their related program objectives are as follows:

2.1 Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Students will acquire the following knowledge:

- a) Assessment and data collection methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics;
- b) Varied methods of assessment and data collection in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior analysis, ecological) and their psychometric properties;
- c) Assessment and data collection methods useful in identifying strengths and needs and in documenting problems of children, families, and schools;
- d) Strategies for translating assessment and data collection to development of effective instruction, interventions, and educational and mental health services;
- e) Assessment and data collection methods to measure response to, progress in, and effective outcomes of services.

Students will acquire the following ability/skill:

- a) Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;
- b) Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice;
- c) Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics;
- d) Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness;
- e) Access information and technology resources to enhance data collection and decision making;
- f) Measure and document effectiveness of their own services for children, families, and schools.

2.2 Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Students will acquire the following knowledge:

- a) Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems;
- b) Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others;
- c) Consultation, collaboration, and communication strategies effective across situations, contexts, and diverse characteristics;
- d) Methods for effective consultation and collaboration that link home, school, and community settings.

Students will acquire the following ability/skill:

- a) Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery;
- b) Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics;
- c) Consult and collaborate at the individual, family, group, and systems levels;
- d) Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others;
- e) Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others;
- f) Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.

2.3 Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Students will acquire the following knowledge:

- a) Biological, cultural, and social influences on cognitive and academic skills;
- b) Human learning, cognitive, and developmental processes, including processes of typical development, as well as those related to learning and cognitive difficulties, across diverse situations, contexts, and characteristics;
- c) Evidence-based methods in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics;
- d) Curriculum and instructional strategies that facilitate children's academic achievement, including, for example, teacher-directed instruction, literacy instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.;
- e) Techniques to assess learning and instruction and methods and technology resources for using data in decision making, planning, and progress monitoring;
- f) Information and assistive technology resources to enhance children's cognitive and academic skills.

Students will acquire the following ability/skill:

- a) Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs;
- b) Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices;
- c) Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills;

- d) Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Students will acquire the following knowledge:

- a) Biological, cultural, social, and situational influences on behavior and mental health and behavioral and emotional impacts on learning, achievement, and life skills;
- b) Human developmental processes related to social–emotional skills and mental health, including processes of typical development, as well as those related to psychopathology and behavioral issues, across diverse situations, contexts, and characteristics;
- c) Evidence-based strategies to promote social–emotional functioning and mental health;
- d) Strategies in social–emotional, behavioral, and mental health services that promote children’s learning, academic, and life skills, including, for example, counseling, behavioral intervention, social skills interventions, instruction for self-monitoring, etc.;
- e) Techniques to assess socialization, mental health, and life skills and methods and technology resources for using data in decision making, planning, and progress monitoring.

Students will acquire the following ability/skill:

- a) Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs;
- b) Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices;
- c) Integrate behavioral supports and mental health services with academic and learning goals for children;
- d) Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning;
- e) Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services.

2.5 School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Students will acquire the following knowledge:

- a) School and systems structure, school organization, general education, special education, and alternative educational services across diverse settings;
- b) Psychological and educational principles and research related to organizational development and systems theory;

- c) Issues and needs in schools, communities, and other settings, including accountability requirements; local, state, and federal policies and regulations; and technology resources;
- d) Evidence-based school practices that promote academic outcomes, learning, social development, and mental health; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.

Students will acquire the following ability/skill:

- a) Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.;
- b) Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities;
- c) Create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services;
- d) Develop school policies, regulations, services, and accountability systems to ensure effective services for all children.

2.6 Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Students will acquire the following knowledge:

- a) Psychological and educational principles and research related to resilience and risk factors in learning and mental health;
- b) Methods of population-based service delivery in schools and communities to support prevention and timely intervention related to learning, mental health, school climate and safety, and physical well-being across diverse situations, contexts, and characteristics;
- c) Universal, selected, and indicated (i.e., primary, secondary, and tertiary) prevention strategies at the individual, family, group, and/or systems levels related to learning, mental health, and physical well-being;
- d) Evidence-based strategies for effective crisis prevention, preparation, and response.

Students will acquire the following ability/skill:

- a) Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks;
- b) Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services;
- c) Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families;
- d) Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics;
- e) Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services.

2.7 Family–School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Students will acquire the following knowledge:

- a) Characteristics of families, family strengths and needs, family culture, and family–school interactions that impact children’s development;
- b) Psychological and educational principles and research related to family systems and their influences on children’s academic, motivational, social, behavioral, mental health, and social characteristics;
- c) Evidence-based strategies to improve outcomes for children by promoting collaboration and partnerships among parents, schools, and community agencies, and by increasing family involvement in education;
- d) Methods that improve family functioning and promote children’s learning, social development, and mental health, including, for example, parent consultation, conjoint consultation, home–school collaboration, and other evidence-based practices.

Students will acquire the following ability/skill:

- a) Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children;
- b) Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families;
- c) Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children;
- d) Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns.

2.8 Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Students will acquire the following knowledge:

- a) Individual differences, abilities, disabilities, and other diverse characteristics of people in settings in which school psychologists work;
- b) Psychological and educational principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences (e.g., age,

gender or gender identity, cognitive capabilities, social–emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status);

- c) Evidence-based practices in psychology and education to enhance services for children and families and in schools and communities and effectively address potential influences related to diversity;
- d) Strategies for addressing diversity factors in design, implementation, and evaluation of all services.

Students will acquire the following ability/skill:

- a) Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery;
- b) In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts;
- c) In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed;
- d) Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.

2.9 Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Students will acquire the following knowledge:

- a) Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices;
- b) Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings;
- c) Program evaluation methods at the individual, group, and/or systems levels;
- d) Technology and information resources applicable to research and program evaluation;
- e) Techniques for judging research quality; synthesizing results across research relevant for services for children, families, and schools; and applying research to evidence-based practice.

Students will acquire the following ability/skill:

- a) Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery;
- b) Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels;
- c) Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels;
- d) In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings.

2.10 Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Students will acquire the following knowledge:

- a) History and foundations of school psychology;
- b) Multiple school psychology service delivery models and methods;
- c) Ethical and professional standards for school psychology;
- d) Legal standards and regulations relevant for practice in settings in which school psychologists work;
- e) Factors related to professional identity and effective practice as school psychologists;
- f) Relevant information sources and technology;
- g) Methods for planning and engaging in continuing education.

Students will acquire the following ability/skill:

- a) Provide services consistent with ethical and professional standards in school psychology;
- b) Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work;
- c) Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals;
- d) Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills;
- e) Utilize supervision and mentoring for effective school psychology practice;
- f) Engage in effective, collaborative professional relationships and interdisciplinary partnerships;
- g) In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children;
- h) Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth;
- i) Engage in career-long self-evaluation and continuing professional development.

The above standards guide course content, student outcomes, and ongoing program evaluation (see Appendix A; *School Psychology Program Course by NASP Standards Matrix*). Specific NASP standards also are linked to each a variety of course assignments (see Appendix B; *School Psychology Program Course Assignments by NASP Domain of Training Matrix*).

The acquisition of knowledge and skills is monitored and evaluated across the program via traditional assessment and performance-based outcomes representative of professional practice. Professional competencies are taught further through a sequence of course work and field experiences, including opportunities to apply skills under supervision in various practicum settings, and culminating in independent school-based practice at the conclusion of an intensive internship experience. Students compile portfolios during each year within the program to document and reflect upon their professional growth.

CURRICULUM

Students who begin the program without a Master's degree in school psychology will first be admitted to the M.Ed. (Master of Education) degree program. The M.Ed. degree is generally awarded following satisfactory completion of the first year of coursework. The M.Ed. is a 'degree' but is not considered a practice degree; it will not fulfill certification/licensure requirements in most states, including Ohio (i.e., an Ed.S. [or an equivalent specialist level degree] is required for licensure in Ohio, and in most states). Upon successful completion of these requirements, students then matriculate into the Ed.S. program for completion of Years 2 and 3 coursework (no separate application is required at that time; this program is generally referred to as the M.Ed./Ed.S. program). Graduates of the M.Ed./Ed.S. program are awarded an Educational Specialist (Ed.S.) degree in school psychology.

Some Year 1 and Year 2 coursework may be completed on a part-time basis. The majority of courses required for the school psychology program are scheduled in the late afternoon/evening (4:25–7:05 p.m. and 7:20–10:00 p.m.). However, some of the required courses are offered only during summer sessions; these classes are generally scheduled during daytime hours. In addition, Field Experience and Practicum requirements are such that the student must be available during daytime hours in order to fulfill these field-based hours. The Internship is a full-time position and cannot be completed on a part-time basis. Students who have taken coursework on a part-time basis have indicated that they have more difficulty feeling connected with their peers and staying on track academically.

The University time to completion is 6 years for the Masters degree and 5 years for the Educational Specialist degree. Typically, students complete all of the requirements for the Masters degree by the end of Year 1. For the specialist (Ed.S.) degree, the program is designed to be completed by the Summer of the third year of study.

COURSE SEQUENCE

The sequence of courses for students within the M.Ed./Ed.S program in School Psychology should follow the approved course sequence (see Appendix C for students beginning in the Summer; see Appendix D for student beginning in the Fall). Adherence to the specified course sequence will ensure that no delays are encountered during a student's course of study. Because the core courses within the School Psychology program are offered only once per year, any delays could result in extended time to complete the program.

FIELD EXPERIENCE

During Year 1 of the M.Ed./Ed.S. program in School Psychology, student without a prior teaching license (which represents the majority of students) must enroll in *Field Experience in Education for School Psychologists* (SPSY 6/77592). This course requires students to complete a minimum of 120 clock hours of directed and supervised observation and participation within school and related educational settings that reflect the typical work scope for school psychologists. Student experiences should be split among at least 40 different locations when completing their field experience, allowing for a 3 hour window of time at each location to be counted toward total field experience hours.

Students will need to observe and participate in educational settings serving the needs of children from Kindergarten through High School (and in the case of children with special needs, from birth through 21 years) — to include all or most settings that serve special populations served by school psychologists as part of their professional role. There should be balance between observation and participation. In a similar way, experiences should be distributed across the age/ability spectrum and across settings. Since school psychologists disproportionately serve the needs of exceptional children and their families it is anticipated

that the 'special education' work scope for SPSYs will be reflected in the Field Experiences approximately equally with 'typical educational settings'.

The balance should ensure that you have visited representatives of:

- Urban, suburban & rural schools;
- Poor and wealthy schools;
- Settings for children of all ages (0 - 22 yrs.);
- Agencies that support public education;
- Religious foundation & private school settings that accept/return children to/from public schools;
- Non-school locations & events that have a bearing on public education (e.g., school board meetings).

Although, it is the program's preference that students finish all of their Field Experience requirements during their first year of course work, students must complete Field Experience activities prior to the end of their Year 2 Spring Semester.

It is important to keep in mind that schools now have the responsibility to ensure that all people allowed contact with children have met state defined 'safety-standards.' Schools are protecting children by requiring even short-term visitors to classrooms to have passed the same fingerprint and background checks as classified/certificated personnel.

Students are required to complete FBI and BCI background checks, in addition to being fingerprinted prior to engaging in requirements for fulfilling Field Experience/Practicum hours.

Students can complete this step within the Instructional Resource Center (IRC) located in White Hall.

PRACTICA

During Year 1 of the M.Ed./Ed.S. program in School Psychology, students enroll for two semesters of *Practicum I in School Psychology* (SPSY 6/77692). Practicum I focuses on professional development and enhances knowledge and skills associated with concurrent coursework. These experiences are designed to provide a foundational skill set that is further honed during successive coursework and experiential learning in Year 2.

During Year 2 of the M.Ed./Ed.S. program in School Psychology, students enroll for two semesters of *Practicum II in School Psychology* (SPSY 6/77792). Practicum II requires students to work with children in educational settings for at least one full school day per week in order to provide exposure to and practice in the daily activities of the school psychologist. Students must be available to visit public schools and other approved educational settings for selected practicum activities during regular daytime hours of school operation. The practicum instructor arranges student's practicum placements in order to provide comprehensive and complementary experiences. Students' experiences are supervised and evaluated by field-based school psychologists.

Students are required to complete FBI and BCI background checks, in addition to being fingerprinted prior to engaging in requirements for any school-based experiences.

Students can complete this step within the Instructional Resource Center (IRC) located in White Hall.

INTERNSHIP

The M.Ed./Ed.S. program in School Psychology requires the satisfactory completion of an internship in an educational setting as a culminating experience. The internship experience focuses on assessment and intervention functions, as well as the consultative role of the school psychologist as problem-solver. Interns are expected to perform all of the roles and functions of a professional school psychologist, integrating theoretical knowledge and professional skills in actual practice.

Students may elect to complete their internships in Ohio or in another state. **All students must have a background check and have no history of certain legal difficulties in order to be eligible for internship and subsequent certification/licensure as a school psychologist.** Program faculty, in accordance with the *Ohio Internship in School Psychology Guidelines*, facilitate internship placements for students intending to work in Ohio. Participating internship sites have included urban, suburban, and rural school districts with diverse populations.

Students must register for a total of 12 credits (6 credits in the spring and 6 credits in the fall) of *Internship in School Psychology* (SPSY 6/77982). Concurrent with the Internship, in each of the two academic semesters, students also enroll for three semester hours of credit in SPSY 6/77971, *Issues and Approaches in School Psychology*. The supervised internship is completed in an approved school setting for a minimum of 1,200 clock hours (typically gathered over the course of nine months; 35-40 hours per week). Field-based supervisors must have a minimum of three years of experience as a school psychologist and demonstrate a commitment to providing a comprehensive, integrated internship experience including quality supervision. School districts where internship training is provided must have been pre-approved and meet stringent criteria.

Assessment of skills during the internship year are based upon multiple performance-based measures (e.g., student's intern product portfolio, student's professional portfolio, evaluations completed by the student, field- and university-based supervisors). In addition, students are required to take the national Praxis Examination in School Psychology and provide a copy of their score report to the internship instructor prior to the end of the internship year.

To the extent these are available, state-funded internships will be provided for students who agree to post-internship employment as a school psychologist in Ohio schools. Because of recent changes in school funding, the future for state-funded internships is uncertain. If fewer state-funded internships are available than the number of students needing them, paid internships will be awarded based on date of receipt of the student's signed copy of his/her letter of offer of admission. Program faculty will facilitate alternative internship experiences for students who intend to seek employment in states other than Ohio; however, greater student involvement is necessary for obtaining an out-of-state internship and arranging appropriate university supervision of this experience.

PROGRAM REQUIREMENTS

ADVISEMENT

Each student is assigned a faculty member who will serve as his or her academic advisor. The student-advisor relationship is critical in supporting the student's transition to graduate study, as well as ensuring the appropriate sequence of courses necessary for program completion. Advising most often is facilitated by the use of an appropriate Plan of Study, to be completed collaboratively between the student and his/her advisor soon after admission to the program. During Year 1 of the M.Ed./Ed.S. program in School Psychology, the student and advisor complete the M.Ed. Plan of Study (see Appendix E). The M.Ed. Plan of

Study serves as a contract, specifying requirements for completion of the program within the first year. During Year 2 of the M.Ed./Ed.S. program in School Psychology, the student and advisor complete the Ed.S. Plan of Study (see Appendix F). The Ed.S. Plan of Study serves as a contract, specifying requirements for completion of the program for the second and third years. Students are responsible for completing the approved course of study that is in effect at the time the appropriate Plan of Study is filed.

If you are an M.Ed./Ed.S. student that is considering applying for the Ph.D. program in School Psychology, it is recommended that you speak with your advisor during your first year in the program and apply before the completion of your Master's Degree.

BEGINNING THE PROGRAM

The program is designed for students to begin in the Summer immediately following the Spring interview cycle. This schedule has several advantages, including allowing students to interact and engage as a cohort and to experience coursework designed to be taken early in the program sequence. However, the program currently has three admissions cycles (i.e., Summer, Fall and Spring), and students may opt to begin during the Fall or Spring semester. It is important for all students to work closely with their academic advisor to ensure the appropriate course sequence.

ACADEMIC PERFORMANCE

Students must adhere to all University and College rules, policies, and requirements for graduate students (see Section III of this Program Handbook).

In addition, the following standards and policies relate to academic performance.

Academic Dishonesty. Academic dishonesty is a serious offense and will not be tolerated. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance may result in action ranging from a failing grade in a course to dismissal from the program.

Course Grades. Student must earn a "B" grade (3.0) or higher in all program required courses. If a student does not earn a grade of "B" or higher, the student must work with the course instructor to identify a possible solution. A student who receives a combination of more than 8 credit hours of "B-" (2.7) or lower grades, or more than 4 credit hours of grades lower than "C" (2.0) is subject to dismissal. Specific information regarding grading policies are outlined in Section III of this Program Handbook.

ANNUAL REVIEW OF STUDENT PROGRESS

All students are reviewed annually through both a self-assessment and a program assessment. Each of these assessments uses a standard protocol to evaluate the student's performance and progress in the M.Ed./Ed.S. program in School Psychology:

- During Year 1, each student completes the *Year 1 Student Self-Assessment*. This self-assessment is due the Spring Semester of the first year. Once submitted, program faculty will conduct a review of the student's progress and performance. The student will receive both oral and written feedback documented on the *Year 1 Program Assessment and Progress Report* during a face-to-face meeting with the student's academic advisor.
- During Year 2, each student completes the *Year 2/Pre-Intern Self-Assessment*. This self-assessment is due in November of the second year. Once submitted, program faculty will conduct a review of the student's progress and performance and provide both oral and written feedback documented

on the *Year 2/Pre-Intern Program Feedback* form during a face-to-face meeting with all core program faculty.

- During Year 3, each student completes the *Year 3/Intern Summative Self-Assessment*. This self-assessment is due at the culmination of the internship year. Once submitted, the program faculty will provide ratings of skills and competencies for each student documented on the *Year 3/Intern Summative Assessment by Program* form.

The Annual Review forms for students to complete are available [here](#) on the program website.

PORTFOLIO REQUIREMENTS

Students in the M.Ed./Ed.S. program in School Psychology are required to develop and maintain a cumulative portfolio reflecting their professional preparation in school psychology throughout the course of their training program, and to submit the portfolio for faculty review on three specific occasions (Spring of Year 1, Fall of Year 2, and Spring of Year 3), and at other times upon request.

Portfolios reflect the student's integration and application of program objectives and mastery of major skill domains. More detailed information on portfolios, including requirements and rubrics, is included in Appendix G and Appendix H, respectively. Students work on portfolio entries through coursework and practicum requirements and meet with the appropriate instructor and/or academic advisor to aid portfolio development.

PRAXIS EXAMINATION

Students within the program are required to take the Praxis II: National School Psychology Examination (Code 0401). The program's policy is that graduates will be eligible for relevant credentials, including both the Ohio Department of Education professional license as a school psychologist and national certification (Nationally Certified School Psychologist). As such, students must earn a minimum score of 161 to gain the credential of school psychologist through the ODE. In order for students to be able to apply for their national certification (NCSP) credentials successfully, they must obtain the minimum score established through NASP's NCSP Certification Board of 165. While it is the intent of the program for all students to be eligible for both state and national certification, attainment of a specific score on the Praxis examination is not required to receive the Ed.S. degree.

Program faculty review students performance each year as one component of program effectiveness. Specifically, these data provide information about areas of strong student performance, as well as possible areas for program enhancement. Furthermore, Praxis score data are reported in NASP Program Reviews.

PROFESSIONAL ORGANIZATIONS

Because of the importance and influence of professional organizations all students are encouraged to become members of key professional associations, including the **National Association of School Psychologists (NASP)**, the **Ohio School Psychologists Association (OSPA)**, and **regional organizations (i.e., Cleveland Association of School Psychologists (CASP), Kent-Akron Association of School Psychologists (KAASP))**. During the internship year, students who complete an out-of-state internship may substitute that state's association for Ohio. Faculty, current students, program alumni, and field-based supervisors all are active members of such associations, and they provide an opportunity for professional affiliation, advocacy, and ongoing professional development.

In addition, the School Psychology Program has an active student organization, the **Student Affiliates in School Psychology (SASP)**. SASP has been formally recognized as a student affiliate chapter of the Division

of School Psychology of the American Psychological Association. All students enrolled in course work in the School Psychology Program are members of SASP. Activities of SASP include coordinating a mentorship program for new students, participating in university governance, and arranging for several social and student learning events annually. Additional information about SASP-KSU is available through the following website: <http://www.kent.edu/ehhs/spsy/sasp.cfm>

DATA SECURITY

As trainees in a professional training program that follows federal privacy laws, all students are required to be aware of and follow federal, state, and district policies for handling of confidential student records and data. Information on these requirements is shared in courses and in specific school experiences. When student data (e.g., graphs, records from observation, interviews, assessments, etc.) are kept by trainees, all documents with identifying information must be secured in a locked box and all electronic records must be secured.

PROFESSIONAL DISPOSITIONS, BEHAVIOR, AND DRESS

Students are expected to maintain professional dispositions of behavior in public life while enrolled in the School Psychology program. Personal information, opinions, or communications that students make in public or that are posted on websites or social media outlets should be respectful of all individuals and communities. Students are reminded that they are in a professional training program with high ethical standards. When they are in any field placement or professional site, students must adhere to standards for professional dress, following any dress code for faculty in the setting. A good approach to professional dress is always to be prepared for a potential meeting with parents and/or school administrators.

EMAIL AND PROGRAM LISTSERV

A database of student contact information (e.g., name, address, telephone numbers, e-mail addresses) and other data essential to program operation (e.g., date of admission, advisor) is maintained. All students in the School Psychology program are expected to:

- Students will be provided with a Kent email address and provided with detailed access information.
- Have a personal kent.edu e-mail account that is checked regularly, at least several times per week, throughout all phases of the program, including internship.
- Notify all program faculty and the staff members who maintain the student database of any changes in database information.
- Subscribe to established electronic listservs to facilitate communication during various phases of the program.

ADDRESSING CONCERNS ABOUT STUDENT PERFORMANCE AND FUNCTION

Both academic skills and professional dispositions serve as the basis for ongoing faculty evaluation regarding meeting program standards and expectations. Students meeting expectations and making good progress are considered in good academic standing. Failure to comply with the expectations for training may result in a range of actions, including use of remedial plans (with clear expectations for continued good progress to maintain active status), academic probation, or termination from the program. Decisions regarding student academic standing are made by the entire program faculty. The program's policy for addressing student concerns is provided in Appendix I.

PROGRAM ASSESSMENT AND ACCOUNTABILITY

The M.Ed./Ed.S. program in School Psychology uses a comprehensive, multi-method, and multi-source process to assess student learning (e.g., knowledge and skills) and to evaluate program goals. Both traditionally oriented assessment (e.g., exams, term papers) and performance-based assessments (e.g.,

video-taped test administrations; psycho-educational reports; analysis and interpretation of intervention case studies) that correspond with program goals and NASP standards are used. Evaluation of the individual and the program occurs on a continuous basis through a series of assessments described below:

Individual Evaluation. Individual assessment begins upon admission and extends beyond achievement in individual courses. The table below outlines basic sources of data:

	Year 1	Year 2	Year 3
Individual Assessment	<ul style="list-style-type: none"> • Student maintains a 3.0 or higher GPA. • Performance-based assessment related to specific course assignments. • Self-assessment of skills, competencies, and dispositions. • Annual review of skills, competencies and dispositions by program faculty. 	<ul style="list-style-type: none"> • Student maintains a 3.0 or higher GPA. • Performance-based assessment related to specific course assignments. • Self-assessment of skills, competencies, and dispositions. • Annual review of skills, competencies, and dispositions by program faculty. • Evaluation of skills, competencies, and professional dispositions by field-based practicum supervisors. • Evaluation of Ed.S. Portfolio. 	<ul style="list-style-type: none"> • Student maintains a 3.0 or higher GPA. • Performance-based assessment related to specific course assignments. • Satisfactory score on the Praxis Exam in School Psychology. • Self-assessment of skills, and competencies. • Final review of skills and competencies by program faculty. • Evaluation of completed internship products. • Evaluation of skills, competencies, and professional disposition by field-based internship site supervisors. • Evaluation of Professional Portfolio.

Program Evaluation. Overall evaluation of the program occurs on a continuous basis through a series of formative and summative assessments. On a monthly basis, program faculty meet to discuss topics of interest and/or student or program concerns. On an annual basis, data collected throughout the academic year (e.g., Fall, Spring, and Summer) is aggregated and reported by the Program Coordinator in the form of an annual report to the university. This report affords the opportunity to review results from year to year and consider program modifications so as to improve training. In addition, recent graduates and alumni are surveyed to assess their perceptions of training received within the program. The table below outlines basic sources of data:

	Admissions	Year 1	Year 2	Year 3	Post-Graduation
Program Assessment	<ul style="list-style-type: none"> • Undergraduate degree with a GPA of 3.0 or higher -OR- and advanced degree with a minimum GPA of 3.5 • GRE scores that meet basic requirements • Two letters of recommendation • Standard interview with program faculty 	<ul style="list-style-type: none"> • Annual review of aggregated assessment data • Annual review of students' skills, competencies, and dispositions. 	<ul style="list-style-type: none"> • Annual review of aggregated assessment data • Annual review of students' skills, competencies, and dispositions. • Review of students' Ed.S. Portfolios. 	<ul style="list-style-type: none"> • Annual review of aggregated assessment data • Review of aggregated data of Praxis Exam scores • Final review of students' skills and competencies. • Aggregated evaluation data of internship products • Aggregated evaluation data from internship supervisors. • Review of students' Professional Portfolios. 	<ul style="list-style-type: none"> • Exit Survey • Alumni Survey (Every 2 and 5 years)

FREQUENTLY ASKED QUESTIONS (FAQ) ABOUT THE M.ED./ED.S. PROGRAM IN SCHOOL PSYCHOLOGY

Q: What undergraduate degree is required in order to apply to the program?

A: The program does not require a specific undergraduate degree or course of study. Although most of our students have undergraduate preparation in psychology or education, individuals with other types of training have been successful.

Q: I am not sure which program I should apply to. What are some of the differences between the specialist (Ed.S) and doctoral (Ph.D.) programs?

A: One of the most important things for you to consider is what you want to do when you finish the program. If you are interested in seeking licensure as a school psychologist within a school system and are committed to becoming an informed consumer of research to guide your practice, the M.Ed./Ed.S. program may be the best professional match for you. The specialist program takes approximately three years to complete, full-time, including coursework, practicum and internship. If you are passionate about conducting original research, interested in assuming leadership roles in higher education (e.g. becoming a faculty member), and/or wish to become license-eligible through the Ohio State Board of Psychology as an independent provider, the M.Ed./Ph.D. program may be the best professional match for you. The doctoral program takes an average of 7 years to complete; includes additional coursework to inform roles in research and leadership; and includes advanced practicum, comprehensive examinations, dissertation, and a doctoral level internship.

Q: I'm interested in applying to the Ed.S. program, but I don't have a graduate degree. What program should I apply to?

A: The majority of Ed.S. students enter the program following the completion of a Bachelor's degree. Applicants with a Bachelor's degree will first enter the M.Ed. program, since attainment of a Master's degree is necessary before entering the Ed.S. program. When making application, check the box on the School Psychology Supplemental Data Form that says 'M.Ed./Ed.S. Program' and complete all of the application requirements for this plan of study. If admitted, once you successfully complete the M.Ed. degree, you will matriculate into the Ed.S. program and complete those requirements as well. The M.Ed./Ed.S. program of study is a combination of the M.Ed. coursework and the Ed.S. coursework, as illustrated on the sequence of coursework.

Q: What if I decide to stop the program after completing the M.Ed.?

A: The M.Ed. is an "academic degree," and does not fulfill requirements for licensure as a school psychologist or for any other credential in most states, including Ohio. You must complete all Ed.S. degree requirements (or an equivalent specialist level degree) in order to be eligible for licensure as a school psychologist in the state of Ohio and in most other states.

Q: I see that the program admits students three times a year. What is the preferred application cycle?

A: Ideally, students begin program coursework in the Summer. This sequence follows from how the program was originally designed. This requires applicants to turn in all materials by the January 10 deadline. Qualified applicants will be invited for an interview in February and, if admitted, begin coursework in the Summer (i.e., June). However, the program currently has three admissions cycles (i.e., Summer, Fall and Spring), and students may opt to begin during the Fall or Spring semester. If admitted, these options will involve working closely with your faculty advisor to ensure that you take the appropriate course sequence.

Q: What if I can't begin in the summer? Can I begin the program at another time?

A: Yes. Students who are admitted in November may begin coursework in January (Spring semester), and students who are admitted in July may begin coursework in August (Fall semester). Students enter the program out of sequence nearly every semester and achieve success.

Q: What if I apply in November for Spring admission, but do not intend to enroll until Summer? May I do this?

A: Yes, students who are admitted may request to defer enrollment for up to one year. If admitted and you wish to make such a request, you must contact the Office of Graduate Studies (330-672-2661) and indicate the semester that you will begin. Note: Per university policy, you are able to defer enrollment for a period of no longer than one year. After that, students have to reapply and must submit all new materials.

Q: Is it possible to complete the program on a part-time basis?

A: Although it is possible to complete some early coursework on a part-time basis, the requirements for practicum and internship are such that it is not possible to complete all program requirements on a part-time basis. In addition, students who have taken coursework on a part-time basis have reported that they have more difficulty feeling connected with their peers and staying on track academically. Whenever possible, faculty will work with students who may require part-time enrollment for a portion of their training.

Q: I have been working for several years and don't have a sample of written work. How should I handle this for my application? Can I submit technical reports I have prepared as part of my job?

A: This part of the application is designed to provide a sample of your professional/ scholarly writing. The writing sample you submit as part of your application should focus on a topic related to the education, treatment, and/or development of school-aged children. If you do not currently have a sample that meets this requirement, you will need to develop an original writing sample that meets the following guidelines: it should be approximately 8-10 pages, with references, following the style guidelines of the current publication manual of the American Psychological Association. Note: A technical report is not a substitute for this requirement.

Q: It has been a number of years since I attended my undergraduate program, and I'm not sure my professors would remember me. May I request letters of reference from my employers?

A: Letters of reference may be requested from any individuals who can comment about your potential for success in graduate study. If your work setting is primarily in an applied setting, consider whether or not your employer can provide such an assessment of your potential.

Q: What is the cutoff score for the general knowledge GRE? Is the specialty GRE required?

A: Only the general knowledge GRE is required. At this time, the program has not established a specific cutoff score for the GRE. However, most successful applicants obtain scores at or above the 35th percentile in all domains. The program may eliminate applicants from the pool prior to the interview if two or more domains on the GRE fall below the 25th percentile.

Q: Is there a specific GPA cutoff?

A: The College of Education, Health, and Human Services requires an undergraduate GPA of 3.00 to be admitted. Applicants whose GPA is below this level must be admitted with special faculty recommendation. The mean undergraduate GPA for students typically admitted to the M.Ed./Ed.S.

program is approximately 3.5. It is unlikely that applicants with GPAs below a 3.0 will be admitted to the program.

Q: How is the faculty interview arranged?

A: Following the application deadline (January 1, June 1, or October 1), the faculty admission committee reviews complete applications and invites all applicants who are not eliminated due to low performance indicators for an interview with faculty. These interviews are arranged by the Program Coordinator and typically involve a 20 to 30-minute interview with the program faculty and interaction with current students in the program.

Q: I live out of state and it is difficult for me to travel to Ohio for the interview. Can a telephone interview be arranged?

A: We encourage applicants to come to campus for an interview, whenever possible. However, telephone interviews can be arranged for students unable to make an on-campus interview. When you are contacted about the on-campus interview, request a telephone interview and this will be arranged for you.

Q: How long after the interview are admission decisions made? How will I be notified?

A: Applicants are typically notified about the admission decision within 1-2 weeks following the interview. Applicants who are admitted will receive a detailed letter from the Program Coordinator. In order to accept admission, this letter must be signed and dated, and returned to the Program Coordinator by a designated date.

Q: I am interested in a Graduate Assistantship. How can I obtain one?

A: Graduate Assistantships are available to students on a competitive basis. In the past several years, many students desiring assistantships have obtained them. Opportunities may include traineeships to develop skills in specialty areas and support of programs and grants within the College of Education, Health, and Human Services. It is uncommon for students to be offered an assistantship at the time of admission. Successfully obtaining an assistantship requires that you actively pursue available positions. Your advisor can assist you with this process upon admission.

Q: What are admission requirements and how do I apply?

A: Please see our [Admissions Page](#) of the program website for detailed information about admission requirements and application procedures.

TRANSFER OF CREDIT POLICY

A maximum of 12 semester hours of credit obtained at another institution may be accepted as transfer credit. Any transfer credit must: (a) be recommended for transfer by the student's advisor; (b) must consist of work taken at the graduate level for graduate credit at an accredited institution (Note: prior graduate coursework that was taken during undergraduate status will not transfer); and (c) must carry an earned grade of "B" (3.0) or better. Credit cannot be granted in excess of the equivalent Kent State University course. Any transfer credits must adhere to the degree time limits (6 years for Masters, 5 years for Ed.S.).

Students who have completed prior graduate coursework and who wish to transfer credits from another institution should consult with their advisor. In order to consider a course for possible transfer, the student should present to their advisor a syllabus describing the course(s) for which credit is requested and evidence of the grade received as posted on a transcript from the accredited institution. The student's advisor, or a faculty member who routinely teaches the course, will determine if the course content is equivalent and make the appropriate decision regarding the transfer request.

Students must transfer previously completed coursework within one year from the date of first enrollment into the program. Further, College policy dictates that coursework, including any coursework transferred into a program, may not be more than 6 years old at the time the degree is granted.

GRADING PRACTICES

Student performance in graduate courses will be graded according to the following numerical equivalents:

- A (4.00): Denotes excellent scholarship
- A- (3.70)
- B+ (3.30): Denotes good (satisfactory) performance
- B (3.00)
- B- (2.70)
- C+ (2.30)
- C (2.00)
- F (0)

Individual faculty members may choose to not use the plus or minus designations.

In addition, the faculty members within the School Psychology program may utilize the following letter designations:

IN The administrative mark of IN (Incomplete) may be given to students who have completed at least 12 weeks of the semester (if they are currently passing) and are unable to complete the work due to extenuating circumstances. The issue of incomplete grades in a course is a privilege rather than a right. Instructors are required to complete and submit a form to the department chair at the time grades are assigned that includes justification for awarding the Incomplete, describes the work to be completed by the student for the course, and specifies the grade to be assigned if the work is not completed. Following university policy, incomplete grades become permanent if not changed within one year from the time the grade was issued.

- IP The grade IP (In Progress) is given to students to indicate that research, individual investigation, experiential learning assignments, or similar efforts are in progress and that a final grade will be given when the work is completed. The IP grade can be utilized in designated courses and is not used in computing grade point averages.
- S The grade "S" denotes satisfactory completion of a course in which a regular grade is inappropriate. The credit hours for such courses are awarded but are not considering in computing grade point averages.

STANDARDS FOR GRADUATE STUDY

The School Psychology program adheres to the practices outlined within the University Graduate Catalog. Only work of high quality is approved for graduate credit. Graduate students are expected to maintain a 3.0 average in all work attempted. **Any student who fails to maintain a 3.0 average is subject to dismissal.** In addition, in order to qualify for graduation, a 3.0 average must be maintained for all graduate coursework. A graduate student who receives a combination of more than 8 credit hours of "B-" (2.7) or lower grades, or more than 4 credit hours of grades lower than "C" (2.0) is subject to dismissal.

Once grades are submitted, they are final and will not be changed except in cases of administrative error or when an "IP" (In Progress) grade is indicated. Grades cannot be changed by allowing students to do additional work (e.g., retaking exams; redoing papers; submitting extra credit papers, reports, etc.) or by using criteria other than those applied to all students in the class. In the event of a possible administrative error, students must contact the instructor as soon as possible following the awarding of the grade. If there is a dispute about a student's grade, then it is possible to engage in the University Academic Appeals process outlined in the University Policy Register.

GRADUATION APPLICATION PROCESS

The application for graduation must be filed with the Office of Graduate Student Services (418 White Hall) no later than Friday of the first week of classes in the semester in which graduation is anticipated. The application is available outside the Office of Graduate Student Services or can be [downloaded electronically](#).

Each student must apply individually for graduation. All required coursework, practica, and internship must be completed before students can be cleared for graduation. In addition, each student must complete requirements for any grades of "IP" or "IN" before graduation can be certified. It is the student's responsibility to apply and ensure that all requirements are met.

LEAVE OF ABSENCE/RE-ENROLLMENT

Per university policy, graduate students must enroll for at least one term each calendar year to maintain status as a degree-seeking student. Students who are not enrolled at Kent State for a year and who wish to have their graduate standing reinstated MUST apply to their former program of study as a new applicant. As such, it is important for students to remain active in their studies.

A leave of absence is granted for degree-seeking graduate students in active status who must be away from their studies for one or more semesters for personal, family, financial, or other compelling reasons. Prior to applying for a leave of absence, students should consider its potential implications for such matters as funding (including assistantships), immigration status, health insurance, university housing and time to

degree completion. To be eligible for a leave of absence, a student must be seeking a graduate degree, have completed at least one full term of enrollment prior to the date a leave is to begin, be in good academic standing and be making reasonable progress toward the degree. Leaves will not be granted to students who (1) have completed less than one full term of enrollment; (2) are not in good academic standing; or (3) have received an extension of the degree time limit. A Leave of Absence normally is granted for one to two semesters. The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy.

To initiate a Leave of Absence, a student must first complete the Request for Leave of Absence form (available from staff within the Office of Graduate Student Services in the College of Education or the School Psychology Program Coordinator). This form should be submitted prior to the start of the term for which the leave is requested. A plan for re-admission, including any conditions that must be met, should be put in writing and clearly understood by all parties prior to the start of the leave. Students who are registered for courses must drop or withdraw from all courses prior to taking leave. Course withdrawal does not negate a student's financial obligation, and students will be held responsible for all balances due to the university. Students on a leave of absence are not registered and, therefore, do not have the rights and privileges of registered students.

To receive an extension of an approved leave, students must complete a new Request for Leave of Absence form prior to the expiration of their leave. If a student does not receive an extension and does not return to the graduate program, he or she will be considered as having permanently withdrawn from the University. To be reconsidered for graduate study, students who have permanently withdrawn must formally apply to their program of interest, including the submission of an application, the non-refundable application fee and any necessary application materials.

To re-enroll in the program, students on an approved leave must complete the Application for Graduate Re-Enrollment form in order to register for classes and have the rights and privileges of registered students reinstated.

TIME TO DEGREE REQUIREMENT

University policy specifies time-to-degree limits for the completion of graduate programs. The University limit is 6 years for the Masters degree and 5 years for the Educational Specialist degree. Typically, students complete all of the requirements for the Masters degree by the end of Year 1. For the specialist (Ed.S.) degree, the program is designed to be completed by the Summer of the third year of study.

PLAGIARISM

Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is considered plagiarism. This applies whether information is obtained from print, presentation, or electronic sources.

Faculty members have the responsibility to report all cases of student plagiarism. Information regarding what constitutes plagiarism and what actions can be taken can be found within the [university policy on plagiarism](#). If a faculty member believes that a student's act of plagiarism was more a result of poor research and/or writing skills, and not a deliberate act of academic dishonesty, they may refer the student to Plagiarism School, refuse to accept the work, assign a failing grade, or institute other sanctions as approved by the University.

GRIEVANCE PROCEDURES AND ACADEMIC COMPLAINTS

Grievance on the part of any student will be processed as described in the [University Policy Register](#). This includes but is not necessarily limited to grievances pertaining to probation, dismissal from a graduate program, discrimination, and harassment. Students are encourage to consult with the [University Ombuds Office](#) regarding policies and procedures.

SECTION IV:
APPLICATIONS, ADMISSIONS, AND REGISTRATION

APPLICATION PROCEDURE

Application materials to the School Psychology program must be submitted as an electronic application through the Online Graduate School Application. All materials listed below are required for application to the M.Ed./Ed.S. program AND must be submitted through Graduate Studies:

- **Part 1: Apply for Graduate Study at Kent State University**
 - You must apply [online](#). The online application will require a non-refundable Application Fee of \$30.00 (made electronically).
- **Part 2: Upload Applications Materials Required for School Psychology Program**
 - Written Statement of Personal Goals
 - Letters of Recommendation (two are required, additional are permitted)
 - School Psychology Supplemental Data Form
 - Verification of Moral Character
 - Copy of Current Resume or Vita
 - Official Transcripts with Degree Posted
 - One official transcript from each College or University (except Kent State) in which 8 semester hours (12 quarter hours) or more were earned.
 - Official GRE Scores
 - Request your GRE scores to be sent to the following code:
 - 1367 (Kent State Institutional Code)
 - Sample of Written Work
 - When selecting a sample of written work, please note that the program faculty are most interested in reviewing a paper or writing sample related to the education and/or development of school-aged children. As such, examples of writing samples include, but are not limited to, comprehensive term papers, original research project summary, field-based applications of psychological or educational principles.
 - Applicants are encouraged to interview or shadow practicing school psychologists. This is not a requirement for the application, but is recommended highly (all arrangements are to be made by the applicant).
 - Applicants are encouraged to review information from the National Association of School Psychologist's (NASP) [website](#) to find out more about the role and function of a school psychologist.
 - For international applicants only:
 - The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. For consideration, the minimum acceptable TOEFL score is 550 (paper-based); or 80, with no sub-score below 20 (electronic version).
 - International applicants should review all the information pertaining to [International Admissions](#) prior to applying to the program.

APPLICATION DATES AND DEADLINES

The School Psychology program accepts applications at three specific points throughout the year:

- **Spring Admission Cycle:** This is the recommended application period.
 - Deadline for Application Materials is **January 1**
 - Potential Interviews and Admission Decisions are made in February
 - Students begin coursework in the Summer (or Fall if necessary)
- **Summer Admission Cycle:**
 - Deadline for Application Materials is **June 1**
 - Potential Interviews and Admission Decisions are made in July
 - Students begin coursework in the Fall
- **Fall Admission Cycle:**
 - Deadline for Application Materials is **October 1**
 - Potential Interviews and Admission Decisions are made in November
 - Students can begin coursework in the Spring or Summer

We encourage applicants to confirm receipt of all application materials prior to the deadline.

For questions about the status of application materials, contact the Division of Graduate Studies at
(330) 672-2661

ADMISSION CRITERIA, REVIEW/INTERVIEW PROCESS, AND SELECTION

The minimum criteria for admission to the M.Ed./Ed.S. program include:

- An undergraduate GPA of 3.0 or higher; a graduate GPA of 3.5 or higher (if applicable). The majority of successful applicants possess a GPA above 3.0.
- Satisfactory performance on the Graduate Record Examination (GRE) General Knowledge test. At this time, the program has not established a specific cutoff score for all GRE subtests. However, most successful applicants obtain scores above the 35th percentile in all domains. The program may eliminate applicants from the pool prior to the interview if two or more areas on the GRE fall below the 25th percentile.
- Evidence of excellent interpersonal skills and ability to work effectively with people.
- Evidence of leadership traits important for school psychologists, including persistence, flexibility, and a positive mental attitude.

Upon receipt of application materials, an individual prospective student folder is created. Confirmation e-mails are sent to the applicant to acknowledge receipt of materials and indicate when the file is complete. A holistic review of applicants' materials is conducted, and performance below the criterion listed in a single area will not necessarily eliminate a candidate from consideration. Faculty members review the individual applicant files. An initial screening is based on careful consideration of: (a) academic records such as grades and previous coursework; (b) GRE scores; (c) goal statement to ensure compatibility with the program's philosophy and curriculum; (d) letters of recommendation; and (d) relevant work and life experience. At this point, a decision is reached as to which students will be invited for an interview. Prospective students passing the initial application screening are invited for an interview with current students and faculty members. At this time, applicants have the opportunity to ask questions of faculty and

students in order to familiarize themselves with the program. If geographical constraints prohibit a personal interview, the faculty may conduct a telephone interview or other procedure (e.g., Skype).

After the interview, an assessment is made based on the applicant's record and his/her: (a) career goals and their compatibility with those of the program and (b) potential for successful completion of the program. Offers of admission are made to the top candidates based on the number of openings in the program. Those offered admission are requested to respond with their decision within a specified period of time. All applicants will receive written notification of admission decisions.

The admissions process is highly selective, but flexible. The program is committed to recruiting and retaining a diverse student body and welcomes applicants of academic and professional promise of all orientations. The profession of school psychology requires that the practitioner possesses positive personal characteristics, as well as academic and technical competence based on both objective and qualitative information.

APPEAL OF DENIAL OF ADMISSION TO THE PROGRAM

Applicants who are denied admission to the program may appeal the decision to the program faculty within one month of receiving the denial letter. This request for reconsideration must be submitted in writing (via e-mail or U.S. mail) to the Program Coordinator, who will explain the appeals process. The request for reconsideration must include: (a) a justification for reconsideration, (b) an explanation for any objective criterion (e.g., GPA, GRE) that is below the published standard, and (c) additional information specific to the applicant that may be requested by the program faculty. This information must be submitted to the Associate Dean of Administrative Affairs and Graduate Education, who will forward the information, together with the original file, to the Program Coordinator. Program faculty will review the request for reconsideration during the first program meeting following receipt of the request. Within one week of this meeting, the Program Coordinator will notify the Associate Dean of Administrative Affairs and Graduate Education of the program faculty's decision. The Associate Dean of Administrative Affairs and Graduate Education will notify the applicant of the result of the request for reconsideration. Subsequent appeal, for review of procedural safeguards only, may be made to the Associate Dean of Administrative Affairs and Graduate Education.

TUITION AND FEES

Description	2013-2014 1 st – Year Cohort Cost
Tuition for full-time students (in-state)	\$10,444.00
Tuition for full-time students (out-of-state)	\$17,960.00
Tuition per credit hour for part-time students	\$475.00
University fees or costs	≈ \$75.00
Additional estimated fees or costs to students (e.g. books, travel, etc.)	≈ \$1,400.00
<ul style="list-style-type: none">A Flat Rate applies to students taking between 11 - 16 credit hours. An additional \$475.00 per credit hour fee is assessed for each credit hour enrolled above 16.	

GRADUATE ASSISTANTSHIPS/FINANCIAL ASSISTANCE

A limited number of assistantships are available and are offered on a competitive basis. Graduate assistantships may take the form of working directly with faculty within the School Psychology program (e.g., either research, teaching, or administrative appointments), assisting faculty from other programs (research appointments), or other appointments within the College or across the University. The program actively assists as many students as possible in obtaining graduate assistantships. Over the past several years, approximately 60% of specialist-level students have received aid in the form of a Graduate Assistantship.

Students who are interested in applying for a graduate assistantship must submit a GA application and an updated resume (including mention of admission to the School Psychology program). These documents should be delivered to the following individuals: (a) Laurie Kiehl (in 405 White Hall) and (b) your faculty advisor. Your information will be forwarded to the appropriate persons if you possess the qualifications to match a posted position.

While the program makes effort to support students, guarantees of funding cannot be made. Therefore, students should make necessary inquiries with the [Student's Financial Aid Office](#), who can provide additional information and assistance.

REGISTERING FOR CLASSES

Detailed instructions for registering through Flashline is provided [here](#).

Appendix A:
School Psychology Program Course by NASP Standards Matrix

Knowledge/Skills		2.1 Data-Based Decision Making & Accountability	2.2 Consultation & Collaboration	2.3 Intervention & Instructional Support to Develop Academic Skills	2.4 Interventions & Mental Health to Develop Social & Life Skills	2.5 Schoolwide Practices to Promote Learning	2.6 Preventative & Responsive Services	2.7 Family-School Collaboration Services	2.8 Diversity in Development and Learning	2.9 Research and Program Evaluation	2.10 Legal, Ethical, & Professional Practice
Year 1	EPSY 65520/65523	I, D	I, D			I, D	I, D	I, D	I, D		
	EVAL 65510	I								I	
	SPSY 67912	I	I	I	I	I	I	I	I	I	I
	SPSY 67592		I	I		I		I	I		
	SPSY 67920	I		I	I, D	I			I		I
	SPSY 67929	I, D			I, D		I, D				I, D
	SPSY 67955	I, D	D	I, D		I, D	I, D	I, D	I, D	I, D	
	SPSY 67692	I, D	I	I	I	I	I	I	I	I	I, D
	SPSY 67972	I, D	I	I	I, D	I	I		I		I
	SPSY 67960							I, D	I, D		I, D
	SPSY 67951	I, D		D	D			D	D		D
	SPSY 67974	I, D	I		I, D	I	I	I		I, D	I, D
Year 2	CI 67319	D	D	I, D		I, D	I, D		I, D	I, D	
	EDAD 66517	D		D	D	D	D	D	D	D	D
	SPSY 67925	I, D		I, D	I, D	I, D	I, D	I, D	I, D	D	D
	SPSY 60162			D	D	D	D	D	D		D
	SPSY 67965	I, D	I	I, D	I	I	I			I, D	I, D
	SPSY 67973	I, D	I, D	D	D	D	D	I	D	I	D
	SPSY 67792	D	D	D	D	D	D	D	D	D	D
	SPSY 67928		D		D	I, D	D	D	D		I, D
Year 3	SPSY 60165	D	D	D	D	D	D	D	D	D	D
	SPSY 67970					D, R		D, R	D, R		D, R
	SPSY 67980	D, R	D, R	D, R	D, R	D, R	D, R	D, R	D, R	D, R	D, R
	SPSY 67971	R	R	R	R	R	R	R	R	R	R
	SPSY 77992	R	R	R	R	R	R	R	R	R	R

I – Objective Introduced

D = Skills Developing

R = Ready for Entry

Appendix B:
School Psychology Program Course Assignments by NASP Domain of Training Matrix

(Note: The KSU SPSY Program provides dynamic training that is responsive to contemporary standards and practice. As such, assignments listed here are subject to change)

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
EPSY 65520 Child & Adol. Development/65523 Lifespan Development										
In-Service Presentation	X	X			X	X	X	X		
Four (4) Reflection Papers Related to in Class Topics		X				X	X			
EEAL 65510 Statistics I for Educational Sciences										
Fifteen (15) Discussion One Posts	X								X	
Eight (8) Discussion Two Posts	X								X	
Ten (10) Assessments	X								X	
Eight (8) Assignments	X								X	
SPSY 67912 Role and Function										
Analysis of Conundrums in Educational Service Delivery	X		X	X		X		X		X
Interview a Practicing School Psychologist & Reaction Paper		X			X		X	X		X
SPSY 67592 Field Experience										
Contact with SPSYs to Arrange School Visits		X					X			
Schools Visits			X							
Professional Experience Log					X			X		
SPSY 67920 Diagnosis of Childhood Disorders in Schools										
Content Quizzes	X							X		
Five (5) Research Article Reviews			X	X					X	
Five (5) Medication Reviews										X
Midterm & Final Examinations	X							X		
SPSY 67929 Individual Counseling Techniques										
Behavioral Play Therapy Assignment	X			X						
Adolescent Counseling Assignment				X						X
Group Presentation				X		X				
SPSY 67692 Practicum I in School Psychology										
Entrance Portfolio	X	X	X	X	X	X	X	X	X	X
Professional Development Goals										X
Professional Development Activities										X

Appendix B (Cont'd.)

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
SPSY 67955 Instructional Assessment for School Psychologists										
Five (5) Achievement Protocols	X					X				X
Five (5) Psychological Assessment Reports	X	X	X	X	X		X	X		X
One (1) Video-taped Administration	X									X
Three (3) Self-Reflections of Administration	X	X								
One (1) Comprehensive Achievement Report	X	X	X	X	X		X	X		X
One (1) In-Class Presentation of Non-Normative Assessment Tool	X			X						
SPSY 67972 Social-Emotional Assessment for School Psychologists										
FBA Summary and Recommendation Report	X			X						
FBA Results and Recommendations Presentation	X			X						
Overview and Presentation of Standardized Assessment Tool	X			X						
Standardized Behavioral Assessment Write-Up	X			X						
SPSY 67960 Interventions with Culturally Diverse Students										
Multicultural Visit Reflection Paper								X		
Midterm Examination							X	X		X
Final Examination							X	X		X
Facilitation of Class Discussion								X		
SPSY 67951 Cognitive Assessment of Children in Schools										
Eight (8) IQ Protocols	X									X
Two (2) Peer Observations of Administration Skills		X								X
Two (2) Video-Taped Administrations	X									X
Four (4) Psychological Assessment Reports	X	X	X	X	X		X	X		X
Simulated Psycho-Educational Report	X	X	X	X	X		X	X		X
SPSY 67974 Social-Emotional Interventions in School Psychology										
Journal Article Critique				X					X	
PBS Intervention Proposal	X			X						X
Professional Presentation of Case Study	X			X						X
Social-Emotional Interventions Presentation	X			X						X
SPSY 67925 Introduction to Neuropsychology for School Psychologists										
Exam			X	X		X				
ETR Case Study	X		X	X				X	X	X
Professional Development Handout			X	X	X		X	X		

Appendix B (Cont'd.)

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
SPSY 60162 Developmental Assessment										
Preschool Regulations Quiz								X		X
Dyad Presentation			X	X	X	X	X	X	X	X
Assessment Project (Paper) & Pecha Kucha (Presentation)	X			X		X		X	X	X
SPSY 67965 Instructional Interventions for School Psychologists										
Journal Article Critique			X						X	
Treatment Integrity Checklist and Data Collection System	X		X							
Instructional Intervention Presentation	X		X							X
SPSY 67973 Consultation in the Helping Professions										
Problem Identification Interview (Audio-Taped) & Analysis	X	X								X
Problem Analysis Interview (Audio-Taped) & Analysis	X	X								X
Plan Implementation Interview (Transcript) & Design Report		X	X	X				X	X	X
Consultation Summary Report	X	X	X	X					X	X
Public Speaking Drills & Workgroup Presentations		X				X		X		X
SPSY 67792 Practicum II in School Psychology										
Professional Development Goals	X	X	X	X	X	X	X	X	X	X
Working Portfolio	X	X	X	X	X	X	X	X	X	X
Midterm & Final Evaluation	X	X	X	X	X	X	X	X	X	X
SPSY 67928 Group Counseling Techniques										
Four (4) Process Observation Summaries		X		X		X	X			X
Summary of Skills Assessment				X		X				
Lead a Group Counseling Session		X		X	X	X	X	X		X
CI 67319 Diagnosis & Remediation in Reading										
Reading & Writing Development Center Diagnosis/Case Report	X	X	X		X	X		X		
Oral Case Presentations	X	X	X		X	X			X	
Comprehensive Final Examination	X		X		X	X		X	X	
EDAD 66517 Administration & Supervision in Special Education										
Five (5) Content Quizzes	X		X	X	X	X			X	X
Applied Product on Relevant Topic	X		X	X	X	X	X	X		X
Final Examination	X		X	X	X	X	X	X	X	X

Appendix B (Cont'd.)

Assignment	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
SPSY 60165 Principles of Social Learning										
Personal Behavior Change Activity				X		X		X	X	
'Exemplary/Blue Ribbon School' Visit & Analysis	X		X		X	X	X	X		X
SPSY 67970 Legal, Ethical, & Professional Issues in School Psychology										
Two (2) Law Tests					X	X				X
Ethics Take-Home Examination					X	X				X
SPSY 67980 Integrating Experience										
Professional Portfolio Preparation	X	X	X	X	X	X	X	X	X	X
Praxis Preparation	X	X	X	X	X	X	X	X	X	X
Preparation of a Proposal for Professional Learned Society									X	
Proficiency in Technology in School Psychology									X	
SPSY 67971 Issues & Approaches in School Psychology										
Samples of Case Studies Completed by Intern	X	X	X	X	X	X	X	X	X	X
Documentation of Effectiveness of Services Provided by Intern	X	X	X	X	X	X	X	X	X	X
Midterm & Final Evaluation of Internship	X	X	X	X	X	X	X	X	X	X
SPSY 77992 Internship in School Psychology										
Initial Self-Rating of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Two (2; minimum) Exemplars of Standardized Assessment Reports	X		X	X	X					X
Six (6; minimum) Intervention Case Studies within RTI Framework	X	X	X	X	X	X	X	X	X	X
Counseling Services Case Study (as reflected on IEP)	X	X		X		X	X	X	X	X
Three (3; minimum required) Collaborative Consultation Reports	X	X		X	X	X	X	X		X
Professional Development Training Activity(ies)		X						X		X
Praxis II National Examination in School Psychology	X	X	X	X	X	X	X	X	X	X
Formative Self-Rating of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Formative Field Supervisor Ratings of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Summative Reflection of Internship Experiences	X	X	X	X	X	X	X	X	X	X
Summative Self-Rating of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Summative Field Supervisor Ratings of Professional Competencies	X	X	X	X	X	X	X	X	X	X
Compilation of Final Portfolio	X	X	X	X	X	X	X	X	X	X

Appendix C
Kent State University School Psychology Program
Illustrative Course Sequence of Coursework for Ed.S. Degree
Year 1* Course Sequence for Students Beginning in Summer

Semester	Courses			Total Hours
Summer	SPSY 6/77912 Role of the School Psychologist (3)	SPSY 6/77592 Field Experience in Education for School Psychologists* (2)	EPSY 65520 Child & Adolescent Development** (3) OR EPSY 65523 Life Span Development** (3)	5-8

Semester	Courses						Total Hours
Fall	SPSY 6/77920 Diagnosis of Childhood Disorders in Schools (3)	SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors and School Psychologists (3)	SPSY 6/77955 Instructional Assessment for School Psychologists (3)	SPSY 6/77692 Practicum I in School Psychology (3)	SPSY 6/77972 Social-Emotional Assessment for School Psychologists (3)	EPSY 65520 Child & Adolescent Development** (3) OR EPSY 65523 Life Span Development** (3)	15- 18

Semester	Courses					Total Hours
Spring	SPSY 6/77692 Practicum I in School Psychology (3)	SPSY 6/77960 Interventions with Culturally Diverse Students (3)	SPSY 6/77951 Cognitive Assessment of Children in Schools (3)	SPSY 6/77974 Social-Emotional Interventions in School Psychology (3)	EVAL 6/75510 Statistics I for Educational Services (3)	15


M.Ed. is typically awarded here


* During the first year, students are required to complete and turn in a portfolio of work completed for the program. Students are also required to work continuously on the field experience element of the program. This requires students to fulfill 120 hours of field-based observation to be completed by the middle of the spring semester of the second year. At the completion of the first year, students will fill out a performance-based self-evaluation to be compared to one that is completed by the student's advisor.

**It is the program's preference that the EPSY 65520/EPSY 65523 course be taken during the Summer Semester of the student's first year.

Appendix C (Cont'd.)
Kent State University School Psychology Program
Illustrative Course Sequence of Coursework for Ed.S. Degree
Year 2* Course Sequence for Students Beginning in Summer

Semester	Courses			Total Hours
Summer	SPSY 6/77925 Introduction to Neuropsychology for School Psychologists (1)	SPSY 6/70162 Developmental Assessment (3)	SPSY 6/77965 Instructional Interventions for School Psychologists (3)	7

Semester	Courses				Total Hours
Fall	SPSY 6/77928 Group Counseling Techniques for Rehabilitation Counselors and School Psychologists (3)	SPSY 6/77792 Practicum II in School Psychology (3)	SPSY 6/77973 Consultation in the Helping Professions (3)	SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology (3)	12

Semester	Courses				Total Hours
Spring	C&I 6/77319 Diagnosis & Remediation in Reading (3)	SPSY 6/77792 Practicum II in School Psychology (3)	SPSY 60165 Principles of Social Learning (3)	EDAD 6/76517 OR SPED 63101 Administration & Supervision in Special Education (3)	12

During the second year, students are required to complete and turn in a portfolio of work completed for the program and practicum. Students also are required to work continuously on the field experience element of the program. This requires students to fulfill 120 hours of field-based observation to be completed by the middle of the spring semester of this year. During the second year of coursework, students will fill out a performance-based self-evaluation to be compared to one that is completed by the program faculty that assesses internship readiness.

Notes:

1. SPSY courses are offered only in the semester shown; other courses may be offered at other times as well.
2. Specific aspects of Field Experience must be completed prior to the beginning of Practicum II
3. Students may not enroll in Year 2 Coursework prior to completion of Year 1 coursework unless the student's advisor and the course instructor have agreed to an exception. The student understands the ramifications of the early enrollment, including an increased need for self-study in prerequisite areas.
4. Students are responsible for completing the approved course of study that is in effect at the time of the approved plan of study is filed

*Depending on background and experience, additional coursework may be required in years 1 & 2

Appendix C (Cont'd.)
Kent State University School Psychology Program
Illustrative Course Sequence of Coursework for Ed.S. Degree
Year 3* Course Sequence for Students Beginning in Summer

Semester	Courses	Total Hours
Summer	SPSY 6/77980 Integrating Experience (2)	2

Semester	Courses		Total Hours
Fall	SPSY 77992 Internship in School Psychology (6)	SPSY 6/77971 Issues & Approaches in School Psychology (3)	9

Semester	Courses		Total Hours
Spring	SPSY 77992 Internship in School Psychology (6)	SPSY 6/77971 Issues & Approaches in School Psychology (3)	9

During the third year, students are required to complete and turn in a portfolio of work completed for the internship experience. Students are also required to have completed the field experience element of the program. This requires students to fulfill 120 hours of field-based observation to have been completed by the middle of the spring semester of their second year.

During the third year coursework, students will fill out a performance-based self-evaluation to be compared to one that is completed by the program faculty that assesses internship readiness and progress.

Notes:

1. SPSY courses are offered only in the semester shown; other courses may be offered at other times as well.
2. Specific aspects of Field Experience must be completed prior to the beginning of Internship
3. Students may not enroll in Year 2 coursework prior to completion of Year 1 coursework unless the student's advisor and the course instructor have agreed to an exception. The student understand the ramifications of the early enrollment including an increased need for self-study in prerequisite areas.
4. Students are responsible for completing the approved course of study that is in effect at the time the approved prospectus is filed.
5. Ed.S. graduation is typically the summer at the end of the internship experience.

*Depending on background and experience, additional coursework may be required in years one and two.

Appendix D
Kent State University School Psychology Program
Illustrative Course Sequence of Coursework for Ed.S. Degree
Year 1* Course Sequence for Students Beginning in Fall

Semester	Courses						Total Hours
Fall	SPSY 6/77920 Diagnosis of Childhood Disorders in Schools (3)	SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors and School Psychologists (3)	SPSY 6/77955 Instructional Assessment for School Psychologists (3)	SPSY 6/77692 Practicum I in School Psychology (3)	SPSY 6/77972 Social-Emotional Assessment for School Psychologists (3)	**EPSY 65520 Child & Adolescent Development (3) OR **EPSY 65523 Lifespan Development (3)	15-18

Semester	Courses						Total Hours
Fall	SPSY 6/77962 Practicum I in School Psychology (3)	SPSY 6/77951 Interventions with Culturally Diverse Students (3)	SPSY 6/77951 Cognitive Assessment of Children in Schools (3)	SPSY 6/77974 Social-Emotional Interventions in School Psychology (3)	EVAL 6/75510 Statistics I for Educational Services (3)	**EPSY 65520 Child & Adolescent Development (3) OR **EPSY 65523 Lifespan Development (3)	15-18

During the first year, students are required to complete and turn in a portfolio of work completed for the program. Students are also required to work continuously on the field experience element of the program. This requires students to fulfill 120 hours of field-based observation to be completed by the middle of the spring semester of the second year.

At the completion of the first year, the student will fill out a performance-based self-evaluation to be compared to one that is completed by the student's advisor.

Notes:

1. SPSY courses are offered only in the semester shown; other courses may be offered at other times as well.
2. Specific aspects of Field Experience must be completed prior to the beginning of Internship.
3. Students may not enroll in Year 2 coursework prior to the completion of Year 1 coursework unless the student's advisor and the course instructor have agreed to an exception. The student understands the ramifications of the early enrollment, including an increased need for self-study in prerequisite areas.
4. Students are responsible for completing the approved course of study that is in effect at the time the approved prospectus is filed.

*Depending on background and experience, additional coursework may be required in years one and two

**Generally offered in Fall or Spring; May be taken either Fall or Spring Semester

Appendix D (Cont'd.)
Kent State University School Psychology Program
Illustrative Course Sequence of Coursework for Ed.S. Degree
Year 2* Course Sequence for Students Beginning in Fall

Semester	Courses				Total Hours
Summer	SPSY 6/77912 Role of the School Psychologist (3)	SPSY 6/77592 Field Experience in Education for School Psychologists (2)	SPSY 6/77925 Introduction to Neuropsychology for School Psychologists (1)	SPSY 6/77965 Instructional Interventions for School Psychologists (3)	9

← **M.Ed. typically awarded here** →

Semester	Courses				Total Hours
Fall	SPSY 6/77973 Consultation in the Helping Professions (3)	SPSY 6/77792 Practicum II in School Psychology (3)	SPSY 6/77928 Group Counseling Techniques for Rehab Counselors and School Psychologists (3)	SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology (3)	12

Semester	Courses				Total Hours
Spring	C&I 6/77319 Diagnosis and Remediation in Reading (3)	SPSY 6/77792 Practicum II in School Psychology (3)	SPSY 60165 Principles of Social Learning (3)	EDAD 6/76517 / SPED 63101 Administration & Supervision in Special Education (3)	12

During the second year, students are required to complete and turn in a portfolio of work completed for the program and practicum. Students are also required to work continuously on the field experience element of the program. This requires students to fulfill 120 hours of field-based observation to be completed by the middle of the spring semester of this year.

During the second year of coursework, students will fill out a performance-based self-evaluation to be compared to one that is completed by the program that assesses internship readiness.

Notes:

1. SPSY courses are offered only in the semester shown; other courses may be offered at other times as well.
2. Specific aspects of Field Experience must be completed prior to the beginning of Practicum II.
3. Students may not enroll in Year 2 coursework prior to completion of Year 1 coursework unless the student's advisor and the course instructor have agreed to an exception. The student understands the ramifications of the early enrollment, including an increased need for self-study in prerequisite areas.
4. Students are responsible for completing the approved course of study that is in effect at the time of the approved prospectus is filed.

*Depending on background and experience, additional coursework may be required in Years 1 & 2

Appendix D (Cont'd.)
Kent State University School Psychology Program
Illustrative Course Sequence of Coursework for Ed.S. Degree
Year 3* Course Sequence for Students Beginning in Fall

Semester	Courses		Total Hours
Summer	SPSY 6/77980 Integrating Experience (2)	SPSY 6/70162 Developmental Assessment (3)	5

Semester	Courses		Total Hours
Fall	SPSY 77992 Internship in School Psychology (6)	SPSY 6/77971 Issues & Approaches in School Psychology (3)	9

Semester	Courses		Total Hours
Spring	SPSY 77992 Internship in School Psychology (6)	SPSY 6/77971 Issues & Approaches in School Psychology (3)	9

During the third year, students are required to complete and turn in a portfolio of work completed for the internship experience. Students are also required to have completed the field experience element of the program. This requires students to fulfill 120 hours of field-based observation to have been completed by the middle of the spring semester of Year 2.

During the third year of coursework, students will fill out a performance-based self-evaluation to be compared to one that is completed by the program faculty that assesses internship readiness and progress.

Notes:

1. SPSY courses are offered only in the semester shown; other courses may be offered at other times as well.
2. Specific aspects of Field Experience must be completed prior to the beginning of Internship.
3. Students may not enroll in Year 2 coursework prior to the completion of Year 1 coursework unless the student's advisor and the course instructor have agreed to an exception. The student understands the ramifications of the early enrollment, including an increased need for self-study in prerequisite areas.
4. Students are responsible for completing the approved course of study that is in effect at the time the approved prospectus is filed.
5. Ed.S. graduation is typically the summer at the end of the internship experience.

*Depending on background and experience, additional coursework may be required in years 1 & 2

Appendix E

Master of Education (M.Ed.) Degree Plan of Study*

Student Name: _____ **Banner ID:** _____

Semester of Intended M.Ed. Graduation: _____

Requirements: The M.Ed. requires a minimum of 32 **advisor-approved** graduate hours. This means students will need to complete **11 of the 12** courses below to meet the M.Ed. minimum requirements.

Please Note: In order to be recommended for State of Ohio school psychology certification, students must complete the requirements of either the Educational Specialist (Ed.S.) or Doctor of Philosophy (Ph.D.) programs. It is the student's responsibility to adhere to the college/university graduation application deadlines.

Previous Graduate Coursework Transferred into M.Ed. Program

Course Number	Course Name	Credit Hours	Semester

Note. Transferred courses must have been: (a) completed as a graduate student; (b) require a grade of B or better; and (c) must be less than 6 years old at the time of graduation.

Graduate Courses Taken To Complete M.Ed. in School Psychology

Course Number	Course Name	Credit Hours	Semester
EVAL 6/75510	Statistics I for Educational Services	3	
EPSY 65520 -OR- EPSY 65523	CIRCLE ONE: Child and Adolescent Development -OR- Life Span Development	3	
SPSY 6/77912	Role of the School Psychologist	3	
SPSY 6/77920	Diagnosis of Childhood Disorders in Schools	3	
SPSY 6/77929	Individual Counseling Techniques for Rehabilitation Counselors & School Psychologists	3	
SPSY 6/77955	Instructional Assessment for School Psychologists	3	
SPSY 6/77692	Practicum I in School Psychology (Fall)	3	
SPSY 6/77692	Practicum I in School Psychology (Spring)	3	
SPSY 6/77972	Social-Emotional Assessment for School Psychologists	3	
SPSY 6/77960	Interventions with Culturally Diverse Students	3	
SPSY 6/77951	Cognitive Assessment of Children in Schools	3	
SPSY 6/77974	Social-Emotional Interventions in School Psychology	3	

**Depending on background/experience, additional coursework may be required during years 1 & 2*

Total Number of Credit Hours Earned: _____
Minimum Number of Credit Hours Required: _____ (32)

Signatures

Student: _____ **Date:** _____

Advisor: _____ **Date:** _____

Appendix F

Educational Specialist (Ed.S.) Degree Plan of Study

Student Name: _____ **Banner ID:** _____

Advisor's Name: _____ **Date Filed:** _____

Semester of Intended Ed.S. Graduation (*typically summer following internship*): _____

Requirements:

Following completion of the M.Ed. in School Psychology, the Ed.S. Plan of Study must be completed and signed in consultation with the student's advisor. The Ed.S. Plan of Study must be filed with Graduate Student Services by the end of the first semester of enrollment in the Ed.S. program. Students should provide a signed copy to the advisor and retain a signed copy for their records.

Please Note:

Most students complete a total of 89 credit hours in the combined M.Ed./Ed.S. School Psychology Program. A minimum of 32 of the 89 credit hours are earned as part of the M.Ed. degree, a necessary prerequisite for matriculation into the Ed.S. program. It is the student's responsibility to adhere to the college/university graduation application deadlines.

Previous Coursework/Degree Completed (M.Ed. in School Psychology)

Students will have completed 11 of the 12 courses below to meet the M.Ed. minimum requirements

Course Number	Course Name	Credit Hours	Completed
EVAL 6/75510	I for Educational Services	3	
EPSY 65520 -OR- EPSY 65523	Child and Adolescent Development -OR- Life Span Development	3	
SPSY 6/77912	Role of the School Psychologist	3	
SPSY 6/77920	Diagnosis of Childhood Disorders in Schools	3	
SPSY 6/77929	Individual Counseling Techniques for Rehabilitation Counselors & School Psychologists	3	
SPSY 6/77955	Instructional Assessment for School Psychologists	3	
SPSY 6/77692	Practicum I in School Psychology (Fall)	3	
SPSY 6/77692	Practicum I in School Psychology (Spring)	3	
SPSY 6/77972	Social-Emotional Assessment for School Psychologists	3	
SPSY 6/77960	Interventions w/ Culturally Diverse Students	3	
SPSY 6/77951	Cognitive Assessment of Children in Schools	3	
SPSY 6/77974	Social-Emotional Interventions in School Psychology	3	
Total Credits Earned/M.Ed. Degree Awarded			

Previous Graduate Coursework Transferred into the Ed.S. Program (if applicable)

Course Number	Course Name	Credit Hours	Semester
Note. Transferred courses must have been: (a) completed as a graduate student; (b) require a grade of B or better; and (c) must be less than 6 years old at the time of graduation.			

Graduate Courses Taken To Complete Ed.S. in School Psychology

Course Number	Course Name	Credit Hours	Semester
EVAL 6/75510	Statistics I for Educational Services (only required if <u>NOT</u> reflected on M.Ed. Plan of Study)	3	
EPSY 65520 -OR- EPSY 65523	Child and Adolescent Development -OR- Life Span Development (only required if <u>NOT</u> reflected on M.Ed. Plan of Study)	3	
SPSY 6/77912	Role of the School Psychologist (only required if <u>NOT</u> reflected on M.Ed. Plan of Study)	3	
SPSY 6/77592	Field Experience in Education for School Psychologists	2	
SPSY 6/77925	Introduction to Neuropsychology for School Psychologists	1	
SPSY 6/70162	Developmental Assessment	3	
SPSY 6/77965	Instructional Interventions for School Psychologists	3	
SPSY 6/77928	Group Counseling Techniques for Rehabilitation Counselors and School Psychologists	3	
SPSY 6/77792	Practicum II in School Psychology (Fall)	3	
SPSY 6/77792	Practicum II in School Psychology (Spring)	3	
SPSY 6/77973	Consultation in the Helping Professions	3	
SPSY 6/77970	Legal, Ethical, & Professional Issues in School Psychology	3	
CI 6/77319	Diagnosis & Remediation in Reading	3	
SPSY 6/70165	Principles of Social Learning	3	
EDAD 6/76517 or SPED 6/73101	Administration and Supervision in Special Education	3	
SPSY 6/77980	Integrating Experience in School Psychology	2	
SPSY 6/77971	Issues and Approaches in School Psychology (2 semesters, 3 hours each)	6	
SPSY 77992	Internship in School Psychology (2 semesters, 6 hours each)	12	

Total Hours Earned for M.Ed. Degree*		Minimum = 32
Total Hours Earned for Ed.S. Plan of Study**		Minimum = 48
Total Hours for M.Ed./Ed.S. Program of Study***		Minimum = 80
Notes: *These hours reflect coursework from previously earned M.Ed. Plan of Study **Depending on background/experience, additional coursework may be required during years 1 & 2. ***These hours reflect both previously earned hours plus hours earned from the Ed.S. Plan of Study.		

Signatures

Student: _____ Date: _____

Advisor: _____ Date: _____

Appendix G

Graduate Program in School Psychology

Student Portfolio Requirements (Ed.S. Program)

Program Policy:

“Students in the School Psychology Ed.S. program are required to develop and maintain a cumulative portfolio reflecting their professional preparation in school psychology throughout the course of their training program, and to submit the portfolio for faculty review on three specific occasions (spring of Year 1, fall of Year 2, and spring of Year 3), and at other times upon request.”

Approved by Program Faculty 1-17-02.

Endorsed by the Executive Committee of Student Affiliates of School Psychology 2-19-02.

Introduction:

Students develop and maintain a cumulative Portfolio of their progress throughout their School Psychology preparation program. A portfolio is a systematic and organized collection of evidence concerning a student’s professional competencies and personal growth. The portfolio is essential to:

1. the development of self-evaluation skills,
2. the documentation of acquired competencies,
3. the continuous nature of development in all competency areas, &
4. monitoring and charting academic and professional development.

The goal of the **portfolio** is for students to develop a tool for reflection that can be used throughout their career. This will provide a purposeful collection of work that shows the student’s efforts, progress, and achievement in specified areas. The portfolio does not replace graded assessment through evaluation of assignments that faculty members maintain for each course. Rather, the portfolio provides opportunities for students to connect field and classroom experiences and to reflect on interpretations and judgments that most assessment does not allow. A portfolio is **not** simply a “product” to show to a potential employer that describes the student’s accomplishments—rather it can also serve as a vehicle for reflection. Its true value becomes enhanced when it leads to mid-course corrections in professional preparation.

Types of Portfolios: “Entrance,” “Working” & “Professional”

As a vehicle to help with ongoing reflection and continuous improvement throughout your program, students should begin to develop an **“Entrance”** portfolio during Year 1 of graduate study. The entrance portfolio is a reflection of the student’s initial experiences, knowledge, and goals. In the program, students will be guided by peers and professors to build on this base and develop a **“Working”** portfolio to document understanding of “self as school psychologist” during the second year in the program. Near the completion of the program of study, students will be guided to select a few exemplar-pieces of evidence that will be placed in a **“Professional”** portfolio. This portfolio will serve as a tool when interviewing for the first position as a school psychologist by allowing others to see a “portrait” of the graduating student’s activities and professional identity. This professional portfolio should not be considered a summative evaluation, but only a step in ongoing professional development. It is recommended that graduates seek peer or supervisor support to regularly (semi-annually or annually) update evidence and written reflections regarding their practices with children and families.

In Summary—with timelines:

- **Entrance Portfolio**—A reflection of the student’s initial experiences, beliefs, knowledge, skill, goals and early exemplars of training created within a loose-leaf file folder as a paper version only. Available for review at the conclusion of the Spring Semester of Practicum I (**due date to be determined by Practicum I instructor**). The Practicum I instructor will review this portfolio and provide feedback within the context of Practicum I.
- **Working Portfolio**—To document the student’s ongoing understanding of “self as school psychologist.” The paper version of the portfolio expands the Entrance Portfolio and serves as a tool for the *Internship Readiness Review*. The Working portfolio should be available for faculty review in **November of Year 2**. The Working portfolio will be reviewed by the students’ advisor, and feedback will be provided during the individual pre-intern conference with program faculty, generally held in early to mid December of Year 2. In addition, an electronic version of the portfolio is to be developed by the final week of the Fall semester, and will be evaluated for organization/layout.
- **Professional Portfolio**—Serves as a tool when interviewing for the first position as a school psychologist by allowing others to see a “portrait” of the graduating student’s professional skills and identity. The Professional portfolio should be submitted for Faculty review in the late spring (May 1), prior to beginning employment interviews. Earlier submission is encouraged if feedback is desired. Feedback on the Professional portfolio will be provided within the context of Integrating Experiences in School Psychology.

Organizing the Portfolio: Layout, Organization, and Exemplars

Basic Information/Layout:

- Organize portfolio in binder of appropriate size for volume of products; an extended width binder to accommodate tabs is recommended and a D-ring binder is preferred.
- Include identifying information (name, title, affiliation) on the front and spine of the binder; omit specific references to portfolio version.
- Divide sections using tabs that are labeled, with key words identifying section content versus generic format (1, 2, 3, etc.); tabs should extend beyond inserts but not outside binder
- Include Table of Contents; within each section, include an advance organizer that illustrates the link between domain and the products selected
- Use clear plastic inserts or other appropriate system to display products
- Layout/presentation quality should be clear and easy to read
- Products should be free of spelling/grammar errors, instructor comments, and any confidential information
- Be selective: include the best exemplars of your work, not everything you’ve ever done!
- Professional appearance in paper/binder selection; avoid paper with distracting graphics and keep font use constant
- Use initials instead of names/pseudonyms in all professional reports involving clients or consultees.
- Remove reference to specific schools in all reports/exemplars.

Conceptual Framework (The portfolio should be organized around the 2010 *NASP domains of School Psychology Training and Practice*):

- **2.1 Data Based Decision Making and Accountability**
 - School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
 - As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
- **2.2 Consultation and Collaboration**
 - School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
 - As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
- **2.3 Interventions and Instructional Support to Develop Academic Skills**
 - School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
 - School psychologists in collaboration with others, demonstrate skills to use in assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.
- **2.4 Interventions and Mental Health Services to Develop Social and Life Skills**
 - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
 - School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.
- **2.5 School-Wide Practices to Promote Learning**
 - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
 - School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

- **2.6 Preventive and Responsive Services**

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

- **2.7 Family-School Collaboration Services**

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

- **2.8 Diversity in Development and Learning**

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

- **2.9 Research and Program Evaluation**

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluation and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems level.

- **2.10 Legal, Ethical, and Professional**

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-

making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Selection of Exemplars within Domains:

Exemplars may include assessment reports, professional papers, presentations, products such as brochures or newsletters, and summary tables, graphs, or matrices. Exemplars should be selective and reflect best work.

Additional sections should be included:

- A personal preamble or “mission statement”
- A resume or vita that reflects prior training/experience and current preparation
- When appropriate, a summary describing how previous experiences helped to shape your emerging identity as a school psychologist

Additional Information that could be included in the Portfolio:

- Student pre- and post-internship self-analyses of professional competencies (*self evaluation*)
- Field facilitator/ internship supervisor evaluation of student competencies
- Evidence of participation in professional development activities (attendance at workshops, conferences, and presentations; presentations at workshops, conferences, parent groups)
- Evidence of professional leadership (e.g., positions held, service on committee)
- Transcript(s) of all graduate work to date—at KSU and other universities
- Praxis Exam Score
- Letters of thanks/recognition (e.g., from internship field facilitator, principals, supervisors, special education personnel, parents)
- Honors/Awards/Recognitions
- Selected, work-focused photographs (with appropriate permission)
- Showcase any special skills/foci (e.g. computer skills, behavioral interventions, early childhood emphasis)

Appendix H

School Psychology Program Evaluation Rubric for Ed.S. Portfolio

Student Name: _____ Date: _____

Type of Portfolio:

Entrance

Due Spring of First year
(Feedback provided in the context
of SPSY 6/77972: Practicum I in
SPSY)

Working

Due November 5 of Year 2
(Feedback provided by the
student's advisor during pre-
internship review meetings)

Professional

Due April 15 of Year 3
(Feedback provided in the context
of SPSY 6/77980: Integrating
Experience in SPSY)

Component	Guidelines
Basic Organization/Layout	<ul style="list-style-type: none">• Appropriate size binder• Table of contents• Identifying information on front and spine• Section dividers• Section advance organizers• Displays products in easy to use plastic inserts• Layout and print quality clear• No grammar/spelling errors/instructor comments/confidential information• Best exemplars of work to date• Professional appearance

1
Below Standard

2

3
Meets Standard

4

5
Exceeds Standard

Comments:

Component	Guidelines
Conceptual Framework	<ul style="list-style-type: none"> • Uses NASP training/practice standards • Contains mission statement • Includes resume • Previous experiences linked to current training

1
Below Standard

2

3
Meets Standard

4

5
Exceeds Standard

Comments:

Component	Guidelines
Exemplars	<ul style="list-style-type: none"> • Appropriate exemplars • Individual specific exemplars • Summary tables/matrices

1
Below Standard

2

3
Meets Standard

4

5
Exceeds Standard

Comments:

Appendix I

KSU SCHOOL PSYCHOLOGY PROGRAM

Policy for Addressing Concerns about Student Performance or Functioning

INTRODUCTORY REMARKS

Graduate programs that prepare professional school psychologists have an obligation to protect the public and the profession. This obligation requires the KSU school psychology training program to (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice; and (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, the KSU school psychology training program strives not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

This commitment obligates the school psychology program faculty to continually assess the progress of each graduate student in a variety of area of academic and applied settings. The primary purpose of this assessment is to facilitate professional and personal growth. It is important that there are regular contacts and close working relationships between graduate students and program faculty so that these guidelines and procedures can be implemented in a way that maximizes student growth and development.

The training program also recognizes that developmental stressors are inherent both in the transition from undergraduate to graduate school, as well as during the course of the training program. During graduate school, higher academic expectation is frequently encountered. In addition, when clinical work begins there is stress inherent in being a member of a helping profession. Further, supervision is more intensive, concentrated, and frequent during the graduate program, which may increase the student's sense of personal and professional vulnerability.

Because graduate students make significant developmental transitions during their graduate training and may need special assistance during this time, it is the responsibility of the training program to provide recommendations, activities, procedures and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to: orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations that may result in suggestions for positive change, and contact with support individuals (e.g., supervisors) and/or groups (e.g., other graduate trainees, former students).

RETENTION STANDARDS

The KSU School Psychology Graduate Program requires the following for students to maintain academic good standing in the program:

- Because Licensure as a school psychologist by the Ohio Department of Education requires a background check and documented absence of potentially relevant legal difficulties, retention in the program requires that students have no record of such difficulties. Examples of relevant legal

difficulties include – but are not limited to – misdemeanors other than traffic offenses, felonies, and/or a sealed or expunged criminal conviction(s).

- Students must maintain a minimum of 3.0 average in all academic work completed.
- Students who earn a grade of "C" (or lower) or a grade of "U" in any required courses will be required to meet with their advisor to evaluate the impact of that performance on the overall course of study and to identify an appropriate response, which may include a faculty-approved remedial plan to develop and demonstrate mastery of essential competencies.

Coursework includes both academic and skill-related training (e.g., diagnostic assessment, intervention, report writing). In addition to traditional academic and skill-related growth in graduate professional training, personal and professional growth is critical for future effective functioning as a school psychologist. The following exemplars illustrate professional dispositions that are considered critical for adequate progress and performance in the program:

Professionally related interpersonal/professional skills included the following:

Ethics

- Demonstration of knowledge/application of APA/NASP Ethical Guidelines.
- Demonstration of knowledge/application of other statutes regulating professional practice.
- Demonstration of concern for client welfare.
- Demonstration of appropriate client-school psychologist relationships.

Professional Deportment

- Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings.
- Appropriate involvement in professional development activities (e.g., professional associations)
- Appropriate interaction with peers, colleagues, staff, trainees, etc.
- Awareness of impact on colleagues (faculty and students).
- Completion of assigned tasks in a timely fashion and in an acceptable format.

Sensitivity to Client Issues

Acknowledgment and effective interactions with:

- children
- parents
- teachers
- school administrators
- other school staff (e.g., social workers, counselors, therapists, etc.)
- sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, gender, age, disability, sexual orientation, race, etc.)

Use of Supervision

- Appropriate preparation
- Accepts responsibility for learning
- Openness to feedback/suggestions
- Application of learning to practice
- Willingness to self-disclose and/or explore a personal issue which affects professional functioning

- Appropriately self-reliant
- Appropriately self-critical

Other Training Issues

- Effective management of personal stress.
- Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
- Formulation of realistic professional goals for self.
- Appropriate self-initiated professional development (e.g., self-initiated study).

DEFINITION OF IMPAIRMENT

Note: The definition of impairment contained below is related to a process described herein that is separate and distinct from —impairment— under ADA/Section 504. For purposes of this document, impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

An inability and/or unwillingness...

- to acquire and integrate professional standards into one's repertoire of professional behavior,
- to acquire professional skills in order to reach an acceptance level of competency, and/or
- to control personal stress, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when a graduate student's behavior becomes severe enough to be considered impaired rather than just problematic. For purposes of this document a problem refers to a trainee's behavior or attitude, which, while of concern and requiring redemption, is perceived not to be unexpected nor excessive for professionals in training. Problems become identified as *impairments* when they include one or more of the following characteristics:

- the student does not acknowledge, understand, or address the problem when it is identified,
- the problem is not merely a reflection of a skill-deficit which can be reflected by academic or didactic training,
- the quality of services delivered by the student is sufficiently negatively affected,
- a disproportionate amount of attention by training personnel is required, and/or,
- the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

DUE PROCESS: GENERAL GUIDELINES

Due process ensures that decisions made by program faculty about graduate students are not arbitrary or personally biased, requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the student so he/she may challenge the program's action.

General due process guidelines include:

1. presenting graduate students, in writing, with the program's expectations related to professional functioning,
2. stipulating the procedures for evaluation, including when and how evaluations will be

conducted (such evaluations should occur at meaningful intervals),

3. articulating the various procedures and actions involved in making decisions regarding impairment,
4. instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies,
5. providing a written procedures to the graduate student which describes how the graduate student may appeal the program's action,
6. ensuring that the graduate student has sufficient time to respond to any action taken by the program,
7. using input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and,
8. documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

EVALUATION PROCEDURES AND TIME LINES

Students who have graduate research or teaching assistantships in the department are evaluated each semester by their faculty supervisors. Graduate assistantship reappointment is dependent, in part, upon the results of these performance evaluations.

In addition to the grades and in-course evaluations students receive as part of all courses:

- 1) Periodic reviews are conducted of all graduate students' academic performance, applied skills, and professional and ethical conduct. These reviews/evaluations involve all members of the School Psychology Faculty, and written and oral feedback is provided on at least an annual basis. If significant concerns about a student's performance or functioning is identified, the following procedures will be implemented:
 - a) The student will be formally notified of the specific problem areas noted by the faculty.
 - b) Unless the problems are severe enough to warrant a forced withdrawal, a plan to remedy the problem will be developed by the Faculty Committee. This plan will, as much as possible, define the student's problem(s), identify the expected behavior or attitude, specify possible methods that could be used to reach those goals, and designate a date for goal attainment or re-evaluation. During this remedial period, the student is on programmatic-probation. If the student chooses not to accept the remedial plan, he/she will be automatically dismissed from the program.
- 2) At the time of re-evaluation, four options exist for the Committee:
 - a) a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program.
 - b) continued probation and remediation, an updated remedial plan, and a date set for another re-evaluation.
 - c) recommending to the student that he/she leave the program.
 - d) recommendation of formal dismissal from the program to the Associate Dean for Administrative Affairs and Graduate Education
- 3) Frequent feedback is provided on a case-by-case basis to students enrolled in practica by both field supervisors and core faculty.
- 4) The program provides a written recommendation or non-recommendation for an internship.
- 5) Additional policies and procedures have been developed for continued evaluation/feedback during the internship. These include:
 - a) Written internship logs, prepared by the intern, signed by the intern supervisor, and forwarded to the university supervisor every two weeks during internship

- b) Visits to the internship site at least once each semester by the course instructor. These visits include consultation with the internship supervisor and with the intern
- c) Two written evaluation reports, one per semester, from the internship supervisor sent to the course instructor.
- d) Periodic evaluation reports from the intern sent to the course instructor. ☐ Periodic telephone conferences between the intern supervisor and course instructor interspersed between site visits.
- e) Periodic telephone conferences between the intern and course instructors on campus interspersed between site visits and the workshops.
- f) An all-day seminar on campus approximately once-monthly, unless alternate arrangements are made for out-of-state interns.

In the final evaluation report, the intern supervisor makes a recommendation regarding the endorsement of the intern for certification/licensure.

If there is to be conditional endorsement or no endorsement, the intern and instructor would generally be aware of these concerns at least one month prior to the submission of the final report, unless in circumstances where this is not possible due to serious violations of ethical and professional conduct occurring late in the internship. If the course instructor and School Psychology Faculty Committee concur with the intern supervisor's recommendation to deny licensure, and the intern is in disagreement, appeal procedures as specified in this document and other university regulations may be initiated by the intern.

If the intern supervisor, course instructor, and Faculty Committee are in agreement that a candidate should be certified, the course instructor and/or the program coordinator make(s) the final recommendation to the Associate Dean, Office of Academic Services to request that the candidate receive recommendation for certification as a school psychologist.

REMEDIATION CONSIDERATIONS

It is important to have meaningful ways to address impairment once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remedy impairments include, but are not limited to:

- increasing supervision, either with the same or other supervisors, increasing field work experience,
- changing the format, emphasis, or system of supervision,
- recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the graduate student's progress,
- reducing the graduate trainee's clinical or other workload and/or requiring a specific academic coursework, and/or
- recommending, when appropriate, a leave of absence and/or repeating a particular experience (e.g., practicum).
- When a combination of the above interventions do not, after a reasonable time period, rectify the impairment, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may take more formal action, including recommending dismissal from the program.

PROCEDURES FOR DISMISSAL FROM THE PROGRAM

If at any time during the course of the graduate program, concerns about performance and functioning are judged to be severe enough to warrant dismissal from the program, the Program Coordinator will

notify the student of this decision in writing. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to request a formal review of the recommendation for dismissal from the School Director in which the program is housed. The following procedure will be followed in carrying out this review:

- 1) Upon notification of a request for formal review, the School Director will charge a Review Panel, comprised of three faculty members from outside the program area. One of the three faculty members will be designated by the Chairperson as the convener of the Review Panel
- 2) The Review Panel will review evidence provided by the program and the student related to the program's recommendation for dismissal and forward a written recommendation for disposition to the School Director, the Program Coordinator, and the student within five days of their deliberations. As part of their review, the Review Panel may request clarification or further information from either the student or the Program Coordinator. The student may request to meet with the Review Panel as part of this process.
- 3) The student may submit a written response to the Review Panel's recommendation to the School Director within 5 days of receipt of their determination.
- 4) The School Director will consider the Review Panel's recommendation and any response by the student and make a determination for disposition within 10 days of their determination. This disposition may uphold or reverse the program's recommendation for dismissal. The School Director will notify the student and the Program Coordinator of the disposition.
- 5) The student may appeal the decision for dismissal from the program to the Associate Dean, Office of Administrative Affairs & Graduate Education within 5 days of receipt of notification of the decision. This represents the final step in the appeal process.

ADDITIONAL CONSIDERATIONS:

Documentation relevant to the formal implementation of this policy shall be maintained by the program in a separate student academic complaint file. Such documentation will not be part of the student's academic record.

If it is determined that the School Director or the Associate Dean are too close to the matter to remain impartial, the Dean of the KSU College of Education, Health and Human Services (or designee) will assign someone to fulfill their respective role(s).

Taken in part from the Comprehensive Evaluation of Student Trainee Competence in Professional Psychology Programs, developed by the Student Competence Task Force of the Council of Chairs of Training Councils, March 25, 2004.

Policy reviewed and approved by the Associate Dean for Administrative Affairs and Graduate Education, the KSU Student Ombudsperson, and KSU Legal Counsel.

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