School Psychology Program

Doctoral Level Program
Student Handbook

Masters of Education (M.Ed.)/Doctor of Philosophy (Ph.D.)
Program of Study

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

http://www.kent.edu/ehhs/spsy/index.cfm

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<table>
<thead>
<tr>
<th>Section</th>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION I: INTRODUCTION TO THE M.ED./PH.D. PROGRAM</strong></td>
<td>Overview of the Program/Brief History</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Program Approval and Accreditation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Program Policies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Effective Dates of Program Handbook</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Student Composition</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Physical Facilities</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Student Support Systems</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Core Faculty</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Adjunct Faculty</td>
<td>4</td>
</tr>
<tr>
<td><strong>SECTION II: M.ED./PH.D. PROGRAM OF STUDY</strong></td>
<td>History of the Program</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Program Philosophy/Competencies</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Domains of Training and Program Objectives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Curriculum</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Course Sequence</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Field Experience</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Residency</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Practica</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Examination</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Program Requirements</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Advisement</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Beginning the Program</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Academic Performance</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Annual Review</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Portfolio Requirements</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Professional Organizations</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Data Security</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Professional Behavior and Dress</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Email and Program Listserv</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Addressing Concerns About Student Performance and Function</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Program Assessment and Accountability</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Frequently Asked Questions</td>
<td>22</td>
</tr>
<tr>
<td><strong>SECTION III: UNIVERSITY RULES AND REQUIREMENTS</strong></td>
<td>Transfer of Credit Policy</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Grading Practices</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Standards for Graduate Study</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Graduation Application Process</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Leave of Absence</td>
<td>27</td>
</tr>
</tbody>
</table>
Time to Degree Requirement
Grievance Procedures and Academic Complaints

SECTION IV: APPLICATIONS, ADMISSIONS, AND REGISTRATION
Application Procedure
Application Deadlines
Admission Criteria, Review/Interview Process, and Selection
Appeal of Denial of Admission to the Program
Tuition and Fees
Graduate Assistantships/Financial Assistance
Registering for Classes
Disclosure of Education/Training Outcomes/Information to Prospective Students

SECTION V: APPENDICES
Appendix A: Illustrative Course Sequence
Appendix B: M.Ed. Plan of Study
Appendix C: Ph.D. Plan of Study
Appendix D: Program Policy for Addressing Student Concerns
SECTION I:
INTRODUCTION TO THE M.ED./PH.D. PROGRAM IN SCHOOL PSYCHOLOGY

OVERVIEW OF THE PROGRAM
The M.Ed./Ph.D. 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 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 agendas so as to have meaningful implications for practice. In addition, functioning as a scientist-practitioner means that professional practice is conducted in ways that are consistent with the scientific method. 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 school psychological services to individual children and youth, but also in the promotion and implementation of systemic, preventative educational and mental health systems. Since the program’s emphasis is on the application of psychology in applied educational and mental health settings, students are required to demonstrate competence in the substantive content areas of psychological and educational theory; the scientific, methodological, and theoretical foundations of practice in school psychology; data-based decision making; intervention design and evaluation; and cultural and individual diversity. The M.Ed./Ph.D. Program in School Psychology is oriented to prepare students to work as leaders in applied practice in educational and mental health settings.

PROGRAM APPROVAL AND ACCREDITATION
The M.Ed. /Ph.D. program in School Psychology at Kent State University is accredited by the American Psychological Association (APA); 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. /Ph.D. program is approved by the National Association of School Psychologists (NASP).

EFFECTIVE DATES OF PROGRAM HANDBOOK
The requirements and procedures contained in this handbook are valid from the time of admission through the normal time limits for earning the Ph.D. degree. Typical time limits set forth by the College are as follows:

- Four years from time of admission to complete coursework and candidacy examinations.
- Five years from the time of reaching candidacy to the date of the awarding of the Ph.D. degree.

Although it is possible to request an extension of time to reach either the candidacy level or graduation, changes in program requirements and procedures may have occurred in the interim period that will be applicable in the event of an approved extension of time. Approved extensions will be predicated on evidence of student progress toward degree completion.

STUDENT COMPOSITION
The M.Ed./Ph.D. 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 1 to 2 doctoral students are enrolled into the doctoral program.
**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 diverse students, particularly immigrant, ethnic minority, and GLBTQ populations; culturally competent practice with diverse students 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. McIoughlin, 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

Rosemarie 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.
SECTION II:

M.ED./Ph.D. PROGRAM OF STUDY

HISTORY OF THE PROGRAM
The School Psychology Program at Kent State University is rich in history and tradition, reflecting Ohio’s early position as a leader in the development of the school psychology specialty. The Master’s program began in 1947. Students were first admitted for doctoral study in the mid-1960s. The Ph.D. program was initially accredited by the American Psychological Association in 1984 and approved by the National Association of School Psychologists in 1987; accreditation and approval have been continuous since that time.

PROGRAM PHILOSOPHY
Professional school psychologists are applied psychologists who incorporate knowledge of development (e.g., biological, cognitive, social, affective) and of the contexts that facilitate development (e.g., families, schools, peers, communities) to perform a variety of functions. These include: (a) conducting psychological assessment of children, youth, and systems within contextual settings; (b) providing direct and indirect services in such areas as health promotion, prevention, and intervention; (c) coordinating resources to enhance school, family, and community functioning; and (d) developing and evaluating programs in educational, family, and community settings. Advanced school psychological preparation within the doctoral program at Kent State University emphasizes the development of leadership skills, the use of recognized instrumentation, and the application of evidence-based interventions to enhance individual and system performance. The Ph.D. program in school psychology at Kent State University is oriented to prepare students to work effectively as leaders in applied practice in educational and mental health settings.

The KSU school psychology program has 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 and systems. Throughout the graduate training program, a commitment to using the science of psychology to promote human welfare is emphasized. In addition, recognizing the pluralistic nature of our society, the program is committed to fostering in its students sensitivity to, appreciation for, and understanding of all individual differences.

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 primary and secondary prevention programs to optimize adjustment. Since the program’s emphasis is on the application of psychology in applied educational and mental health settings, students are required to demonstrate competence in the substantive content areas of psychological and educational theory and practice; the scientific, methodological, and theoretical foundations of practice in school psychology; data-based decision-making and intervention design and evaluation; and cultural and individual diversity.

The Ph.D. program in school psychology is committed to a scientist-practitioner (or Boulder) model of training, which conceptualizes school 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 agendas so as to have meaningful implications for practice.

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.

**DOMAINS OF TRAINING AND PROGRAM OBJECTIVES**

The training paradigm of the graduate program in School Psychology at Kent State University was derived from the following sources:

- *Standards for the Graduate Preparation of School Psychologists* (National Association of School Psychologists, 2010)

According to the American Psychological Association’s (APA) *Archival Description of School Psychology* (APA, 2005), school psychology is the science and practice of psychology with children, youth, and families, learners of all ages, and the schooling process. School psychologists are prepared to “provide a range of psychological assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families and other systems.” As such, the aim of the M.Ed./Ph.D. in School Psychology at Kent State University is to develop professionals who are able to apply psychological and educational principles to improve the environments of children (ages birth-21) and their families. Attention is directed toward the development of skills in the assessment of the intellectual, emotional, and social development of children; planning and implementing direct academic and social/emotional interventions with a focus on evidence-based and culturally sensitive practice; and providing individual and systems consultation within schools and the larger community. Foundational aspects of psychological practice, including human learning, development, relevant law, ethical principles and professional practice provide a basis upon which skills in assessment and intervention are built. In addition, the M.Ed./Ph.D. 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.
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:**

- Research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices;
- Statistical and other data analysis techniques sufficient for understanding research and interpreting data in applied settings;
- Program evaluation methods at the individual, group, and/or systems levels;
- Technology and information resources applicable to research and program evaluation;
- 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:**

- Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery;
- 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;
- 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;
- In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings.

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:**

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

**Students will acquire the following ability/skill:**

- 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 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 ‘paper degree’ and 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 Ph.D. 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./Ph.D. program) and completion of years 4 and 5 for dissertation research and a doctoral internship.

Year 1 coursework and some 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, Practicum, and Psychology course requirements are such that the student must be available during daytime hours in order to fulfill these field-based hours. 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 limit is 6 years for the Master’s degree and 10 years for the doctoral degree in School Psychology. Typically, students complete all of the requirements for the Master’s degree by the end of Year 1. The following is an overview of the typical sequence:

- **Year 1:** First year coursework provides an orientation to the profession of school psychology, as well as the foundations for professional practice. The Masters of Education (M.Ed.) degree in school psychology is awarded upon successful completion of all required courses.
- **Year 2:** Second year coursework focuses attention on the development of professional competencies, coursework in Psychological foundations, and integration of knowledge and necessary for professional practice.
- **Year 3:** Third year coursework provides additional advanced study (including coursework in Psychological foundations) and experiences in school psychology consistent with doctoral themes for research, leadership, and supervision as approved and reflected on the student’s plan of study. Typically, students complete their doctoral comprehensive exams and advance to candidacy at the conclusion of year three.
- **Years 4 and 5:** Fourth and fifth years of study include the successful completion of dissertation research and a full-year doctoral internship. Years 4 and 5 can be switched depending on the student’s desire for research completion, as well as with any requirements at APPIC/APA internship sites that may require an accepted dissertation proposal prior to beginning internship.

**Course Sequence**
The student’s advisory phase committee typically determines the sequence of courses for students within the doctoral program in School Psychology. Illustrative course sequences are provided in Appendix A for the two most common applicants to the doctoral program: (a) individuals who enter the M.Ed./Ph.D. program of study following completion of a bachelors degree, and (b) individuals who have previously completed specialist-level training in school psychology.

**Field Experience**
During Year 1 of the M.Ed./Ph.D. program in School Psychology, students without a prior teaching license (which represents the majority of students) must enroll in Field Experience in Education for School Psychologists (SPSY 6/77952). 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).
**Residency**

Residency is designed to encourage doctoral students to pursue personal and professional goals not addressed through coursework and/or graduate appointments. Residency is a period in which students engage in scholarship through a variety of intensive activities. It is assumed that plans for residency will be developed jointly by the student and the advisory phase committee. Further information regarding residency requirements is available in *The College of Education, Health, and Human Services PhD Handbook*.

**Practica**

The Doctoral Program in School Psychology incorporates a series of practicum experiences of graduated intensity that are designed to: (a) integrate the practicum component of the students’ education and training with other elements of the program; (b) provide a wide range of training and educational experiences through applications of evidence-based practice; and (c) ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program’s training goals and objectives. For students who enter without specialist-level training in school psychology, three separate practica are required.

- **SPSY 77692 Practicum I in School Psychology**: Generally Year 1. Requires minimum of 2 semesters, 3 semester hours each.
- **SPSY 77792 Practicum II in School Psychology**: Generally Year 2. Requires minimum of 2 semesters, 3 semester hours each.
- **SPSY 77892 Advanced Practicum in School Psychology**: Generally Year 3 and Year 4. Advanced Practicum requires a minimum of 60 clock hours per graduate credit hour, with a minimum of 360 clock hours required across successive semesters. Students must register for a minimum of 2 semesters of 3 credit hours each of Advanced Practicum.

Students are required to have a distribution of practicum hours across a range of activities, such as assessment, consultation, and direct intervention. Students who already possess specialist-level training in school psychology may be approved to substitute some prior experiences for Practicum I and Practicum II requirements, depending upon the age and nature of previous practica and subsequent employment experiences.

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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 hours.*

Students can complete this step within the Instructional Resource Center (IRC) located in White Hall.
**INTERNSHIP**
The Doctoral Internship in school psychology follows the satisfactory completion of all coursework, field experience, and practica (including advanced practicum). In addition, doctoral students are expected to successfully complete their Comprehensive Exams prior to beginning their Doctoral Internship. The doctoral internship experience will provide for:

- **A range of leadership experiences consistent with doctoral training in school psychology.** A variety of approved settings may be appropriate for the doctoral internship, including school-based settings and non-school-based settings (i.e., hospitals, mental health centers).
  - School-Based Doctoral-Level Internship: Students without a previous, specialist-level internship and current Ohio Department of Education Professional License in School Psychology must plan to complete their doctoral internship in an approved school-based setting. For students completing these requirements in Ohio, the internship must include a full academic year (a minimum of 1500 hours) in an approved school setting, and must conform to the Ohio Internship in School Psychology guidelines.
  - Non-school-Based Doctoral-Level Internship: Students, who have completed a previous, specialist-level internship and possess a current credentialing as a school psychologist, may choose to complete a doctoral level internship in a non-school-based setting. A non-school-based internship requires at least 1800 hours of work, over no more than a 2-year period. Of these hours, 1500 must occur in school psychology, and 375 hours must comprise direct client contact. Teaching and research components, when included, must concern the professional practice of school psychology, comprise no more than 540 hours of the required 1800 hours, and not count as a substitute for the direct client contact hours.

- **Appropriate supervision by a licensed psychologist.** For the doctoral level, supervision must meet the requirements set forth by both the American Psychological Association (APA) and the Council of Directors School Psychology Programs (CDSPP). These requirements call for supervision to be provided by a doctoral-level licensed psychologist. For students completing their internship in Ohio, the supervisor must have earned his or her doctorate and must possess either the Psychologist License or the School Psychologist License from the Ohio State Board of Psychology.

The doctoral internship experience must be described in a detailed contract signed by the doctoral intern, the intern supervisor, and the university supervisor. In addition, students completing their internships in Ohio will arrange to register intern supervision with the Ohio State Board of Psychology.

**COMPREHENSIVE EXAMINATION**
At the conclusion of the advisory phase of doctoral study, students will complete a written comprehensive examination in accordance with The College and Graduate School of Education, Health, and Human Services requirements. Options 1 and 2 of the comprehensive exam format are allowed in the School Psychology Program. An oral examination involving the student’s Advisory Phase Committee will follow satisfactory completion of the written comprehensive examination. Further information about comprehensive exams is contained in *The College of Education, Health, and Human Services Graduate Handbook*. Information specific successfully completing the comprehensive examination in School Psychology are available here.

**DISSERTATION**
Conceptualization and implementation of independent research through the dissertation process is the culmination of doctoral study. Further information about the dissertation proposal and defense processes is contained in *The College of Education, Health, and Human Services Graduate Handbook*. 

16
PROGRAM REQUIREMENTS
The program requirements outlined in this section fulfill competencies established by accrediting bodies and licensing agencies, and provide advanced leadership and research experiences that are essential for persons acquiring the doctorate in school psychology. The following requirements satisfy:

- Psychology Foundations (required of all students in the doctoral program in school psychology);
- the Ohio Department of Education requirements for licensure as a school psychologist for practice in the schools of Ohio, and;
- the State Board of Psychology doctoral degree in school psychology, necessary for admission to the examination for the psychologist license.

The following program of study reflects doctoral requirements for individuals entering without previous graduate training in school psychology. Individuals who have completed recent training in school psychology prior to admission may have reduced requirements in one or more of the major areas, pending instructor and advisor approval. An individual student’s specific program of study will be specified by the Advisory Phase Committee and reflected in the student’s plan of study.

I. Psychology and Educational Foundations (26 hours if no previous graduate coursework)
   a. Biological Aspects of Behavior (3)
      i. PSYC 6/71350 Physiological Psychology
         -OR-
      ii. PSYC 6/71054 Learning and Conditioning
   b. Cognitive Aspects of Behavior (3)
      i. PSYC 6/70453 Introduction to Cognitive Psychology
         -OR-
      ii. PSYC 70413 Cognitive Neuropsychology
         -OR-
      iii. PSYC 70604 Cognitive Development
   c. Social Aspects of Behavior (3)
      i. PSYC 6/71580 Social Psychology
         -OR-
      ii. PSYC 6/70313 Community Psychology
   d. Developmental/Affective Aspects of Behavior (3)
      i. PSYC 70615 Social and Personality Development
         -OR-
      ii. PSYC 6/71260 Theories of Personality
   e. History and Systems of Psychology (3)
      i. EPSY 5/79095 History and Systems of Psychology
   f. Elective (Minimum of 3)
      i. A minimum of one additional course in Psychology, chosen in consultation with major and minor advisors, to enhance the student’s specialization and research focus.
   g. Educational Foundations (6 – 8)
      i. EPSY 65520 Child and Adolescent Development (3) or EPSY 65523 Life Span Development (3)
      ii. SPSP 6/77914 Field Experience in Education for School Psychologists (2)
         1. Required for students without a current Ohio teaching/school psychologist license.
      iii. EDAD 76517/SPED 63101 Administration and Supervision in Special Education
II. **Research Methodology, Design, and Data Analytic Techniques** (14 hours if no previous graduate coursework)
   a. **Basic Research** (9)
      i. EVAL 6/75510 Statistics I for Educational Services
      ii. EVAL 85515 Quantitative Research Design and Application for Educational Services
         –OR–
      iii. PSYC 6/71651 Quantitative Statistical Analysis I
      iv. EVAL 85516 Qualitative Research Design and Application for Educational Services
   b. **Advanced Research** (3)
      i. EVAL 85517 Advanced Quantitative Research in Educational Services
         –OR–
      ii. EVAL 85518 Advanced Qualitative Research in Educational Services
         –OR–
      iii. PSYC Quantitative Statistical Analysis II
   c. **Applied Research** (2)
      i. SPSY 6/77998 Individual Research in School Psychology (minimum of 2 semesters)

III. **Professional School Psychology Core** (42 hours if no previous graduate coursework)
   a. **Assessment and Intervention** (27)
      i. SPSY 6/77920 Diagnosis of Child Disorders in Schools
      ii. SPSY 6/77955 Instructional Assessment for School Psychologists
      iii. SPSY 6/77972 Social Emotional Assessment for School Psychologists
      iv. SPSY 6/77965 Instructional Interventions for School Psychologists
      v. SPSY 6/77960 Interventions with Culturally Diverse Students
      vi. SPSY 6/77974 Social-Emotional Interventions in School Psychology
      vii. SPSY 6/77951 Cognitive Assessment of Children in Schools
      viii. SPSY 6/70162 Developmental Assessment
      ix. C&I 6/77319 Diagnosis and Remediation in Reading
   b. **Counseling and Consultation** (9)
      i. SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors and School Psychologists
      ii. SPSY 6/77928 Group Counseling Techniques for Rehab Counselors and School Psychologists
      iii. SPSY 6/77973 Consultation in the Helping Professions
   c. **Professional Role and Practice** (6)
      i. SPSY 6/77912 Role of the School Psychologist
      ii. SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology

IV. **Advanced School Psychology Foundations and Application** (14 hours if no previous graduate coursework)
   a. SPSY 70093 School Psychology Seminar Series
      –OR–
   b. SPSY 6/77998 Individual Research in School Psychology (2 credits)
   c. SPSY 80090 Doctoral Residency Seminar in School Psychology
   d. Three additional Seminars from the following topical research and professional seminars; at least one Research Seminar and one Professional Seminar is required:
      i. SPSY 87998 Research Seminar in School Psychology
      ii. SPSY 87987 Professional Seminar in School Psychology
V. **Practica** (18 hours if no previous graduate coursework)
   a. **Practicum** (12)
      i. SPSY 6/77692 Practicum I in School Psychology (two semesters, 3 hours each)
      ii. SPSY 6/77792 Practicum II in School Psychology (two semesters, 3 hours each)
   b. **Advanced Practicum** (6)
      i. SPSY 77892 Advanced Practicum in School Psychology (minimum of two semesters, 3 hours each)

VI. **Internship** (12-20 hours)
   a. SPSY 87992 Doctoral Internship in School Psychology (minimum of 2 semesters, 6 hours each)
   b. SPSY 77971 Issues and Approaches in School Psychology (2 semesters, 3 hours each; required for all students completing a state funded school based pre-doctoral internship in Ohio)
   c. SPSY 77980 Integrating Experience in School Psychology (Required for all students completing a state-funded school-based pre-doctoral internship in Ohio; 2 credit hours)

VII. **Dissertation** (minimum of 2 semesters, 15 hours each)
   a. SPSY 80199 Dissertation I
   b. SPSY 80299 Dissertation II

**ADVISEMENT**

Each new student is assigned a faculty member who serves as an advisor based upon academic interests and compatibility. The student–advisor relationship is critical in supporting the student’s transition into advanced graduate study, as well as ensuring the appropriate sequence of courses necessary for program completion.

The first phase of advising is facilitated by an Advisory Phase Committee, which is comprised of the student’s assigned faculty advisor in addition to one more faculty member in the School Psychology Program, and the completion of a KSU School Psychology Program Doctor of Philosophy Plan of Study and Residency Plan (to be completed soon after matriculation into the doctoral program). The plan of study serves as a contract specifying requirements for completion of the program. It requires the student to follow a time-line to sequence completion of requirements. Students are responsible for completing the approved sequence of study that is in effect at the time the approved plan of study is filed.

Following the successful completion of the coursework/advisory phase of the doctoral program, students enter the second phase of advising, guided by the formation of their Comprehensive Exam Committee. At this time, students may opt to change their primary faculty advisor based on academic interests and compatibility. This committee is made of a primary faculty advisor within the School Psychology Program area, a second faculty member in the School Psychology Program, and a faculty member outside the student’s program area (e.g., Special Education). This committee is responsible for facilitating the comprehensive exam phase of the student’s training. Following the successful completion of comprehensive exams, students are designated as—Doctoral Candidates—and form their final committee, the Dissertation Committee. In most cases, this committee is comprised of the same faculty members who served during the comprehensive exam phase of the student’s training. However, at this time the student is entitled to make a change based on academic interests and compatibility. Additional information and guidelines related to comprehensive examinations and dissertation may be found in the *College of Education, Health, and Human Services PhD Handbook*.

Students entering the program following the completion of their bachelor’s degree and without prior training in the field of school psychology, first complete coursework reflected on the M.Ed. Plan of Study (see Appendix B). The M.Ed. Plan of Study serves as a contract, specifying requirements for completion of the program within the first year. Upon successful completion of coursework required for earning the M.Ed. degree, students matriculate into the Ph.D. program and work with their Advisory Phase Committee to complete the Ph.D. Plan of Study (see
Appendix C). The Ph.D. Plan of Study serves as a contract, specifying requirements for completion of the program. Students are responsible for completing the approved course of study that is in effect at the time the appropriate Plan of Study is filed. Those students entering with a Master’s degree (or higher) in school psychology will matriculate directly into the doctoral program and work with their Advisory Phase Committee to complete the Ph.D. Plan of Study.

BEGINNING THE PROGRAM
The program was designed for students to begin in the Summer. 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 who are admitted 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 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
Students in the School Psychology Ph.D. program are required to submit a self-assessment and current curriculum vitae annually. Program faculty use this information in conducting an annual review of student progress and performance. Each student receives annual written feedback regarding his or her performance. Detailed information about the annual review process is provide on the program’s website. The Annual Review forms for students to complete are available here on the program’s website.

PROFESSIONAL ORGANIZATIONS
Because of the importance and influence of professional organizations all students are encouraged strongly to become members of key professional associations, including the American Psychological Association (APA), 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 here.

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 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 D.

PROGRAM ASSESSMENT AND ACCOUNTABILITY
The M.Ed. /Ph.D. 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 are utilized. Evaluation of the individual and the program occurs on a continuous
basis through a series of assessments. Please see the following for a breakdown of information regarding program assessment accountability at the individual and programmatic levels:

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5 (or beyond)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student maintains a 3.0 or higher GPA.</td>
<td>• Student maintains a 3.0 or higher GPA.</td>
<td>• Student maintains a 3.0 or higher GPA.</td>
<td>• Student maintains a 3.0 or higher GPA.</td>
<td>• Student maintains a 3.0 or higher GPA.</td>
</tr>
<tr>
<td>• Performance-based assessment related to specific course assignments</td>
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<td>• Performance-based assessment related to specific course assignments</td>
<td>• Performance-based assessment related to specific course assignments</td>
<td>• Performance-based assessment related to specific course assignments</td>
</tr>
<tr>
<td>• Self-assessment of skills, competencies, and dispositions; Submission of CV.</td>
<td>• Self-assessment of skills, competencies, and dispositions; Submission of CV.</td>
<td>• Self-assessment of skills, competencies, and dispositions; Submission of CV.</td>
<td>• Self-assessment of skills, competencies, and dispositions; Submission of CV.</td>
<td>• Self-assessment of skills, competencies, and dispositions; Submission of CV.</td>
</tr>
<tr>
<td>• Annual review of skills, competencies, and dispositions by program faculty.</td>
<td>• Annual review of skills, competencies, and dispositions by program faculty.</td>
<td>• Annual review of skills, competencies, and dispositions by program faculty.</td>
<td>• Annual review of skills, competencies, and dispositions by program faculty.</td>
<td>• Annual review of skills, competencies, and dispositions by program faculty.</td>
</tr>
<tr>
<td>• Evaluation of skills, competencies, and professional dispositions by field-based practicum supervisors.</td>
<td>• Evaluation of skills, competencies, and professional dispositions by field-based practicum supervisors.</td>
<td>• Evaluation of skills, competencies, and professional dispositions by field-based practicum supervisors.</td>
<td>• Evaluation of skills, competencies, and professional dispositions by field-based practicum supervisors.</td>
<td>• Evaluation of skills, competencies, and professional dispositions by field-based practicum supervisors.</td>
</tr>
<tr>
<td>• Successful completion of Comprehensive Examinations</td>
<td>• Successful completion of Comprehensive Examinations</td>
<td>• Successful completion of Comprehensive Examinations</td>
<td>• Successful completion of Comprehensive Examinations</td>
<td>• Successful completion of Comprehensive Examinations</td>
</tr>
<tr>
<td><em>Students have two-year limit following the successful completion of Comprehensive Examinations to develop &amp; defend their dissertation proposal.</em></td>
<td><strong>Students have a ten-year limit (from the point of admission) for completing the Ph.D. degree.</strong></td>
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<td><strong>Students have a ten-year limit (from the point of admission) for completing the Ph.D. degree.</strong></td>
</tr>
</tbody>
</table>

*Students have two-year limit following the successful completion of Comprehensive Examinations to develop & defend their dissertation proposal.*

**Students have a ten-year limit (from the point of admission) for completing the Ph.D. degree.**
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 and the American Psychological Association (APA) Committee on Accreditation (CoA). This report affords the opportunity to review results from year to year and consider program modifications. The table below outlines basic sources of data.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5 (or beyond)</th>
<th>Post-Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual review of students’ skills, competencies, and dispositions.</td>
<td>Annual review of students’ skills, competencies, and dispositions.</td>
<td>Annual review of students’ skills, competencies, and dispositions.</td>
<td>Completion of dissertation proposal and/or final defense.</td>
<td>Final review of students’ skills, competencies, and dispositions.</td>
<td>Alumni Survey (Every 2 and 5 years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aggregated evaluation data from internship supervisors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Review of students’ Internship Portfolio.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Years to program completion.</td>
<td></td>
</tr>
</tbody>
</table>
**Frequently Asked Questions**

Q: I am interested in obtaining a Ph.D. in school psychology, but I do not have a Master’s degree. How should I proceed?

A: You should obtain the application materials for the M.Ed./Ph.D. program of study online and apply to this program. Check the box on the *School Psychology Program Supplemental Data Form* marked M.Ed./Ph.D. and complete all of the application requirements for this program of study. If admitted, you would begin in the M.Ed. program. Upon successful completion of this degree, you would matriculate into the Ph.D. program (no additional application is necessary).

Q: Why would I want a Ph.D. in school psychology, as opposed to an Ed.S. Degree?

A: Below are reasons given by Ph.D. students in school psychology:
- To expand career options, including hospital or university settings;
- To acquire advanced clinical and/or research skills;
- To enhance preparation for a leadership position in schools;
- To fulfill the education and pre-doctoral internship requirements for Ohio licensure as a psychologist.

Q: I already have a specialist-level/Ed.S. degree in school psychology. What would my Ph.D. program consist of?

A: Your previous coursework/internship will be evaluated for currency and relevance, but here is a rough idea (depending on your previous coursework/experience):
- 8 courses in psychological and educational foundations (frequently fewer if specialist-level coursework is recent and includes courses in the Psychology Department);
- 5 courses in research;
- 3-4 courses in professional role and practice;
- comprehensive examinations;
- doctoral internship; and
- dissertation.

Q: Wow, that sounds like a lot; how long does that take?

A: That depends on how many courses it ends up being for you, and how many you are able to take each year. Most students complete coursework in 2 to 5 years, followed by internship and dissertation. In 5 years, you will be 5 years older, and you also could be on your way to a Ph.D.!

Q: How is it decided what coursework I must take?

A: These decisions are made by your *Advisory Phase Committee*, a group of three faculty members representing both School Psychology and Psychology (i.e., two core School Psychology faculty members plus one Psychology faculty member representing the Psychology Minor attached to the School Psychology doctoral training program). The committee, with leadership from your major advisor, will evaluate your previous coursework in relation to major area, minor area, and college core requirements, and craft your doctoral coursework and plan of study.

Q: I have a Master’s degree in community counseling, but am interested in the Ph.D. in school psychology. Is it possible for me to apply to the Ph.D. program?
A: Yes! Applications are welcome from those who have specialist-level training in school psychology, from individuals who have a Master’s degree in a related field, AND from those who have an undergraduate degree. Upon admission, you will be guided to ensure the completion of all graduate level requirements in school psychology through the substitution of advanced coursework that is applicable to doctoral study, as well as completion of the other doctoral requirements outlined above. This would all take place through consultation with your Advisory Phase Committee.

Q: I am in the first year of coursework in the school psychology M.Ed./Ed.S. Program and am considering applying to the Ph.D. program when I complete my M.Ed. Would this be advantageous?  
A: There may be several advantages to applying for doctoral study following the completion of the M.Ed. These include:
- the possibility of selecting courses that meet both the Ohio Department of Education’s School Psychology licensure and Ph.D. requirements;
- the ability to craft one school-based internship that satisfies both APA and NASP requirements (as opposed to completing two separate internships).

Q: I am working full-time; is it possible for me to do doctoral study on a part-time basis?  
A: Part-time study may be possible under some circumstances for applicants who have completed specialist level training in School Psychology previously. Students should be aware of several issues when considering pursuit of the doctorate in School Psychology on a part-time basis. 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.

Q: I worry that I may not have the “right stuff” for doctoral study. What are characteristics of successful doctoral students?  
A: Once certain threshold characteristics are met, such as those reflected in such application requirements as GRE scores, GPA, and writing samples, personal qualities are important for success in doctoral study. These characteristics, which include persistence, organization skills, self-directedness, a sense of humor, and the ability to reframe, predict success in a number of endeavors, including graduate study. Also included in those characteristics that tend to stand out in successful applicants are (a) potential for assuming leadership roles across multiple settings, and (b) a passion and demonstrated potential for conducting original research. It is also important for applicants to understand school psychology as a profession, to inform their hopes and expectations as related to post-graduation endeavors.

Q: I have heard about something called “comprehensive exams;” what are these?  
A: Comprehensive exams are taken following the completion of the coursework phase of the program. These are designed to demonstrate your synthesis and integration of coursework and your readiness to proceed to the dissertation. Students respond to questions in writing following option 1 or 2 described within this Program Handbook. Written comprehensive exams are followed by an oral exam with members of your advisory phase committee. The program faculty assists students in preparing for comprehensive exams. Following satisfactory completion of written and oral comps, the student proceeds to candidacy, and may enroll in Dissertation.

Q: What about completing the dissertation? Is it true that a lot of students get “stuck” there?  
A: It is true that some students feel daunted by the idea of the dissertation. For others, however, the dissertation phase is the easiest to manage, because the self-directed research eliminates the need to
adhere to a coursework calendar. Several strategies are in place to facilitate successful completion of the
dissertation, including:

- Independent research courses, taken early in the coursework phase, to provide mentored
  research experience;
- Mentorship from the Dissertation Chairperson(s) and the other members of the dissertation
  phase committee.
- Setting a reasonable timeline and engaging in self-monitoring and self-reinforcement for
  achieving goals related to your timeline.

Q: What about the doctoral internship – what does this consist of?
A: The doctoral internship provides intensive application of skills under the supervision of a licensed
psychologist. It is designed to complement each individual student’s previous training and experience.
Internship settings must be approved by program faculty to ensure adherence to hour, experience, and
supervision requirements. Students complete internship following the successful completion of
coursework, practicum, and comprehensive exams, and either before, after, or concurrently with
dissertation. There are two ways to complete the doctoral internship:

- If students have completed a specialist-level internship in the schools previously, they may choose
to do the doctoral internship either in a school-based setting under the supervision of a doctoral-
level, licensed psychologist/school psychologist, or in a different setting such as a hospital or
mental health facility (pending faculty approval). These students are responsible for obtaining
their own internships, which may include APA/APPIC approved internships or paid supervised
positions in schools or other settings. This type of internship may be completed over a 2-year
period.
- It may be appropriate for a student to complete a single internship that fulfills both the Ohio
Department of Education (ODE) and doctoral requirements. In such instances, program faculty
match students to school district settings that can provide the necessary breadth and depth of
internship training.

Q: What are admission requirements and how do I apply?
A: Please examine page 30 of this handbook or the Admissions link on the program website for detailed
information about admission requirements and application procedures. Program faculty will initiate
interviews with qualifying applicants when completed files have been received from Graduate Studies.
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, 9 years for Ph.D.).

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)
- A- (3.70)
- B+ (3.30)
- 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.

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.

The grade “U” denotes unsatisfactory performance in a course in which a regular grade is inappropriate. The credit hours are recorded as credit hours attempted, and the grade is counted as a “F” in computing grade point averages.

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.
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 Master’s degree and 9 years for the Doctorate in School Psychology degree. Typically, students complete all of the requirements for the Master’s degree by the end of Year 1. For the Ph.D. degree, the program is designed to be completed by the fifth 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 encouraged to consult with the University Ombuds Office regarding policies and procedures.
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. / Ph.D. program AND must be submitted through Graduate Studies:

• Part 1: Apply for Graduate Study at Kent State University
  o 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
  o Written Statement of Personal Goals
  o Letters of Recommendation (two are required, additional are permitted)
  o School Psychology Supplemental Data Form
  o Verification of Moral Character
  o Copy of Current Resume or Vita
  o 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.
  o Official GRE Scores
    ▪ Request your GRE scores to be sent to the following code:
      • 1367 (Kent State Institutional Code)
  o 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.
  o 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).
  o 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.
  o 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 15**
  - Potential Interviews and Admission Decisions are made in July
  - Students begin coursework in the Fall

- **Fall Admission Cycle:**
  - Deadline for Application Materials is **October 15**
  - 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. /Ph.D. program include:

- An undergraduate GPA of 3.0 or higher; a graduate GPA of 3.5 or higher (if applicable).
- The Graduate Record Examination (GRE) General Knowledge test is required. At this tie, the program has not established specific cutoff scores for all GRE subtests. 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 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 attitude.
- Interviews with program faculty (arranged by the Program Coordinator when all other application materials have been reviewed).

The School Psychology Program at Kent State University is committed to the recruitment and retention of persons from diverse backgrounds. A holistic review of applicants’ materials is conducted by program faculty; and, performance below the criterion listed in a single area will not necessarily eliminate a candidate from consideration. Approximately 15 to 20 students enroll into the Ed.S. Program annually. Over the past four years, approximately 2 - 4 students have enrolled in the Ph.D. program each year. On average, the program admits 25% to 30% of the total number of individuals who submit an application. All applicants receive written notification of admission decisions.

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 them 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. A culturally diverse student body is actively recruited and applicants of academic and professional promise are not systematically excluded on the basis of race, ethnicity, gender, age, disability, religion, lifestyle, or sexual orientation. 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**

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014 1st Year Cohort Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for full-time students (in-state)</td>
<td>$10,444.00</td>
</tr>
<tr>
<td>Tuition for full-time students (out-of-state)</td>
<td>$17,960.00</td>
</tr>
<tr>
<td>Tuition per credit hour for part-time students</td>
<td>$475.00</td>
</tr>
<tr>
<td>University fees or costs</td>
<td>≈ $75.00</td>
</tr>
<tr>
<td>Additional estimated feels or costs to students</td>
<td>≈ $1,400.00</td>
</tr>
<tr>
<td>(e.g. books, travel, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

- 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., 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 100% of doctoral-level students have received aid in the form of a Graduate Assistantship.

### Graduate Assistantship Waiver/Stipend Information (2014-2015)

<table>
<thead>
<tr>
<th>Type of Appointment*</th>
<th>Tuition Waiver*</th>
<th>Stipend*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Level Graduate Assistant</td>
<td>$10,444.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Masters Level Graduate Assistant</td>
<td>$10,444.00</td>
<td>$8,500.00</td>
</tr>
</tbody>
</table>

*Applies to one academic year (Fall and Spring)

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 are provided [here](#).

**DISCLOSURE OF EDUCATION/TRAINING OUTCOMES/INFORMATION TO PROSPECTIVE DOCTORAL STUDENTS**

The APA Committee on Accreditation requires accredited programs to provide information regarding time to completion, attrition, costs, internship placement, and licensure status to applicants to the doctoral program in School Psychology. Such information is updated annually and is posted to the program website.

The School Psychology Ph.D. Program at Kent State University is accredited by the American Psychological Association (APA). Questions related to the program’s accredited status should be directed to the Commission on Accreditation, Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Phone: (202) 336-5679.
Illustrative course sequences are provided for the two most common applicants to the doctoral program: (a) individuals who enter an M.Ed./Ph.D. program of study following completion of a bachelors degree, and (b) individuals who have previously completed specialist-level training in school psychology. These course sequences are provided for illustration only; each doctoral student’s course of study will depend on prior coursework, and will be determined by the student’s advisory phase committee.

For Individuals Entering M.Ed./Ph.D. Program of Study Following Completion of Bachelors Degree

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>SPSY 6/77912 Role of the School Psychologist</td>
<td>SPSY 6/77920 Diagnosis of Childhood Disorders in Schools</td>
</tr>
<tr>
<td></td>
<td>SPSY 6/77692 Practicum I in School Psychology</td>
</tr>
<tr>
<td>6 – 8 Hours</td>
<td>15 Hours</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>SPSY 77965 Instructional Interventions for School Psychologists</td>
<td>SPSY 77973 Consultation in the Helping Professions</td>
</tr>
<tr>
<td>SPSY 70162 Developmental Assessment</td>
<td>SPSY 77928 Group Counseling Techniques for Rehab Counselors and School Psychologists</td>
</tr>
<tr>
<td></td>
<td>SPSY 77792 Practicum II in School Psychology</td>
</tr>
<tr>
<td></td>
<td>SPSY 77798 Individual Research in School Psychology</td>
</tr>
<tr>
<td></td>
<td>SPSY 80090 Doctoral Residency Seminar</td>
</tr>
<tr>
<td></td>
<td>SPSY 77790 Legal, Ethical, &amp; Professional Issues in School Psychology</td>
</tr>
</tbody>
</table>

M.Ed. typically awarded here and student matriculates into the Ph.D. Program
### Appendix A (cont’d.)

**Illustrative Course Sequence of Coursework for Ph.D. Degree**

**For Individuals Entering M.Ed./Ph.D. Program of Study Following Completion of Bachelors Degree**

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PSYC 71260</strong> <em>Theories of Personality</em></td>
<td><strong>EVAL 85515</strong> <em>Quantitative Research Design &amp; Application for Educational Services</em></td>
<td><strong>PSYC 71350</strong> <em>Physiological Psychology</em></td>
<td></td>
</tr>
<tr>
<td><strong>SPSY 77892</strong> <em>Advanced Practicum in School Psychology</em></td>
<td><strong>PSYC 71580</strong> <em>Social Psychology</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months)</td>
<td><strong>EVAL 85517</strong> <em>Advanced Quantitative Research in Educational Services</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPSY 87987</strong> <em>Professional Seminar in School Psychology</em></td>
<td><strong>SPSY 87998</strong> <em>Research Seminar in School Psychology</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PSYC 70950</strong> <em>History and Contemporary Systems</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Hours</strong></td>
<td><strong>15 Hours</strong></td>
<td><strong>12 Hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Examination</strong></td>
<td><strong>SPSY 80199</strong> <em>Dissertation I</em></td>
<td><strong>SPSY 80299</strong> <em>Dissertation II</em></td>
<td></td>
</tr>
<tr>
<td><strong>SPSY 77892</strong> <em>Advanced Practicum in School Psychology</em></td>
<td><strong>SPSY 77982</strong> <em>Advanced Practicum in School Psychology</em> (Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPSY 87992</strong> <em>Doctoral Internship in School Psychology</em></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPSY 77980</strong> <em>Integrating Experience in School Psychology</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPSY 77971</strong> <em>Issues and Approaches in School Psychology</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Hours</strong></td>
<td><strong>8 Hours</strong></td>
<td><strong>15 Hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPSY 87992</strong> <em>Doctoral Internship in School Psychology</em></td>
<td><strong>SPSY 87992</strong> <em>Doctoral Internship in School Psychology</em></td>
<td><strong>SPSY 87992</strong> <em>Doctoral Internship in School Psychology</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Hours</strong></td>
<td><strong>8 Hours</strong></td>
<td><strong>8 Hours</strong></td>
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</tr>
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</table>
Appendix A (cont’d.)
Illustrative Course Sequence of Coursework for Ph.D. Degree
For Individuals Who Previously Have Completed Specialist-Level Training in School Psychology
(Some course waivers and substitutions are possible depending on previous coursework)

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>SPSY 70162 <em>Developmental Assessment</em></td>
<td><strong>EVAL 85515 Quantitative Research Design and Application for Educational Services</strong></td>
<td><strong>EVAL 85516 Quantitative Research Design and Application for Educational Services</strong></td>
</tr>
<tr>
<td>PSYC 71260 <em>Theories of Personality</em></td>
<td><strong>SPSY 70093 School Psychology Seminar Series</strong></td>
<td><strong>SPSY 77998 Individual Research in School Psychology</strong></td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td>*<em>SPSY 77892 Advance</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SPSY 80090 Doctoral Residency Seminar</strong></td>
</tr>
<tr>
<td></td>
<td>*<em>SPSY 77892 Advance</em></td>
<td><strong>EVAL 85518 Advanced Qualitative Research in Educational Services</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PSYC 70950 History and Contemporary Systems</strong></td>
</tr>
<tr>
<td></td>
<td>*<em>SPSY 77892 Advance</em></td>
<td><strong>SPSY 77892 Advanced Practicum in School Psychology</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>(Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SPSY 87987 Professional Seminar in School Psychology</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PSY 71054 Learning and Conditioning</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SPSY 80090 Doctoral Residency Seminar</strong></td>
</tr>
<tr>
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<td><strong>6 Hours</strong></td>
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<table>
<thead>
<tr>
<th>Year 2</th>
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</tr>
</thead>
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<tr>
<td></td>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>EVAL 85518 <em>Advanced Qualitative Research in Educational Services</em></td>
<td><strong>SPSY 87987 Professional Seminar in School Psychology</strong></td>
<td><strong>SPSY 87987 Professional Seminar in School Psychology</strong></td>
</tr>
<tr>
<td>PSYC 70950 <em>History and Contemporary Systems</em></td>
<td><strong>PSY 70413 Cognitive Neuropsychology</strong></td>
<td><strong>PSYC 80391 Seminar: Pediatric Psychology</strong></td>
</tr>
<tr>
<td>SPSY 77892 <em>Advanced Practicum in School Psychology</em></td>
<td><strong>(Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months)</strong></td>
<td><strong>SPSY 77970 Legal, Ethical, &amp; Professional Issues in School Psychology</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SPSY 87987 Professional Seminar in School Psychology</strong></td>
<td><strong>SPSY 77970 Legal, Ethical, &amp; Professional Issues in School Psychology</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SPSY 77892 Advanced Practicum in School Psychology</strong></td>
<td><strong>SPSY 77987 Professional Seminar in School Psychology</strong></td>
</tr>
<tr>
<td></td>
<td><strong>((Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months)</strong></td>
<td><strong>SPSY 77970 Legal, Ethical, &amp; Professional Issues in School Psychology</strong></td>
</tr>
<tr>
<td></td>
<td>0 Hours</td>
<td>15 Hours</td>
</tr>
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</table>
Appendix A (cont’d.)
Illustrative Course Sequence of Coursework for Ph.D. Degree
For Individuals Who Previously Have Completed Specialist-Level Training in School Psychology
(Some course waivers and substitutions are possible depending on previous coursework)

<table>
<thead>
<tr>
<th></th>
<th>Year 4</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive Examination</td>
<td>SPSY 80199 Dissertation I</td>
<td>SPSY 80299 Dissertation II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 Hours</td>
<td>15 Hours</td>
<td>15 Hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Year 5</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 Hours</td>
<td>5 Hours</td>
<td>5 Hours</td>
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</tr>
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</table>
Appendix B
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.

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.

Please Note:

Previous Graduate Coursework Transferred into M.Ed. Program

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

*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 C

KENT STATE UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM

DOCTOR OF PHILOSOPHY PLAN OF STUDY AND RESIDENCY PLAN

In order for the Plan of Study form to be processed, please attach a completed and signed ‘Advisory Phase Committee Form’ available in 418 White Hall

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Program Area</th>
</tr>
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<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Banner ID Number</th>
<th>SPSY Advisor or Co-Advisor (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>SPSY Co-Advisor (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychology Minor Advisor</th>
<th>Date Filed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DOCTORAL COMPREHENSIVE EXAMINATION OPTION (SELECT ONE)**

**FORMAT 1:**
The student completes a written major comprehensive examination of approximately 8 hours in length. The examination normally will be written in 4-hour sessions on two consecutive days. No outside resources may be used.

**FORMAT 2:**
The student answers four comprehensive questions in the major area of study. Students may take two weeks to complete each question for a total of eight weeks to complete all four. All available resources should be used (e.g., research articles, literature, texts) to answer the questions fully with meaningful and appropriate citations.

Note: Different faculty members may prefer one option to another. Please be sure to discuss the options with your Comprehensive Exam Committee and/or Dissertation Committee prior to making a selection above.

**COURSEWORK NOTATION**

The following pages of this Plan of Study reflect doctoral requirements for individuals with no previous graduate training and those who have completed previous graduate coursework prior to admission into the Ph.D. program.

- **Students without Previous Graduate Coursework/Training:** Students who entered the program without previous graduate coursework/training first complete coursework reflected on the M.Ed. Plan of Study in School Psychology. Courses reflected as part of the M.Ed. program are considered prerequisites for the Ph.D. program.

- **Students with Previous Graduate Coursework/Training:** Individuals who have completed recent training in school psychology prior to admission will have reduced requirements in one or more of the major areas. Previous graduate courses that replace required courses through approved waivers or substitutions should be listed in the “previous coursework” section of each major area.

An individual student’s specific program of study will be specified by the Advisory Phase Committee, reflected in the student’s Plan of Study, and approved by the Program Coordinator, the Department Chair, and the Associate Dean for Administrative Affairs and Graduate Education.
# Psychological and Educational Foundations

(24 – 26 Hours Minimum)

## Prerequisite Coursework (required for students without previous graduate coursework)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
</table>
| Educational Foundations (3 Hours) | EPSY 65520 Child & Adolescent Development  
-OR-  
EPSY 65523 Life Span Development |       |              |           |

## Previous Graduate Coursework or Waivers/Substitutions (for students with previous graduate coursework)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
</table>

## Graduate Coursework Taken to Complete the Ph.D. in School Psychology

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Scheduled</th>
</tr>
</thead>
</table>
| Biological Aspects of Behavior (3 Hours) | PSYC 6/71350 Physiological Psychology  
-OR-  
PSYC 6/71054 Learning and Conditioning |              |             |
| Cognitive Aspects of Behavior (3 Hours) | PSYC 6/70453 Introduction to Cognitive Psychology  
-OR-  
PSYC 70413 Cognitive Neuropsychology  
-OR-  
PSYC 70604 Cognitive Development |              |             |
| Social Aspects of Behavior (3 Hours) | PSYC 6/71580 Social Psychology  
-OR-  
PSYC 6/70313 Community Psychology |              |             |
| Developmental/Affective Aspects of Behavior (3 Hours) | PSYC 70615 Social & Personality Development  
-OR-  
PSYC 6/71260 Theories of Personality |              |             |
| History & Systems of Psychology (3 Hours) | EPSY 6/79095 ST History and Systems of Psychology  
-OR-  
PSYC 6/70950 History and Contemporary Systems |              |             |
| Psychology Elective (3 Hours) | Specify course: PSYC Elective (minimum of 3 credit hours) |              |             |
| Educational Foundations (3 to 5 Hours) | SPSY 77914 Field Experience in Education for School Psychologists  
(2 credit hours required for students not possessing a current Ohio license)  
EDAD 76517/SPED 6/73101 Administration & Supervision in Special Education |              |             |

## Prerequisite/Previous Graduate Credit Hours:

<table>
<thead>
<tr>
<th>Scheduled Credit Hours:</th>
<th>Total Psychological and Educational Foundations Credit Hours:</th>
<th></th>
</tr>
</thead>
</table>
## Research Methodology, Design, & Data Analytic Techniques
(14 Hours Minimum)

### Prerequisite Coursework (required for students without previous graduate coursework)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Research</td>
<td>EVAL 6/75510 Statistics I for Educational Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Previous Graduate Coursework or Waivers/Substitutions (for students with previous graduate coursework)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
</table>

### Graduate Coursework Taken to Complete the Ph.D. in School Psychology

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Scheduled</th>
</tr>
</thead>
</table>
| Basic Research (6 Hours)        | EVAL 85515 Quantitative Research Design and Application for Educational Services  
-OR-  
PSYC 6/71651 Quantitative Statistical Analysis I  
EVAL 85516 Qualitative Research Design and Application for Educational Services |              |           |
| Advanced Research (3 Hours)    | EVAL 85517 Advanced Quantitative Research in Educational Services  
-OR-  
EVAL 85518 Advanced Qualitative Research in Educational Services  
-OR-  
PSYC 71654 Quantitative Statistical Analysis II |              |           |
| Applied Research (2 Hours)      | SPSY 6/77998 Individual Research in School Psychology (minimum of 2 semesters) |              |           |

## Prerequisite/Previous Graduate Credit Hours:

<table>
<thead>
<tr>
<th>Scheduled Credit Hours:</th>
</tr>
</thead>
</table>

## Total Research Methodology, Design, & Data Analytic Credit Hours:

| 42 |
### Professional School Psychology Core

(42 Hours Minimum)

**Prerequisite Coursework (required for students without previous graduate coursework)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Intervention</td>
<td>SPSY 6/77920 Diagnosis of Child Disorders in Schools</td>
<td></td>
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<tr>
<td></td>
<td>SPSY 6/77972 Social Emotional Assessment for School Psychologists</td>
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<tr>
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<td>SPSY 6/77955 Instructional Assessment for School Psychologists</td>
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<td>SPSY 6/77974 Social-Emotional Interventions in School Psychology</td>
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<td></td>
<td>SPSY 6/77960 Interventions with Culturally Diverse Students</td>
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<td></td>
<td>SPSY 6/77951 Cognitive Assessment of Children in Schools</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Counseling and Consultation</td>
<td>SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors and</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>School Psychologists</td>
<td></td>
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<tr>
<td>(3 Hours)</td>
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</table>

**Previous Graduate Coursework or Waivers/Substitutions (for students with previous graduate coursework)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
</table>

| Graduate Coursework Taken to Complete the Ph.D. in School Psychology |
|-------------------------------------------------|-------------------------------------------------|
| Domain                                           | Course(s)                                                                 | Grade | Credit Hours | Scheduled |
| Assessment and Intervention (9 Hours)            | SPSY 6/70162 Developmental Assessment            |       |              |           |
|                                                 | C&I 6/77319 Diagnosis and Remediation in Reading|       |              |           |
|                                                 | SPSY 6/77965 Instructional Interventions for School Psychologists               |       |              |           |
| Counseling and Consultation (6 Hours)           | SPSY 6/77928 Group Counseling Techniques for Rehab Counselors and School Psychologists |       |              |           |
|                                                 | SPSY 6/77973 Consultation in the Helping Professions                              |       |              |           |
| Professional Role and Practice (6 Hours)        | SPSY 6/77912 Role of the School Psychologist    |       |              |           |
|                                                 | SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology         |       |              |           |

**Prerequisite/Previous Graduate Credit Hours:**

<table>
<thead>
<tr>
<th>Scheduled Credit Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Professional School Psychology Core Credit Hours:</td>
</tr>
</tbody>
</table>

43
### Advanced School Psychology Foundations and Application

(14 Hours Minimum)

**Previous Graduate Coursework or Waivers/Substitutions (for students with previous graduate coursework)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
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</thead>
<tbody>
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</table>

**Graduate Coursework Taken to Complete the Ph.D. in School Psychology**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Scheduled</th>
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</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>SPSY 70093 School Psychology Seminar Series</td>
<td></td>
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<tr>
<td></td>
<td>-OR- SPSY 77998 Individual Research in School Psychology (2 Credits)</td>
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<tr>
<td></td>
<td>SPSY 80090 Doctoral Residency Seminar in School Psychology</td>
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<td></td>
<td>Three Additional Seminars from the following:</td>
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<tr>
<td></td>
<td>SPSY 87998 Research Seminar in School Psychology</td>
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<tr>
<td></td>
<td>SPSY 87987 Professional Seminar in School Psychology</td>
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<tr>
<td></td>
<td>SPSY 87987 Professional Seminar in School Psychology</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>-OR- SPSY 87998 Research Seminar in School Psychology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisite/Previous Graduate Credit Hours:**

<table>
<thead>
<tr>
<th>Scheduled Credit Hours:</th>
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</table>

**Total Advanced School Psychology Foundations & Application Credit Hours:**

<table>
<thead>
<tr>
<th>Scheduled Credit Hours:</th>
</tr>
</thead>
</table>
**Practica**
*(18 Hours Minimum)*

**Prerequisite Coursework (required for students without previous graduate coursework)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>Practicum I</td>
<td>SPSY 6/77692 Practicum I in School Psychology (Fall)</td>
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<td></td>
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<tr>
<td>(6 Hours)</td>
<td>SPSY 6/77692 Practicum I in School Psychology (Spring)</td>
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</table>

**Previous Graduate Coursework or Waivers/Substitutions (for students with previous graduate coursework)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Completed</th>
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</thead>
</table>

**Graduate Coursework Taken to Complete the Ph.D. in School Psychology**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Scheduled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum II</td>
<td>SPSY 6/77792 Practicum II in School Psychology (Fall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6 Hours)</td>
<td>SPSY 6/77792 Practicum II in School Psychology (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Practicum</td>
<td>SPSY 77892 Advanced Practicum in School Psychology (Fall)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(6 Hours)</td>
<td>SPSY 77892 Advanced Practicum in School Psychology (Spring)</td>
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</tbody>
</table>

**Prerequisite/Previous Graduate Credit Hours:**

<table>
<thead>
<tr>
<th>Scheduled Credit Hours:</th>
<th>Total Practica Credit Hours:</th>
</tr>
</thead>
</table>

45
### Internship
(12-20 Hours)

**Graduate Coursework Taken to Complete the Ph.D. in School Psychology**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Scheduled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship (12 Hours)</td>
<td>SPSY 87992 Doctoral Internship in School Psychology</td>
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<tr>
<td></td>
<td>SPSY 87992 Doctoral Internship in School Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPSY 87992 Doctoral Internship in School Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Seminar (6 Hours; 2 semesters at 3 hours each)</td>
<td>SPSY 77971 Issues and Approaches in School Psychology (Fall) Required for students completing a state-funded school-based internship in Ohio</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SPSY 77971 Issues and Approaches in School Psychology (Spring) Required for students completing a state-funded school-based internship in Ohio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Role and Practice (2 Hours)</td>
<td>SPSY 77980 Integrating Experience in School Psychology Required for students completing a state-funded school-based internship in Ohio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scheduled Credit Hours:**

**Total Internship Credit Hours:**

### Dissertation
(30 Hours Minimum; 2 semesters, 15 Hours Each)

**Graduate Coursework Taken to Complete the Ph.D. in School Psychology**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Scheduled</th>
</tr>
</thead>
</table>
| Dissertation (Minimum of 2 semesters, 15 hours each) | SPSY 80199 Dissertation I  
SPSY 80299 Dissertation II |              |           |

**Scheduled Credit Hours:**

**Total Dissertation Credit Hours:**

**Ph.D. Plan of Study TOTAL CREDIT HOURS**

**Prerequisite Coursework** (students without previous graduate training):

**Previous Graduate Credit Hours** (students with previous graduate training):

**Scheduled Credit Hours of Coursework** (excluding Internship and Dissertation):

**Scheduled Credit Hours of Internship**:

**Scheduled Credit Hours of Dissertation**:

**Total Scheduled Credit Hours** (including Internship and Dissertation):

*The total number of required hours in each student’s Plan of Study/Residency Plan will vary based on point of entry into the program, previous graduate coursework, program area advisor input, and the Kent State University School Psychology Program requirements. The College and Graduate School of Education, Health and Human Services’ minimum requirement for a doctoral degree is 60 credit hours beyond the master’s degree. Given the requirements of the accreditation bodies governing the KSU School Psychology Program, the typical number of required hours for the doctoral degree will exceed that of the minimum college requirement.*

46
**Residency Plan**

Residency requires a concentrated period of doctoral study and related activities. Please indicate the semesters for residency and complete the table identifying: (a) professional activities that will be completed during residency, and (b) an accountability plan for each activity.

Semesters for residency plan:______________________________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: I will attend a dissertation defense.</td>
<td>Example: I will write a reaction paper to the defense. I will submit the paper to my major advisor.</td>
</tr>
</tbody>
</table>
Appendix D

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.

REMEDICATION 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).

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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.

Revised Editions approved by Program Faculty, May 13, 1999; February 19, 2004; October 7, 2004; April 20, 2006, and endorsed by the Executive Committee of the Student Affiliates in School Psychology, February, 2004, October