The Doctoral Program
In
School Psychology

An APA-Accredited and NASP-Approved Program

Program Handbook

College and Graduate School of Education,
Health, and Human Services

School of Lifespan Development
and Educational Sciences

Updated May 2012
The Doctoral Program in School Psychology

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FAQs about the M.Ed./Ph.D. Program in School Psychology

1. 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).

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

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

3. 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):
   1. 8 courses in psychological and educational foundations (frequently fewer if specialist-level coursework is recent and includes courses in the Psychology Department);
   2. 5 courses in research;
   3. 3-4 courses in professional role and practice;
   4. comprehensive examinations;
   5. doctoral internship; and
   6. dissertation.

4. 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.!
5. 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.

6. Q: I have a masters 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 a masters 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 course work 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.

7. 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:
   1. the possibility of selecting courses that meet both the Ohio Department of Education’s School Psychology licensure and Ph.D. requirements;
   2. the ability to craft one school-based internship that satisfies both APA and NASP requirements (as opposed to completing two separate internships).

8. 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 previously completed specialist level training in School Psychology. Students should be aware of several issues when considering pursuit of the Doctorate in School Psychology on a part-time basis. Please refer to the KSU School Psychology Doctoral Program Handbook for more information.
9. 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.

10. 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 in the Program Handbook and program website. 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.

11. 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:

1. Independent research courses, taken early in the coursework phase, to provide mentored research experience;
2. Mentorship from the Dissertation Chairperson(s) and the other members of the dissertation phase committee;
3. Setting a reasonable timeline and engaging in self-monitoring and self-reinforcement for achieving goals related to your timeline.
12. 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:

1. If students have previously completed a specialist-level internship in the schools, 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.

2. It may be appropriate for a student to complete a single internship which fulfills both 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.

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

A: Please see the following resources for detailed information about admission requirements and application procedures:

- The Doctoral Program in School Psychology Handbook (available through the program website at http://www.kent.edu/ehhs/spsy/doctorate/index.cfm)
- http://www.kent.edu/ehhs/spsy/doctorate/apply.cfm

14. Q: What are the application deadlines?

A: Applications for admission to the school psychology Ph.D. degree program are reviewed in October, January and June. Please see the following table for specific information about when to apply for which semester cycle:

<table>
<thead>
<tr>
<th>All materials due by:</th>
<th>For admission decision in:</th>
<th>To begin studies in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 15</td>
<td>November</td>
<td>Spring</td>
</tr>
<tr>
<td>January 10</td>
<td>February</td>
<td>Summer</td>
</tr>
<tr>
<td>June 15</td>
<td>July</td>
<td>Fall</td>
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</tbody>
</table>

Program faculty will initiate interviews with qualifying applicants when completed files have been received. For questions about the status of application materials, contact the Division of Graduate Studies (located in Cartwright Hall) at the following number: (330) 672-2661.
A Brief History

The graduate program in School Psychology 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 program’s faculty and graduates have had a longstanding record as leaders in the field of school psychology. The KSU doctoral program was initially accredited by the American Psychological Association in 1984 and approved by the National Association of School Psychologists in 1991; accreditation and approval have been continuous since that time.

Program Philosophy and Competencies

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 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. The training paradigm of the graduate program in school psychology at Kent State University was derived from the following sources:

- Standards for training and field placement programs in school psychology (NASP, 2000)

The program’s training paradigm is reflected in the following goals; specific objectives associated with each of these goals are outlined in the Appendix.

1.00 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.

2.00 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.

3.00 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.

4.00 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these procedures, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

5.00 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
6.00  School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services.

7.00  Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

8.00  Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.

9:00  Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods.

10.00  School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.

11.00  Information Technology: School psychologists have knowledge of information sources and technology relevant to their work.

These goals are taught through:

- A sequence of coursework focused on educational and psychological theory; research methods, design, and data analytic techniques; and professional school psychology;
- Application of skills through practica of graduated intensity and a comprehensive internship experience; and
- Sequenced research activities progressing from faculty-guided individual research projects through the dissertation.

References


Application Procedure

The Doctoral Program in School Psychology at Kent State University provides advanced training in school psychology, with an emphasis on research and leadership in applied educational and mental health settings. Individuals considering making application to the Doctoral Program in School Psychology are strongly encouraged to interview or shadow doctoral level school psychologists. Applicants to the program include:

1. Individuals with a Bachelors or Masters degree who wish to apply directly to the M.Ed./Ph.D. program of study; these students will be admitted initially into the M.Ed. program, and upon successful completion of the M.Ed. will matriculate into the Ph.D. program;
2. Individuals who are enrolled in the M.Ed./Ed.S. program of study in school psychology, who elect to apply for the Ph.D. program upon completion of the M.Ed. Degree;
3. Individuals who have completed specialist-level training in school psychology.

Please send all materials to:

Kent State University
Division of Graduate Studies
650 Hilltop Drive
Cartwright Hall
Kent, Ohio 44242
Phone: 330-672-2661

The materials listed below are required for application to the M.Ed./Ph.D. and Ph.D. program:

- One Complete Application Form
- Written Statement of Personal Goals
- Letters of Recommendation
  - Two Letters Required (Additional Letters Permitted)
- School Psychology Supplemental Data Form
- Verification of Moral Character

*In addition to the materials above, you will also need to send the following:*

6. Copy of Current Resume/Vita
7. Official Transcripts with Degree Posted
   - One official transcript from each college or university (except Kent State) in which 12 quarter hours (8 semester hours) or more were earned.
8. Official GRE Scores
   - Please request your GRE scores be sent to both of the following codes:
     - 3999 (KSU Graduate School of Education)
     - 1367 (KSU Institution Code)
9. Sample of Written Work
   - When selecting a sample of written work as part of required application materials, please note that program faculty are most interested in reviewing a paper/writing sample related to the education and/or development of school-aged children (e.g., a paper written for a previous course or an original research project summary).
10. Application Fee (Check or Money Order for $30.00 [non-refundable] payable to Kent State University)
Dates and Deadlines

Applications for admission to the school psychology Ph.D. degree program (including the M.Ed./Ph.D. program of study) are due in January, June and October (see table below). The Program Coordinator will arrange an interview with applicants meeting minimum requirements when completed files have been reviewed. Interviews take place and decisions are made in February, July and November (see table below). The program’s three admission cycles follow the schedule in the table below:

<table>
<thead>
<tr>
<th>Deadline for Application Materials:</th>
<th>Admission Decision:</th>
<th>Begin Coursework (Admission Term):</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>February</td>
<td>Summer (June)</td>
</tr>
<tr>
<td>June 15</td>
<td>July</td>
<td>Fall (August)</td>
</tr>
<tr>
<td>October 15th</td>
<td>November</td>
<td>Spring (January)</td>
</tr>
</tbody>
</table>

We strongly encourage applicants to confirm receipt of all application materials prior to the application deadline. For questions about the status of application materials, please contact the Division of Graduate Studies at (330) 672-2661.

Admission Criteria and Selection

Students with relevant employment experiences and undergraduate or graduate degrees in fields related to psychology and education are encouraged to apply to the doctoral program in school psychology. Prior coursework and experience will be evaluated based upon quality, relevance, and recency. Students whose undergraduate or graduate degrees are in unrelated areas may be required to complete additional coursework prior to admission. Admission to the program is competitive; minimal admission requirements to the doctoral 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 GRE is required. At this time, the program has not established a specific cutoff score for all GRE subtests. However, most successful applicants obtain scores at the 35th percentile or higher in all areas. 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 positive mental attitude;
- Interviews with program faculty (arranged by the Program Coordinator when all other application materials have been received).

The Graduate Program in School Psychology 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 eliminate a candidate from consideration. Over the past four years, approximately 2 students per year have enrolled in the Ph.D. program. On average, the program admits 25-30% of the total number of individuals who make application. All applicants receive written notification of admission decisions.
Appeal of Denial of Admission to 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. The request for reconsideration will be reviewed by program faculty 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.

Full-time vs. Part-time Study

The Doctoral Program in School Psychology is committed to the recruitment and retention of persons from diverse backgrounds. As a result, flexibility in fulfilling program requirements is provided when possible, including part-time study in selected instances. Part-time study may be possible under some circumstances for applicants who have previously completed specialist level training in School Psychology. Students should be aware of the following issues when considering pursuit of the Ph.D. in School Psychology on a part-time basis:

- The majority of courses offered within the College and Graduate School of Education, Health, and Human Services during the academic year, including SPSY courses, are scheduled in the late afternoon/evening (4:25–7:05 p.m. and 7:20–10:00 p.m.).
- Some required courses are offered only during summer sessions; these classes are generally scheduled during daytime hours.
- The majority of courses offered within the Department of Psychology are scheduled during daytime hours during the academic year only.
- There are residency requirements necessitating a period of concentrated study. For further information about options for fulfilling residency requirements, consult The College of Education, Health, and Human Services Graduate Handbook. The document can be accessed through the following link:
  http://www.kent.edu/ehhs/ogs/upload/msh_graduate_handbook_071211.pdf
- Practica and internship require students to be available during daytime hours for multiple days each week.

The College and Graduate School of Education, Health, and Human Services (hereafter EHHS College) requires that all doctoral level coursework and doctoral candidacy examinations be completed in four years. The time allotted to complete the dissertation following candidacy examinations is five years. Therefore, a total of nine years maximum is allowed by the EHHS College to complete all doctoral requirements, including graduation.
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:

- the Psychology Minor (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 will 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, reflected in the student’s plan of study, and approved by the Program Coordinator, the School Director, and the Associate Dean for Administrative Affairs and Graduate Education.

I. **Psychological and Educational Foundations** (26 hours if no previous graduate coursework)

   A. **Biological Aspects of Behavior (3)**

      - PSYC 6/71350 Physiological Psychology
      - PSYC 6/71054 Learning and Conditioning

   B. **Cognitive Aspects of Behavior (3)**

      - PSYC 6/70453 Introduction to Cognitive Psychology
      - PSYC 70413 Cognitive Neuropsychology
      - PSYC 70604 Cognitive Development

   C. **Social Aspects of Behavior (3)**

      - PSYC 6/71580 Social Psychology
      - PSYC 6/70313 Community Psychology
D. Developmental/Affective Aspects of Behavior (3)

PSYC 70615 Social and Personality Development  
Or  
PSYC 6/71260 Theories of Personality

E. History and Systems of Psychology (3)

PSYC 6/70950 History and Contemporary Systems

F. Elective (Minimum of 3)

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. Note: instructor permission is required to enroll in Psychology courses.

G. Educational Foundations (6-8)

EPSY/EDPF/EDUC 65520 Child and Adolescent Development (3)  
Or  
EPSY/EDPF/EDUC 65523 Life Span Development (3)

SPSY 6/77914 Field Experience in Education for School Psychologists (2)  
(required for students without a current Ohio teaching or school psychologist license)

EDAD 76517/SPED 63101 Administration & Supervision in Special Education (3)

II. Research Methodology, Design, and Data Analytic Techniques (14 hours if no previous graduate coursework)

A. Basic Research (9)

EVAL/EDPF/EDUC 6/75510 Statistics I for Educational Services

EVAL/EDPF/EDUC 85515 Quantitative Research Design and Application for Educational Services  
Or  
PSYC 6/71651 Quantitative Statistical Analysis I

EVAL/EDPF/EDUC 85516 Qualitative Research Design and Application for Educational Services

B. Advanced Research (3)
EVAL/EDPF/EDUC 85517  Advanced Quantitative Research in Educational Services

Or

EVAL/EDPF/EDUC 85518  Advanced Qualitative Research in Educational Services

Or

PSYC 71654  Quantitative Statistical Analysis II

C.  Applied Research (2)

SPSY 6/77998  Individual Research in School Psychology (minimum of two semesters)

III.  Professional School Psychology Core (42 hours if no previous graduate coursework)

A. Assessment and Intervention (27)

SPSY 6/77920  Diagnosis of Child Disorders in Schools

SPSY 6/77955  Instructional Assessment for School Psychologists

SPSY 6/77972  Social Emotional Assessment for School Psychologists

SPSY 6/77965  Instructional Interventions for School Psychologists

SPSY 6/77960  Interventions with Culturally Diverse Students

SPSY 6/77974  Social-Emotional Interventions in School Psychology

SPSY 6/77951  Cognitive Assessment of Children in Schools

SPSY 6/70162  Developmental Assessment

C&I 6/77319  Diagnosis and Remediation in Reading

B. Counseling and Consultation (9)

SPSY 6/77929  Individual Counseling Techniques for Rehab Counselors and School Psychologists

SPSY 6/77928  Group Counseling Techniques for Rehab Counselors and School Psychologists

SPSY 6/77973  Consultation in the Helping Professions
C. **Professional Role and Practice** (6)

SPSY 6/77912 Role of the School Psychologist

SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology

IV. **Advanced School Psychology Foundations and Application** (14 hours if no previous graduate coursework)

SPSY 70093 School Psychology Seminar Series

OR

SPSY 6/77998 Individual Research in School Psychology (2 credits)

SPSY 80090 Doctoral Residency Seminar in School Psychology

*Three additional Seminars from the following topical research and professional seminars; at least one Research Seminar and one Professional Seminar is required.*

SPSY 87998 Research Seminar in School Psychology

SPSY 87987 Professional Seminar in School Psychology

V. **Practica** (18 hours if no previous graduate coursework)

A. **Practicum** (12)

SPSY 6/77692 Practicum I in School Psychology (two semesters, 3 hours each)

SPSY 6/77792 Practicum II in School Psychology (two semesters, 3 hours each)

B. **Advanced Practicum** (6)

SPSY 77892 Advanced Practicum in School Psychology (minimum of two semesters, 3 hours each)

VI. **Internship** (12-20 hours)

SPSY 87992 Doctoral Internship in School Psychology (minimum of 2 semesters, 6 hours each)

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)
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)

SPSY  80199  Dissertation I
SPSY  80299  Dissertation II
Illustrative Sequences of Coursework

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.*

**Illustrative Sequence of Coursework for Individuals Entering M.Ed./Ph.D. Program of Study Following Completion of Bachelors Degree**

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>1</td>
<td>SPSY 6/77912 Role of the School Psychologist (3)</td>
<td>SPSY 6/77920 Diagnosis of Childhood Disorders in Schools (3)</td>
<td>SPSY 6/77960 Interventions with Culturally Diverse Students (3)</td>
</tr>
<tr>
<td></td>
<td>8-11 hours</td>
<td>15 hours</td>
<td>OR SPSY 77998 Individual Research in School Psychology (2)</td>
</tr>
<tr>
<td></td>
<td>M.Ed. typically awarded here and student matriculates into the Ph.D. program</td>
<td>17 hours</td>
<td>PSYC 80391 Seminar: Pediatric Psychology (3) (elective)</td>
</tr>
<tr>
<td>2</td>
<td>SPSY 6/77965 Instructional Interventions for School Psychologists (3)</td>
<td>SPSY 6/77973 Consultation in the Helping Professions (3)</td>
<td>C &amp; I 77920 Diagnosis and Remediation in Reading (3)</td>
</tr>
<tr>
<td></td>
<td>6 hours</td>
<td>13 hours</td>
<td>SPSY 6/77792 Practicum II in School Psychology (3)</td>
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<td></td>
<td></td>
<td></td>
<td>SPSY 6/777998 Individual Research in School Psychology (1)</td>
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<td>SPSY 6/77998 Doctoral Residency Seminar (3)</td>
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<td></td>
<td>SPSS 80090 Doctoral Residency Seminar (3)</td>
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<td></td>
<td></td>
<td>EDAD 76517/SPED 63101 Administration &amp; Supervision Special Education (3)</td>
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<td></td>
<td></td>
<td>EVAL/EDPF/EDUC 85516 Qualitative Research Design and Application for Educational Services (3)</td>
</tr>
</tbody>
</table>

* Required for students without a valid Ohio teacher or school psychologist license... Illustrative sequence continues
### Year 3

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSY 6/77970 Legal, Ethical, &amp; Professional Issues in School Psychology (3)</td>
<td>EVAL/EDPF/EDUC 85515 Quantitative Research Design &amp; Application for Educational Services (3)</td>
<td>PSYC 6/71350 Physiological Psychology (3)</td>
</tr>
<tr>
<td>PSYC 6/71260 Theories of Personality (3)</td>
<td>SPSY 77892 Advanced Practicum in School Psychology (3) – <em>Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months.</em></td>
<td>PSYC 6/71580 Social Psychology (3)</td>
</tr>
<tr>
<td></td>
<td>SPSY 70413 Cognitive Neuropsychology (3)</td>
<td>EVAL/EDPF/EDUC 85517 Advanced Quantitative Research in Educational Services (3)</td>
</tr>
<tr>
<td></td>
<td>SPSY 87987 Professional Seminar in School Psychology (3)</td>
<td>SPSY 87998 Research Seminar in School Psychology (3)</td>
</tr>
<tr>
<td></td>
<td>PSYC 6/70950 History and Contemporary Systems (3)</td>
<td></td>
</tr>
</tbody>
</table>

6 hours | 15 hours | 12 hours

### Year 4

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive exams to be taken at this point</td>
<td>Dissertation I (15)</td>
<td>Dissertation II (15)</td>
</tr>
<tr>
<td>SPSY 77892 Advanced Practicum in School Psychology (3) – <em>Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0 hours | 18 hours | 15 hours

### Year 5

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSY 87992 Doctoral Internship in School Psychology (2)</td>
<td>SPSY 87992 Doctoral Internship in School Psychology (5)</td>
<td>SPSY 87992 Doctoral Internship in School Psychology (5)</td>
</tr>
<tr>
<td>SPSY 77980 Integrating Experience in School Psychology (2)</td>
<td>SPSY 77971 Issues and Approaches in School Psychology (3)</td>
<td>SPSY 77971 Issues and Approaches in School Psychology (3)</td>
</tr>
</tbody>
</table>

4 hours | 8 hours | 8 hours

Note: Students are responsible for completing the approved course of study that is in effect at the time the approved plan of study is filed.
Illustrative Sequence of Coursework
for Individuals who Have Previously Completed Specialist-Level Training in
School Psychology
(Some course waivers or substitutions are possible depending on previous coursework)

Year 1

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSY 6/70162 Developmental Assessment of Preschool, Kindergarten, &amp; Primary Grade Children (3)</td>
<td>EVAL/EDPF/EDUC 85515 Quantitative Research Design and Application for Educational Services (3)</td>
<td>EVAL/EDPF/EDUC 85516 Qualitative Research Design and Application for Educational Services (3)</td>
</tr>
<tr>
<td>PSYC 6/71260 Theories of Personality (3)</td>
<td>SPSY 70093 School Psychology Seminar Series (2)</td>
<td>SPSY 6/77998 Social Psychology (3)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>SPSY 87998 Research Seminar in School Psychology (3)</td>
</tr>
<tr>
<td></td>
<td>SPSY 77892 Advanced Practicum in School Psychology (3) – <em>Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months.</em></td>
<td>EDAD 76517/SPED 63101 Administration &amp; Supervision in Special Education (3)</td>
</tr>
<tr>
<td></td>
<td>SPSY 6/71054 Learning and Conditioning (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPSY 80090 Doctoral Residency Seminar (3)</td>
<td></td>
</tr>
<tr>
<td>6 hours</td>
<td>15 hours</td>
<td>13 hours</td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSY 6/77970 Legal, Ethical, &amp; Professional Issues in School Psychology (3)</td>
<td>EVAL/EDPF/EDUC 85518 Advanced Qualitative Research in Educational Services (3)</td>
<td>SPSY 87987 Professional Seminar in School Psychology (3)</td>
</tr>
<tr>
<td></td>
<td>PSYC 6/70950 History and Contemporary Systems (3)(odd years only)</td>
<td>PSYC 70413 Cognitive Neuropsychology (3)</td>
</tr>
<tr>
<td></td>
<td>SPSY 77892 Advanced Practicum in School Psychology (3) – <em>Students should plan on completing hours one day per week during the academic year. The experience may extend through summer months.</em></td>
<td>PSYC 80391 Seminar: Pediatric Psychology (3) (elective)</td>
</tr>
<tr>
<td>3 hours</td>
<td>12 hours</td>
<td>9 hours</td>
</tr>
</tbody>
</table>

Year 3

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Comprehensive exams may be taken at this point. 0 hours</td>
<td>SPSY 80199 Dissertation I (15)</td>
<td>SPSY 80299 Dissertation II (15)</td>
</tr>
<tr>
<td>15 hours</td>
<td></td>
<td>15 hours</td>
</tr>
</tbody>
</table>

… Illustrative sequence continues
<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>SPSY 87992 Doctoral Internship</td>
<td>SPSY 87992 Doctoral Internship</td>
<td>SPSY 87992 Doctoral Internship</td>
</tr>
<tr>
<td>in School</td>
<td>in School Psychology (2)</td>
<td>in School Psychology (5)</td>
<td>in School Psychology (5)</td>
</tr>
<tr>
<td>Credits</td>
<td>2 hours</td>
<td>5 hours</td>
<td>5 hours</td>
</tr>
</tbody>
</table>

Note: Students are responsible for completing the approved course of study that is in effect at the time the approved plan of study is filed.

**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. The first phase of advising is facilitated by an Advisory Phase Committee (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.

Note 1: Students entering the program following the completion of their bachelor’s degree will first matriculate into the M.Ed. program and if they successfully complete the M.Ed. degree, they will matriculate into the Ph.D. program (both phases are guided by their assigned advisor). Those students entering with a masters degree (or higher) in school psychology will matriculate directly into the doctoral program.

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 Graduate Handbook* (available through this link: http://www.kent.edu/ehhs/ogs/upload/msh_graduate_handbook_071211.pdf).
Student Organization

The KSU 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, arranging for several social and student learning events annually, and assisting in accessing university funds for attendance at professional conferences. The organization also features a doctoral representative, who serves to advocate the needs and concerns of the doctoral students. Additional information about SASP-KSU is available through the following website: http://www.kent.edu/ehhs/studentorgs/SASP/index.cfm.

Student Data-Base and E-mail Communications

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:

1. 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 and dissertation.
2. Notify all program faculty and the staff members who maintain the student database of any changes in database information.
3. Subscribe to established electronic listservs to facilitate communication during various phases of the program.

Annual Review of Student Progress and Performance

Students in the School Psychology Ph.D. program are required to submit a self-assessment and current curriculum vitae annually. This information is used by program faculty in conducting an annual review of student progress and performance. Each student receives written feedback on an annual basis. Detailed information about the annual review process is available through the following link: http://www.kent.edu/ehhs/spsy/doctorate/phd-annual-review.cfm

Residency

Residency is designed to encourage interaction with fellow students, collaboration with professors, and the opportunity to focus on research and issues germane to the field of school psychology. Residency is considered more than accumulation of credit hours. It is a set of experiences that combines credit hours, professional activities, and participation in two semesters of seminars. Further information regarding residency requirements is available in The College of Education, Health, and Human Services Graduate 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.

**Minimum** required credit hours and clock hours for each practica are as follows:

**SPSY 77692  Practicum I in School Psychology:** Generally Year 1. Requires minimum of 2 semesters, 3 semester hours each; 25 clock hours/semester, 50 hours total

**SPSY 77792  Practicum II in School Psychology:** Generally Year 2. Requires minimum of 2 semesters, 3 semester hours each; 75 hours/semester, 150 hours total

**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.

**Doctoral 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 nonschool-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.
  - Nonschool-Based Doctoral-Level Internship: Students who have completed a previous, specialist-level internship and possess a current credentialing as a school psychologist, may chose to complete a doctoral level internship in a nonschool-based setting. A nonschool-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*. Guidelines for successfully completing the comprehensive examination are available through the following link: http://www.kent.edu/ehhs/Schools/ldes/programs/spsy/doctorate/comprehensive-exam.cfm.

### 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*.

### Program Policies

Specific policies have been adopted to clarify program requirements and expectations for faculty and student performance. Existing policies pertain to grading, plagiarism, Field Experience requirements, sequence of courses, NTE praxis, addressing concerns about student performance or functioning, the Doctoral Professional Portfolio, and teaching/student mentorship. Policies are posted on the program webpage: http://www.kent.edu/ehhs/spsy/program-policies.cfm. All students should familiarize themselves with the KSU SPSY Policy for Addressing Concerns about Student Performance or Functioning available through KSU School Psychology website: http://www.kent.edu/ehhs/Schools/ldes/programs/spsy/upload/KSU_SPSY_policy_regarding_student_performance_and_functioning.pdf
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. Normal time limits 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.

Physical Facilities

Kent State University is located near the cities of Akron and Cleveland in northeastern Ohio, an area which 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 22,000 students. 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. KSU has been listed among the top 100 "wired" universities, reflecting its commitment to emergent technologies.

The School Psychology Program is housed in White Hall, which first opened in the spring of 1966. In addition to the faculty office and graduate appointee rooms, the College also utilizes the Counseling and Human Development Center, a training and service facility located in 325 White Hall. This Center contains seven counseling rooms with one-way observation windows and a central reception area. In addition to permitting direct observation, the facilities contain extensive equipment for audio and video taping of assessment and interventions conducted under supervision as part of training. 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. The Center is currently administering 13 federally and privately funded projects whose total budgets exceed $6 million. 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 doctoral students carrying out specific research projects, and for students completing the dissertation requirement.
The Program also has access to and uses 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 and toddlers with disabilities and their families. All facilities are architecturally accessible to individuals with physical disabilities.

Financial Aid

Graduate assistantships are available on a competitive basis. Academic year assistantships pay a stipend plus waiver of tuition for 20 hours of work per week. Students who qualify are eligible for Graduate Work-Study positions. Whenever possible, students who receive financial aid which requires work are placed in positions that directly relate to their program of study.

- Students wishing to apply for financial aid should contact the KSU Student Office of Financial Aid in Room 103 of the Michael Schwartz Center, Kent State University, Kent, OH 44242
  - Phone: 330-672-2972
  - Website: http://www.kent.edu/financialaid

Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students

The APA Committee on Accreditation requires accredited programs to provide the following information to applicants to the Doctoral Program in School Psychology:

**Time to Completion for Doctoral Students Graduating Between 2003 and 2010**

Mean and median time to degree completion for program graduates over the past seven years is as follows:
- Median time to completion: **7 years**
- Mean time to completion: **7.31 years**
- Range of time to completion: **3 to 14 years**
- Percent completing the program in fewer than 5 years: **23%**
- Percent completing in five years: **8%**
- Percent completing in six years: **8%**
- Percent completing in seven years: **15%**
- Percent completing in more than 7 years: **46%**

**Time to Completion for Doctoral Students Who Enrolled in 2003 and Graduated by 2010**

Mean and median time to degree completion for program graduates entering in the 2003 academic year and beyond is as follows:
- Median time to completion: **4 years**
- Mean time to completion: **4.4 years**

26
- Range of time to completion: **3 to 6 years**

### Attrition Data

<table>
<thead>
<tr>
<th>Year of enrollment</th>
<th># Enrolled</th>
<th># Graduated with doctorate</th>
<th># Still currently enrolled</th>
<th># No longer enrolled</th>
<th>Attrition Rate Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>2005</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>43%</td>
</tr>
<tr>
<td>2006</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2008</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Program Costs - Fees & Tuition (as of Fall 2012)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Grad Resident</th>
<th>Grad Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>468.00</td>
<td>810.00</td>
</tr>
<tr>
<td>2</td>
<td>936.00</td>
<td>1620.00</td>
</tr>
<tr>
<td>3</td>
<td>1404.00</td>
<td>2430.00</td>
</tr>
<tr>
<td>4</td>
<td>1872.00</td>
<td>3240.00</td>
</tr>
<tr>
<td>5</td>
<td>2340.00</td>
<td>4050.00</td>
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<tr>
<td>6</td>
<td>2808.00</td>
<td>4860.00</td>
</tr>
<tr>
<td>7</td>
<td>3276.00</td>
<td>5670.00</td>
</tr>
<tr>
<td>8</td>
<td>3744.00</td>
<td>6480.00</td>
</tr>
<tr>
<td>9</td>
<td>4212.00</td>
<td>7290.00</td>
</tr>
<tr>
<td>10</td>
<td>4680.00</td>
<td>8100.00</td>
</tr>
<tr>
<td>11 and over</td>
<td>5145.00</td>
<td>8903.00</td>
</tr>
</tbody>
</table>

Note: A flat rate applies to students taking between 11 and 17 credit hours. An additional $468 per credit hour is assessed for each credit hour enrolled above 17.

*Dissertation I $2,808.00; Dissertation II $156.00 (after accumulating 30 hours)*

Payment due dates and further information can be found on the Bursar’s website at [www.kent.edu/bursar](http://www.kent.edu/bursar)

### Assistantships

Graduate assistantships and teaching fellowships are available on a competitive basis. Academic year assistantships pay a stipend plus waiver of tuition for 20 hours of work per week. See chart below for Graduate Assistant stipend and tuition waiver information (as of the 2012-2013 academic year):
### Type of Appointment

<table>
<thead>
<tr>
<th></th>
<th>Tuition Waiver*</th>
<th>Stipend*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Level</td>
<td>$10,290.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s Level</td>
<td>$10,290.00</td>
<td>$8,500.00</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* For one academic year (Fall + Spring semesters)

### Internships

Data regarding the success of students in obtaining internships for the most recent years of graduates are as follows:

<table>
<thead>
<tr>
<th>Internship Year</th>
<th>Number of internship applicants</th>
<th>Number (%) who obtained internships</th>
<th>Number (%) who obtained paid internships</th>
<th>Number (%) who obtained APPIC member internships</th>
<th>Number (%) who obtained APA/CPA accredited internships</th>
<th>Number (%) who obtained internships conforming to CDSPP guidelines*</th>
<th>Number (%) who obtained half-time internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>1</td>
<td>1(100%)</td>
<td>1(100%)</td>
<td>1(100%)</td>
<td>1(100%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1</td>
<td>1(100%)</td>
<td>1(100%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2</td>
<td>2(100%)</td>
<td>2(100%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>1(25%)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>4</td>
<td>4 (100%)</td>
<td>4 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (50%)</td>
</tr>
<tr>
<td>2007-2008</td>
<td>2</td>
<td>2 (100%)</td>
<td>2 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (50%)</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2</td>
<td>2 (100%)</td>
<td>2 (100%)</td>
<td>1 (50%)</td>
<td>1 (50%)</td>
<td>1 (50%)</td>
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*In instances where internships did not conform to CDSPP guidelines, the characteristic not met was the requirement for 2 or more FTE interns.

### Licensure and Employment

Licensure information is provided for doctoral alumni who graduated between 2004 and 2009. With regard to licensure, 25% (2 out of 8) program graduates are licensed psychologists. In addition, 88% (7 out of 8) doctoral alumni are licensed school psychologists. Most of these doctoral alumni (63%) work in school systems as Directors of Pupil Services or as doctoral level school psychologists. Twenty-five percent of these doctoral alumni hold faculty positions within school psychology programs.
Core School Psychology Faculty

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

Frank Sansosti
Associate Professor and Program Coordinator, Ph.D., 2005, University of South Florida, Tampa, School Psychology. NCSP. 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.

Richard Cowan
Associate Professor, Ph.D., 2003, University of Nebraska, Lincoln, School Psychology. NCSP. Major Interests: Development and implementation of 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 behaviors supports (PBS) delivered through consultation with parents and educators.

Caven S. McLoughlin
Professor, Ph.D., 1981, University of Utah, Instructional and School Psychology: Early Childhood Education. NCSP. 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.

Adjunct Faculty

Kristine Quallich
Adjunct Professor, Ph.D., 2004, Kent State University, School Psychology. Certified school psychologist, NCSP. Currently employed as the Director of Student Services for Medina City Schools. Major Interests: Expanding school psychologists’ functions, mental health in the schools, parent education groups, counseling children and families, and implementing research based interventions in the school setting.

Linda Neiheiser
Adjunct Professor, Ph.D., 2000, Kent State University, School Psychology. Certified school psychologist, NCSP. Currently 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.
Appendix: Program Goals and Specific Program Objectives

1.00 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.

Related Program Objectives

A. Demonstrate competence in applying a data-based, problem-solving process to student, group, and systems problems.
B. Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.
C. Demonstrate knowledge of the major diagnostic criteria and systems used to classify children’s and adolescents’ psychological problems and exceptional educational needs.
D. Demonstrate knowledge of the use of a broad range of methods for assessing children’s and adolescents’ social-emotional and adaptive behavior.
E. Demonstrate knowledge of the use of broad range of methods for assessing children’s and adolescents’ cognitive and academic functioning.
F. Demonstrate knowledge of assessment of curricula and instructional contexts.
G. Demonstrate competence in integrating intervention-based and diagnostic information to make special education eligibility decisions.
H. Demonstrate knowledge and applied proficiency in psychological and educational measurement.

2.00 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.

Related Program Objectives

A. Demonstrate knowledge about multidisciplinary team functioning, and skill in participating on and leading such teams.
B. Demonstrate skills for conducting consultation and clinical interviews with teachers and parents in order to conceptualize treatment goals and develop intervention plans to accomplish these goals.
C. Demonstrate the ability to work effectively with a variety of people.
D. Summarize and communicate results of student evaluations and reports of research in terms that are understandable to educators and parents.
E. Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.
F. Demonstrate knowledge of networks of child care systems and skill in interacting with diverse systems.
G. Demonstrate knowledge of fundamental principles related to leading and managing change.
H. Demonstrate knowledge of models of administrative and clinical supervision.

3.00 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.

Related Program Objectives

A. Demonstrate knowledge of biological, cognitive, affective, and social aspects of behavior.
B. Demonstrate knowledge of human development, individual differences in behavior, and psychopathology.
C. Demonstrate knowledge of educational foundations, including special instructional, remedial and applied behavioral techniques.
D. Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing academic and cognitive problems.
E. Demonstrate knowledge of standard curricular and instructional foundations.
F. Demonstrate knowledge of major learner-generated strategies or activities that enhance cognitive and academic performance.
G. Demonstrate knowledge of the efficacy of evidence-based treatments that facilitate the cognitive and academic development of all children.
H. Conceptualize treatment goals and develop intervention plans to accomplish these goals.
I. Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.

4.00 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these procedures, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

Related Program Objectives
A. Demonstrate knowledge of biological, cognitive, affective, and social aspects of behavior.
B. Demonstrate knowledge of human development, individual differences in behavior, and psychopathology.
C. Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing problems in social-emotional and adaptive functioning.
D. Demonstrate knowledge and skill in implementing individual counseling and behavioral interventions for children and youth.
E. Demonstrate knowledge and skill in implementing group counseling and behavioral intervention for children and youth.
F. Demonstrate knowledge of school psychological service delivery systems and evidence based interventions that facilitate the social-emotional and adaptive functioning of all students.
G. Conceptualize treatment goals and develop intervention plans to accomplish these goals.
H. Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.

5.00 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

Related Program Objectives
A. Demonstrate the ability to work effectively with a variety of people.
B. Demonstrate knowledge about, sensitivity to, respect for and responsiveness to children, youth, and families from various cultural, racial, linguistic, and socioeconomic backgrounds.
C. Demonstrate knowledge and appreciation for diversity and disabilities.
D. Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of a diverse population of students.

6.00 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services.

Related Program Objectives
A. Demonstrate knowledge of the organization and operation of schools, including directed observations and participation in school settings.
B. Demonstrate knowledge of systems variables that promote positive learning and behavior of all students.
C. Demonstrate knowledge of social and political forces affecting public schools.
D. Demonstrate knowledge of organizational change strategies.
7.00  Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

**Related Program Objectives**

A. Demonstrate knowledge of psychological foundations focused on both typical and exceptional human learning and development, including biological, cognitive, affective, and social bases of behavior.
B. Demonstrate knowledge and applied proficiency in psychological and educational intervention strategies including counseling, consultation, and crisis prevention and management.
C. Demonstrate knowledge and applied proficiency in prevention and intervention models to promote physical and emotional wellness.
D. Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students, including both proactive and reactive strategies.

8.00  Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.

**Related Program Objectives**

A. Demonstrate knowledge and applied proficiency in interdisciplinary team participation.
B. Identify roles and activities that families, and in particular parents, can take to enhance children’s schooling.
C. Demonstrate knowledge of methods to promote family-school partnerships that foster children’s learning and adjustment.
D. Demonstrate knowledge of community resources and applied proficiency in employing appropriate referrals.

9:00  Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods.

**Related Program Objectives**

A. Demonstrate knowledge of statistics and research methodology as applied to school psychology.
B. Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations.
C. Demonstrate knowledge of techniques of data analysis.
D. Conceptualize and implement assessments that facilitate the design and evaluation of interventions.
E. Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.

10.00  School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.

**Related Program Objectives**

A. Demonstrate knowledge of the history and systems of psychology.
B. Demonstrate an understanding of the historical, current and projected view of the professional role and function of the school psychologist, including standards for practice, legal and ethical considerations, and issues before the field.
C. Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.
D. Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.
E. Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.
F. Behave in accordance with professional, legal, and ethical guidelines.
11.00 *Information Technology:* School psychologists have knowledge of information sources and technology relevant to their work.

**Related Program Objectives**

A. Demonstrate proficiency in basic computer technology operations and concepts.
B. Demonstrate personal and professional use of technology, including email and electronic listservs, word processing, templates for psychological reports and test data, and creation of database technology and spreadsheet applications.
C. Demonstrate competence in utilizing the World Wide Web for resource information and empirical research information and communication and information dissemination through email and scholarly listservs.
D. Demonstrate a basic understanding and material representation of website design skills through hands on experience and program requirements, through the creation of web-based student portfolios.
E. Demonstrate adequate presentation skills utilizing technological means of information dissemination through the use of Microsoft PowerPoint/Publisher, or comparable programs, and display proficiency in using associated technological equipment.
F. Demonstrate skills in critically analyzing the costs and benefits of using computerized scoring and interpretation ‘report writers.’
G. Demonstrate an understanding of the ethical considerations related to disseminating psychological information using email and other electronic means.
...for further information about the Doctoral degree in school psychology contact:

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Next site visit scheduled for 2018

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