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

August 2014
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 a cognitive and social community where ideas, learning, and collaboration are valued. We look forward to your participation and contributions to this community.

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*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 2014 and thereafter. Students who began their studies prior to 2014 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**

- **College of Education Homepage**
  [http://www.educ.msu.edu](http://www.educ.msu.edu)

- **MSU Homepage**
  [http://www.msu.edu](http://www.msu.edu)

- **Student Affiliates in School Psychology (SASP) Homepage**
  [https://sites.google.com/site/michiganstatesasp/home](https://sites.google.com/site/michiganstatesasp/home)

- **University Curriculum and Catalog**

- **College of Education Catalog: Educational Specialist Degree**
  [http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=119#s1808](http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=119#s1808)

- **Graduate Students Rights and Responsibilities (GSRR)**
  [http://grad.msu.edu/gsrr/](http://grad.msu.edu/gsrr/)

- **MSU/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, system-wide 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 of 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.

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.

   1b. Students will demonstrate knowledge of cognitive and social-emotional development.

   1c. 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. An on-campus or Skype interview.
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 Admissions
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](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.

Procedures
Several forms need to be completed to document the student's progress through the Specialist Program. Most of these forms are available on-line from the program or the College web sites. Please contact the Program Graduate Assistant if you need help locating them. All these forms should be typed and not handwritten. They include:

1. Program Plan. These forms list the courses that will be taken to complete the Masters (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 e-mail 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 2014 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

   Choose ONE of the following with guidance from your advisor:
   - CEP 844 Behavior Analysis and Intervention (3 credits)
   - CEP 866 Psychoeducational Interventions for Children and Youth (3 credits)

2. Educational Psychology (12 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
3. Practicum (6 credits)

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; 6 credits)

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

VI. BEYOND FORMAL COURSEWORK: PRACTICUM, COMPREHENSIVE EXAMS, 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 day(s) 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.).
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 year-long 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 the 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. 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:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 880</td>
<td>Cognitive Assessment</td>
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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 exams. 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. It consists of 120 multiple-choice items in the following areas: Data-Based Decision Making (35%), Research-Based Academic Practices (12%), Research-Based Behavioral and Mental Health Practices (16%), Consultation and Collaboration (12%), Applied Psychological Foundations (13%), and Ethical, Legal, and Professional Foundations (12%). 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 165 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/prxtest.html](http://www.ets.org/praxis/prxtest.html)) and register to take the exam before the end of spring semester during their second year, given that internship finalization can only occur after you have passed the entire comprehensive exam (site-based and PRAXIS portions). A description of the School Psychology Specialty Area Exam can found in the most recent bulletin at the Praxis II web site.

**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
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 calendar 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 the student is completing an internship in a location more than 400 miles from Michigan State University, in which case alternative arrangements may be made to document student progress and attainment of competencies (e.g., video conferencing, tele-conferencing, etc.). 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. 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.

2. 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, need for financial support. Note that some out-of-state internship sites have fall semester application deadlines, and so if you are seeking such a placement, meet early in the fall semester with the CEP 894K instructor.

3. 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.

4. 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.

5. Internship affiliation agreements 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.
6. 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.

7. 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 8/16 to the Annual Review due date (i.e., early April) of the following year (e.g., 8/16/14 – 4/1/15).

What are the Training Requirements?

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<thead>
<tr>
<th></th>
<th>Initial Training</th>
<th>Refresher Training</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>5 hours</td>
<td>3 hours</td>
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<tr>
<td><strong>Required Hours</strong></td>
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<td><strong>Training Components</strong></td>
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<tr>
<td>• Human Research Protection Program (2 hours)</td>
<td>• Complete the required recertification for human research protection (1-2 hours)</td>
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<tr>
<td>• Conflict of Interest (30 min)</td>
<td>• Additional discussion of issues related to Responsible Conduct of Education Research</td>
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<tr>
<td>• Research misconduct issues and/or Authorship and data issues (1 hour)</td>
<td>• Participate in one of the workshops described under initial certification</td>
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<tr>
<td>• Additional Discussion of Issues Related to Responsible Conduct of Education Research (1.5 hours)</td>
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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 log-in to RTTS at [https://www.egr.msu.edu/securresearchcourses/](https://www.egr.msu.edu/securresearchcourses/) by providing your MSU netID (i.e., email without the “msu.edu”), password, your academic program and your adviser’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/](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/](http://education.msu.edu/irtl/training/))
• MSU Human Research Protection Program (HRPP) required training and online tutorial for all investigators (http://www.humanresearch.msu.edu/requiredtraining.html)

• 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
  o 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). If the student's work is deficient in any manner, this review process will allow for the development of specific remediation plans.

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 will be 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 the student preparing 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 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). 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 student 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, 2014 – early May 2015).

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/](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 Conviction Disclosure Forms (CDF) and Criminal Background Checks prior to the beginning of each academic year. The background checks are conducted by the Center for Service Learning and Civic Engagement at MSU using the Michigan State Police Internet Criminal History Access Tool (ICHAT). There is no charge to students. Students are required to download, complete, and submit the form to the Program Secretary, who maintains a record of
who has submitted the form. These forms are available on the School Psychology D2L Website and links to them are included below. When an ICHAT search reveals a conviction, the Certification Officer (Director of the Student Affairs Office) is notified. 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. Convictions revealed by the ICHAT should already have been disclosed by the student on a CDF. Failure to report a conviction or falsification of information on a CDF could result in dismissal from the program.

All students are required to submit a Conviction Disclosure form and a Background Check Consent form to the program secretary by August 1. 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 prior to beginning field activities.

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.

A consent form for the background check is available at:
http://www.educ.msu.edu/forms/undergraduate/ServiceLearningForm.R.pdf

The CDF can be downloaded at:
http://www.educ.msu.edu/students/undergraduate/pdfs/conviction-form.pdf

IX. ANNUAL REVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

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 and the Program Director on an ongoing basis. In addition, at least once each semester a student-faculty town hall meeting will be held. These meetings will serve as an opportunity for students and faculty to work together on program issues and to raise any questions or concerns about courses, assistanships, 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 e-mail 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.

- **Admissions Committee** -- This committee is typically made up of a subset of the Student Advisory Group Committee, although other students are invited to participate in the admissions process as well. These students work with the faculty to plan the interview day, interview candidates, and provide feedback that is used by the faculty in making admissions decisions.

- **Recruitment Committee** -- This committee is responsible for planning activities to facilitate recruitment of new students. Typically, students who are in their first year participate as members of this committee.

## 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.

## 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 and also on 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://www.humanresearch.msu.edu/index.html). 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, MSU policies can be found at the Office of the Ombudsman: https://www.msu.edu/unit/ombud/academic-integrity/index.html.

From the Office of the University Ombudsperson

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://www.humanresearch.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

Bethesda, MD: NASP.


The American Psychological Association’s Publication Manual, which includes guidelines on plagiarism

Guidelines on Authorship.  Endorsed by the University Research Council, January 2013
https://vprgs.msu.edu/announcement/msus-authorship-guidelines-updated

“Integrity in Scientific Research: Creating an Environment that Promotes Responsible Conduct.” (2002).  
National Academies Press, Washington, D.C.
http://www.nap.edu/books/0309084792/html

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 https://www.msu.edu/unit/ombud/grievance-procedures/index.html. 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 work load, 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, 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 either academic or 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 retains 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 X) 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://www.educ.msu.edu/programs/certification/teachercertapp.htm. 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/nonapprovedapp705.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 on-line via 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 (e-mail, 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 and advanced 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://www.educ.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 e-mail 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/](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 e-mail address: SCHOOLPSYCH@LIST.MSU.EDU.

There are several additional listservs that you may find useful. The EGSOlist is a listserv maintained by the College’s Education Graduate Student Organization. It was created by graduate students as a method of sharing information across our entire graduate student body of the College of Education. Students (and some faculty) post messages concerning professional issues, research questions, job openings, social events, EGSO meetings and events, and a variety of other issues. To subscribe to the EGSOlist, you should send an e-mail message to the following address: LISTSERV@msu.edu. Do not write anything in the subject line. In the body of the text, type “sub egso list” (minus quotes) followed by your first and last names (for example, sub egso list Jennifer Smith). To send a message to the listserv, use the following e-mail address: EGSOlist@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 web-sites is a great way to gain information.

*National Association of School Psychologists (NASP)*
([http://www.nasponline.org](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 Web-site). 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 web-site. NASP also publishes ethical and professional standards for practice to which school psychologists, including MSU Program students, are expected to abide. NASP also 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](http://www.apa.org))

*APA Division 16 (School Psychology)*  

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 web-site, 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](http://www.maspweb.com/home))  
*American Educational Research Association (AERA)*  
([http://www.aera.net/](http://www.aera.net/))  
*Council for Exceptional Children (CEC)*  
([http://www.cec.sped.org](http://www.cec.sped.org))  
*Society for Research in Child Development (SRCD)*  
([http://www.srcd.org](http://www.srcd.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/](http://education.msu.edu/resources/financial/))  
Graduate School:  
([http://grad.msu.edu/funding/](http://grad.msu.edu/funding/))  
University Financial Aid website:  
([http://www.finaid.msu.edu/default.asp](http://www.finaid.msu.edu/default.asp)).

**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 at http://www.vps.msu.edu/graduate-assistant-information/ga-opportunities-for-the-coming-year. 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://www.educ.msu.edu/students/graduate/scholarships.htm 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 and Research Assistants’ Rights. Teaching assistants are briefed during their orientation to graduate study about their rights and responsibilities under the MSU-GEU collective bargaining agreement. The associated document is available at: http://www.hr.msu.edu/documents/contracts/GEU2011-2015.pdf

**Increasing your 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, 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 students know 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, 2010-2011 school year may include Fall (fall + summer) and Spring and 2011-2012 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 (see below) with receipts, documentation and a letter (see below) 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 for Pay
Students occasionally inquire about the possibility of working for outside agencies as they attend MSU. The full-time commitment of the School Program 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., photo-copying 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 e-mail, with students expected to monitor their e-mail box regularly, reading e-mail from the School Psychology Program.

XVIII. FACULTY OF THE SCHOOL PSYCHOLOGY PROGRAM

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.

- Evelyn R. Oka, Ph.D., NCSP  
  Associate Professor & Ed.S. Program Director  
  Ph.D. from University of Michigan  
  Development of self-regulation and motivation; social skills interventions; multicultural competence.

- 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.

- Martin Volker, Ph.D.  
  Associate Professor  
  Ph.D. from Hofstra University  
  Assessment and treatment of autism spectrum disorders; measurement issues in special education.

- Sara Witmer, Ph.D., NCSP  
  Associate Professor  
  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.

- Jana Aupperlee, Ph.D., NCSP  
  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.

- 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.
APPENDIX A
GRIEVANCE PROCEDURES FOR STUDENTS
Department of Counseling, Educational Psychology, and Special Education
College of Education
Michigan State University
Approved April 24, 2006
Corrected 5-4-06

The “Academic Freedom for Students at Michigan State University” (AFR), the “Graduate Students Rights and Responsibilities at Michigan State University” (GSRR,) and the “Integrity of Scholarship and Grades” documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings.

In accordance with the AFR and the GSRR, the Department of Counseling, Educational Psychology, and Special Education (CEPSE) in the College of Education, has established the following procedures for adjudicating undergraduate and graduate student academic grievances. This also includes non-disciplinary hearings regarding allegations of academic dishonesty, violations of professional standards and falsification of academic records when a failing grade has been issued. (Grievances involving the outcome of disciplinary hearings, which impose sanctions other than, or in addition to, a failing grade, are appealed to the Academic Integrity Review Board for Undergraduate students and to the University Graduate Judiciary for Graduate students. (See AFR 2.4.6, 2.4.7.1 and 4.3.11; GSRR 5.5.2 and “Integrity of Scholarship and Grades” policy, and General Student Regulation 1.00, “Protection of Scholarship and Grades.”)

Note: Students may not seek redress through a grievance hearing regarding alleged incompetence of instruction. (See AFR 2.2.1 and 2.2.2; and GSRR 2.2.1, 2.2.2.) Students should consult the AFR and the GSRR (published as part of Spartan Life: Student Handbook and Resource Guide) for a statement of student rights and responsibilities. A copy of this document can be obtained from the Department of Student Life or the Ombudsman’s Office. It can also be found on the web at: http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities or https://www.msu.edu/unit/ombud/student-rights.html. At any point during this process, students and faculty may contact the University Ombudsman’s Office for advice, guidance or assistance with addressing and following through on their concerns.

I. JURISDICTION OF THE DEPARTMENT OF CEPSE HEARING BOARD

A. The Department of CEPSE Hearing Board serves as the initial hearing board for students seeking redress for grievances that originate in this department and alleged violations of academic and professional rights set down in the AFR or the GSRR. The hearing board also serves as the initial venue for students to contest allegations of academic misconduct. (See AFR 2.4.2, 2.4.2.2 and 2.4.9; GSRR 5.1.1, 5.3.2 and 5.3.6.2.)

B. The Department of CEPSE Hearing Board may serve as the initial hearing board for cases involving ambiguous jurisdiction that are referred by the Assistant Provost for Undergraduate Education. (See AFR 2.4.6.1.)

II. COMPOSITION OF THE DEPARTMENT OF CEPSE HEARING BOARD

A. The Department of CEPSE shall constitute a Hearing Board by fall semester of each academic year. (See AFR 2.4.4.1; GSRR 5.5.2.)

B. The Hearing Board shall be composed of the unit administrator or designee, three faculty, and three students (See AFR 2.4.3 and 2.4.4.1 and GSRR 5.1.2). Members shall serve one year beginning in
the fall semester. The one-year term does not preclude reappointment of any member the following year. (See GSRR 5.1.2, 5.1.5, and 5.1.6.)

C. The Department Faculty Advisory Committee (FAC) shall select the three faculty members and three alternates by the fall semester of each academic year (See AFR 2.4.3 and 2.4.4.1 and GSRR 5.1.2). The FAC will select the Chair of the Hearing Board. The Department Hearing Board will also include the Chair of the Department or a designee, who will vote only in the case of a tie of the other six members of the Board (three faculty and three students).

D. Three student members and three alternate members at each degree level (undergraduate and graduate) will be selected by the representative student groups at the beginning of each fall semester.

1. For hearings involving undergraduate students, the Department Hearing Board shall include the three faculty members and three undergraduate student members. (See AFR 2.4.3 and 2.4.4.1).

2. For hearings involving graduate students, the Department Hearing Board shall include the three faculty members and three graduate student members. (See GSRR 5.1.2).

E. No one involved or having conflicts of interest in the case may serve on the Hearing Board. Procedures for challenging and replacing the membership of the Board are outlined in the AFR and GSRR. (See AFR 4.2.7; GSRR 5.1.2 and 5.1.7.)

[See further reference to the rights of complainants and respondents concerning Hearing Board membership below, in III.F.]

III. REFERRAL TO THE DEPARTMENT OF CEPSE HEARING BOARD

A. A student who believes his or her rights have been violated by a member of the Michigan State University community shall first attempt to resolve the dispute in an informal discussion with the appropriate individual(s). (See AFR 2.4.2 and GSRR 5.3.1 and 5.3.2.)

B. If after this discussion, the student remains dissatisfied with the results, the student should meet with the Chair of the Department and/or the University Ombudsman to seek a resolution (See AFR 2.4.2 and GSRR 5.3.2.)

The Department Chair may respond by asking the complainant to consult with the appropriate Program Director. This does not preclude the student’s right to consult with the Department Chair, either instead of, or after, consulting with the relevant degree Program Director.

C. If after this discussion, the student remains dissatisfied with the results, the student may submit to the Department Chair a written, signed request for an academic grievance hearing. The letter must (1) specify the alleged violations of academic rights to justify the hearing, (2) identify the individual(s) against whom the complaint is filed, and (3) state the suggested remedy that could be implemented by the Department Chair or degree Program Director. (See AFR 2.4.2 and GSRR 5.3.2 and 5.3.6.)

D. A request for a grievance hearing must normally be initiated no later than mid-semester following the semester in which the alleged violation of academic rights occurred (excluding summer semester). If either the student (the “complainant”) or the individual(s) alleged to have violated the student’s academic rights (the “respondent”) is absent from the University during that semester, or if other appropriate reasons exist, the Hearing Board may grant an extension to this deadline. If the
University no longer employs the respondent before the formal grievance procedures are completed, the grievance may still proceed. (See AFR 2.4.2 and 2.4.2.1; and GSRR 5.3.6.1.)

E. Upon receipt of a written request for a grievance hearing from an undergraduate student, the Department Chair shall promptly forward the complaint to the Chair and members of the Department Hearing Board and to the respondent. (See AFR 2.4.2.3.)

Upon receipt of a written request for a grievance hearing from a graduate student, the Department Chair shall promptly forward the complaint to the Chair and members of the Department Hearing Board and to the respondent within 10 class days. (See GSRR 5.4.3.)

The Department Chair also shall include the Department’s Grievance Procedures with the complaint when the latter is forwarded to the Hearing Board members and to the parties to the grievance.

Until such time as any of the alternates are called to become full members of the Hearing Board, they shall not receive any communications about the grievance in order to protect the confidentiality of the complainant and the respondent.

In cases involving alleged student academic misconduct or violation of academic and professional rights of students, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for a hearing to the College Hearing Board. (See AFR 2.4.2.2, and 2.4.6; GSRR 5.3.6.2.)

F. The Chair of the Department Hearing Board shall then promptly convene a meeting of the Hearing Board to review the request for a grievance hearing, for both jurisdiction and judicial merit. The Board may also request a written response from the respondent. After considering all submitted information, the Hearing Board may:

1. Decide that sufficient reasons for a hearing do not exist and dismiss the grievance, providing a written explanation to all appropriate parties to the grievance, to the Department Chair, to the Ombudsman, and to the Dean of the College. The student may appeal this decision to the College Hearing Board.

2. Decide that sufficient reasons for a hearing exist and accept the request, in full or in part, and proceed to schedule a formal hearing.

3. Invite the parties to meet with the Hearing Board for an informal discussion of the issues. Such a discussion shall not preclude a later formal hearing.  
(See AFR 4.4.2; GSRR 5.4.6.)

G. If the Department Hearing Board decides to schedule a grievance hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date with the Board members and with the parties to the grievance. An additional meeting only for the Hearing Board should also be scheduled, in the event that additional deliberations on the findings become necessary.

1. At least 3 class days before a scheduled hearing involving an undergraduate student, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of (1) the nature of the issues, charges and/or conflicts in sufficient detail to enable preparation of individual cases; (2) the time, date and place of the hearing; (3) the names of the parties to the grievance; (4) the names of the Hearing Board members, including alternates; and (5) the names of the
witnesses and advisor, if any; and (6) the right to challenge Hearing Board members because of a conflict of interest. (See AFR 4.2.7 and 4.4.3.)

2. At least 6 class days before a scheduled hearing involving a graduate student, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of (1) the nature of the issues, charges and/or conflicts in sufficient detail to enable preparation of individual cases; (2) the time, date and place of the hearing; (3) the names of the parties to the grievance; (4) the names of the Hearing Board members, including alternates; and (5) the names of the witnesses and advisor, if any. (See GSRR 5.4.7.) This notification should also remind the parties to the grievance of their right to challenge the membership of the Hearing Board, both for and without cause, under the rules prescribed in GSRR 5.1.7.

At its discretion, the Hearing Board may set reasonable time limits for each party to present its case and must so inform the parties of the time limit in the written notification of the hearing.

H. To protect the confidentiality of the information and the privacy of the student, attendance at the hearing may be limited to the Department Hearing Board members, the complainant, the respondent, witnesses for either party, if any, and an advisor for each party, if any. The Hearing Board may limit the number of witnesses. (See AFR 4.2.4 and 8.1.6; GSRR 8.1.4.) Unless otherwise approved by the Hearing Board, advisors and witnesses shall be limited to members of the MSU community (faculty, staff and students).

I. Should the respondent fail to acknowledge the notice of a hearing, the Hearing Board may either postpone or proceed with the hearing. (See AFR 4.4.5.)

If the complainant fails to appear at the hearing, the Department Hearing Board may either postpone the hearing or dismiss the case. (See GSRR 5.4.9a.)

If the respondent fails to appear at the hearing, the Hearing Board may either postpone the hearing or hear the case in the respondent’s absence. (See AFR 4.4.7b; GSRR 5.4.9b.)

In unusual circumstances, the Hearing Board may accept written statements from either party to a hearing in lieu of a personal appearance. These written statements must be submitted to the Hearing Board at least 1 day before the scheduled hearing. (See AFR 4.4.7c; GSRR 5.4.9c.)

Students enrolled in fully off-campus degree programs who are unable to attend in person, may participate in real time by speakerphone or by the use of other technologies.

Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See AFR 4.4.6; GSRR 5.4.8.)

Members of the Hearing Board must not talk about the hearing with either party before the scheduled hearing.

IV. DEPARTMENT OF CEPSE HEARING PROCEDURES
A. General Procedures

1. The Chair of the Department Hearing Board shall convene the hearing at the agreed-upon time, date and place. The Hearing Board Chair will ensure that a collegial atmosphere prevails. (See AFR 2.4.4, 2.4.4; GSRR 5.4.10.)
2. During the hearing, parties to a grievance shall have an opportunity to state their cases, present evidence, designate witnesses, ask questions and present a rebuttal. (See AFR 2.4.4; GSRR 5.4.10.1.) The procedures may be taped.

3. All witnesses shall be excluded from the proceedings except when testifying. Witnesses must confine their testimony to their own independent recollection and may not speak for others.

4. Involvement of counsel/advisor normally should not be required. Each party must present her/his own case, and counsel/advisors may have a voice in the hearing. (See AFR 2.4.4.2, 4.3.5, 4.4.8d and 8.1.6; GSRR 5.4.10, 8.1.4.)

5. To assure orderly questioning, the Chair of the Hearing Board shall recognize individuals before they speak. All parties have the right to speak without interruption. Each party has the right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. The Chair of the Hearing Board will enforce any announced time limits on each party to present its case and, if necessary, extend equal time to each party.

B. Hearing Procedures

1. **Introductory remarks by the Chair of the Hearing Board:** The Chair introduces hearing panel members, the complainant, the respondent and the advisor(s), if any. The Chair reviews the hearing procedures, including time limits, if any, for presentations by each party and witnesses. The Chair explains that the burden of proof rests with the complainant, with the exception of appeals of allegations of academic dishonesty, in which case the instructor bears the burden of proof, which must be met by a “preponderance of the evidence.” If the proceedings are being taped, the Chair must inform the parties. (See AFR 2.4.9 and 8.1.17; GSRR 5.5.1, 8.1.16.)

2. **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 from the Hearing Board, the respondent and the respondent’s advisor, if any.

3. **Presentation by the Complainant’s Witnesses:** The chair recognizes the complainant’s witness(es), if any, to present, without interruption, any statement 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.

4. **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 from the Hearing Board, the complainant and the complainant’s advisor, if any.

5. **Presentation by the Respondent’s Witnesses:** The chair recognizes the respondent’s witnesses, if any, to present, without interruption, any statement 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.
6. **Rebuttal and Closing Statement by Complainant**: The complainant may refute statements by the respondent and the respondent’s witnesses and advisor, if any, and present a summary statement.

7. **Rebuttal and Closing Statement by Respondent**: The respondent may refute statements by the complainant and the complainant’s witnesses and advisor, if any, and present a summary statement.

8. **Final questions by the Hearing Board**: The Hearing Board may ask questions of all parties to the grievance.

C. **Hearing Board’s Deliberations, Decisions, and Report**

1. **Deliberations by the Hearing Board**: After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair will excuse all parties to the grievance and meet in executive session to determine its findings. When possible, deliberations should take place immediately following the hearing. If the Hearing Board is unable to complete its deliberations and reach a decision at the meeting, the Hearing Board should reconvene at the previously scheduled follow-up meeting. (See III. G. above.)

2. **Outcome**: If a majority of the Hearing Board finds, based on a “preponderance of the evidence” (See AFR 8.1.17; GSRR 8.1.16), that a violation of the complainant’s academic rights has occurred and that redress is possible, it shall direct the Chair of the Department of Counseling, Educational Psychology, and Special Education to implement an appropriate remedy, in consultation with the Hearing Board. (See AFR 2.4.5 and 8.1.17; GSRR 5.4.11 and 8.1.16.) If the Hearing Board finds that no violation of academic rights has occurred, the case is dismissed.

   In cases in which the Hearing Board is asked to resolve an allegation of academic dishonesty and finds no misconduct, the Hearing Board may recommend to the Chair that the penalty grade be removed, the written record of the allegation, if any, be removed from the student’s records and a good faith evaluation of the student’s academic performance take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and any written records of the allegation may remain on file. (See AFR 8.1.15 and GSRR 8.1.15.)

3. **Written Report**: The Chair of the Hearing Board shall promptly prepare a written report of the Hearing Board’s findings, including redress for the complainant, if applicable. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, which support the Hearing Board's decision. (See AFR 2.4.5; GSRR 5.4.11.)

   The report also should inform the parties of the right to appeal within 10 class days following notice of a decision. (See AFR 2.4.7, 2.4.7.2, 2.4.7.3; GSRR 5.4.12 through 5.4.12.3.) The Chair shall forward copies to the parties involved, the Chair of the Department, the Dean of the College, the Ombudsman and, in cases involving graduate students, the Dean of the Graduate School. All recipients must respect the confidentiality of the report. (See AFR 2.4.5; GSRR 5.4.11.)

V. **APPEALS**

A. Either party to a grievance may appeal the decision of the Department Hearing Board to the College Hearing Board. The request for a hearing on appeal must be in writing, signed and
submitted to the Dean of the College within 10 class days following notification of the Hearing Board’s decision. While under appeal, the decision of the Department Hearing Board will be held in abeyance. (See AFR 2.4.7 and 2.4.7.3; GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)

B. A request for an appeal must allege, in sufficient particularity to justify a hearing, that the initial Department Hearing Board had failed to follow applicable procedures for adjudicating the hearing or that findings of the initial Hearing Board were not supported by a “preponderance of the evidence.” The request also must include the redress sought. Presentation of new evidence normally is inappropriate. (See AFR 2.4.7.2 and 8.1.16; GSRR 5.4.12.1 through 5.4.12.2 and 8.1.16.)

VI. RECONSIDERATION

If new evidence should arise, either party to a hearing may request the Hearing Board reconsider the case within 60 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 AFR 4.2.6; GSRR 5.4.13.) [Note: The preceding references to the AFR and GSRR documents are not exhaustive. Parties to the grievance hearing should consult the appropriate document. Use of the word “promptly” or the phrase “as soon as possible” rather than a specific number of class days is taken from the AFR, and occurs in situations when the GSRR cites a specific time reference.]

VII. RESOURCES

Helpful information on University policy and procedures may be obtained at:

Spartan Life: Student Handbook and Resource Guide:
http://splife.studentlife.msu.edu/

Office of the Ombudsman:
http://www.msu.edu/unit/ombud/

Revised Code of Teaching Responsibility, 2005
http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/code-of-teaching-responsibility

Academic Honesty and Integrity
https://www.msu.edu/~ombud/academic-integrity/index.html

MSU Human Research Protection Program:
Social Science/Behavioral/Education Institutional Review Board (SIRB)
(http://www.humanresearch.msu.edu/index.html)

The Graduate School:
http://www.msu.edu/user/gradschl/

Guidelines for Graduate Student Advising and Mentoring Relationships
http://grad.msu.edu/publications/docs/studentadvising.pdf

Approved April 24, 2006, CEPSE Faculty
### APPENDIX B

#### SAMPLE COURSE SEQUENCE

2014 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.

<table>
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<tr>
<th>Year One (2014-2015)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>30 credits</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CEP 884 Prosem in Sch Psych (3) Th 600-850</td>
<td>CEP 886 Psych Assess/Int I (3) Tu 600-850</td>
<td>CEP 883 Class Discipline (3)</td>
<td></td>
</tr>
<tr>
<td>CEP 903 Cog Development (3) Tu 150-440</td>
<td>CEP 904 Social-Emo Development (3) Tu 150-4:40</td>
<td>Course #3 _________ (3) ***</td>
<td></td>
</tr>
<tr>
<td>CEP 932 Quant Methods I (3) M 150-440</td>
<td>CEP 918 Theories of Sch Psy Int (3) W 12:40-3:30</td>
<td>M.A. Degree Completion (Optional Preliminary Exam)</td>
<td></td>
</tr>
<tr>
<td>(Please talk to your advisor about waiving this course if you had a similar undergraduate course.)</td>
<td>Course #2 __________ (3) ***</td>
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<td></td>
</tr>
<tr>
<td>Course #1___________ (3) ***</td>
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<th>Summer</th>
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<tr>
<td>CEP 880 Intell. Assess (3)</td>
<td>CEP 881 Social-Emo Assess (3)</td>
<td>CEP 866 Psychoedu Intrvn Child &amp; Youth</td>
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<tr>
<td>CEP 844 Applied Beh Analysis (3)*** (or CEP 866 in summer)</td>
<td>CEP 889 Consultation (3)</td>
<td>(if 844 was not taken)</td>
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<tr>
<td>CEP 893K Practicum (3)</td>
<td>CEP 893K Practicum (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP 885 Behav Disorders (3)</td>
<td>Course #4 _________ (3) ***</td>
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<tr>
<td>One day per week in practicum field placement</td>
<td>Two days per week in practicum field placement</td>
<td></td>
<td></td>
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<td></td>
<td>Comprehensive Examination: Case Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive Exam: Praxis II</td>
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<tr>
<td></td>
<td>Work with CEP 894K supervisor to develop the 3rd year internship placement</td>
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<th>Summer</th>
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<tbody>
<tr>
<td>6 credits</td>
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<tr>
<td>CEP 894K School-Based Internship (3)</td>
<td>CEP 894K School-Based Internship (3)</td>
<td>CEP 894K School-Based Internship (3)</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Preliminary SP Certificate (Apply in January)</td>
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***With your advisor, you must decide: A) whether to take CEP 844 during the fall of your second year or CEP 866 during the summer following your second year (note that CEP 844 may require you to be at practicum 2 days per week, and so you will want to take that into consideration when deciding whether it is feasible to take CEP 844) B) what Learning course you will take, C) what Families course you will take, and D) what 2 additional courses you will take and when. NOTE: If CEP 932 is waived, an additional three-credit course must be taken. Speak to your advisor if you’ve taken a similar undergraduate course and see your handbook regarding waiver exam policies.
APPENDIX C
EdS Students
EXAMPLES OF LEARNING/FAMILIES COURSES FOR 2014-2015

Families Courses

Fall:
HDFS 830 Survey of Couple and Family Therapy Theories, Online
HDFS 845 Foundations of Family Study, Tu 910-12
HDFS 895 Families in Poverty, Online
HDFS 901 Contemporary Scholarship in Human Development and Family Studies, W 150-440

Spring:
HDFS Theories of the Family Tu 910-12
HDFS 875 Resilience in Families, Online

Learning Courses

Fall:
CEP 802 Developing Positive Attitudes Toward Learning, Online
CEP 900 Proseminar in Learning, Technology and Culture, W 410-7
CEP 905 Cultural Perspectives on Learning and Development, W 610-850
CEP 911 Intellectual History of Educational Psychology, F 1240-330
TE 853 Assessing and Responding to Literacy Learning Difficulties I, Online

Spring:
CEP 902 The Psychology of Learning School Subjects, Th 910-12
CEP 910 Current Issues in Motivation and Learning, W 6-850
CEP 957 Learning in Complex Domains, Th 6-850
TE 946 Current Perspectives on Literacy Research and Instruction, Tu 1240-330
TE (CEP) 959 Acquisition and Development of Language and Literacy, Tu 1240-330

Other Elective Courses

Fall:
TE (CEP) 931 Introduction to Qualitative Methods in Educational Research, M 410-7

Spring:
TE (CEP) 931 Introduction to Qualitative Methods in Educational Research, Th 410-7
CEP 845 ASD: Assessment and Intervention, Online
CEP 846 ASD: Advanced Topics, Online
CEP 921 Psychometric Theory I, M 5-750
CEP 942 Single-Case Experimental Research Method, Tu 410-7

ELECTIVE COURSES THAT MAY BE AVAILABLE IN FUTURE YEARS

Family Courses
HDFS 801 Family Ecosystems
HDFS 814 Parenthood and Parent Education, Online
HDFS 821 Prevention, Intervention and Educational Programs in Early Childhood
HDFS 812 Adolescence Fam Eco Perspective
HDFS 896 Child Development Across Cultures

Learning Courses
CEP 915 Literacy, Learning and Development in Sociocultural Context
CEP 916 Technology and K-12 Education
# 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)

Choose ONE of the following with guidance from your advisor:
- [ ] CEP 844 Behavior Analysis and Intervention (3 credits)
- [ ] CEP 866 Psychoeducational Interventions for Children and Youth (3 credits)

### 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 if 932 was waived

### 5. Practicum
- [ ] CEP 893K Practicum in School Psychology – 2nd Year Fall (3 credits)
- [ ] CEP 893K Practicum in School Psychology – 2nd Year Spring (3 credits)

### 6. 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)

### 7. 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

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Approximate Deadline</th>
<th>Refer to Handbook</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in Background Check Consent &amp; Conviction Disclosure Forms</td>
<td>1st day of classes</td>
<td>p. 14</td>
<td>Program Secretary</td>
</tr>
<tr>
<td>Make contact with student mentor</td>
<td>By 1st day of classes</td>
<td>p. 25</td>
<td>Program Graduate Assistant &amp; student mentor</td>
</tr>
<tr>
<td>Attend Fall Town Hall Meeting</td>
<td>August</td>
<td></td>
<td>Program Graduate Assistant</td>
</tr>
<tr>
<td>Attend MASP Convention (optional)</td>
<td>October</td>
<td></td>
<td><a href="http://www.maspweb.com">www.maspweb.com</a></td>
</tr>
<tr>
<td>Participate in Student Advisory Group¹</td>
<td>October</td>
<td>p. 15</td>
<td>Cohort SAG Rep &amp; Program Graduate Assistant</td>
</tr>
<tr>
<td>Participate in Recruitment Activities</td>
<td>October/November</td>
<td></td>
<td>Program Graduate Assistant</td>
</tr>
<tr>
<td>Turn in Masters Program Plan Paperwork</td>
<td>November 1st</td>
<td>p. 5</td>
<td>SP D2L group (MA Guidelines)</td>
</tr>
<tr>
<td>Apply for Masters Graduation</td>
<td>Spring Semester (Week 1)</td>
<td>p. 5</td>
<td>SP D2L group (MA Guidelines)</td>
</tr>
<tr>
<td>Attend NASP Convention (optional)</td>
<td>February</td>
<td></td>
<td><a href="http://www.nasponline.org">www.nasponline.org</a></td>
</tr>
<tr>
<td>Participate in Ed.S. Interview Day²</td>
<td>February</td>
<td>p. 16</td>
<td>Program Graduate Assistant</td>
</tr>
<tr>
<td>Participate in Student Advisory Group¹</td>
<td>March</td>
<td>p. 16</td>
<td>Cohort SAG Rep &amp; Program Graduate Assistant</td>
</tr>
<tr>
<td>Complete RCR Initial Training (5 hours)</td>
<td>April 1</td>
<td>p.12</td>
<td>SP D2L group (RCR Requirements)</td>
</tr>
<tr>
<td>Complete &amp; turn in Annual Review</td>
<td>Early May</td>
<td>p. 13</td>
<td></td>
</tr>
<tr>
<td>Attend Spring Town Hall Meeting</td>
<td>April</td>
<td></td>
<td>Program Graduate Assistant</td>
</tr>
<tr>
<td>Turn in Masters Final Evaluation Portfolio</td>
<td>End of Spring Semester</td>
<td></td>
<td>SP D2L group (MA Guidelines)Print and give to Program Secretary</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Approximate Deadline</th>
<th>Refer to Handbook</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in Background Check Consent &amp; Conviction Disclosure Forms</td>
<td>By 1\textsuperscript{st} day of classes</td>
<td>p. 14</td>
<td>Program Secretary</td>
</tr>
<tr>
<td>Make contact with student mentee (if assigned)</td>
<td>By 1\textsuperscript{st} day of classes</td>
<td>p. 25</td>
<td>Program Graduate Assistant &amp; student mentee</td>
</tr>
<tr>
<td>Attend Fall Town Hall Meeting</td>
<td>August</td>
<td></td>
<td>Program Graduate Assistant</td>
</tr>
<tr>
<td>Consult with advisor regarding internship processes and readiness. Following meeting, follow internship procedures outlined in handbook.</td>
<td>September</td>
<td>p. 9</td>
<td>Ed.S. Advisor</td>
</tr>
<tr>
<td>Attend MASP Convention (optional)</td>
<td>October</td>
<td></td>
<td><a href="http://www.maspweb.com">www.maspweb.com</a></td>
</tr>
<tr>
<td>Participate in Student Advisory Group\textsuperscript{1}</td>
<td>October</td>
<td>p. 15</td>
<td>Cohort SAG Rep &amp; Program Graduate Assistant</td>
</tr>
<tr>
<td>Sign up to take PRAXIS II part of Comprehensive Exam in the spring semester</td>
<td>October</td>
<td>p. 9</td>
<td><a href="http://www.ets.org/praxis/prxtest.html">http://www.ets.org/praxis/prxtest.html</a></td>
</tr>
<tr>
<td>Turn in Ed.S. Program Plan</td>
<td>November 1\textsuperscript{st}</td>
<td>p. 5</td>
<td></td>
</tr>
<tr>
<td>Pass Comprehensive Exam, Praxis II Exam; Send results to CEP 894K instructor</td>
<td>Spring Semester</td>
<td>p. 9</td>
<td></td>
</tr>
<tr>
<td>Turn in Program Plan Change Form (if needed)\textsuperscript{3}</td>
<td>Spring Semester</td>
<td>p. 5</td>
<td></td>
</tr>
<tr>
<td>Attend NASP Convention (optional)</td>
<td>February</td>
<td></td>
<td><a href="http://www.nasponline.org">www.nasponline.org</a></td>
</tr>
<tr>
<td>Participate in Ed.S. Interview Day\textsuperscript{2}</td>
<td>February</td>
<td>p. 15</td>
<td>Program Graduate Assistant</td>
</tr>
<tr>
<td>Participate in Student Advisory Group\textsuperscript{1}</td>
<td>March</td>
<td>p. 15</td>
<td>Cohort SAG Rep &amp; Program Graduate Assistant</td>
</tr>
<tr>
<td>Complete RCR Refresher Training (3 hours)</td>
<td>April 1st</td>
<td>p.12</td>
<td>SP D2L group (RCR Requirements)</td>
</tr>
<tr>
<td>Complete and turn in Annual Review</td>
<td>Early May</td>
<td>p. 13</td>
<td></td>
</tr>
<tr>
<td>Attend Spring Town Hall Meeting</td>
<td>April</td>
<td></td>
<td>Program Graduate Assistant</td>
</tr>
<tr>
<td>Pass Comprehensive Exam- Case Analysis</td>
<td>April/May</td>
<td>p. 9</td>
<td>CEP 893K Syllabus</td>
</tr>
</tbody>
</table>

\textsuperscript{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

\textsuperscript{2} Participating in Ed.S. Interview day is optional but encouraged

\textsuperscript{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

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Approximate Deadline</th>
<th>Refer to Handbook</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in Background Check Consent &amp; Conviction Disclosure Forms</td>
<td>By 1st day of classes</td>
<td>p. 14</td>
<td>Refer to Handbook</td>
</tr>
<tr>
<td>Make contact with student mentee (if assigned)</td>
<td>By 1st day of classes</td>
<td>p. 25</td>
<td>Program Graduate Assistant &amp; student mentee</td>
</tr>
<tr>
<td>Attend MASP Convention (optional)</td>
<td>October</td>
<td></td>
<td><a href="http://www.maspweb.com">www.maspweb.com</a></td>
</tr>
<tr>
<td>Apply for Ed.S. Graduation</td>
<td>January</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply for Preliminary SP Certificate</td>
<td>January (or following accumulation of 600 internship hours)</td>
<td>p. 23</td>
<td><a href="http://education.msu.edu/cepse/SchoolPsychology/cert.asp">http://education.msu.edu/cepse/SchoolPsychology/cert.asp</a></td>
</tr>
<tr>
<td>Attend NASP Convention (optional)</td>
<td>February</td>
<td></td>
<td><a href="http://www.nasponline.org">www.nasponline.org</a></td>
</tr>
<tr>
<td>Complete RCR Refresher Training (3 hours)</td>
<td>April 1st</td>
<td>p.12</td>
<td>SP D2L group (RCR Requirements)</td>
</tr>
<tr>
<td>Complete and turn in Annual Review</td>
<td>Early May</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Post-Graduation

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Refer to Handbook</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update contact/employment information</td>
<td></td>
<td>E-mail Program Secretary each time contact information or employment information changes</td>
</tr>
</tbody>
</table>
### Appendix F:
PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Competencies</th>
<th>Evaluation tools for each competency</th>
<th>Thresholds*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundational Knowledge: To prepare school psychologists with knowledge in child development, school and family systems, and individual differences in behavior.</td>
<td>1a. Students will acquire knowledge of cognitive and social-emotional development.</td>
<td>1a. Students will demonstrate knowledge of cognitive and social-emotional development.</td>
<td>1a. CEP 903 Cognitive Development and CEP 904 Social Emotional Development</td>
<td>1a. 3.0 or higher grade in CEP 903 Cognitive Development and CEP 904 Social Emotional Development.</td>
</tr>
<tr>
<td></td>
<td>1b. Students will acquire knowledge of social, cultural, and individual aspects of behavior.</td>
<td>1b. Students will demonstrate knowledge of social, cultural, and individual aspects of behavior.</td>
<td>1b. CEP 885 Behavior Disorders in Childhood; Family and Learning Electives</td>
<td>1b. 3.0 or higher grade in CEP 885 Behavior Disorders in Childhood; 3.0 or higher in Family and Learning elective courses</td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Competencies</td>
<td>Evaluation tools for each competency</td>
<td>Thresholds*</td>
</tr>
<tr>
<td>-------</td>
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<td>------------</td>
</tr>
<tr>
<td>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)</td>
<td>2a. Students will acquire knowledge and skills in psychological assessment.</td>
<td>2a. Students will demonstrate competent integrative knowledge and skills in psychological assessment.</td>
<td>2a. Portfolio (Assessment Section), CEP 894K Internship in School Psychology; Field Supervisor Evaluation Form (Items #1-#8).</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2ai. Students will demonstrate knowledge and skills in cognitive assessment.</td>
<td>2ai. CEP 880 Cognitive Assessment; Cognitive Assessment Internship Case (Third Year CEP 894K); Field Supervisor Evaluation Form (Item #1)</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2aii. Students will demonstrate knowledge and skills in academic assessment.</td>
<td>2aii. CEP 886 Psychological Assessment &amp; Intervention I; Academic Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #2)</td>
<td>2aii. 3.0 grade or higher in CEP 886 Psychological Assessment &amp; 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2aiii. Students will demonstrate knowledge and skills in social, emotional, &amp; behavioral assessment.</td>
<td>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)</td>
<td>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</td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Competencies</td>
<td>Evaluation tools for each competency</td>
<td>Thresholds*</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>2. Professional Practice: To prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.</td>
<td>2b. Students will acquire knowledge and skills in psychological interventions.</td>
<td>2b. Students will demonstrate integrative knowledge and skills in psychological interventions.</td>
<td>2b. CEP 894K Internship in School Psychology and Field Supervisor Evaluation Form (Item #9-#17)</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>2b. Students will demonstrate knowledge and skills in psychological interventions.</td>
<td>2bi. CEP 886 Psychological Assessment &amp; Intervention I; Academic Intervention Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #9-#10)</td>
<td>2bi. 3.0 grade or higher in CEP 886 Psychological Assessment &amp; 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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2bi. Students will demonstrate knowledge and skills in academic interventions.</td>
<td>2bi. 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); CEP 844 OR CEP 866</td>
<td>2bi. 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 CEP 844 Behavior Analysis and Intervention OR CEP 866 Psychoeducational Interventions for Children and Youth</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Competencies</td>
<td>Evaluation tools for each competency</td>
<td>Thresholds*</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2. Professional Practice: To prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.</td>
<td>2c. Students will acquire knowledge and skills in psychological consultation.</td>
<td>2c. Students will demonstrate knowledge and skills in consultation.</td>
<td>2c. Portfolio, Consultation Section CEP 894K Internship in School Psychology; CEP 889 Consultation in School Psychology; Field Supervisor Evaluation Form (Item #18-#27)</td>
<td>2c. 3.0 or higher grade on Consultation section of the professional portfolio for 894K Internship in School Psychology; 3.0 or higher grade in CEP 889 Consultation in School Psychology; Student must earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice Knowledge and Skills in Consultation, Items #18-#27) from Spring Semester CEP 894K</td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Competencies</td>
<td>Evaluation tools for each competency</td>
<td>Thresholds*</td>
</tr>
<tr>
<td>-------</td>
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<td>------------</td>
</tr>
<tr>
<td>3. Research and Inquiry: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.</td>
<td>3a. Students will demonstrate integrative knowledge and skills in research.</td>
<td>3a. Students will demonstrate integrative knowledge and skills in research.</td>
<td>3a. CEP 918 Article Critique; Field Supervisor Evaluation Form (Item #28-#38) from CEP 894K</td>
<td>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</td>
</tr>
<tr>
<td>3ai. Students will demonstrate knowledge and skills in program evaluation.</td>
<td>3ai. CEP 918; Field Supervisor Evaluation Form (Item #28)</td>
<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>3aii. Students will demonstrate knowledge and skills in statistics</td>
<td>3aii. CEP 932 Quantitative Methods in Educational Research I; Field Supervisor Evaluation Form (Item #29)</td>
<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>3aiii. Students will demonstrate knowledge and skills in measurement</td>
<td>3aiii. CEP 880 Cognitive Assessment Chapter Test (Measurement), CEP 886 Psychological Assessment &amp; Intervention I Test Review (Measurement) Field Supervisor Evaluation Form (Item #30)</td>
<td></td>
<td>3aiii. A score of 80% or higher on CEP 880 Cognitive Assessment Chapter Test (Measurement), CEP 886 Psychological Assessment &amp; Intervention I Test Review (Measurement), Field Supervisor Evaluation Form Item #30, Measurement Rating, of 4.0 (Emerging Professional) or higher in CEP 894K</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Competencies</td>
<td>Evaluation tools for each competency</td>
<td>Thresholds*</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------</td>
</tr>
<tr>
<td>3. Research and Inquiry: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.</td>
<td>3b. Students will acquire knowledge and skills pertaining to disseminating scholarly work to others.</td>
<td>3b. Students will demonstrate knowledge and skills in disseminating scholarly work to local audiences.</td>
<td>3b. CEP 894K</td>
<td>3b. 3.0 on CEP 894K Research Dissemination Section of Professional Portfolio</td>
</tr>
<tr>
<td></td>
<td>3c. Students will demonstrate knowledge and skills in applying research to practice.</td>
<td>3c. Students will demonstrate knowledge and skills in applying research within their practice.</td>
<td>3c. CEP 894K; Supervisor evaluation form</td>
<td>3c. Field Supervisor Evaluation Form Item #35-#37, Research &amp; Inquiry, Rating of 4.0 (Emerging Professional) or higher in CEP 894K</td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Competencies</td>
<td>Evaluation tools for each competency</td>
<td>Thresholds</td>
</tr>
<tr>
<td>-------</td>
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<td>------------</td>
</tr>
<tr>
<td>4. Professional Conduct: Prepare school psychologists who effectively collaborate with others in delivery of services within school settings according to legal and ethical guidelines.</td>
<td>4a. Students will develop professional behaviors consistent with expectations of the program, university, and the discipline of school psychology.</td>
<td>4a. Students will demonstrate knowledge and skills in the area of professional practices.</td>
<td>4a. Grades, CEP 884 Roles and Functions of School Psychologists, CEP 894K (Internship in School Psychology); Supervisor Evaluation Form Items #39-#51. #55-56</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>4b. Students will develop an understanding of the legal and ethical standards within the field.</td>
<td>4b. Students will demonstrate knowledge and skills in applying legal and ethical standards within their practice.</td>
<td>4b. Supervisor Evaluation Form Items #57-#61</td>
<td>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;</td>
</tr>
</tbody>
</table>
Appendix G: 
ANNUAL REVIEW FACULTY RATING FORM ITEMS

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

**Program Goal 1: Foundational Knowledge**

<table>
<thead>
<tr>
<th></th>
<th>1- Weak</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5-Strong</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of cognitive and social emotional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Knowledge of social, cultural, and individual aspects of behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Goal 2: Professional Practice**

<table>
<thead>
<tr>
<th></th>
<th>1- Weak</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5-Strong</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Completes competent psychological assessments, written reports, and communicates findings in the areas appropriate to his/her level of training.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>9. Uses data to assign appropriate interventions in the areas relevant to his/her level of training.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Uses knowledge and skills in consultation in the areas relevant to his/her level of training.</td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Program Goal 3: Research and Inquiry

<table>
<thead>
<tr>
<th></th>
<th>1- Weak</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5-Strong</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Disseminates scholarly work to national/local audiences.</td>
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<td>17. Demonstrates ability to translate research findings for use in practical settings.</td>
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<td>19. Uses current theoretical perspectives to inform his/her practice of school psychology.</td>
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### Program Goal 4: Professional Conduct

<table>
<thead>
<tr>
<th></th>
<th>1- Weak</th>
<th>2</th>
<th>3-Satisfactory</th>
<th>4</th>
<th>5-Strong</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Behavior is consistent with professional and ethical standards in the university setting (e.g., appropriate interaction, appropriate language, attire and email communication)</td>
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<td>23. Demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and the conduct of research.</td>
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<td>26. Completes assignments and/or assigned tasks in a timely and responsible manner.</td>
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<td>27. Demonstrates motivation by showing initiative, persistence, and engagement.</td>
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