

PROGRAM HANDBOOK

**Policies and Procedures of the
Michigan State University School Psychology Program**

Ed.S. Degree

**Prepared by
the School Psychology Faculty**

**Department of Counseling, Educational
Psychology and Special Education
College of Education**

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2016-17 Preface

On behalf of the faculty and students at Michigan State University, we want to welcome you to the Educational Specialist degree program in School Psychology. You are entering graduate school at an exciting time, when education has taken center stage in our country and demand for school psychologists is at an unprecedented level. Educational reform, new legislation, the growing diversity in student populations, and increased public awareness of educational issues have created new opportunities and challenges for school psychologists. Your professional development will involve learning to be responsive to the changing contexts of practice and adaptively creating new roles that extend the traditional boundaries of practice of school psychologists. We are pleased that you are part of our program and look forward to working with you to support your learning and development as school psychologists.

This *Handbook* was designed to help guide and support you through the graduate education experience. It contains the policies and procedures pertaining to the School Psychology Program that will help you to navigate through graduate school. The *Handbook* is intended: (a) to guide you in setting, monitoring, and achieving your goals in your graduate education, (b) to familiarize you with the faculty's general educational policies, expectations, and standards, and (c) to assist faculty in their advising of students and in ensuring that the program's policies are applied systematically and fairly.

The *Handbook* includes important information regarding admissions, advising, program requirements, procedures for addressing concerns and complaints, time limits, and dismissal policies. We want you to be successful in this program, and we want policies and expectations in the program to be clear to you. This Handbook is designed to complement information from your advisor, guidance committee, and the program's orientation session (which you are required to attend at its first offering following your admission to the program). This handbook has been written to be consistent with University, College of Education, and Department policies and is intended to clarify the academic issues that are unique to the School Psychology Program. We invite your suggestions for improving the usefulness of the *Handbook* as we annually revise and update it.

In joining our program, you are also becoming part of a College of Education that is nationally recognized for its research, teaching, and service. The strength of our College is in its people: the students, faculty, and staff, who have created an intellectual and social community where ideas, learning, and collaboration are valued. We look forward to your participation and contributions to this community.

Sara E. Witmer, Ph.D., NCSP
Associate Professor and Ed.S.
Program Director

John S. Carlson, Ph.D., NCSP
Licensed Psychologist
Professor and Ph.D. Program
Director

Evelyn R. Oka, Ph.D., NCSP
Associate Professor

Jodene Fine, Ph.D., NCSP
Licensed Psychologist
Assistant Professor

Kristin Rispoli, Ph.D., NCSP
Licensed Psychologist
Assistant Professor

Jana Aupperlee, Ph.D., NCSP
Licensed Psychologist
Clinical Assistant Professor

Martin A. Volker, Ph.D.
Associate Professor

**While the Handbook's policies are applicable to all current students in the School Psychology Program, the required coursework described in Section V pertains only to those who have been admitted for the Fall of 2015 and thereafter. Students who began their studies prior to 2015 are responsible for completing the curricular requirements that were in effect at the time of their admission.*

Web Site Resources

The following information will be referenced in the different sections of the handbook, and students may wish to consult them for further detail on particular issues.

- *School Psychology Program Homepage*
<http://education.msu.edu/cepse/SchoolPsychology/>
- *College of Education Homepage*
<http://www.educ.msu.edu>
- *MSU Homepage*
<http://www.msu.edu>
- *Student Affiliates in School Psychology (SASP) Homepage*
<https://sites.google.com/site/michiganstatesasp/home>
- *University Curriculum and Catalog*
<http://www.reg.msu.edu/ucc/ucc.asp>
- *College of Education Catalog: Educational Specialist Degree*
<http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=119#s1808>
- *Graduate Students Rights and Responsibilities (GSRR)*
<http://grad.msu.edu/gsrr/>
- *MSU/GEU Contract*
<http://geuatmsu.org/about/geu-contract/>

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I. PROGRAM OVERVIEW

The School Psychology Program is part of the Department of Counseling, Educational Psychology and Special Education in the College of Education. The Program offers both an Educational Specialist (Ed.S.) and a Doctor of Philosophy (Ph.D.) degree in School Psychology. The Ed.S. Program has been fully approved by the National Association of School Psychologists since 2007. We view school psychology as focused on supporting the learning and development of individuals, particularly in relation to schooling. The fundamental goal of the MSU School Psychology Program is to prepare school psychologists who will work with educators, children, youth, and families to promote student learning and development. We envision these professionals as data-based, systemwide problem-solvers in the educational domain who work with learners of all ages. The program provides expertise in a variety of additional areas including academic assessment and intervention, consultation, and classroom management.

We bring a developmental and contextual perspective to school psychology that considers the developmental needs of learners in the context of families, schools, communities, organizations, and cultures. We consider an understanding of the nature of learning and life-span development as fundamental to effective functioning as a school psychologist. The science and practice of school psychology is grounded in an understanding of psychological development as well as the social contexts in which development occurs. A developmental perspective provides an understanding of the limits and the potential of individuals, as well as the risks and opportunities in development. It also is concerned with the complex interplay of individual and contextual factors that influence and contribute to development.

The practice of school psychology is necessarily broad and wide-ranging. School psychologists concern themselves with the cognitive, social-emotional, interpersonal, and behavioral aspects of individuals. Whether or not students are able to benefit from schools involves not only their cognitive abilities and instructional factors, but also their socio-emotional functioning, social support, and other resources. Therefore school psychologists need to be prepared to provide a range of services that includes assessment, intervention, and consultation, and to work with a broad array of individuals in a variety of contexts.

Our objective is to prepare psychologists for an expanded role beyond the traditional clinician-tester role. Most typically, our graduates use their education and experience to assist students with learning and behavioral difficulties, as well as to enhance all students' educational, personal, and vocational adjustment. The Educational Specialist Program prepares psychologists for work in school settings with students, teachers, educational staff, and parents to assist students who have learning, behavior, and emotional difficulties. We are committed to preparing psychologists who engage in culturally-competent practices to help in addressing the needs of a student population that is becoming increasingly diverse, and infuse content and training to work with diverse populations throughout program coursework.

All students, regardless of degree level, are expected to abide by the ethical principles of the National Association of School Psychologists and the American Psychological Association. The School Psychology Program is also approved by the Michigan Department of Education. Graduates of the program are eligible for certification in Michigan as a school psychologist. In addition, graduates meet the requirements for application to become a Nationally Certified School Psychologist (NCSP). To be eligible for employment and credentialing in states other than Michigan, a greater number of courses and internship hours may be required.

Our Ed.S. Program Goals, Objectives, and Competencies are listed below:

Goal 1. Foundational Knowledge: Prepare school psychologists with foundational knowledge in child development, school and family systems, and individual differences in behavior.

- 1a. Students will acquire knowledge of cognitive and social-emotional development.
 - 1a. Students will demonstrate knowledge of cognitive and social-emotional development.
- 1b. Students will acquire knowledge of social, cultural, and individual aspects of behavior.
 - 1b. Students will demonstrate knowledge of social, cultural, and individual aspects of behavior.

Goal 2. Professional Practice: Prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.

- 2a. Students will acquire knowledge and skills in psychological assessment.
 - 2a. Students will demonstrate competent integrative knowledge and skills in psychological assessment.
 - 2ai. Students will demonstrate knowledge and skills in cognitive assessment.
 - 2aii. Students will demonstrate knowledge and skills in academic assessment.
 - 2aiii. Students will demonstrate knowledge and skills in social, emotional, and behavioral assessment.
- 2b. Students will acquire knowledge and skills in psychological interventions.
 - 2b. Students will demonstrate competent integrative knowledge and skills in psychological interventions.
 - 2bi. Students will demonstrate knowledge and skills in academic interventions.
 - 2bii. Students will demonstrate knowledge and skills in social, emotional, and behavioral interventions.
- 2c. Students will acquire knowledge and skills in psychological consultation.
 - 2c. Students will demonstrate knowledge and skills in consultation.

Goal 3. Research and Inquiry: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.

- 3a. Students will acquire knowledge and skills in statistics, measurement, and interpretation of research.
 - 3a. Students will demonstrate integrative knowledge and skills in research.
 - 3ai. Students will demonstrate knowledge and skills in program evaluation.
 - 3aii. Students will demonstrate knowledge and skills in statistics.
 - 3aiii. Students will demonstrate knowledge and skills in measurement.
- 3b. Students will acquire knowledge and skills pertaining to disseminating scholarly work to others.
 - 3b. Students will demonstrate knowledge and skills in disseminating scholarly work to local audiences.
- 3c. Students will acquire knowledge and skills pertaining to applying research to practice.
 - 3c. Students will demonstrate knowledge and skills in applying research within their practice.

Goal 4. Professional Conduct: Prepare school psychologists who effectively collaborate with others in the delivery of services within school settings according to ethical and legal guidelines.

- 4a. Students will develop professional behaviors consistent with expectations of the program, university, and the school psychology discipline.
 - 4a. Students will demonstrate knowledge and skills in the area of professional practices.
- 4b. Students will develop an understanding of the legal and ethical standards within the field.

4b. Students will demonstrate knowledge and skills in applying legal and ethical standards within their practice.

II. ADMISSIONS POLICIES

In selecting students for entry to the program, the faculty attempts to bring together a richly diverse group of students, representing women and men of varied cultural, racial, and ethnic backgrounds, life experiences and lifestyles, and physical abilities and challenges. The faculty of the School Psychology Program are the individuals responsible for implementing the program's admissions policies and procedures.

Admissions Criteria

In addition to meeting the University and College requirements for admissions, applicants to the School Psychology Program must also satisfy the following criteria:

1. Professional goals and interests that are compatible with program objectives and philosophy as evidenced in a Statement of Professional Goals and Experiences.
2. The completion of a bachelor's degree in psychology, education or a closely related field. A minimum of 15 credits in education and/or psychology at the undergraduate level, preferably including child development, theories of personality, abnormal psychology, and education of exceptional children is preferred. Individuals with master's degrees in psychology or a related field may also apply for admission.
3. Evidence of previous successful academic performance, including a minimum grade point average of 3.0 in the last two years of undergraduate coursework and a minimum grade-point average of 3.5 in coursework taken at the master's level or beyond.
4. Satisfactory scores on the Graduate Record Examination, which typically means that scores fall within the above average range.
5. Strong personal recommendations from individuals who are knowledgeable about student academic performance and ability to work effectively with people. These usually include letters from:
 - (a) the academic advisor at the bachelor's or master's level, commenting on the applicant's interpersonal, academic, and research skills, and ability to handle graduate-level coursework;
 - (b) other professors or individuals who can add relevant information about the applicant's professional and academic qualifications.
6. A writing sample demonstrating effective writing skills.
7. Invited applicants will be expected to participate in an on-campus interview. If a campus visit is not feasible, the program will work with applicants to make other arrangements.
8. A teaching certificate is not required, but evidence of experience working with children, youth, and families in school, community, or agency settings is desirable.

Applicants should also include a resume or curriculum vita. Michigan State University encourages applications from individuals with diverse personal backgrounds and experiences. A wide variety of criteria are considered in the evaluation of applicants including academic accomplishments, experiences, goals, and fit with the program.

English Language Proficiency.

Applicants whose first language is not English are required to be proficient in English as a condition for regular admission to MSU. Such applicants will be required to demonstrate their proficiency by meeting certain minimum standards on any one of the following tests:

1. Test of English as a Foreign Language (TOEFL)

2. Michigan English Language Assessment Battery (MELAB)
3. Michigan State University English Language Test

For details and required scores, see [Academic Programs Catalog: Graduate Education](#), page 4, or <http://www.reg.msu.edu/academicprograms/Print.asp?Section=336>

Reapplication for Admission

Applications for admission from persons who have previously been denied admission to the program should include updated materials documenting any changes in qualifications since the original application. Applicants who have previously declined an offer of admissions to the Program, or who have accepted an admissions offer but failed to matriculate, should document the reasons for their reapplication and any extenuating circumstances they wish the Program faculty to consider.

Reentry Admission

Students who have previously been admitted to the School Psychology Program but who have failed to maintain active status or who have withdrawn voluntarily from the program may at a future date elect to submit a reentry application to the program and to the Graduate School. The reentry application should include an updated professional goals statement, an explanation of the reasons why the student withdrew or became inactive, and an indication of the circumstances that make reentry feasible at this time. The School Psychology faculty will evaluate the re-entry applicant within the context of the other applicants being reviewed in the regular admissions process.

Transfer Admission

Students seeking to transfer to the School Psychology Program from other graduate programs at MSU or elsewhere will be considered on the same basis as all other applicants seeking admissions to the Program. Admission requirements and procedures to be followed are the same as those followed by first-time applicants.

III. COURSE WAIVER POLICY

To grant recognition for relevant coursework previously completed at the graduate level, the School Psychology Program allows the waiver of certain required courses. Course credits earned in regionally accredited graduate institutions are eligible for waiver purposes. Specifically, the program faculty will consider for waiver graduate coursework in statistics and research methods, history and systems of psychology, or in certain foundational psychology requirements (biological and cognitive/affective bases of behavior -- see Section V on required coursework). The following courses require students to submit the Application for CEP Course Equivalency form: CEP 932, 933, and/or 934. Additional details and the Application for CEP Course Equivalency can be found at <http://www.educ.msu.edu/content/downloads/sites/KIN/MQMApplication.pdf>. Students should discuss the possibility of course waivers subsequent to program admissions. The program faculty or the MSU faculty teaching the course will decide on the acceptability of such courses.

Procedures

1. Students must request course waivers in writing at the time of submitting your program plan;
2. The program faculty will vote upon each request, applying the following criteria:
 - a. the grade is 3.0 or better for the specific course under review.
 - b. the previous course's content is equivalent to the required course.
(Students are responsible for supplying graduate transcript(s), course syllabi, and catalog descriptions.)
 - c. the credits have been earned within the last five years preceding admission.

3. The advisor will inform the student of the decision regarding course waivers.

IV. ADVISING POLICIES

Advisors

The School Psychology faculty is committed to establishing advising relationships that will support, challenge, and contribute to the professional development of its students. Each new student will be assigned an advisor who is a member of the School Psychology faculty and who shares common interests with the student. A student may change advisors with the consent of the Program Director and both the original and new advisors.

Advisors will make every effort to be available and responsive to the needs of students. It is equally important that students take the initiative in establishing frequent contact with their advisors and in requesting assistance, as needed. If for some reason your advisor does not respond in a timely manner to an important request, you may contact the Program Director for direction. Students should consult with their advisors at all major decision points, including prior to registering each term, preparing for the annual self-assessment, drafting the plan of study, and selecting prospective internship sites. Advisors should also be consulted promptly if students encounter any problems with coursework, practica, or any other aspect of the Specialist Program. Students are responsible for maintaining close communication so that the advisor can carry out his or her roles as consultant, advocate, mentor, and monitor of the graduate experience.

Levels of Communication & Problem-Solving

Concerns, questions, and issues related to the program may be addressed through a hierarchy of communication and problem-solving steps. Below is an outline of steps to take to determine how to resolve an issue in the most effective manner:

1. Is this an issue or question that can be resolved by seeking information from the program handbook, Desire2Learn (D2L) school psychology page, program website, or other relevant documents (e.g., course syllabi, MSU or CEPSE website)? If not, proceed.
2. Is this an issue or question that can be resolved by seeking advice from a peer mentor or an advanced student? If not, proceed.
3. Is this an issue or question that can be resolved by having a discussion with your advisor or a particular course instructor? If not, proceed.

If the above options have been exhausted, and/or if the nature of the issue is such that it involves a larger programmatic concern, the issue may be brought to the Student Advisory Group meeting and/or to the attention of the Program Director.

Procedures

Several forms need to be completed to document the student's progress through the Specialist Program. Most of these forms are available online from the program or the College web sites (<http://education.msu.edu/academics/graduate-forms.asp>). Please contact the Program Graduate Assistant if you need help locating them. All these forms should be typed and not handwritten, and any signatures must be in blue ink. They include:

1. Program Plan. These forms list the courses that will be taken to complete the Master's (M.A.) and Educational Specialist (Ed.S.) degrees. Instructions for completing these forms can be found in the School Psychology Students Group electronic folder on the D2L site (see School Psychology Network section below for information on accessing this electronic folder). Note that to fulfill the Residency Requirement on the Ed.S. program plan, students need to record two subsequent semesters of at least 6 credits of attendance; it is

recommended that students record the courses taken during the Fall and Spring semesters of the first year in the program. Additionally, please note that several of the forms need to be completed in the first semester of your first year in the program.

2. Program Plan Change Form. This form should be used to make changes in the Program Plan. It must be signed by your advisor and the CEPSE Department Chairperson.
3. Annual Review of Student Progress Form. This form is completed annually as part of each student's annual progress review and submitted to the Program Secretary. You will receive a unique student ID to include on your form. A reminder is sent to students by email during the Spring semester to update and submit this form along with a current curriculum vita.

The curriculum vita document should display information on the student's practicum and work experiences, as well as any published work or presentations conducted. It would also be helpful for students to maintain a portfolio of work products and evaluations they have received over the course of their tenure in the program.

V. PROGRAM OF STUDY: COURSEWORK

The fundamental goal of the School Psychology Educational Specialist Program is to train highly skilled school psychologists to practice in public school settings. Graduates are trained as data-based problem-solvers to provide preventive as well as remedial school psychological services. The program's curriculum is based on the scientist-practitioner model of graduate training, integrating theory, research, and practice in professional psychology.

Students complete coursework in school psychology, foundational areas of learning, research, literacy, and families. The research curriculum is concerned with promoting understanding of educational and psychological inquiry, and developing competencies in measurement and evaluation. The clinical courses focus on developing skills to prevent psychological problems through educational outreach, primary prevention, and consultation as well as on assessment, treatment, and intervention skills that promote and support learning and development. See Appendices B - D for a listing of courses to be taken to fulfill other course requirements, to develop specific areas of expertise, or to enhance the student's overall academic preparation.

We expect students to be actively engaged in their graduate studies until they complete the Ed.S. degree. The University defines full-time status for Specialist students as enrolling in six credits per semester. School Psychology graduate students are required to take a minimum of six credits for two consecutive semesters, and most Specialist students enroll in 12 credits each semester (with the exception of the internship year). The program includes a minimum of 60 semester credits beyond the bachelor's degree. Students who have earned a master's degree in a related area (which includes prerequisites to the internship) at an approved institution within the last five years must take a minimum of 30 credits beyond the master's degree, and may need to take more credits in order to meet program expectations.

Transfer Credits

Up to 8 semester credits beyond the master's degree may be transferred from a recognized educational institution upon approval of the student's guidance committee and the Dean of the College of Education.

Specialist Coursework Requirements (60 credits) for students entering Fall 2015 and beyond include the following:

1. School Psychology (27 credits)

Students are required to complete core courses in school psychology, including:

CEP 880	Cognitive Assessment
CEP 881	Social and Emotional Assessment and Intervention
CEP 883	Psychology of Classroom Discipline
CEP 884	Roles and Functions of School Psychology: Proseminar in School Psychology
CEP 885	Behavior Disorders in Children
CEP 886	Psychoeducational Assessment and Intervention I
CEP 889	Consultation in School Psychology
CEP 918	Theories of School-Based Psychological Interventions

With guidance from your advisor:

Educational Intervention (3 credits). The course must address the design, delivery, and evaluation of psychoeducational interventions for at-risk youth. Course selection must be approved by your advisor.

2. Educational Psychology (9 credits)

Students are also expected to acquire important foundational knowledge in learning, development, research, measurement, and assessment via the following courses:

CEP 903	Cognitive Development Across the Lifespan
CEP 904	Social Development
CEP 932	Quantitative Methods I (or equivalent)
	– Or 3 Additional Credits if 932 was waived

3. Practicum (6 credits)

CEP 893K	Practicum in School Psychology – 2 nd Year Fall (3 credits)
CEP 893K	Practicum in School Psychology – 2 nd Year Spring (3 credits)

4. Internship (1200 Hours; 6 credits)

CEP 894K	Internship in School Psychology – 3 rd Year Fall (3 credits)
CEP 894K	Internship in School Psychology – 3 rd Year Spring (3 credits)

5. Other Courses (12 credits)

At least four other courses (i.e., 12 credits) are required **and must be approved by your advisor**. You must take one *Families* course and one *Learning* course (see course options in the appendix), while the other two courses can be in any topic areas. See Appendix C for example courses.

Summary of the Practicum and Internship Requirements

In addition to the course requirements and practicum experiences infused in selected, required courses, candidates for the Specialist degree in School Psychology also complete Practica (CEP 893K, 6 credits) during the second year and a 1200 hour Internship (6 credits of CEP 894K over two semesters) in the third year. In addition to the fieldwork component, the practicum course (CEP 893K) meets weekly on campus whereas the internship course (CEP 894K) is taught online. Both a field supervisor and a university supervisor supervise students. All practicum and internship sites must receive prior approval by the program. At least 600 of the 1200 Internship hours must be completed in a school setting, though the majority of students complete all of their hours in schools.

Sample Sequence of Studies

A sample study plan, illustrating the sequencing of coursework and other program requirements, is provided in Appendix B, along with a table that indicates how courses align with program goals and objectives and standards as articulated by the National Association of School Psychologists (NASP). Although many issues require individual decisions (e.g., selection of certain coursework), this sample plan

may be useful as a general description of the Ed.S. program sequence. The entire program requires a minimum of 3 years of full-time study.

VI. BEYOND FORMAL COURSEWORK: PRACTICUM, COMPREHENSIVE EXAM, AND THE INTERNSHIP

School Psychology Practicum

A distinguishing feature of the School Psychology Program at Michigan State University is a commitment to educating students in authentic settings of professional practice. One of the ways in which we accomplish this is through the field practica, which provide early and sustained participation in school settings. During the first two years, students spend up to two days per week in a field placement. The *minimum* 400 hour practicum required prior to internship is completed across the first and second year of training. Specific details regarding practicum commitment and hours expectations for the first and second year practicum sequence are included below. Students are expected to complete a log of their practicum experiences using the program-provided practicum log to record hours and activities; this form can be found on the School Psychology Students D2L website. Students are covered under MSU's medical professional liability insurance for practicum and internship experiences that are required as part of their academic programs (see <http://www.rmi.msu.edu/faq.html#MedMalFAQ>). Students may incur costs up to \$100 related to practicum assignments (e.g., background checks, fingerprinting, etc.). Practicum site and supervisor assignments are determined by faculty who teach the corresponding practicum classes, who take into consideration each student's prior experiences to ensure that the student has the opportunity to work with k-12 students from a diversity of backgrounds across the course of the program.

First Year Practicum

In the First Year Practicum, students participate in a variety of activities within a general education classroom. They typically spend about a half-day in the same classroom each week. The goal of the first year experience is to introduce students to the culture of schools by participating in the life of the classroom and to help them appreciate the contextual influences on children's development and learning. Another goal is to provide School Psychology students an opportunity to work with students, parents, teachers, and other educational staff. Students complete observations of a student, assist in all aspects of the classroom activities, and implement a service-learning project in the school. The First Year Practicum is completed in conjunction with CEP 884, Proseminar in School Psychology in the Fall, and CEP 918, School-based Psychological Interventions and CEP 886, Assessment and Intervention I in the Spring. Instructors of these courses provide supervision for the practicum experiences.

Second Year Practicum

The practicum in the second year is also a yearlong experience in the field. The focus of this practicum is to see and understand children's learning, development, and behavior in context. The goal of second year practicum is to help students understand the decision-making process that precedes and underlies involvement of the school psychologist. Throughout this practicum, students are supervised by a fully certified on-site school psychologist. Students will have the opportunity to consider children's functioning across settings (e.g., school, home, communities) and to work with students, teachers, educational staff, parents, and others. Students will attend student support team meetings (also known as teacher assistance or child study teams), and develop understandings of how decision-making is connected to classroom behaviors, norms, and practices. *Students acquire at least 400 hours of supervised field experience during this year; a commitment of one day per week in the Fall and two days per week in the Spring is expected.* Students may need to devote more time in the field site as necessary to complete course-related assignments.

During this practicum, students will gradually take on the roles and functions of a school psychologist by participating in all aspects of school psychology practice. This experience provides students with the opportunity to learn about the culture of the school, to develop relationships with staff, to become familiar with procedures and practices of the district, to conduct assessments, to design and implement interventions, and to participate in the professional community. Three important features of the practicum help to prepare students for the internship: the progressively demanding nature of the experience, the close supervision by the field supervisor, and the support of the university course.

An important element of the practicum is the students' participation in a community of graduate practicum students to discuss and supplement the field experience. All students in practicum meet weekly in a practicum course that is taught by the university field instructor. In addition to addressing specific topics such as school and organizational cultures, special education law, ethical and professional standards, and other professional issues, students receive individual and group supervision that explores their ongoing experiences in the field. The instructor assists students in developing a set of practicum goals and monitors the attainment of these goals through contact with students in class and through site visits. Supervisors provide two written evaluations of the student's performance during the semester and are in regular contact with the university supervisor. As a part of these evaluations, the extent to which the practicum student has worked with diverse populations is documented and reviewed by both supervisors. Students complete projects and course requirements that contribute to and extend the practicum experience and prepare a professional portfolio of their practicum experience that includes: statement of professional practice, case presentations, ethical dilemmas, position papers, assessment tool critiques, psychological reports, and interventions projects. The second year practicum is directly associated with CEP 893K in both the Fall and the Spring semesters; however, it is also typically completed in conjunction with the following courses:

<u>Fall</u>		<u>Spring</u>	
CEP 880	Cognitive Assessment	CEP 889	Consultation
CEP 881	Social-Emotional Assessment		

University faculty and Teaching Assistants who teach these courses, as well as on-site field supervisors, will provide supervision.

Comprehensive Exam

All students are required to pass a comprehensive exam in school psychology as specified by University policy. The purpose of the comprehensive examination is to provide an occasion that allows students to review and integrate into a meaningful perspective a large fund of educational and psychological knowledge. This integrative experience is designed to overcome the fragmentation of knowledge into semester units. Students must complete at least 80% of their coursework prior to taking the comprehensive exam. The timing of this process is designed to ensure that students have had an adequate base of preparation for the exams, and that such preparation does not conflict with completion of other program requirements. Students must successfully complete the comprehensive exam before they may begin the internship. The comprehensive exam consists of two parts: a case analysis exam and the Praxis II Exam in School Psychology. The case analysis exam is administered during the Spring semester of the second year in the practicum course (CEP 893K).

Case Analysis Exam. The case analysis exam is completed as part of the practicum course, CEP 893K. It is a take-home exam and consists of case material and questions involving data-based problem-solving. Students receive the exam at 8 a.m. and have until 5 p.m. the following day to complete and return the exam. This is an open-book exam and students may consult reference materials. This is designed as an **individual** assessment, therefore students may **not** discuss the exam with anyone or seek help from others.

The response should be typed, double-spaced, using 12-point font. There is a page limit of 20 double-spaced pages.

Praxis II Exam in School Psychology. The Praxis II is administered by the Educational Testing Service. The Praxis II is required for graduation from the program. It also fulfills some of the requirements for the National Certificate in School Psychology (NCSP; see below). A minimum score of 147 is required to pass the exam. *Students must make their own arrangements to take the exam through ETS and to have their scores sent to the program.* Students are strongly advised to check the available test dates (http://www.ets.org/praxis/register/centers_dates/) and register to take the exam early in the Spring semester of their second year, given that internship finalization can only occur after you have received confirmation of having passed the entire comprehensive exam (site-based and Praxis portions). A description of the School Psychology Specialty Area Exam can be found in the most recent bulletin at the Praxis II web site (<http://www.ets.org/praxis/about/>).

Procedures

1. See your advisor for assistance in developing specific exam preparation strategies.
2. Sign-up to take the Praxis II exam such that your scores can be provided to the program prior to the date that you plan to finalize your internship placement. Your internship placements will not be finalized until the program has a record of a passing score.
3. Have your Praxis II scores sent to Michigan State University, and provide your scores (at the subtest and entire test level) to the Program Secretary.
4. It is recommended that you check with your advisor after successful completion of the comprehensive exam to be sure that the Record of Comprehensive Examination has been completed and filed in your program file.

The Internship

This is a significant period of practical work bridging the student's formal on-campus program with entry into the ongoing practice of professional psychology. Students are required to complete a 1200-hour internship. The internship site(s) should be chosen carefully, with particular attention to one's long-term professional objectives. The application and selection process should occur in close consultation with one's advisor. The Program Director's approval as to readiness for the internship must also be granted prior to initiating the application process. During the Spring semester prior to going on internship, students should carefully review the Program Plan they submitted earlier in the program. To avoid any delays in graduation, students are strongly advised to make any necessary changes using the Program Plan Change Form before going on internship. The Program Plan must accurately reflect the actual courses taken during one's degree program; removing courses that were not taken and adding courses that were taken (and not included on the original plan) require updating the Program Plan.

The program requires that students complete their fieldwork in high quality internship sites. Students will refrain from pursuing internship sites where their presence might involve conflicts of interest, dual relationships, or other ethically inappropriate conditions. The American Psychological Association provides the following relevant ethical standards from the Ethical Principles of Psychologists and Code of Conduct (2002, with 2010 amendments).

3.05 Multiple Relationships

- (a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the

professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

Internship programs are customarily designed as full-time for one academic year, for a total of at least 1200 hours. At least half of the internship experience should be in a public school setting under the direction of a **fully certified** school psychologist who has a minimum of three years experience. For any portion of the internship taken in a non-school setting (e.g., pediatric unit in a hospital, community mental health agency, residential setting), the supervisor must be a **fully licensed** psychologist. Field-based supervisors should not be responsible for more than two interns at a time and should be given release time by the school/agency for purposes of supervision. In some circumstances, such as when a supervisor's primary job role is that of supervision, a student may be supervised by a person who has more than two interns. The field-based supervisor is expected to provide a minimum of two hours each week, on average, of direct supervision per intern. The internship setting must provide the intern with a broad range of experiences that are appropriate to the training of school psychologists (e.g., assessment for eligibility and/or intervention, direct intervention, consultation, in-service training, research/program evaluation).

To facilitate the best interests of both the student and the School Psychology Program, communication between our program and the internship site is important. Thus, the program requires that, when a student accepts the internship position, the Internship Affiliation Agreement Form and a copy of the letter of appointment with relevant terms and conditions be kept on file within each student's educational record.

The university-based supervisor will be on-site at least once each semester to meet with the intern and the on-site supervisor, unless extensive travel is necessary to do so, in which case alternative arrangements may be made to document student progress and attainment of competencies (e.g., video conferencing, teleconferencing, etc.). During the associated meetings, the university-based supervisor will introduce and clarify expectations for course assignments (e.g., assessment, intervention, consultation projects) and field-based supervisor evaluations, reviewing expected thresholds for demonstrating competencies on these assignments and evaluations, and consulting about any situations in which student performance is not on-track for meeting the expected thresholds by the end of the year to develop a plan for improvement.

Furthermore, the extent to which students have had opportunities to work with diverse populations will be discussed using the field-based evaluation form, with plans made, as necessary, to improve exposure and experience working with diverse populations. The Training Director at the internship is expected to notify the MSU Program Director at any time when the intern's performance is less than adequate or impaired in any way, or if there are any problems that may affect the student's standing in the Program. Such notification is expected even when relevant information emerges after completion of the internship. Competent professional practice during all phases of the program, including the internship, is a requirement for continuance in the Specialist Program.

Procedures

1. You must have passed the comprehensive exam (both case study portion and Praxis), as well as successfully completed both CEP 893K fall and spring with a grade of 3.0 or better prior to initiating the steps below.
2. Early in the Fall semester prior to the year when you desire to complete your internship, consult with your advisor, the current CEP 894K instructor, and the Program Director to discuss your readiness for applying to internship sites. Address any weaknesses that these individuals indicate must be addressed prior to initiating the application process. Begin to identify the characteristics of an internship site that are particularly important to you.
3. Once all of the aforementioned individuals have indicated that you are ready to begin the internship application process, set up a meeting with the current CEP 894K instructor to discuss what you desire out of the internship experience. Important things to discuss at this meeting include the following: the roles you seek to practice as part of your internship experience, type of supervision sought, location, and need for financial support. Note that some out-of-state internship sites have Fall semester application deadlines; if you are seeking such a placement, meet early in the Fall semester with the CEP 894K instructor.
4. The CEP 894K instructor will offer guidance for site identification and initial contacts. However, students are responsible for initiating this process and for securing internship placements.
5. Once you have identified the site in which you would like to complete your internship, notify the CEP 894K instructor. For those sites that have not had MSU school psychology interns in the past, the instructor may require you to help in scheduling a meeting that the student, the proposed site supervisor, and the instructor would attend to discuss whether the site meets MSU Ed.S. school psychology internship expectations.
6. The Internship Affiliation Agreement Form must be signed to finalize the placement (see D2L for an example form). These may not be signed until the student has passed all parts of the comprehensive exam. The CEP 894K instructor will coordinate distribution and collection of the affiliation agreement.
7. Note that in some states, you may need to apply for an early certification in order to hold an internship. If you are seeking an out-of-state placement, be sure to discuss this potential need with your field supervisor to identify any additional documentation that you may need to obtain.
8. The internship supervisor is expected to send the MSU university-based supervisor mid- and end-of-semester feedback reports regarding your progress during the internship (see the program's D2L

site for those forms). Check to be sure that these forms have been received by your university-based supervisor/Course Instructor.

VII. RESPONSIBLE CONDUCT OF RESEARCH & SCHOLARSHIP (RCR) TRAINING REQUIREMENTS

As of September 2011, Michigan State University requires that all graduate students and research project staff be trained in the Responsible Conduct of Research (RCR) as part of their Research I University experience. For the purposes of RCR training compliance, the training year for School Psychology Program students runs from August 16 to the Annual Review due date (i.e., early April) of the following year (e.g., 8/16/16 – 4/1/17).

What are the Training Requirements?

	Initial Training	Refresher Training
	Year 1	Annually, After Year 1
Required Hours	5 hours	3 hours
Training Components	<ul style="list-style-type: none"> • Human Research Protection Program (2 hours) • Conflict of Interest (30 min) • Research misconduct issues and/or Authorship and data issues (1 hour) • Additional Discussion of Issues Related to Responsible Conduct of Education Research (1.5 hours) 	<ul style="list-style-type: none"> • Complete the required recertification for human research protection (1-2 hours) • Additional discussion of issues related to Responsible Conduct of Education Research • Participate in one of the workshops described under initial certification

How do I log my hours using the Research Training Tracking System (RTTS)?

- Students are responsible for tracking their RCR training hours in to the Research Training Tracking System (RTTS) as required by the College of Education.
- *Creating your account:* As you complete RCR trainings/educational activities, please login to RTTS at <https://www.egr.msu.edu/secureresearchcourses/> by providing your MSU netID (i.e., email without the “msu.edu”), password, your academic program, and your advisor’s MSU netID. Click on “Create/Edit Trainee Account” and follow the directions for creating your account.
- *Adding completed training information to RTTS:* Use the “Edit Account Information” button and then click the “Add Course from Primary College/Department” to enter training information. A tutorial video is available at <http://education.msu.edu/irtl/training/>

Examples of RCR Education/Training Content & Resources

- MSU College of Education of IRTL training website (<http://education.msu.edu/irtl/training/>)
- MSU Human Research Protection Program (HRPP) required training and online tutorial for all investigators (<http://hrpp.msu.edu/>)

- HRPP CITI online human subjects training modules (<https://www.citiprogram.org/>)
- MSU Graduate School Research Integrity resources (<http://grad.msu.edu/researchintegrity/>)
**Readings specific to Conflict of Interest and Research Misconduct Issues requirements can be found here that would count toward these two requirements.*
- MSU Graduate School RCR workshop series
- Online course in Research Integrity: Individuals can register for and access these courses at no cost through their D2L account. Log On to D2L at <https://d2l.msu.edu/> and click on **Self Registration** in the green task bar. A list of self-registering course offerings will appear; click on **Research and Scholarly Integrity (Epigeum)**. On the next screen, click **Register**. Fill in your first and last name, and email address, and click **Submit**. On the confirmation page, click **Finish**. On your D2L homepage (My Home), the course **Research and Scholarly Integrity (Epigeum)** will be listed under your Ongoing Courses.
- U.S. Department of Health & Human Services' Office of Research Integrity (interactive movies on research misconduct) (<http://ori.hhs.gov/thelab>)
- Course Content
 - Some courses may cover related content, and you can count such content as meeting the expectations. Consult with your advisor if you are unsure whether specific content would meet the expectation.

VIII. ANNUAL REVIEW OF STUDENTS' PROGRESS

The School Psychology Program conducts an annual review of each student's academic/professional development. The annual review gives the student and the program an opportunity to reflect upon the student's strengths, weaknesses, and needed areas for professional growth. Candidates for the Educational Specialist degree must achieve a grade–point average of not less than **3.20** during the last half of the program (the last 30 semester credits). Furthermore, it is expected that students will meet the thresholds for course grades, field supervisor evaluation ratings, and performance on various assignments as identified in Appendix F. If the student's work is deficient in any manner, this review process will allow for the development of a specific remediation plan to ensure each student is meeting program competencies prior to graduation.

The Program contacts students about the annual review process during the Spring semester. The deadline for receiving the completed annual review documents is shortly after Spring grades are posted. We expect students to complete the evaluations in a timely manner. The College of Education invests institutional resources only in students who are making strong academic progress. Students who fail to complete and submit their annual review reports will not be eligible to receive any of the College-level fellowships. Similarly, students must complete their annual evaluation to be eligible to receive School Psychology Program funds (travel and research).

The annual review is based on the Ed.S. program goals:

1. **Foundational Knowledge:** Prepare school psychologists with foundational knowledge in child development, school and family systems, and individual differences in behavior.
2. **Professional Practice:** Prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.

3. **Research and Inquiry:** Prepare school psychologists who effectively consume and disseminate research applicable in school settings.
4. **Professional Conduct:** Prepare school psychologists who effectively collaborate with others in the delivery of services within school settings according to ethical and legal guidelines.

The annual review will consider the student's progress in the following areas:

1. completion and quality of academic coursework
2. completion and quality of supervised fieldwork (practicum and internship)
3. completion and quality of program milestones (e.g., program plan, comprehensive exams)
4. participation in a community of scholars and practitioners
5. development of professional/clinical skills
6. development of professional demeanor/interpersonal skills

The annual review will begin with a form that the student completes identifying the extent to which he or she has met each of the thresholds for student performance as indicated in Appendix F. The student also prepares a brief written self-assessment using program documents to summarize key developments in the above areas. The self-assessment is submitted to the Program Secretary at the end of the Spring semester, typically one day after Spring grades are posted. In developing the self-assessment, the student may wish to consult any of the following people for feedback: advisor, course instructors, and practicum or internship supervisors. In addition to reviewing the accuracy and sufficiency of the self-assessment component, faculty members (e.g., advisor, instructors, etc.) rate students' competencies and skills on items related to the Ed.S. program goals (see Appendix G for items). A meeting of all core school psychology faculty members is held in which each student is discussed, in order to provide an opportunity for faculty members to provide input on the student's progress and make any recommendations to the advisor as to how to best promote the student's success. After reviewing the student's annual review materials and gathering any necessary feedback from other faculty or practicum/internship supervisors, the advisor will develop an annual review letter summarizing the student's progress in the program with specific attention to any particular strengths and weaknesses. If necessary, plans will be made at this time to address any areas of weakness that may require more focused attention.

In addition, students in the College of Education are required to provide documentation of his/her completion of Responsible Conduct of Research and Scholarship (RCR) training as part of the Annual Review process. Annual Reviews are due in early May each year. For the purpose of demonstrating RCR training compliance, school psychology students must meet the training requirements by the Annual Review due date. That is, students can only include RCR training completed from August 16th of the previous year through the Annual Review due date with the current year's Annual Review materials (e.g., August 16, 2016 – early May 2017).

To fulfill this requirement, please submit a copy of your Research Training Tracking System (RTTS) "Training Courses Report" as part of your Annual Review by completing the following steps. (Please see the handbook section on Responsible Conduct of Research and Scholarship training for more details regarding this requirement).

- Log on to RTTS at <https://www.egr.msu.edu/secureresearchcourses/>
- Click on the "Create/Edit Trainee Account" tab, then click on the "Edit Account Information" button, and finally click on the "Run Training Courses Report" tab. You can then download and save this report as pdf. (Note. Saving the file as a pdf does *not* work in Google Chrome).
- Print or upload this report as part of your Annual Review.

Annual Criminal Background Checks

The School Psychology Program requires all students to complete a **Youth Criminal Background Check Authorization Form (CBC)** prior to the beginning of **each** academic year. The results will be treated as confidential with the Program faculty notified only in the event that the checks reveal information that prohibits students' work in schools or community settings with children.

All students are required to submit a CBC form to the Program Secretary. If the school district in which you are working has conducted a Criminal Background Check, this may be substituted for the MSU background check. Please submit documentation of this to the Program Secretary every year at the start of Fall semester.

Individuals with convictions, civil infractions, or ordinance violations are required to provide a Register of Actions (ROA) or Judgment of Sentence (JOS) document from the court in which they were convicted. After admission to the program, students are obligated to report subsequent convictions on a new CDF within three business days and to provide court documents (ROA or JOS) related to the new conviction. An individual who has been convicted of a misdemeanor or felony *may* be denied admission, field placement, or recommendation for certification. School Psychology Certification candidates must also submit a CDF with each certification application. Although the College of Education recommends applicants for certification, only the Michigan Superintendent of Public Instruction has the authority to grant, deny, suspend, or revoke a certificate in Michigan.

The CBC is available at:

http://www.hr.msu.edu/documents/uwidepolproc/BackgroundCheckAuth_YouthProg.pdf

IX. ANNUAL REVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

Continuous improvement in program processes and outcomes is fostered through three general courses of action, one involving review of student outcome data, one involving review of alignment between program curriculum and national standards for training and practice, and one involving review of student feedback.

First, during each Fall semester, data on student course grades, student performance on a set of required assignments and exams, and field-supervisor evaluation ratings are aggregated. All core faculty members meet to review this information to determine what, if any, program changes may be necessary to foster better student outcomes. Thresholds used to determine whether individual students are meeting competencies are indicated in Appendix F; however, as part of the review of aggregated data, faculty more closely examine whether there are specific areas in which student outcomes could be improved. For example, if many students tend to score very close to a particular threshold identified in Appendix F, with very few exceeding far beyond the threshold for a particular course, assignment, or subset of evaluation ratings, this may be identified as an area in which program changes are needed to foster stronger student outcomes.

Second, the program engages in additional reviews of curriculum content to inform program improvement according to timelines set for program approval review by the National Association of School Psychologists (NASP). Faculty engage in close examination of the extent to which program curriculum, activities, and student outcomes are consistent with the standards and expectations of NASP, and any changes considered necessary to meet those expectations are initiated.

Third, the faculty strives to be responsive to students' feedback about all aspects of the School Psychology Program, such as the curriculum, opportunities for professional development, program communication, and

other areas. Students are encouraged to share their perceptions about program strengths, weaknesses, and suggested changes with their advisors, Student Advisory Group, and the Program Director on an ongoing basis. In addition, at least once each semester a student-faculty town hall meeting will be held; all students and faculty are expected to attend. These meetings serve as an opportunity for students and faculty to work together on program issues and to raise any questions or concerns about courses, assistantships, practicum and internship experiences, and any other issues that may need to be addressed. Information about town hall meetings will be distributed on the School Psychology Program email listserv. Finally, the Program Director invites each student to provide an anonymous brief written review of the program on an annual basis. This review is typically solicited at the end of the academic year. This student input will be used to inform program planning.

In addition to the above methods, students can become involved in the program community through a variety of student committees. At the beginning of the Fall semester, volunteers will be solicited for participation in several standing and ad-hoc committees.

Standing Program Committees

- *Student Advisory Group (SAG) Committee* -- This committee will meet at least once each semester and may be called upon at other times as necessary. The purpose of this group is to act as a liaison between the students and faculty and to assist the Program Director by providing students' perspectives on important program decisions.

X. TIME LIMIT POLICIES

The University stipulates that all degree requirements must be completed within five years (or seven years for those who enter without a master's degree) from the time the student first enrolled in the Educational Specialist Program. The University also states that students who extend their stay beyond their time limit will be required to recomplete the comprehensive exams.

Students who are not in compliance with these time limits are required to fill out the form, "Request for Extension of Time." The first request for an extension requires the approval of the advisor. Requests for a second extension require the review of the full School Psychology faculty. As part of the review the student must provide a detailed, written explanation for why the first time extension was not sufficient to complete the degree requirements, and what circumstances warrant the additional extension. Each extension period is for one or two semesters only. No more than two extensions will be granted. The extension form also requires the support and approval of the Dean of the College of Education and the Dean of the Graduate School. Students are responsible for initiating and completing extension requests prior to the exhaustion of previous time deadlines.

Grief Absence Policy

It is the responsibility of the student to: (a) notify their advisor/major professor and faculty of the courses in which they are enrolled of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation; (b) provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty; and (c) complete all missed work as determined in consultation with the advisor/major professor and faculty. It is the responsibility of the advisor/major professor to: (a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances; (b) receive verification of the authenticity of a grief absence request upon the student's return; and (c) make reasonable accommodations so that the student is not penalized due to a verified grief absence. If employed as a RA or TA, the graduate student must also notify their employer. Both employer and student will

swiftly communicate to determine how the student's responsibilities will be covered during their absence. Graduate teaching assistants (TAs) should refer to the bereavement policy in the MSU GEU CBU Article 18. Students who believe their rights under this policy have been violated should contact the University Ombudsperson. (Policy approved by the University Council).

XI. ACADEMIC AND PROFESSIONAL INTEGRITY: GUIDELINES FOR ETHICAL CONDUCT IN RESEARCH AND CREATIVE ACTIVITIES

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University and is an institutional priority. Faculty, staff, and students work in a rich environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities. The School Psychology Program expects all research and creative activities to be conducted with integrity and that all students will abide by the ethical principles of the National Association of School Psychologists and the American Psychological Association.

Pressures to complete academic requirements, to publish, or to obtain research grants have the potential to lead to an erosion of professional integrity. Innovative ideas and advances in research and creative activities that generate professional and public recognition may also become motivating factors to violate professional ethics. Breaches in professional ethics range from questionable research practices to misrepresenting ideas as one's own. The primary responsibility for adhering to professional standards lies with the individual; however, it is also the responsibility of advisors and of the disciplinary community at large to model, promote, and monitor the highest standards of ethical behavior.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone: faculty, staff, and students alike. Integrity in research and creative activities embodies a range of practices that includes:

- Honesty in proposing, performing, and reporting research and creative activities
- Recognition of prior work
- Confidentiality in peer review
- Disclosure of potential conflicts of interest
- Compliance with institutional and sponsor requirements
- Protection of human subjects and humane care of animals in the conduct of research
- Collegiality in scholarly interactions and sharing of resources
- Adherence to fair and open relationships between senior scholars and their coworkers

Honesty in proposing, performing, and reporting research and creative activities. The foundation underlying all research and creative activities is uncompromising honesty in presenting one's own ideas in academic work, in fieldwork, and in reporting one's data and activities. Detailed and accurate records must be kept as unalterable documentation of one's research and activities and must be available for scrutiny and critique. It is expected that scientist-practitioners will always be truthful and explicit in disclosing what was done, how it was done, and what results were obtained. To this end, the aims, methods, and outcomes of research and creative activities must be described in sufficient detail such that others can judge the quality of what is reported and can reproduce the data. Results from valid observations and tests that run counter to expectations must be reported along with supportive data.

Recognition of prior work. Research proposals, original research, and creative endeavors often build on one's own work, as well as the work of others. Both published and unpublished work must always be properly credited. Reporting the work of others as if it were one's own is plagiarism. Graduate advisors and members of guidance committees have a unique role in guiding the independent research and creative activities of students. Information learned through private discussions or committee meetings should be respected as proprietary and accorded the same protection granted to information obtained in any peer-review process.

Confidentiality in peer review. Critical and impartial review by respected disciplinary peers is the foundation for important decisions in the evaluation of internal and external funding requests, allocation of resources, publication of research results, granting of awards, and in other scholarly decisions. The peer-review process involves the sharing of information for scholarly assessment on behalf of the larger disciplinary community. The integrity of this process depends on confidentiality until the information is released to the public. Therefore, the contents of research proposals, of manuscripts submitted for publication, and of other scholarly documents under review should be considered privileged information not to be shared with others, including students and staff, without explicit permission by the authority requesting the review. Ideas and results learned through the peer-review process should not be made use of prior to their presentation in a public forum or their release through publication.

Disclosure of potential conflicts of interest. There is real or perceived conflict of interest when a researcher has material or personal interest that could compromise the integrity of the scholarship. It is, therefore, imperative that potential conflicts of interest be considered and acted upon appropriately by the researcher. Some federal sponsors require the University to implement formal conflict of interest policies. It is the responsibility of all researchers to be aware of and comply with such requirements.

Compliance with institutional and sponsor requirements. Investigators are granted broad freedoms in making decisions concerning their research. These decisions are, however, still guided, and in some cases limited, by the laws, regulations, and procedures that have been established by the University and sponsors of research to protect the integrity of the research process and the uses of the information developed for the common good. Although the legal agreement underlying the funding of a sponsored project is a matter between the sponsor and the University, the primary responsibility for management of a sponsored project rests with the principal investigator and his or her academic unit.

Prior to conducting any research involving human subjects, students are required to complete the online tutorial at the MSU Human Research Protection Program web site and to obtain approval from Social Science/ Behavioral/ Education Internal Review Board (SIRB): (<http://hrpp.msu.edu/>). Conduct of research without approval of SIRB may result in dismissal from the program. Research in school psychology falls under the Social Science/Behavioral/Education Institutional Review Board (SIRB).

Protection of human subjects and humane care of animals in the conduct of research. Research techniques should not violate established professional ethics or federal and state requirements pertaining to the health, safety, privacy, and protection of human beings, or to the welfare of animal subjects. Whereas it is the responsibility of faculty to assist students and staff in complying with such requirements, it is the responsibility of all researchers to be aware of and to comply with such requirements.

Collegiality in scholarly interactions and sharing of resources. Collegiality in scholarly interactions, including open communications and sharing of resources, facilitates progress in research and creative activities for the good of the community. At the same time, it has to be understood that scholars who first

report important findings are both recognized for their discovery and afforded intellectual property rights that permit discretion in the use and sharing of their discoveries and inventions. Balancing openness and protecting the intellectual property rights of individuals and the institution will always be a challenge for the community. Once the results of research or creative activities have been published or otherwise communicated to the public, scholars are expected to share materials and information on methodologies with their colleagues according to the tradition of their discipline.

Faculty advisors have a particular responsibility to respect and protect the intellectual property rights of their advisees. A clear understanding must be reached during the course of the project on who will be entitled to continue what part of the overall research program after the advisee leaves for an independent position. Faculty advisors should also strive to protect junior scholars from abuses by others who have gained knowledge of the junior scholar's results during the mentoring process, for example, as members of guidance committees.

Adherence to fair and open relationships between senior scholars and their coworkers. The relationship between senior scholars and their coworkers should be based on mutual respect, trust, honesty, fairness in the assignment of effort and credit, open communications, and accountability. The principles that will be used to establish authorship and ordering of authors on presentations of results must be communicated early and clearly to all coworkers. These principles should be determined objectively according to the standards of the discipline, with the understanding that such standards may not be the same as those used to assign credit for contributions to intellectual property. It is the responsibility of the faculty to protect the freedom to publish results of research and creative activities. The University has affirmed the right of its scholars for first publication except for “exigencies of national defense.” It is also the responsibility of the faculty to recognize and balance their dual roles as investigators and advisors in interacting with graduate students of their group, especially when a student's efforts do not contribute directly to the completion of his or her degree requirements.

Misconduct in Research and Creative Activities

Federal and University policies define misconduct to include: fabrication (making up data and recording or reporting them); falsification (manipulating research materials, equipment or processes, or changing or omitting data such that the research is not accurately represented in the record); and plagiarism (appropriation of another person's ideas, processes, results, or words without giving appropriate credit). Serious or continuing non-compliance with government regulations pertaining to research may constitute misconduct as well. University policy also defines retaliation against whistle blowers as misconduct. Misconduct does not include honest errors or honest differences of opinion in the interpretation or judgment of data.

The University views misconduct to be the most egregious violation of standards of integrity and as grounds for disciplinary action, including the termination of employment of faculty and staff, dismissal of students, and revocation of degrees. It is the responsibility of faculty, staff, and students alike to understand the University's policy on misconduct in research and creative activities, to report perceived acts of misconduct of which they have direct knowledge to the University Intellectual Integrity Officer, and to protect the rights and privacy of individuals making such reports in good faith.

Graduate students are expected to behave in a professional manner. Further discussions of professional expectations including academic honesty, plagiarism, and MSU policies can be found at the Office of the Ombudsman: <https://www.msu.edu/unit/ombud/academic-integrity/index.html>.

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the University - that is, it does not speak or hear for the University.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information:

Office of the University Ombudsperson
129 N. Kedzie Hall
(517) 353-8830
ombud@msu.edu
<https://www.msu.edu/unit/ombud/>

Additional information may be found at:

MSU policy related to the use of humans for research via the Human Research Protection Program.
<http://hrpp.msu.edu/>

The Office of the Ombudsman's guidelines on plagiarism.
<https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html>

All University Policy on Scholarship and Grades.
<https://www.msu.edu/unit/ombud/academic-integrity/index.html#integrity>

National Association of School Psychologists (2010). NASP Professional Standards.
<http://www.nasponline.org/standards/2010standards.aspx>

American Psychological Association. (2010). Ethical Principles of Psychologists and Code of Conduct with 2010 amendments.
<http://www.apa.org/ethics/code/principles.pdf>

The American Psychological Association's Publication Manual, which includes guidelines on plagiarism.
<http://apastyle.apa.org/learn/faqs/index.aspx>

Guidelines on Authorship. Endorsed by the University Research Council, January 2013.
<http://vprgs.msu.edu/michigan-state-university-guidelines-authorship>

“Integrity in Scientific Research: Creating an Environment that Promotes Responsible Conduct.” (2002). National Academies Press, Washington, D.C.
<http://www.nap.edu/read/10430/chapter/1>

MSU Faculty Handbook, Chapter VI, “Research and Creative Endeavor-Procedures Concerning Allegations of Misconduct in Research and Creative Activities.”
<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/misconductproc/>

XII. GRIEVANCE PROCEDURES

At some point during your graduate program at MSU, you may wish to register concerns, complaints, or grievances with the administration of the Program, Department, College, or University. Whenever possible, it is our hope to handle these concerns in an informal and timely manner. As soon as a question or concern is raised, the student should contact the Program Director and/or the Department Chair. Depending on the nature of the concern, the matter may be resolved through informal negotiation and contact with the involved parties. However, if the concern or complaint is of a more serious nature and the student is not satisfied with the resolution determined via these informal discussions and actions, the student may need to file a formal complaint with the department. Students should consult the Graduate Students Rights and Responsibilities for guidance in determining the viability of a formal grievance. A copy of this document can be obtained from the Graduate School or the Ombudsman’s Office, and it can also be found on the web at <http://www.educ.msu.edu/college/resources/Graduate-Student-Hearing-Procedures-Departments.pdf>. At any point during this process, students may contact the University Ombudsman’s Office for advice, guidance or assistance with addressing and following through on their concerns. The Department Grievance Procedures are provided In Appendix A.

XIII. RETENTION AND DISMISSAL POLICIES

Program faculty review each student’s performance and progress in the program on an annual basis. Faculty also may initiate a Review of the student’s status in the program in the event of any evidence that indicates impairment or a violation of the University’s Regulations (for MSU General Student Regulations see *Spartan Life*: <http://splife.studentlife.msu.edu/regulations/general-student-regulations>), legal statutes, or ethical and professional standards. Examples of violations include but are not limited to criminal misconduct, academic dishonesty, unethical practices, or unprofessional behavior. Evidence of cognitive, affective, and/or behavioral impairments that interfere with the graduate training process and/or threaten client welfare may also lead to a Review. Examples of impairment include but are not limited to substance abuse, mental health problems, and interpersonal difficulties. The Review process consists of examining the nature of the impairment, violations or alleged misconduct, and the evidence with the student. The outcome of the Review may be (a) to retain the student in good standing, (b) to allow the student to continue in the program on probationary status until specified conditions are met, or (c) to immediately dismiss the student from the program. The faculty reserves the right to restrict student’s participation in coursework, clinical practica, and internships during the Review process. The procedures for the Review are described below.

When behaviors, attitudes, and other interests seriously interfere with a student’s professional and personal functioning, the student’s advisor in concert with the Program Director will designate a specific probationary period within which the student must change to remain in the program. During this time, the student usually has increased supervision, a reduced clinical/academic workload, remediation (personal therapy, career guidance), guidance committee direction, and/or additional specialized academic/clinical

experiences. The at-risk student will be notified in writing that he/she is facing potential dismissal from the program. The intent of this provision is not to punish, but rather to focus on prevention and protection. Drawing up a special learning contract that specifies competencies in need of improvement might prove beneficial.

Dismissal Policy

The dismissal of a student from the School Psychology Program is a significant event for both the student and the program faculty. It represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either the academic domain or in other critical areas of professional conduct (see the ethical principles of the National Association of School Psychologists and the American Psychological Association). Cognitive, affective, and/or behavioral impairments that interfere with professional functioning, or a failure to demonstrate an adequate level of competency in academic skills, clinical skills, or professional conduct, are grounds for dismissal. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the Program and, when appropriate, special efforts at helping the student meet Program requirements and training objectives. The final decision regarding whether or not a student should be terminated from the Program, or under what conditions a student making unsatisfactory progress will be allowed to continue, rests with the School Psychology faculty for academic violations. The College of Education is responsible for dismissal decisions in disciplinary cases, which impose sanctions other than, or in addition to, a failing grade.

Reasons for Dismissal from the Program

At any point during the student's matriculation through the Program, the faculty retain the right to review any student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare. Reasons for termination may be divided into two general categories: academic dismissals and disciplinary dismissals. **Academic or non-disciplinary dismissals** are handled by the Program faculty. In cases of **disciplinary violations** that may include academic dishonesty, violations of professional standards and falsification of academic records, the School Psychology Program may require actions to remediate these problems. If the problems are beyond remediation at the Program level and **sanctions other than, or in addition to a failing grade** are warranted, the case is reviewed for dismissal by a College disciplinary hearing board.

- A. **Academic Dismissals**: Failure to maintain academic standards may occur as the result of unsatisfactory grades in academic and/or clinical coursework, failing scores on the Comprehensive exams, or failure to make adequate progress to complete the program (e.g., coursework, practica hours, internship hours). Students are provided with grade reports at the end of each semester by the University, so they are always apprised of their academic standing. At a graduate level, a grade of 3.0 represents work that adequately meets course objectives. A grade of 2.5 or 2.0 represents work that is below expectations to an increasing degree but that still is sufficient to qualify for graduate credit. Such a grade is cause for concern, however, both because it represents weak mastery of the material and because students must achieve an overall GPA of 3.0 or higher in order to qualify for graduation. Failure to comply with established University or Program timetables and requirements may also lead to termination. The University establishes strict timelines for completion of courses and of degree programs. University policy stipulates that the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time the student first enrolled. Failure to adhere to these timelines may result in termination.

B. **Disciplinary Dismissals:** The following are offered as examples of circumstances or performances that may be the basis for termination by the College or a failing grade and remedial actions by the Program:

1. Academic dishonesty
2. Criminal misconduct
3. Unethical practices and/or unprofessional conduct as specified in APA or NASP guidelines for ethical behavior
4. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare

Retention and Dismissal Review Procedures

To protect student due process rights as well as the rights of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as part of the Retention and Dismissal review process:

1. The student will be informed in writing by the Program Director of any charge, event, performance, or circumstance that suggests impairment or violation of University, legal, ethical, or professional codes. Such charges or complaints may emanate from members of the Program, College, or University faculty, clinical supervisors, clients, or professionals and agents outside of the University community.
2. As part of the above communication, the Program Director may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party, and to inform the Director of the outcome of this action within 30 days.
3. If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Program Director will inform (in writing) the student, the student's advisor, and other interested parties that the student's status in the Program is being reviewed and that a formal meeting of the Program faculty will be necessary to evaluate the nature of the problem and to decide on a course of action. Depending on the nature of the charges, event, performance, or circumstance, a student's status in the program may be in immediate jeopardy and the goal of the Review would then be for faculty to decide whether to retain or dismiss the student from the program.

The Program Director may invite any persons judged to have relevant information to submit such information either in person at this meeting or in writing prior to the meeting. The student will be given copies of all written materials under consideration in advance of the meeting. The student and, if desired, his/her counsel (as defined in the Graduate Students Rights and Responsibilities document) would be invited to attend this meeting and to present testimony. In addition, the student may invite other individuals who have relevant testimony to attend the meeting or to present written information. The student will provide the Program Director with a list of these individuals at least 5 days in advance of the scheduled meeting.

4. Following the presentation of testimony and evidence, the Program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the Program. This decision may result in either (a) retention of the student in the program in good standing, (b) a judgment to allow the student to continue in the program on probationary status until specified conditions are met, (c) immediate dismissal of the student from the School Psychology Program, or (d) referral to the College Disciplinary Hearing Board for sanctions other than or in addition to a failing grade.

5. Following completion of the Program faculty's decision-making, the Program Director will inform the student and the student's advisor (in writing) of the faculty's decision and, if appropriate, clearly specify what if any conditions must be satisfied by the student to maintain his or her good standing within the Program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in the CEPSE Department Student Grievance Procedures (see above in Section XII) should be followed. For further information, consult the Graduate Students Rights and Responsibilities, which can be obtained from the Graduate School or the Ombudsman's Office or found on the web at <http://grad.msu.edu/gsrr/>.

XIV. RECORDS POLICIES

The Program maintains records documenting each student's progress through the Ed.S. degree program. These records, which are maintained in the program's files, include the program plan, comprehensive exam completion form, practicum and internship evaluations, portions of the original application to the program, and other materials that are deemed necessary. Additionally, to facilitate student advising, advisors may keep files containing such items as their advisees' grade transcripts and comprehensive exam responses. All student records are kept in secure filing cabinets or private offices to protect students' privacy and confidentiality; only Program faculty and staff will have access to this material.

Students may request to examine their own files; this request should be directed to the student's advisor or the Program Director. The only material that will be withheld is that which the student has clearly waived his or her right to examine, e.g., confidential reference letters. (Other than the latter, files generally only contain records of which students already possess copies.) Students may challenge the accuracy of their records and can provide a letter to that effect that will be placed in their file. Once students graduate, a permanent file is maintained by the Program, which, among other things, may assist in documentation for future credentialing.

XV. PROFESSIONAL CREDENTIALS

Upon graduation from MSU's School Psychology Program, you will be eligible to pursue certification in school psychology at both the state and national level. The procedures for pursuing these credentials in Michigan are detailed below. Students planning to practice in other states should contact the credentialing body in that state early in their graduate careers.

State of Michigan School Psychology Certificate

The School Psychology Certificate is a legal credential required by the state of Michigan to practice in a school setting as a school psychologist. This credential is granted through the Michigan Department of Education. Students are eligible for this credential upon graduation from an approved school psychology program; the MSU School Psychology Program is an approved program. This certificate allows psychologists to practice solely in school settings, and not in private practice. The certificate is required to use the title of "school psychologist." (Psychology licensure is required for **independent or private practice** in all professional fields of psychology, including school psychology.) Students should apply for a Michigan Preliminary School Psychology Certificate in their last semester of graduate training, and once they have completed 600 internship hours, regardless of whether or not they intend to obtain a Michigan credential. This permits the program's recommendation for certification to be recorded on your transcript for future reference. Upon payment of the fee you will be issued the Preliminary School Psychology Certificate, which is effective for three years. You may choose to withhold payment for the certificate if you do not wish to be credentialed in Michigan.

There are two levels of the School Psychology Certificate: Preliminary Certification and “Full” Certification. Students may become eligible for Preliminary Certification before completing all degree requirements. This would allow one to be employed in the schools as a school psychologist under the supervision of a Fully Certified Psychologist. However, completion of and awarding of the degree (Ed.S. or Ph.D.) is required (in addition to other requirements) to be eligible for a “Full” Certificate.

Steps for obtaining the Preliminary Certificate

- Complete 45 hours of specified coursework
- Complete 600 hours of internship, 300 of which must be completed in a school setting
- Obtain a copy of the fully certified internship supervisor's school psychology certificate
- Submit an application for certificate to the College of Education Office of Student Affairs. Applications may be obtained online at: <http://education.msu.edu/certification/forms.asp>. A processing fee is currently assessed.

Steps for obtaining the Full Certificate

- Complete Ed.S. Program and possess the degree, which minimally includes:
 - An additional 15 hours of coursework beyond those necessary for Preliminary Certificate
 - An additional 600 hours of internship, 300 of which must be completed in a school setting
- Complete one year of successful work experience supervised by a fully certificated school psychologist

A copy of the Michigan State Board of Education School Psychology Certification rules can be found at the Program web site. For more information, please contact:

Michigan Department of Education
 Teacher/Administrator Preparation and Certification Services
 Box 30008
 Lansing, MI 48909
 phone: (517) 373-3310

National Certification in School Psychology (NCSP)

The National Association of School Psychologists (NASP) created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. This credential is open to members of NASP as well as to non-members. Persons who successfully meet the credentialing standards established by the NSPCS are entitled to use the designation Nationally Certified School Psychologist (NCSP). The intent of this national certification is to provide a national standard that can be used as a measure of professionalism by interested agencies, groups and individuals (Source: NCSP Application and Information Booklet). This credential may allow for a smoother process for obtaining certification when moving between states. Some states have begun recognizing the NCSP in lieu of a separate state credential.

Brief outline of certification requirements (more detailed information is available at:

http://www.nasponline.org/CERTIFICATION/NASP-Approved_NCSP_Application.pdf):

- Completion of an Ed.S.- or Ph.D.-level program in school psychology
- Completion of a minimum of 1200 hours of internship in school psychology, of which at least 600 hours must be in a school setting
- Achievement of a passing score on the National School Psychology Examination administered by the Educational Testing Service
- All school psychologists who hold the credential must complete further professional training and skills development activities

For further information, contact:

National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814-9459
phone: (301) 657-0270

Or visit the NASP web site: <http://www.nasponline.org/certification/becomeNCSP.aspx>

The program website provides step-by-step procedures for processing these materials through program faculty members which should be followed:

http://education.msu.edu/cepse/schoolpsychology/documents/NASP_Certification_Steps.pdf

XVI. SCHOOL PSYCHOLOGY NETWORK

In addition to your advisor and school psychology faculty, several programs and mechanisms have been created to assist students in learning about and progressing through the MSU School Psychology Program. These include the School Psychology peer mentors, orientation (both College of Education and School Psychology Program), the Program web page, the Program D2L site, and the Program and College of Education graduate student listservs. In addition, participation in the broader community of school psychology can be initiated and maintained through affiliations with professional organizations such as the National Association of School Psychologists (NASP), the Michigan Association of School Psychologists (MASP), the American Psychological Association (APA), and APA Division 16 (School Psychology). We strongly encourage students to join these professional organizations. Applications for student membership are available online through these organizations' websites.

Peer Mentors

Upon entrance to the School Psychology Program, each student is assigned a mentor from among the advanced students. This person will ideally serve as a helpful resource for navigating your experience here at MSU, as well as the professional world of school psychology. The mentors will be assigned by the Program Assistant in collaboration with the Program Director. In turn, the mentors should be in contact with their mentees prior to the start of the school year.

University and Program Orientations

Prior to the start of the school year, the Education Graduate Student Organization (EGSO) hosts a college-wide orientation covering graduate students' issues including technology resources at MSU (email, WWW, and on-line library searching), financial support, and other issues pertinent to entering students. Within the first month of the Fall semester, the School Psychology Program hosts a Program orientation to be attended by all incoming students. Topics covered include Program requirements, typical timelines, specialization options, and common questions of entering students.

MSU School Psychology Program Web Page

The school psychology web page (<http://education.msu.edu/cepse/SchoolPsychology/>) includes a wealth of information on the MSU School Psychology Program, as well as links to the web pages of several school psychology organizations and other pertinent education agencies. The Program's web page provides information on admissions, program requirements, links to the home pages and email accounts of faculty, staff, and students, and many other helpful resources. Contact the Program Director with any suggestions for changes or additions to the program web site.

MSU School Psychology Students D2L Site

For many classes and research activities, MSU faculty, instructors, and students use an instructional

management system called Desire2Learn (D2L; <https://d2l.msu.edu/>) to communicate and post resources and materials. Many materials that you may find useful are available to you by logging into the D2L site and selecting the community group entitled “School Psychology Students.”

Listservs

The School Psychology listserv was created as an electronic medium to communicate information across students, faculty, and staff of the MSU School Psychology Program. This is the primary way that we communicate with students and we require that students subscribe to this listserv. Typical messages include meeting or colloquia announcements, job postings, NASP/APA Legislative updates, and a variety of other information to inform students, faculty and staff of programmatic and professional issues. The Program Secretary will subscribe you to the listserv upon enrollment. To send a message to the listserv, use the following email address: SCHOOLPSYCH@LIST.MSU.EDU. In addition to our own school psychology and graduate student listservs, there are several national school psychology listservs. Procedures for subscribing to the NASP or the APA Division 16 (School Psychology) listservs are detailed on their web sites listed below.

Professional Organizations in School Psychology

There are multiple organizations that one can join as a school psychologist-in-training. These organizations can be beneficial to the development of professional knowledge, ethics, and conduct. Many of the organizations publish journals and newsletters containing research and articles of relevance to the school psychologist. Joining one or a number of these organizations is one way to stay current in the field. It also alerts the school psychologist to current trends, new materials, and a breadth of resources. Through these professional organizations, there is the opportunity to attend and participate in national conferences. The conferences are an opportunity to network, see, and hear the top researchers in the field. The professional organizations are also a way to learn about internships, funding for graduate education, and career opportunities. Even if the decision not to join is made, visiting these websites is a great way to gain information.

National Association of School Psychologists (NASP): <http://www.nasponline.org>

NASP is the largest association of school psychologists in the world with over 21,000 members. “The mission of NASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning” (NASP website). Membership includes a subscription to their newsletter, *Communiqué*, and the quarterly published journal *School Psychology Review*. The *Communiqué* contains information about school psychology news, new practices, test reviews, employment opportunities, internships, and position papers. NASP also has an extensive publication catalog that provides helpful resources to the school psychologist. These publications are available at special rates for members and are available at their website. NASP also publishes ethical and professional standards for practice to which school psychologists, including MSU Program students, are expected to abide. NASP additionally offers workshops and other activities for further professional development. State certification information (including the National Certified School Psychologist (NCSP) program) can also be found through NASP.

American Psychological Association (APA): <http://www.apa.org>

APA Division 16 (School Psychology): <http://www.apa.org/about/division/div16.aspx>

APA has a special division specifically for graduate students, American Psychological Association of Graduate Students (APAGS). When you join APA as a student affiliate, you are automatically enrolled in APAGS. With membership, you receive quarterly APAGS newsletters, the monthly *APA Monitor* and *American Psychologist*, reduced rates for other APA journals and books, and eligibility for student/school

liability and health care insurance programs. In addition, with membership in the School Psychology Division (#16) of APA, you receive the publication *School Psychology Quarterly*. On their website, APA also posts information about college planning, career resources, lists of accredited internships and programs, funding, their code of ethics, and much more.

Other relevant professional organizations include:

- Michigan Association of School Psychologists (MASP)*: <http://www.maspweb.com/home>
- American Educational Research Association (AERA)*: <http://www.aera.net/>
- Council for Exceptional Children (CEC)*: <http://www.cec.sped.org>
- Society for Research in Child Development (SRCD)*: <http://www.srkd.org>

XVII. FINANCIAL SUPPORT AND WORK-RELATED POLICIES

There are many places to look for financial support at Michigan State University. Educational Specialist students are eligible to apply for graduate research and teaching assistantships and fellowships, however they are extremely competitive and priority is often given to doctoral students. Therefore, most Educational Specialist students fund their graduate education with a combination of loans and jobs internal or external to the university. Information on financial support can be viewed at the following web sites:

- College of Education: <http://education.msu.edu/resources/financial/>
- Graduate School: <http://grad.msu.edu/funding/>
- University Financial Aid website: <http://www.finaid.msu.edu/default.asp>

Graduate Assistantships

MSU offers more than 3,000 assistantships to graduate students. These include research, teaching, administrative, outreach, and residential life positions. Assistantships are provided in 1/4-time increments, with each 1/4-time requiring approximately 10 hours of work per week. Typically students are appointed for 1/4- or 1/2-time positions. Permission from the student's advisor and the Dean of the College of Education must be obtained in order to receive a 3/4-appointment. The assistantship appointment provides the following benefits: a monthly stipend, a nine-credit tuition waiver, access to a parking pass for a relatively small semester-long fee, and payment for single person health insurance provided by the University. Additionally, for out-of-state students, a graduate assistantship entitles students to in-state rates on tuition for their remaining credits.

The College of Education offers many opportunities for assistantships, each providing valuable professional experiences in addition to the financial compensation. Available graduate assistantships are listed on the College of Education homepage at <http://education.msu.edu/resources/financial/assistantships.asp>. Students are not required to restrict themselves to assistantships provided by their home department, but instead are free to choose from any of the four departments in the College of Education or any other departments across the university.

Other possibilities to pursue are the Residence Life and Minority Aide Assistantships. The primary role for these graduate assistants is to serve as resources to the student populations living in the residence halls. These assistantships are typically 1/2-time appointments, and they require that you live in the residence hall to which you are assigned. In addition to the standard benefits listed above, these assistantships also pay for room and board. For more information on these assistantships, contact the Office of Residence Life.

The Office of Vice President for Student Affairs and Services also list current opportunities for graduate assistantship positions. Examples include positions within the Department of Campus Living Services and

Residence Life, the Department of Student Life, the LGBT Resource Center, Educational and Support Services, and the Career Services Network.

Scholarships/Fellowships

Upon admission to the College of Education, all graduate students are automatically considered for a variety of Departmental, College, and University fellowships. As students progress through the program, they have the option of applying for available scholarships and fellowships made available throughout the school year. Information on these scholarships and the necessary application materials are available in the Student Affairs Office. In addition, you can look to the college web site <http://education.msu.edu/resources/financial/grad-scholarships-fellowships.asp> for information on scholarship and fellowship financial packages and eligibility requirements. Students may also want to check with professional organizations, such as National Association of School Psychologists, for potential funding.

Please note that if you have Stafford or other needs-based loans/aid, the amount of your fellowship/travel/scholarship award may cause a reduction of your loan(s) or other financial aid if you do not increase your cost of attendance (see section below).

Loans

The first place to start looking for loans and grants is the Financial Aid Department. This office is located on the third floor of the Student Services Building. Important information can also be accessed via their web site at <http://www.finaid.msu.edu/>. You must fill out a federal student aid form in order to determine your eligibility for financial aid.

Work-Related Policies

Graduate Assistants' Rights. Teaching assistants (TAs) are briefed during their orientation to graduate study about their rights and responsibilities under the MSU-GEU collective bargaining agreement (<http://www.hr.msu.edu/documents/contracts/GEU2015-2019.pdf>). The GEU also offers a Tuition Waiver pool for TA's (information is forwarded to students via email 2-3 months prior to the semester) . If won, the Tuition Waiver covers up to 3 additional credits for the semester. Please consult the GEU website or contact the Program Secretary for more information if you are looking to apply for the TA Tuition Waiver.

All teaching assistants and research assistants must complete mandatory online training about the Relationship Violence and Sexual Misconduct Policy. *To Access the training, go to the ORA training website at: <http://ora.msu.edu/train>. Login with you MSU netID. Go to "Find Training" and search for Relationship Violence and Sexual Misconduct Policy (RSVM) Training. Then click "Launch" to begin. (If it indicates that you have already registered, use "In Progress Training", then "Launch." You will want to reserve approximately 30 minutes to complete all assignments. If you need assistance, contact the Helpdesk at 517-884-4600 or train@ora.msu.edu.*

Increasing Cost of Attendance

Cost of Attendance (COA), the average cost of a student's postsecondary education in a particular enrollment period, usually one academic year, is established by MSU in accordance with federal regulations. It is also referred to as "cost of education" or "budget." It is based on course of study, grade level, residency, and other factors, and includes the following components: average tuition and fees, allowances for room and board (either on or off campus), books and supplies, and miscellaneous personal expenses. In certain cases the COA may include other elements such as transportation, dependent care, and study abroad program expenses. The figure is used in a calculation to determine a student's eligibility for financial assistance programs. Also see "Financial Need."

1. Begin this process early! If a student knows he/she will receive funding in the next academic year, start immediately.
2. Determine the exact amount of fellowship funding you will receive from Ethel and the faculty member providing the grant money.
3. Call financial aid (517-353-5940), give the PID and ask to speak with someone regarding costs of attendance. Student's costs of attendance is determined by his/her living situation (renter or own home), how many credits he/she plan on taking during the academic year which he/she will receive grant funded (must be registered for these courses), what kind of assistantship he/she will receive during the proposed academic year, any dependents (children) and any medical expenses.
4. The COA changes every semester. Every other semester includes Summer semester credits. For example, 2016-2017 school year may include Fall (Fall + Summer) and Spring and 2017-2018 COA calculation would be Fall and Spring (Spring + Summer). Therefore, it is extremely important to determine your COA *every* semester.
5. After obtaining the personal COA, speak with Ethel to determine if the COA needs to be increased. Typically, the COA needs to increase if the proposed amount of support the student will receive (fellowship + assistantship + loan) exceeds the estimated COA.
6. If the COA needs increased, again speak with financial aid, Jennifer Shappell (shappel2@msu.edu) who is in charge of COA. COA assumes nine credits per semester, so students need to make sure they have the appropriate number of credits on file. She will email or send you a hard copy of the COA form. On this form, students need to justify his/her COA with one of the following reasons: excess tuition or fees (exceeding nine credits), books/supplies/thesis costs, medical expenses, computer purchase (up to \$600), child care, dependent living costs and other related educational costs (conference, internship). Students will need to create a *detailed* letter with receipts, documentation and a letter from the School Psychology department approving these costs as legitimate. *Turn this form in directly to Jennifer at the Student Support Building (or at financial aid at the Hannah building who will mail it to Jennifer)*. Jennifer will then email Ethel as approval for COA increase and then Ethel will submit your fellowship paperwork.
7. Several of these items may need additional clarification, documentation or receipts upon submission so budget extra time if need be for collecting these materials. For example, if receipts cannot be provided for a computer purchase, the student may need print off a "spec sheet" of a similar computer from a local computer store to give an estimated cost of the computer.
8. If the student is taking out a loan, the fellowship money will be subtracted from the loan (therefore reducing the amount you have to repay) if the COA does not exceed the total of loan + fellowship. For example if a student has a \$3000 Fall semester loan and a \$2500 Fall fellowship, the student will receive a minimum of \$3000 (\$500 loan + \$2500 fellowship) and will have the overall amount you have to pay back reduced, *if you do not increase your COA*. If the student's semester COA is \$8000, he/she will receive both a \$3000 loan and \$5000 fellowship.

Outside Work Policies

Students occasionally inquire about the possibility of working for outside agencies as they attend MSU. The full-time commitment of the School Psychology Program consisting of 4 courses per semester in addition to field practica make outside employment, even if part-time, difficult. If students find it necessary to work at outside agencies during graduate school, we encourage them to seek employment that is a natural complement to their degree work (e.g., working in schools or in agencies with children and youth). As students contemplate outside work, they should keep in mind the university expectation that the Ed.S. degree will be completed within 5 years (or seven years for those who enter without a master's degree) of beginning the first class on the student's program of study.

Use of Department Resources

The Department has limited computer, office, copy machine, supplies, and communication resources. When such resources are allocated for graduate student use, the allocation must be made by the Department or a specific member of the faculty or staff, with the allocation specifying clear limits (e.g., photocopying is to be in direct support of a student's research or teaching and not to exceed a specified number of copies). The Department expects all students to honor such limits, with failure to do so reason for ending access to such resources by offending students. Students who are teaching or project assistants typically are assigned a desk or shared office space. Most correspondence will be sent to students via email, with students expected to monitor their email box regularly, reading email from the School Psychology Program.

Resource Center for Persons with Disabilities

The School Psychology Program works in conjunction with the MSU Resource Center for Persons with Disabilities to ensure that students and faculty with disabilities receive reasonable accommodations for special needs (see <https://www.rcpd.msu.edu/>). The services provided are intended to ensure an equal opportunity for the development and display of competencies. Course syllabi include information on how students can access such services. Students and faculty with disabilities are likewise encouraged to be in contact with the MSU Resource Center for Persons with Disabilities to gain access to any accommodations that may be reasonable and appropriate for provision during program-wide events.

XVIII. FACULTY OF THE SCHOOL PSYCHOLOGY PROGRAM

The core faculty of the School Psychology Program are listed below, along with their research interests. The seven core faculty members meet on a biweekly (i.e., twice a month) basis during the academic year to discuss program functioning and address any related issues.

Core Faculty

- John Carlson, Ph.D., NCSP
Licensed Psychologist
Professor & Ph.D. Program Director
PhD from University of Wisconsin-Madison
Factors related to the utility of medical and psychological interventions for childhood mental health problems; promoting wellness and successful school, family, and community functioning; interdisciplinary collaboration; childhood anxiety disorders.
- Sara Witmer, Ph.D., NCSP
Associate Professor & Ed.S. Program Director
Ph.D. from University of Minnesota – Twin Cities
Inclusion of diverse students in large-scale assessment and accountability systems; effects of testing accommodations for students with disabilities; inclusion of students with disabilities in state accountability policies and performance reports; problem-solving models for the delivery of school psychology and special education services.
- Evelyn R. Oka, Ph.D., NCSP
Associate Professor
Ph.D. from University of Michigan
Development of self-regulation and motivation; social skills interventions; multicultural competence.
- Jana Aupperlee, Ph.D., NCSP
Licensed Psychologist
Clinical Assistant Professor
Ph.D. from Michigan State University
Home-school relationships; school-provided social support; parent-teacher relationships; assessment and intervention with infants and toddlers.
- Jodene G. Fine, Ph.D., NCSP
Licensed Psychologist
Assistant Professor
Ph.D. from University of Texas-Austin
Neural bases of developmental disorders (e.g. dyslexia, autism spectrum disorders, ADHD), and typical child development using Neuroimaging such as MRI, fMRI, and DTI.
- Kristin Rispoli, Ph.D., NCSP
Licensed Psychologist
Assistant Professor
Ph.D. from Duquesne University
Parenting interventions; social-emotional interventions; autism spectrum disorders; family-school partnerships.
- Martin Volker, Ph.D.
Associate Professor
Ph.D. from Hofstra University
Assessment and treatment of autism spectrum disorders; measurement issues in special education.

APPENDIX A GRIEVANCE PROCEDURES FOR STUDENTS

Graduate Student Academic Grievance Hearing Procedures For All Graduate Academic Programs in the College of Education

Students may request a hearing to resolve a dispute with an instructor, but only after trying to settle the matter in conversations with the instructor, the Department Chair or School Director or Program Director and, in some cases, the Associate Dean of the college. The student also may consult with the University Ombudsperson at any stage of the dispute. In the event that a student's dispute remains unresolved a grievance hearing may be necessary. This document presents current University policy and procedures for conducting a grievance hearing.

Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student's most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (GSRR Article 1.2)

The *Michigan State University Student Rights and Responsibilities (SRR)* and the *Graduate Student Rights and Responsibilities (GSRR)* documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, all Graduate Academic Programs in the College of Education have established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.) Each Graduate Academic Program in the College of Education have established their own program specific hearing boards that are in full compliance with the regulations, policies, and procedures set forth in this document.

I. JURISDICTION OF THE PROGRAM HEARING BOARD:

- A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving graduate students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)
- B. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

II. COMPOSITION OF THE HEARING BOARD:

- A. The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the Spring semester according to established Program procedures. Hearing Board members serve one year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)

- B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)
- C. The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III. REFERRAL TO THE HEARING BOARD:

- A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)
- B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)
- C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)
- D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student has **10** class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)
- E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)
- F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

IV. PRE-HEARING PROCEDURES

- A. After receiving a graduate student's written request for a hearing, the Chair of the Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)

- B. Within **5** class days, the Chair of the Hearing Board will:
1. forward the request for a hearing to the respondent and ask for a written response;
 2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within **3** class days of this notification. In addition to conflict of interest challenges, either party can challenge two hearing board members without cause (GSRR 5.1.7.c);
 3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee (See GSRR 5.1.7.). Decisions by the Hearing Board chair or the College Dean (or designee) on conflict of interest challenges are final;
 4. send the Hearing Board members a copy of the request for a hearing and the respondent's written response, and send all parties a copy of these procedures.
- C. Within **5** class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:
1. accept the request, in full or in part, and promptly schedule a hearing.
 2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)
 3. the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)
- D. If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.
- E. At least **5** class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any challenges. (See GSRR 5.4.7.)
- F. At least **3** class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)
- G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least **3** class days before the hearing. (See GSRR 5.4.9.)

- H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least **3** class days before the scheduled hearing. (See GSRR 5.4.9c.)
- I. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)
- J. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Hearing Board must inform the parties of such a time limit in the written notification of the hearing.
- K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)
- L. Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4. and 5.4.11.)

V. HEARING PROCEDURES:

- A. The Hearing will proceed as follows:
 1. Introductory remarks by the Chair of the Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:
 - In academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.
 - In hearings in which a graduate student seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.
 - All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)
 2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)
 3. If the respondent fails to appear in person or via an electronic channel at a scheduled

hearing, the Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9-b.)

4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)
5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)
6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.
7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.
8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.
9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.
10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.
11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.
12. Final questions by the Hearing Board: The Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

- A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board's recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within **3** class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director.

The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)

2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any to the College Hearing Board within **5** class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within **5** class days. (See GSRR 5.5.2.2 and 5.4.12.3)

C. Written Report:

The Chair of the Hearing Board shall prepare a written report of the Hearing Board's findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within **3** class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board's decision. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. The report also should inform the parties of the right to appeal within **5** class days following notice of the decision, or **5** class days if an academic disciplinary hearing is pending. The Chair shall forward copies of the Hearing Board's report and the administrator's redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. All recipients must respect the

confidentiality of the report and of the hearing board's deliberations resulting in a decision. (See GSRR 5.4.12 and 5.5.2.2)

VII. APPEAL OF THE HEARING BOARD DECISION:

- A. Either party may appeal a decision by the Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records.) (See GSRR 5.4.12.)
- B. All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within **5** class days following notification of the Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)
- C. A request for an appeal of a Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by "clear and convincing evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the appropriate Hearing Board to reconsider the case within **30** days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IX. FILE COPY:

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

Approved by Faculty August 4, 2015

APPENDIX B SAMPLE COURSE SEQUENCE

2016 Ed.S. Cohort – 4 courses need to be added to the boxes below based on individual decisions with your advisor. See footnote below for additional requirements. This Course Plan is only meant to serve as a guide, please give close attention to your EdS Course Checklist as you set your schedule.

	Fall	Spring	Summer
Year One (2016-2017) 30 credits	CEP 884 Prosem in Sch Psych (3) Tu 5-750 CEP 903 Cog Development (3) Th 1240-330 CEP 932 Quant Methods I (3) M 150-440 <i>(Please talk to your advisor about waiving this course if you had a similar undergraduate course.)</i> Course #1 _____ (3) ** Half a day per week in practicum field placement	CEP 886 Psych Assess/Int I (3) Tu 410-7 CEP 904 Social-Emo Development (3) Th 1240-330 CEP 918 Theories of Sch Psy Int (3) W 1240-330 Course #2 _____ (3) ** Half a day per week in practicum field placement	CEP 883 Class Discipline (3) Educational Intervention Course: _____ (3)* (this can be taken at any time) M.A. Degree Completion (Optional Preliminary Exam)
Year Two (2017-2018) 24 credits	CEP 880 Intell. Assess (3) CEP 881 Social-Emo Assess (3) CEP 893K Practicum (3) CEP 885 Behav Disorders (3) One day per week in practicum field placement	CEP 889 Consultation (3) CEP 893K Practicum (3) Course #3 _____ (3) ** Course #4 _____ (3) ** Two days per week in practicum field placement Comprehensive Examination: Case Analysis Comprehensive Exam: Praxis II Work with CEP 894K supervisor to develop the 3 rd year internship placement	
Year Three (2018-2019) 6 credits	CEP 894K School-Based Internship (3) Five days per week in internship field placement	CEP 894K School-Based Internship (3) Five days per week in internship field placement Graduation (Apply in January) Preliminary SP Certificate (Apply in January)	

***With your advisor, select a course to fulfill the requirement for one Intervention course (for example, CEP 866, CEP 844, among others)**

****With your advisor, you must decide** what Family elective, Learning elective, and two additional elective courses you will take. You may decide with your advisor to take your fourth elective course during the Summer of your second year instead of the Spring if you choose.

NOTE: If CEP 932 is waived, an additional three-credit course in statistics/research inquiry must be taken. Speak to your advisor if you've taken a similar undergraduate course and see your handbook regarding waiver exam policy.

Information on the sequence of courses, how courses address program goals and objectives, as well as how each course addresses the standards set forth by the National Association of School Psychologists (NASP) is provided below. Further description of the nature of NASP Standards is available below the table. Note that the timing of electives may be altered from what is listed here.

<i>Sequence of Ed.S. Coursework</i>	<i>Program Goal/Objective</i>	<i>NASP Standard</i>
<i>Year 1 Fall</i>		
CEP 884 Roles and Functions of School Psychologists	1b, 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b	II, V – Element 5.1, VI, VII, VIII – Elements 8.1 and 8.2
CEP 903 Cognitive Development	1a	IV – Element 4.1
CEP 932 Quantitative Methods I	3a	VIII-Element 8.1
Family-related course (students choose specific class with advisor guidance)	1b	VI
<i>Year 1 Spring</i>		
CEP 886 Psych. Assess./Intervent. I	1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b	II, IV – Element 4.1, V – Element 5.1, VII
CEP 918 School-based Psych. Intervent.	1a, 1b, 2b, 3a, 3b, 3c, 4a, 4b	V, Element 5.1 and 5.2, VIII – Element 8.1
CEP 904 Social/Emotional Development	1a	IV – Element 4.2
Learning-related course elective	2b	IV – Element 4.1
<i>Year 1 Summer</i>		
Educational Intervention Course (typically CEP 866: Psychoeducational Interventions for Children and Youth or CEP 844: Applied Behavior Analysis I	2b	IV – Element 4.2
CEP 883 Psych. of Classroom Discipline	2b, 2c	V – Element 5.1 and 5.2
<i>Year 2 Fall</i>		
CEP 880 Cognitive Assessment	2a, 3a, 4b	II, IV - Element 4.1, VIII – Element 8.1
CEP 881: Social-Emotional Assessment	1a, 1b, 2a, 2b, 3a	II, IV – Element 4.2
CEP 885: Behavior Disorders	1a 1b, 2a, 2b, 3a	II, IV – Element 4.2, VI
CEP 893K School Psychology Practicum	All goals and objectives	II-VIII
<i>Year 2 Spring</i>		

CEP 889 Consultation	1b, 2c, 4a, 4b	III, VII
CEP 893K Practicum	All goals and objectives	II-VIII
Elective, selected with guidance from advisor	Variety	Variety
Elective, selected with guidance from advisor	Variety	Variety
<i>Year 3 Fall</i>		
CEP 894K Internship	All goals and objectives	II-VIII
<i>Year 3 Spring</i>		
CEP 894K Internship	All goals and objectives	II-VIII

Note that for the table above, the NASP standards are referred to as follows:

II: Data-based Decision-making and Accountability

III: Consultation and Collaboration

IV: Direct and Indirect Services: Student Level Services

Element 4.1 Interventions and Instructional Support to Develop Academic Skills

Element 4.2 Interventions and Instructional Support to Develop Social and Life Skills

V: Direct and Indirect Services: Systems Level Services-Schools

Element 5.1: School –wide Practices to Promote Learning

Element 5.2: Preventive and Responsive Services

VI: Direct and Indirect Services: Systems – Family School Collaboration

VII: Foundations of School Psychologists’ Service Delivery: Diversity

VIII: Foundations of School Psychology Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practices

Element 8.1: Research and Program Evaluation

Element 8.2: Legal, Ethical, and Professional Practices

The NASP Standards are further described in the following document:

https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_Graduate_Preparation.pdf

APPENDIX C
Ed.S. STUDENTS
EXAMPLES OF LEARNING/FAMILIES COURSES FOR 2016-2017

Families Courses

Fall 2016:

HDFS 830 Survey of Couple and Family Therapy Theories, Online
 HDFS 845 Foundations of Family Study, W 3-550
 HDFS 895 Families in Poverty, Online
 HDFS 901 Contemporary Scholarship in Human Development and Family Studies, W 910-12

Spring 2017:

HDFS 814 Parenthood and Parent Education, Th 3-550
 HDFS 818 Adv Curricular Adaptations in Early Childhood, M 6-850
 HDFS 847 Theories of the Family, M 3-550
 HDFS 864 Foundations of Youth Development, Online
 HDFS 896 Child Development Across Cultures, Tu 3-550

Learning Courses

Fall 2016:

CEP 802 Developing Positive Attitudes Toward Learning, Online
 CEP 900 Proseminar in Learning, Technology and Culture, W 410-7
 CEP 911 Intellectual History of Educational Psychology, F 1240-330
 CEP 915 Literacy, Learning and Development in Sociocultural Context, Th 1240-330
 TE 853 Assessing and Responding to Literacy Learning Difficulties I, Online

Spring 2017:

CEP 902 The Psychology of Learning School Subjects, Th 910-12
 CEP 905 Cultural Perspectives on Learning and Development, M 3-550
 CEP 910 Current Issues in Motivation and Learning, Th 5-7:50
 CEP 916 Technology and K-12 Education, Tu 6-850
 TE 946 Current Perspectives on Literacy Research and Instruction, M 910-12
 TE (CEP) 959 Acquisition and Development of Language and Literacy, M 410-7

Other Elective Courses

Fall 2016:

TE (CEP) 931 Introduction to Qualitative Methods in Educational Research, W and Th 410-7

Spring 2017:

TE (CEP) 931 Introduction to Qualitative Methods in Educational Research, W 410-7
 CEP 845 ASD: Assessment and Intervention, Online
 CEP 846 ASD: Advanced Topics, Online
 CEP 942 Single-Case Experimental Research Method, Online

ELECTIVE COURSES THAT MAY BE AVAILABLE IN FUTURE YEARS

Family Courses

HDFS 801 Family Ecosystems
 HDFS 812 Adolescence Fam Eco Perspective
 HDFS 821 Prevention, Intervention and Educational Programs in Early Childhood
 HDFS 825 Families with Special Needs Children

APPENDIX D COURSE CHECKLIST

1. School Psychology

- CEP 880 Cognitive Assessment (3 credits)
- CEP 881 Social and Emotional Assessment and Intervention (3 credits)
- CEP 883 Psychology of Classroom Discipline (3 credits)
- CEP 884 Roles and Functions of School Psychology (3 credits)
- CEP 885 Behavior Disorders in Children (3 credits)
- CEP 886 Psychoeducational Assessment and Intervention I (3 credits)
- CEP 889 Consultation in School Psychology (3 credits)
- CEP 918 School-Based Psychological Interventions (3 credits)

With guidance from your advisor:

- Educational Intervention (3 credits). The course must address the design, delivery, and evaluation of psychoeducational interventions for at-risk youth. Course selection must be approved by your advisor.

2. Educational Psychology

- CEP 903 Cognitive Development Across the Lifespan (3 credits)
- CEP 904 Social-Emotional Development Across the Lifespan (3 credits)
- CEP 932 Quantitative Methods in Educational Research I (3 credits)
– Or 3 Additional Credits in Statistics/Research Inquiry if 932 was waived

3. Practicum

- CEP 893K Practicum in School Psychology – 2nd Year Fall (3 credits)
- CEP 893K Practicum in School Psychology – 2nd Year Spring (3 credits)

4. Internship (1200 Hours)

- CEP 894K Internship in School Psychology – 3rd Year Fall (3 credits)
- CEP 894K Internship in School Psychology – 3rd Year Spring (3 credits)

5. Additional Required Courses

- Course #1 (3 credits) – Families: _____
- Course #2 (3 credits) – Learning: _____
- Course #3 (3 credits): _____
- Course #4 (3 credits): _____

**APPENDIX E:
IMPORTANT DATES/RESOURCES**

Year 1

Event/Activity	Approximate Deadline	Refer to Handbook	Other Resources
Turn in Background Check Consent Form	August 17 th	p. 15	Program Secretary
Make contact with student mentor	By 1 st day of classes	p. 26	Program Graduate Assistant & student mentor
Attend Fall Town Hall Meeting	August		Program Graduate Assistant
Attend MASP Convention (optional)	October		www.maspweb.com
Participate in Student Advisory Group ¹	October	p. 16	Cohort SAG Rep & Program Graduate Assistant
Participate in Recruitment Activities	October/November		Program Graduate Assistant
Turn in Master's Program Plan Paperwork	November 1 st	p. 5	SP D2L group (MA Guidelines)
Apply for Master's Graduation	Spring Semester (Week 1)	p. 5	SP D2L group (MA Guidelines)
Attend NASP Convention (optional)	February		www.nasponline.org
Participate in Ed.S. Interview Day ²	February	p. 16	Program Graduate Assistant
Participate in Student Advisory Group ¹	March	p. 16	Cohort SAG Rep & Program Graduate Assistant
Complete RCR Initial Training (5 hours)	April 1	p. 12	SP D2L group (RCR Requirements)
Complete & turn in Annual Review	Early May	p. 14	
Attend Spring Town Hall Meeting	April		Program Graduate Assistant
Turn in Master's Final Evaluation Portfolio	Last day of final exams of Spring semester		SP D2L group (MA Guidelines) Print and give to Program Secretary

¹ One Ed.S. student must serve as representative for cohort and attend meeting; other Ed.S. students must discuss questions and concerns with representative to bring to the meeting

² Participating in Ed.S. Interview day is optional but encouraged

Year 2

Event/Activity	Approximate Deadline	Refer to Handbook	Other Resources
Turn in Background Check Consent Form	August 17 th	p. 15	Program Secretary
Make contact with student mentee (if assigned)	By 1 st day of classes	p. 26	Program Graduate Assistant & student mentee
Attend Fall Town Hall Meeting	August		Program Graduate Assistant
Consult with advisor regarding internship processes and readiness. Following meeting, follow internship procedures outlined in handbook.	September	p. 10	Ed.S. Advisor
Attend MASP Convention (optional)	October		www.maspweb.com
Participate in Student Advisory Group ¹	October	p. 16	Cohort SAG Rep & Program Graduate Assistant
Sign up to take Praxis II part of Comprehensive Exam early in the Spring semester	October	p. 9	http://www.ets.org/praxis/prxtest.html
Turn in Ed.S. Program Plan	November 1 st	p. 5	
Pass Comprehensive Exam, Praxis II Exam; Send results to CEP 894K instructor and Program Secretary	Spring Semester	p. 9	
Turn in Program Plan Change Form (if needed) ³	Spring Semester	p. 6	
Attend NASP Convention (optional)	February		www.nasponline.org
Participate in Ed.S. Interview Day ²	February	p. 16	Program Graduate Assistant
Participate in Student Advisory Group ¹	March	p. 16	Cohort SAG Rep & Program Graduate Assistant
Complete RCR Refresher Training (3 hours)	April 1st	p.12	SP D2L group (RCR Requirements)
Complete and turn in Annual Review	Early May	p. 14	
Attend Spring Town Hall Meeting	April		Program Graduate Assistant
Pass Comprehensive Exam- Case Analysis	April/May	p. 9	CEP 893K Syllabus

¹ One Ed.S. student serves as representative for cohort and attends meeting; other Ed.S. students must discuss questions and concerns with representative to bring to the meeting

² Participating in Ed.S. Interview day is optional but encouraged

³ Program Plan Change form needs to be completed if you changed any of your classes after you turned in your Ed.S. Program Plan

Year 3

Event/Activity	Approximate Deadline	Refer to Handbook	Other Resources
Turn in Background Check Consent Form	August 17 th	p. 15	
Make contact with student mentee (if assigned)	By 1 st day of classes	p. 26	Program Graduate Assistant & student mentee
Attend MASP Convention (optional)	October		www.maspweb.com
Apply for Ed.S. Graduation	January		
Apply for Preliminary SP Certificate	January (following accumulation of 600 internship hours)	p. 25	http://education.msu.edu/cepse/SchoolPsychology/cert.asp
Attend NASP Convention (optional)	February		www.nasponline.org
Complete RCR Refresher Training (3 hours)	April 1st	p.12	SP D2L group (RCR Requirements)
Complete and turn in Annual Review	Early May	p. 14	

Post-Graduation

Event/Activity	Refer to Handbook	Other Resources
Update contact/employment information		Email Program Secretary each time contact information or employment information changes
Apply for Full SP Certificate	p. 25	http://education.msu.edu/cepse/SchoolPsychology/cert.asp
Apply for NCSP Certification	p. 25	http://education.msu.edu/cepse/SchoolPsychology/cert.asp

**APPENDIX F:
PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES**

<i>Goals</i>	<i>Objectives</i>	<i>Competencies</i>	<i>Evaluation tools for each competency</i>	<i>Thresholds*</i>
<p>1. Foundational Knowledge: To prepare school psychologists with knowledge in child development, school and family systems, and individual differences in behavior.</p>	<p>1a. Students will acquire knowledge of cognitive and social-emotional development.</p> <p>1b. Students will acquire knowledge of social, cultural, and individual aspects of behavior.</p>	<p>1a. Students will demonstrate knowledge of cognitive and social-emotional development.</p> <p>1b. Students will demonstrate knowledge of social, cultural, and individual aspects of behavior.</p>	<p>1a. CEP 903 Cognitive Development <u>and</u> CEP 904 Social Emotional Development</p> <p>1b. CEP 885 Behavior Disorders in Childhood; Family and Learning Electives</p>	<p>1a. 3.0 or higher grade in CEP 903 Cognitive Development <u>and</u> CEP 904 Social Emotional Development.</p> <p>1b. 3.0 or higher grade in CEP 885 Behavior Disorders in Childhood; 3.0 or higher in Family and Learning elective courses</p>

<i>Goals</i>	<i>Objectives</i>	<i>Competencies</i>	<i>Evaluation tools for each competency</i>	<i>Thresholds*</i>
<p>2. Professional Practice: To prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings at multiple system levels (individual student, classroom, grade school, district)</p>	<p>2a. Students will acquire knowledge and skills in psychological assessment.</p>	<p>2a. Students will demonstrate competent integrative knowledge and skills in psychological assessment.</p>	<p>2a. Portfolio (Assessment Section), CEP 894K Internship in School Psychology; Field Supervisor Evaluation Form (Items #1-#8).</p>	<p>2a. 3.0 or higher grade on Assessment section of the professional portfolio for 894K School-based Internship Pass EdS Comprehensive Examination; earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice, Integrative Knowledge and Skills in Psychological Assessment, Items #1-#8) from Spring Semester CEP 894K.</p>
		<p>2ai. Students will demonstrate knowledge and skills in cognitive assessment.</p>	<p>2ai. CEP 880 Cognitive Assessment; Cognitive Assessment Internship Case (Third Year CEP 894K); Field Supervisor Evaluation Form (Item #1)</p>	<p>2ai. 3.0 grade or higher in CEP 880 Cognitive Assessment; Student must earn a 3.0 or higher on Cognitive Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #1, Cognitive Assessment, rating of 4.0 (Emerging Professional) or higher in CEP 894K</p>
		<p>2aai. Students will demonstrate knowledge and skills in academic assessment.</p>	<p>2aai. CEP 886 Psychological Assessment & Intervention I; Academic Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #2)</p>	<p>2aai. 3.0 grade or higher in CEP 886 Psychological Assessment & Intervention I; 80% or higher on CEP 893K Fall semester case study; Student must earn a 3.0 or higher on Academic Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #2, Academic Assessment, Rating of 4.0 (Emerging Professional) or higher in CEP 894K</p>
		<p>2aiii. Students will demonstrate knowledge and skills in social, emotional, & behavioral assessment.</p>	<p>2aiii. CEP 881 Social and Emotional Assessment and Intervention; Social-Emotional, and Behavioral (SEB) Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #3)</p>	<p>2aiii. 3.0 grade or higher in CEP 881 Social-Emotional Assessment and Intervention; Student must earn a 3.0 or higher on SEB Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #3, Social, Emotional, Behavioral Assessment, Rating of 4.0 (Emerging Professional) or higher in CEP 894K</p>

<i>Goals</i>	<i>Objectives</i>	<i>Competencies</i>	<i>Evaluation tools for each competency</i>	<i>Thresholds*</i>
<p>2. Professional Practice: To prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.</p>	<p>2b. Students will acquire knowledge and skills in psychological interventions.</p>	<p>2b. Students will demonstrate integrative knowledge and skills in psychological interventions.</p> <p>2bi. Students will demonstrate knowledge and skills in academic interventions.</p> <p>2bii. Students will demonstrate knowledge and skills in social, emotional, & behavioral interventions.</p>	<p>2b. CEP 894K Internship in School Psychology and Field Supervisor Evaluation Form (Item #9-#17)</p> <p>2bi. CEP 886 Psychological Assessment & Intervention I; Academic Intervention Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #9-#10)</p> <p>2bii. CEP 883 Psychology of Classroom Discipline, CEP 918 Theories of School Psychological Interventions; Social, Emotional, and Behavioral Intervention Internship Case (Third Year CEP 894K) Field Supervisor Evaluation Form (Item #11-#12); Intervention course that addresses the design, delivery, and evaluation of psychoeducational interventions for at-risk youth. Advisor approval required. (e.g., CEP 844 Behavior Analysis and Intervention OR CEP 866 Psychoeducational Interventions for Children and</p>	<p>2b. 3.0 or higher grade on Intervention section of the professional portfolio for 894K School-based Internship; Student must earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice, Integrative Knowledge and Skills in Psychological Intervention, Items #9-#17) from Spring Semester CEP 894K</p> <p>2bi. 3.0 grade or higher in CEP 886 Psychological Assessment & Intervention I; Student must earn 80% or higher on CEP 893K primary prevention project by the end of the spring semester; Student must earn a 80% or higher on Academic Intervention Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #9-#10, Academic Intervention, An average rating of 4.0 (Emerging Professional) or higher in CEP 894K</p> <p>2bii. 3.0 or higher grade in CEP 883 Psychology of Classroom Discipline, CEP 918 Theories of School Psychological Interventions; 3.0 or higher on Social, Emotional, and Behavioral Intervention Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #11-#12, Social, Emotional, Behavioral Intervention, An average rating of 4.0 or higher in CEP 894K; 3.0 or higher in the approved intervention course.</p>

<p>2. Professional Practice: To prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.</p>	<p>2b. Students will acquire knowledge and skills in psychological interventions.</p>	<p>2b. Students will demonstrate integrative knowledge and skills in psychological interventions.</p> <p>2bi. Students will demonstrate knowledge and skills in academic interventions.</p>	<p>2b. CEP 894K Internship in School Psychology and Field Supervisor Evaluation Form (Item #9-#17)</p> <p>2bi. CEP 886 Psychological Assessment & Intervention I; Academic Intervention Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item</p>	<p>2b. 3.0 or higher grade on Intervention section of the professional portfolio for 894K School-based Internship; Student must earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice, Integrative Knowledge and Skills in Psychological Intervention, Items #9-#17) from Spring Semester CEP 894K</p> <p>2bi. 3.0 grade or higher in CEP 886 Psychological Assessment & Intervention I; Student must earn 80% or higher on CEP 893K primary prevention project by the end of the spring semester; Student must earn a 80% or higher on Academic</p>
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<i>Goals</i>	<i>Objectives</i>	<i>Competencies</i>	<i>Evaluation tools for each competency</i>	<i>Thresholds*</i>
<p>3. Research and Inquiry: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.</p>	<p>3a. Students will demonstrate integrative knowledge and skills in research.</p>	<p>3a. Students will demonstrate integrative knowledge and skills in research.</p> <p>3ai. Students will demonstrate knowledge and skills in program evaluation.</p> <p>3aii. Students will demonstrate knowledge and skills in statistics</p> <p>3aiii. Students will demonstrate knowledge and skills in measurement</p>	<p>3a. CEP 918 Article Critique; Field Supervisor Evaluation Form (Item #28-#38) from CEP 894K</p> <p>3ai. CEP 918; Field Supervisor Evaluation Form (Item #28)</p> <p>3aii. CEP 932 Quantitative Methods in Educational Research I; Field Supervisor Evaluation Form (Item #29)</p> <p>3aiii. CEP 880 Cognitive Assessment Chapter Test (Measurement), CEP 886 Psychological Assessment & Intervention I Test Review (Measurement) Field Supervisor Evaluation Form (Item #30)</p>	<p>3a. Student must earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 3: Research and Inquiry-Integrative Knowledge and Skills in Research, Items #28-#38) from Spring Semester CEP 894K, and a 3.5 on article critique within CEP 918</p> <p>3ai. A grade of 3.0 or higher in CEP 918 Theories of School-based Psychological Interventions; Field Supervisor Evaluation Form Item #28, Research Design, Rating of 4.0 (Satisfactory) or higher in CEP 894K</p> <p>3aii. A grade of 3.0 or higher in CEP 932 Quantitative Methods in Educational Research I; Field Supervisor Evaluation Form Item #29, Statistics, Rating of 4.0 (Satisfactory) or higher in CEP 894K</p> <p>3aiii. A score of 80% or higher on CEP 880 Cognitive Assessment Chapter Test (Measurement), CEP 886 Psychological Assessment & Intervention I Test Review (Measurement), Field Supervisor Evaluation Form Item #30, Measurement Rating, of 4.0 (Emerging Professional) or higher in CEP 894K</p>

<i>Goals</i>	<i>Objectives</i>	<i>Competencies</i>	<i>Evaluation tools for each competency</i>	<i>Thresholds*</i>
<p>3. Research and Inquiry: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.</p>	<p>3b. Students will acquire knowledge and skills pertaining to disseminating scholarly work to others.</p> <p>3c. Students will demonstrate knowledge and skills in applying research to practice.</p>	<p>3b. Students will demonstrate knowledge and skills in disseminating scholarly work to local audiences.</p> <p>3c. Students will demonstrate knowledge and skills in applying research within their practice.</p>	<p>3b. CEP 894K</p> <p>3c. CEP 894K; Supervisor evaluation form</p>	<p>3b. 3.0 on CEP 894K Research Dissemination Section of Professional Portfolio</p> <p>3c. Field Supervisor Evaluation Form Item #35-#37, Research & Inquiry, Rating of 4.0 (Emerging Professional) or higher in CEP 894K</p>

<i>Goals</i>	<i>Objectives</i>	<i>Competencies</i>	<i>Evaluation tools for each competency</i>	<i>Thresholds</i>
4. Professional Conduct: Prepare school psychologists who effectively collaborate with others in delivery of services within school settings according to legal and ethical guidelines.	4a. Students will develop professional behaviors consistent with expectations of the program, university, and the discipline of school psychology.	4a. Students will demonstrate knowledge and skills in the area of professional practices.	4a. Grades, CEP 884 Roles and Functions of School Psychologists, CEP 894K (Internship in School Psychology); Supervisor Evaluation Form Items #39-#51, #55-56	4a. A grade of 3.0 or higher in CEP 884, CEP 894K (Internship in School Psychology), Students must obtain a 4.0 (Emerging Professional) or higher average rating on Supervisor Evaluation Form (Goal 4: Professional Conduct; Professional Behavior) Items #39 -#51, #55-56 from CEP 894K-Spring.
	4b. Students will develop an understanding of the legal and ethical standards within the field.	4b. Students will demonstrate knowledge and skills in applying legal and ethical standards within their practice.	4b. Supervisor Evaluation Form Items #57-#61	4b. Students must obtain a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 4: Professional Conduct- Understanding of Legal and Ethical Standards) Items #57-61 from Spring CEP 894K;

**APPENDIX G:
ANNUAL REVIEW FACULTY RATING FORM ITEMS**

**Faculty rate students on a scale of 1 to 5.*

Program Goal 1: Foundational Knowledge

	1- Weak	2- Emerging Skill	3-Adequate	4-Ready for Internship	5-Ready for Practice	N/A
1. Knowledge of cognitive and social emotional development.						
2. Knowledge of social, cultural, and individual aspects of behavior.						

Program Goal 2: Professional Practice

	1- Weak	2- Emerging Skill	3-Adequate	4-Ready for Internship	5-Ready for Practice	N/A
6. Completes competent psychological assessments, written reports, and communicates findings in the areas appropriate to his/her level of training.						
9. Uses data to assign appropriate interventions in the areas relevant to his/her level of training.						
10. Uses knowledge and skills in consultation in the areas relevant to his/her level of training.						

Program Goal 3: Research and Inquiry

	1- Weak	2- Emerging Skill	3-Adequate	4-Ready for Internship	5-Ready for Practice	N/A
15. Disseminates scholarly work to national/local audiences.						
17. Demonstrates ability to translate research findings for use in practical settings.						
19. Uses current theoretical perspectives to inform his/her practice of school psychology.						

Program Goal 4: Professional Conduct

	1- Weak	2- Emerging Skill	3-Adequate	4-Ready for Internship	5-Ready for Practice	N/A
20. Behavior is consistent with professional and ethical standards in the university setting (e.g., appropriate interaction, appropriate language, attire and email communication)						
23. Demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and the conduct of research.						
26. Completes assignments and/or assigned tasks in a timely and responsible manner.						
27. Demonstrates motivation by showing initiative, persistence, and engagement.						