



School Psychology Program

Doctoral Level Program Student Handbook

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

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

[Program Webpage](#)

The School Psychology Ph.D. Program at Kent State University is accredited by the
Commission on Accreditation of the American Psychological Association (APA).

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5679 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

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SECTION I:
INTRODUCTION TO THE M.ED./PH.D. PROGRAM IN SCHOOL PSYCHOLOGY

OVERVIEW OF THE PROGRAM

The M.Ed./Ph.D. Program in School Psychology at Kent State University is committed to a scientist-practitioner model of training, which conceptualizes school psychologists as data-oriented problem solvers and transmitters of psychological knowledge and skill. As such, students draw upon the scientific literature as a primary basis for professional practice and focus their research agendas so as to have meaningful implications for practice. In addition, functioning as a scientist-practitioner means that professional practice is conducted in ways that are consistent with the scientific method. Emphasis in training is placed on the provision of services through research-based practice and data-based decision making. Students in the program gain competencies not only in the provision of school psychological services to individual children and youth, but also in the promotion and implementation of systemic, preventative educational and mental health systems. Since the program's emphasis is on the application of psychology in applied educational and mental health settings, students are required to demonstrate competence in the substantive content areas of psychological and educational theory; the scientific, methodological, and theoretical foundations of practice in school psychology; data-based decision making; intervention design and evaluation; and cultural and individual diversity. The M.Ed./Ph.D. Program in School Psychology is oriented to prepare students to work as leaders in applied practice in educational and mental health settings.

PROGRAM APPROVAL AND ACCREDITATION

The M.Ed. /Ph.D. program in School Psychology at Kent State University is accredited by the American Psychological Association (APA); and, the unit (the College of Education, Health, and Human Services at Kent State University) is accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, the M.Ed. /Ph.D. program is approved by the National Association of School Psychologists (NASP).

EFFECTIVE DATES OF PROGRAM HANDBOOK

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

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

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

STUDENT COMPOSITION

The M.Ed./Ph.D. program in School Psychology makes a significant effort to recruit and retain students from diverse backgrounds and learning experiences. The majority of students enter the program directly after receiving their undergraduate degrees, while others enter the program with applicable work experiences and/or advanced degrees. The program, in accordance with Kent State University's Core Values, recognizes the importance of having a student body of varying backgrounds, cultures, and lifestyles in its commitment to innovative education. The program is committed to providing the guidance and support necessary for the successful completion of every student's course of study. Each year, approximately 1 to 2 doctoral students are enrolled into the doctoral program.

PHYSICAL FACILITIES

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

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

Kent State University has been listed among the top 100 "wired" universities, reflecting its commitment to emergent technologies. The School Psychology program is housed in White Hall (the College of Education, Health, and Human Services; EHHS), which first opened in the spring of 1966. In addition to the faculty office and graduate appointee rooms, the College of EHHS also utilizes the Counseling and The Center for Disability Studies is an interdisciplinary institute whose mission is to conduct research, training, demonstration and outreach projects to increase awareness and understanding of the issues facing people with disabilities in all aspects of life. Academic programs affiliated with the Center include Rehabilitation Counseling, Health Education, Special Education and School Psychology. Additional college facilities include a diagnostic and remedial reading center, and an instructional resource center. Located on the fifth floor of White Hall is a well-staffed research bureau capable of providing computer analysis and research design support for faculty and graduate students carrying out specific research projects, and for students completing the dissertation requirement.

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

STUDENT RESOURCES/SUPPORT

University Resources

- [Public Safety](#): Work to enforce safety on campus and offer emergency management services that sends FLASH message/email alerts for inclement weather or other important happenings on campus (Specific Contact List is available through the main KSU website or 9-1-1).
- [Career Exploration and Development](#): Helps students to meet career goals by assisting in decision making and gaining valuable experiences that can lead to employment. Drop-in hours are available or call 330-672-2360 to schedule an appointment.
- [Counseling Center](#): Provides free counseling and human development services to Kent State students and counseling services for a minimal fee to other Kent community residents- Located in 325 White Hall (330-672-2208).
- [Division of Diversity, Equity, and Inclusion](#): Helps to create an environment that encourages diversity in thought, growth and achievement (330-672-2442).
- [Student Financial Aid](#): Provides more information in applying for financial aid services (330-672-6000).

- [Health Services](#): Provides wellness services and outpatient care (330-672-2322).
- [Housing](#): Provides information on housing in general and graduate housing services (330-672-7000).
- [Parking and Transit Services](#): Provides information for parking and getting around on campus (330-672-4432).
- [Student Legal Services](#): Helps students understand and resolve legal issues while at Kent State University (330-672-9550).
- [Student Ombuds](#): Provides students with confidential consultation for university-related concerns or appeals (330-672-9494).
- [Technology Resources](#): Provides assistance with technology needs (330-672-2202).
- [Women's Center](#): Works to enhance educational experiences and professional lives for women students, faculty, and staff (330-672-9230).
- [Lesbian, Gay, Bisexual, Transgender and Queer \(LGBTQ\) Student Center](#): Offers education, training, outreach, support, and a variety of resources to members of the gender- and sexual- minority community and its allies.
- [Office of Global Education](#): Assists prospective student with making application to graduate training programs and helps facilitate the transition of students to the KSU campus and surrounding community.
- [Student Recreation and Wellness Center](#): Provides students with access to a variety of individualized, group, and open-access exercise and wellness programming and links students to a variety of wellness equipment and resources.

Academic Resources

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

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

- [Instructional Resource Center](#): Provides fingerprinting services, printing/copying charged to FLASHcard, test protocol purchase/test kit access, cameras to check out, computer access, etc. (330-672-2353).
- [EHHS Graduate Student Services](#): Maintains student records and supports student progress through degree programs (330-672-2576).

- [Office of Diversity Outreach and Development](#): Assists in recruiting and retaining students from underrepresented and diverse populations, as well as assisting students navigate the college process from admission to career achievement.
- [Research and Evaluation Bureau](#): offers a variety of services for faculty and graduate students working on research (330-672-7918).

CORE SCHOOL PSYCHOLOGY FACULTY

Kizzy Albritton, Ph.D., NCSP, Assistant Professor, 2014, Georgia State University, School Psychology. Major interests: improving academic and behavioral outcomes for racial and ethnic minority children in early childhood settings; expanding the role of school psychologists working in early childhood settings; implementation benefits and challenges of Response to Intervention (RtI) frameworks in early childhood environments; school-based interventions for racial and ethnic minority children.

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

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

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

ADJUNCT FACULTY

Aimee Bonar, Ph.D., Adjunct Professor, 2007, Kent State University, School Psychology. Certified School Psychologist through Ohio Department of Education and Licensed Psychologist through Ohio's State Board of Psychology. Major interests: Group psychotherapy, social skills training, supervision of interns, and consultation with parents.

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

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

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

HISTORY OF THE PROGRAM

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

CORE VALUES

Following are the core values of the Ph.D. Program in School Psychology:

- Acquiring the appropriate analytical skills to make informed decisions, perform evaluations of client outcomes, and contribute new findings to the profession (Scientist-Practitioner/Data-Based Decision Making)
- Attending to the relationship between behavior and the environment to determine the appropriate level, timing, and focus of service delivery (Eco-Behavioral Model);
- Appreciating the relevance and value of diversity when providing responsible and ethical delivery of psychological services (Cultural Competence); and
- Fostering the ability to recognize and evaluate the interdependencies of organizational systems to improve the delivery of psychological services (Systems-Based Practice)

PROGRAM PHILOSOPHY

Professional school psychologists are applied practitioners who incorporate knowledge of psychology and education to support the academic, behavioral, emotional, and social development of students. Moreover, school psychologists possess the knowledge and skill to partner with families and various service providers for the purposes of coordinating services across multiple settings (e.g., school, home, family, community, etc.). In fulfilling these obligations, school psychologists perform a variety of functions. These include, but are not limited to: (a) conducting psycho-educational assessment of children, youth, and systems to support the delivery of services; (b) assisting in the development, implementation, and evaluation of a variety of evidence-based prevention and intervention services at the primary, secondary, and systemic levels; (c) consulting and collaborating with teachers, parents, families, administrators, and other support staff concerning student performance; (d) preparing for and responding to traumatic or other unsettling events; and (d) evaluating programs in educational outcomes and organizational environments. The Ph.D. program in school psychology at Kent State University is oriented to prepare students to work effectively in carrying out these duties across a broad array of educational (e.g., schools, school districts, school district administration offices) and mental health settings (e.g., community-based clinics, hospitals, mental health agencies, private practice), as well as within a variety of research professions (e.g., university faculty; scientific institutes/clinics).

The faculty of the KSU school psychology program designed the curriculum to train research scholars and practitioners in the broad area of Health Service Psychology. That is, the program develops graduates who use rigorous scientific methods and empirical evidence to advance knowledge and inform their practice. Within the specific practice domain of school psychology, the KSU program emphasizes training within an eco-behavioral, problem-solving orientation. We believe that school psychologists must possess skills in collecting and analyzing

data; and, more importantly, linking data to develop and implement evidence-based interventions. In addition, we emphasize the ecological influences of family, community, and culture throughout the problem-solving process. While the program focuses on the school as the point of intervention, it recognizes that school psychologists must have sufficient understanding of and coordination with other systems (i.e., families, communities, medical) to ensure optimal impact to development.

The program's eco-behavioral, problem-solving orientation is evident in its aims and competencies, course sequence, and practicum/internship experiences. Students are exposed to knowledge, techniques, and theories within core areas of psychology (e.g., developmental, cognitive, social) and receive rigorous training in traditional assessment techniques (e.g., intellectual and academic assessment). In addition, students receive extensive training in assessment for academic, behavioral, emotional, and social difficulties; prevention, intervention, and crisis response strategies for a range of concerns, and the use of behavioral and systemic consultation for the delivery of effective services.

Recognizing the pluralistic nature of our society, the program is committed to fostering in its students sensitivity to, appreciation for, and understanding of all individual differences. Operating from a broad definition of diversity, students are taught to understand the multiple contexts that influence performance, behavior, and development, as well as the increase their proficiency to work with children, families, and professional colleagues who represent a wide range of culture backgrounds, values, and perspectives. Students in the school psychology program must demonstrate knowledge of these contextual influences and display cultural competence in their interactions with children, families, and other professionals. Understanding of diversity is viewed as essential to competent professional functioning.

PROGRAM GOALS, AIMS, AND COMPETENCIES

Graduates of the program are expected to be competent researchers and practitioners who operate from a foundation of professional psychology with expertise in the application of psychological knowledge to promote academic, behavioral, emotional, and social achievement of a variety of learners. Moreover, graduates will possess skills to collaborate in meaningful partnerships with scholars, service providers, and families. To accomplish these broad programmatic goals, the KSU school psychology program asserts nine training aims to ensure that students acquire the fundamental underpinnings for the delivery of contemporary school psychological services. These aims are based on disciplinary standards for professional psychology and school psychology, including the Standards of Accreditation for Health Service Psychology (APA, 2015, Rev. 2017). Below each aim are expected knowledge and professional competencies that students must demonstrate within the course of their preparation:

Research (Aim #1): Students must demonstrate the ability to evaluate and use existing research in applied practice AND conduct scientific research that leads to dissemination.

Minimum Expected Knowledge/Professional Competencies:

- Critically evaluate, interpret, and use existing research within the practice of school psychology/health service psychology.
- Demonstrate knowledge, skills, and abilities to synthesize research, formulate research questions and/or hypotheses, apply research methods and techniques of data collection/analysis, and apply that knowledge to practice.
- Conduct research and other scholarly activities capable of generating new knowledge within the practice of school psychology/health service psychology.

Ethical and Legal Standards (Aim #2): Students must demonstrate behaviors consistent with relevant ethical, legal, and professional standards.

Minimum Expected Knowledge/Professional Competencies:

- Demonstrate knowledge of and adherence to APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles of Professional Ethics governing practice.
- Demonstrate knowledge of and adherence to local and state laws governing the practice of school psychology/health service psychology.
- Apply learned knowledge to recognize and resolve ethical dilemmas using professional standards of practice.

Individual and Cultural Diversity (Aim #3): Students must demonstrate knowledge, awareness, sensitivity, and skill for providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

Minimum Expected Knowledge/Professional Competencies:

- Demonstrate awareness of how one's own biases, attitudes, and culture may affect how they interact with diverse individuals and/or communities.
- Demonstrate knowledge of current theories and evidence-based models for understanding diversity within the professional context of school psychology/health service psychology.
- Exhibit the ability to integrate understanding and knowledge of diversity when designing, implementing, and evaluating services in practice and/or research.

Professional Values, Attitudes, and Behaviors (Aim#4): Students must demonstrate professional behaviors/deportment that is consistent with the practice of school psychology/health service psychology.

Minimum Expected Knowledge/Professional Competencies:

- Exhibit professional attitudes and behaviors that demonstrate accountability, lifelong learning, collaboration, and concern for the welfare of others.
- Engage in reflective practice for continuous improvement of professional behavior and skills.
- Demonstrate openness and responsiveness to feedback and supervision.
- Demonstrate increased independence when confronted with professionally complex situations throughout training.

Communication and Interpersonal Skills (Aim #5): Students must demonstrate effective interpersonal and communicative skills necessary to promote the application of psychological and educational principles in the provision of services.

Minimum Expected Knowledge/Professional Competencies:

- Demonstrate the ability to develop and maintain a variety of professional relationships (i.e., students, families, teachers, administrators, colleagues, other health service professionals) in the provision of school psychology/health service psychology.
- Produce, comprehend, and deliver written and oral communications among diverse school personnel, families, and community professionals that facilitate collaboration and the delivery of professional services.
- Demonstrate the ability to engage in collaborative problem-solving to manage difficult situations.

Assessment (Aim #6): Students must demonstrate knowledge and skills in the selection, administration, interpretation, and communication of evidence-based assessment practices.

Minimum Expected Knowledge/Professional Competencies:

- Apply knowledge of foundational principles of human behavior (e.g., cognitive, affective, social, life span development), functional and dysfunctional behaviors, and ecological context (e.g., family, social, societal, cultural) to the assessment and/or diagnostic process.
- Identify and differentiate contemporary diagnostic classification systems in the provisions of school psychology/health service psychology.
- Select and administer a variety of assessments relevant to the client/setting that are technically adequate and derived from multiple sources as part of a comprehensive psycho-educational evaluation.
- Interpret and effectively use data-derived assessment results to guide the development and implementation of recommendations, interventions, and/or programs within the context of multi-tiered service delivery.
- Communicate assessment results/findings in both written documentation and oral presentation in an accurate and effective manner sensitive to a range of audiences (e.g., parents, teachers, other health service professionals).

Intervention (Aim #7): Students must demonstrate knowledge and skills in the selection, administration, interpretation, and communication of evidence-based intervention practices.

Minimum Expected Knowledge/Professional Competencies:

- Establish and maintain effective relationships with recipients (direct or indirect) of services.
- Demonstrate the ability to identify and differentiate contemporary evidence-based intervention plans relevant to the identified concerns.
- Select, develop, and administer evidence-based interventions at the primary, secondary, and systems level that are sensitive to diversity characteristics and contextual variables.
- Use formative assessment results to evaluate intervention effectiveness through a variety of empirical means; Adapt and modify intervention goals as necessary.
- Communicate intervention results/findings in both written documentation and oral presentation in an accurate and effective manner sensitive to a range of audiences (e.g., parents, teachers, other health service professionals).

Supervision (Aim #8): Students must demonstrate knowledge of supervision models and practices.

Minimum Expected Knowledge/Professional Competencies:

- Identify principles of effective supervision practices within the provision of school psychology/health service psychology.
- Apply knowledge of theories, models, and practices of supervision in professional settings and/or representative activities.

Consultation and Inter-professional/Interdisciplinary Skills (Aim #9): Students must demonstrate knowledge and skills in collaborative consultation with a variety of stakeholders.

Minimum Expected Knowledge/Professional Competencies:

- Identify varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organization, instructional) applicable to inter-professional practice.

- Communicate information for diverse audiences (e.g., parents, teachers, school personnel, policy makers, community leaders, other health service providers) to promote the provision of school psychological/health service psychology services.
- Consult and collaborate in planning, problem solving, and decision-making processes to identify effective intervention strategies for addressing academic, behavioral, emotional, and social concerns.
- Provide consultative services and technical assistance at the primary, secondary, and systems levels.

Program coursework, field-based experiences, and evaluation of student professional proficiencies also have been influenced by training domains from the Standards for the Graduate Preparation of School Psychologists (National Association of School Psychologists, 2010; alignment shown in Appendix A). That is, students are expected to acquire advanced skills and abilities by achieving novice levels of mastery of the following ten domains:

Data-Based Decision Making and Accountability (2.1): Students demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs

Consultation and Collaboration (2.2): Students demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Interventions and Instructional Support to Develop Academic Skills (2.3): Students demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Interventions and Mental Health Services to Develop Social and Life Skills (2.4): Students demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

School-Wide Practices to Promote Learning (2.5): Students demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Preventative and Responsive Services (2.6): Students demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Family-School Collaboration Services (2.7): Students demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Diversity in Development and Learning (2.8): Students demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Research and Program Evaluation (2.9): Students demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice (2.10): Students demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

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

CURRICULUM

Students who begin the program without a Master's degree in school psychology will first be admitted to the M.Ed. (Master of Education) degree program. The M.Ed. degree is generally awarded following satisfactory completion of the first year of coursework. The M.Ed. is a 'paper degree' and not considered a practice degree; it will not fulfill certification/licensure requirements in most states, including Ohio (i.e., an Ed.S. [or an equivalent specialist level degree] is required for licensure in Ohio, and in most states). Upon successful completion of these requirements, students then matriculate into the Ph.D. program for completion of Years 2 and 3 coursework (no separate application is required at that time; this program is generally referred to as the M.Ed./Ph.D. program) and completion of years 4 and 5 for dissertation research and a doctoral internship.

Year 1 coursework and some year 2 coursework may be completed on a part-time basis. The majority of courses required for the school psychology program are scheduled in the late afternoon/evening (4:25–7:05 p.m. and 7:20–10:00 p.m.). However, some of the required courses are offered only during summer sessions; these classes are generally scheduled during daytime hours. In addition, Field Experience, Practicum, and Psychology course requirements are such that the student must be available during daytime hours in order to fulfill these field-based hours. Students who have taken coursework on a part-time basis have indicated that they have more difficulty feeling connected with their peers and staying on track academically.

The University time limit is 6 years for the Master's degree and 10 years for the doctoral degree in School Psychology. Typically, students complete all of the requirements for the Master's degree by the end of Year 1. The following is an overview of the typical sequence:

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

research completion, as well as with any requirements at APPIC/APA internship sites that may require an accepted dissertation proposal prior to beginning internship.

Students who begin the program with prior specialist-level training in school psychology (e.g., possesses an Ed.S. degree) the student must spend at least 2 years as a full-time student enrolled in advanced coursework. Specifically, the student will take courses in psychological foundations; advanced research/statistical methodology; professional role and practice. Students entering the Ph.D. program with specialist-level training also complete the advanced practicum requirements. Additionally, the student is required to complete comprehensive examinations, followed by successful completion of dissertation research (typically one year) and a full-year doctoral internship. Most students admitted with a prior degree in school psychology typically complete coursework in 2 to 3 years, followed by dissertation and internship.

Once admitted to the program, it is expected that all students be enrolled continuously. This requirement allows students the opportunity to concentrate on coursework, interact with faculty and other graduate students, and to become familiar with university resources. All Program requirements (including internship and dissertation) are to be completed within the specified timelines of the College (PhD is 9 years).

COURSE SEQUENCE

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

FIELD EXPERIENCE

During Year 1 of the M.Ed. /Ph.D. program in School Psychology, students without a prior teaching license (which represents the majority of students) must enroll in *Field Experience in Education for School Psychologists* (SPSY 6/77952). This course requires students to complete a minimum of 120 clock hours of directed and supervised observation and participation within school and related educational settings that reflect the typical work scope for school psychologists. Student experiences should be split among at least 40 different locations when completing their field experience, allowing for a 3-hour window of time at each location to be counted toward total field experience hours.

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

The balance should ensure that you have visited representatives of:

- Urban, suburban & rural schools;
- Poor and wealthy schools;
- Settings for children of all ages (0 - 22 yrs.);
- Agencies that support public education;
- Religious foundation & private school settings that accept/return children to/from public schools;

- Non-school locations & events that have a bearing on public education (e.g., school board meetings).

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

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

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

RESIDENCY

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

PRACTICA

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

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

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

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

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

INTERNSHIP

The Doctoral Internship in school psychology follows the satisfactory completion of all coursework, field experience, and practica (including advanced practicum). *In addition, doctoral students are expected to successfully complete their Comprehensive Exams prior to beginning their Doctoral Internship.* The doctoral internship experience will provide for:

- *A range of leadership experiences consistent with doctoral training in school psychology.* A variety of approved settings may be appropriate for the doctoral internship, including school-based settings and non-school-based settings (i.e., hospitals, mental health centers).
 - School-Based Doctoral-Level Internship: Students without a previous, specialist-level internship and current Ohio Department of Education Professional License in School Psychology **must** plan to complete their doctoral internship in an approved school-based setting. For students completing these requirements in Ohio, the internship must include a full academic year (a minimum of 1500 hours) in an approved school setting, and must conform to the *Ohio Internship in School Psychology* guidelines.
 - Non-school-Based Doctoral-Level Internship: Students, who have completed a previous, specialist-level internship and possess a current credentialing as a school psychologist, may choose to complete a doctoral level internship in a non-school-based setting. A non-school-based internship requires at least 1800 hours of work, over no more than a 2-year period. Of these hours, 1500 must occur in school psychology, and 375 hours must comprise direct client contact. Teaching and research components, when included, must concern the professional practice of school psychology, comprise no more than 540 hours of the required 1800 hours, and not count as a substitute for the direct client contact hours.
- *Appropriate supervision by a licensed psychologist.* For the doctoral level, supervision must meet the requirements set forth by both the American Psychological Association (APA) and the Council of Directors School Psychology Programs (CDSPP). These requirements call for supervision to be provided by a doctoral-level licensed psychologist. For students completing their internship in Ohio, the supervisor must have earned his or her doctorate and must possess either the Psychologist License or the School Psychologist License from the Ohio State Board of Psychology.

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

COMPREHENSIVE EXAMINATION

At the conclusion of the advisory phase of doctoral study, students will complete a written comprehensive examination in accordance with The College and Graduate School of Education, Health, and Human Services requirements. Options 1 and 2 of the comprehensive exam format are allowed in the School Psychology Program. An oral examination involving the student's Advisory Phase Committee will follow satisfactory completion of the written comprehensive examination. Further information about comprehensive exams is contained in the College of Education, Health, and Human Services [Graduate Student Handbook](#).

In accordance with College policy, there is a **two-year time limit** from the end of the semester in which the student successfully defends the comprehensive exam to when the dissertation proposal is submitted/defended. Failure to adhere to this timeline may result in dismissal from the program.

DISSERTATION

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

PROGRAM REQUIREMENTS

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

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

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

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

a. *Biological Aspects of Behavior* (3)

i. PSYC 6/71350 Physiological Psychology

-OR-

ii. PSYC 6/71054 Learning and Conditioning

b. *Cognitive Aspects of Behavior* (3)

i. PSYC 6/70453 Introduction to Cognitive Psychology

-OR-

ii. PSYC 70413 Cognitive Neuropsychology

-OR-

iii. PSYC 70604 Cognitive Development

c. *Social Aspects of Behavior* (3)

i. PSYC 6/71580 Social Psychology

-OR-

ii. PSYC 6/70313 Community Psychology

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

- iii. PSYC Quantitative Statistical Analysis II
 - c. *Applied Research* (2)
 - i. SPSY 6/77998 Individual Research in School Psychology (minimum of 2 semesters)
- III. **Professional School Psychology Core** (42 hours if no previous graduate coursework)
 - a. *Assessment and Intervention* (27)
 - i. SPSY 6/77920 Diagnosis of Child Disorders in Schools
 - ii. SPSY 6/77955 Instructional Assessment for School Psychologists
 - iii. SPSY 6/77972 Social Emotional Assessment for School Psychologists
 - iv. SPSY 6/77965 Instructional Interventions for School Psychologists
 - v. SPSY 6/77960 Interventions with Culturally Diverse Students
 - vi. SPSY 6/77974 Social-Emotional Interventions in School Psychology
 - vii. SPSY 6/77951 Cognitive Assessment of Children in Schools
 - viii. SPSY 6/70162 Developmental Assessment
 - ix. C&I 6/77319 Diagnosis and Remediation in Reading
 - b. *Counseling and Consultation* (9)
 - i. SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors and School Psychologists
 - ii. SPSY 6/77928 Group Counseling Techniques for Rehab Counselors and School Psychologists
 - iii. SPSY 6/77973 Consultation in the Helping Professions
 - c. *Professional Role and Practice* (6)
 - i. SPSY 6/77912 Role of the School Psychologist
 - ii. SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology
- IV. **Advanced School Psychology Foundations and Application** (14 hours if no previous graduate coursework)
 - a. SPSY 70093 School Psychology Seminar Series
 - OR–
 - b. SPSY 6/77998 Individual Research in School Psychology (2 credits)
 - c. SPSY 80090 Doctoral Residency Seminar in School Psychology

- d. Three additional Seminars from the following topical research and professional seminars; at least one Research Seminar and one Professional Seminar is required:
 - i. SPSY 87998 Research Seminar in School Psychology
 - ii. SPSY 87987 Professional Seminar in School Psychology
- V. **Practica** (18 hours if no previous graduate coursework)
 - a. *Practicum* (12)
 - i. SPSY 6/77692 Practicum I in School Psychology (two semesters, 3 hours each)
 - ii. SPSY 6/77792 Practicum II in School Psychology (two semesters, 3 hours each)
 - b. *Advanced Practicum* (6)
 - i. SPSY 77892 Advanced Practicum in School Psychology (minimum of two semesters, 3 hours each)
- VI. **Internship** (12-20 hours)
 - a. SPSY 87992 Doctoral Internship in School Psychology (minimum of 2 semesters, 6 hours each)
 - b. SPSY 77971 Issues and Approaches in School Psychology (2 semesters, 3 hours each; required for all students completing a state funded school based pre-doctoral internship in Ohio)
 - c. SPSY 77980 Integrating Experience in School Psychology (Required for all students completing a state-funded school-based pre-doctoral internship in Ohio; 2 credit hours)
- VII. **Dissertation** (minimum of 2 semesters, 15 hours each)
 - a. SPSY 80199 Dissertation I
 - b. SPSY 80299 Dissertation II

ADVISEMENT

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

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

Following the successful completion of the coursework/advisory phase of the doctoral program, students enter the second phase of advising, guided by the formation of their Comprehensive Exam Committee. At this time, students may opt to change their primary faculty advisor based on academic interests and compatibility. This

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

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

BEGINNING THE PROGRAM

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

ACADEMIC PERFORMANCE

Students must adhere to all University and College rules, policies, and requirements for graduate students (see Section III of this Program Handbook). In addition, the following standards and policies relate to academic performance:

- *Academic Dishonesty.* Academic dishonesty is a serious offense and will not be tolerated. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance may result in action ranging from a failing grade in a course to dismissal from the program.
- *Course Grades.* Student must earn a "B" grade (3.0) or higher in all required courses. If a student does not earn a grade of "B" or higher, the student must work with the course instructor to identify a possible solution. A student who receives a combination of more than 8 credit hours of "B-" (2.7) or lower grades, or more than 4 credit hours of grades lower than "C" (2.0) is subject to dismissal. Specific information regarding grading policies are outlined in Section III of this Program Handbook.

ANNUAL REVIEW OF STUDENT PROGRESS

Students in the School Psychology Ph.D. program are required to submit a self-assessment and current curriculum vitae annually. Program faculty use this information in conducting an annual review of student progress and performance. Each student receives annual written feedback regarding his or her performance. Detailed information about the annual review process is provide on the program's website. The Annual Review forms for students to complete are available [here](#) on the program's website.

PROFESSIONAL ORGANIZATIONS

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

In addition, the School Psychology Program has an active student organization, the **Student Affiliates in School Psychology (SASP)**. SASP has been formally recognized as a student affiliate chapter of the Division of School Psychology of the American Psychological Association. All students enrolled in course work in the School Psychology Program are members of SASP. Activities of SASP include coordinating a mentorship program for new students, participating in university governance, and arranging for several social and student learning events annually. Additional information about SASP-KSU is available [here](#).

DATA SECURITY

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

PROFESSIONAL DISPOSITIONS, BEHAVIOR, AND DRESS

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

EMAIL AND PROGRAM LISTSERV

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

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

USE OF SOCIAL MEDIA FOR STUDENT PROFESSIONALS

The SPSY program is committed to supporting honest, transparent, and knowledgeable dialogue through social media. While SPSY students are welcome to publish or comment using social media in accordance with this policy,

they are urged to do so thoughtfully. The same reasons that make social media attractive also are the same elements that can injure how you come to be perceived as a professional. As such, all uses of social media should be treated in the same manner as other professional obligations as outline in the ethical guidelines and policy recommendations set for by the *American Psychological Association (APA)*, *National Association of School Psychologists (NASP)*, *Ohio Board of Psychology (OBP)*, and the *Ohio Department of Education (ODE)*. The program’s specific policy regarding use of social media appears in Appendix D.

ADDRESSING CONCERNS ABOUT STUDENT PERFORMANCE AND FUNCTION

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

PROGRAM ASSESSMENT AND ACCOUNTABILITY

The M.Ed. /Ph.D. program in School Psychology uses a comprehensive, multi-method, and multi-source process to assess student learning (e.g., knowledge and skills) and to evaluate program goals. Both traditionally oriented assessment (e.g., exams, term papers) and performance-based assessments (e.g., video-taped test administrations; psycho-educational reports; analysis and interpretation of intervention case studies) that correspond with program goals are utilized. Evaluation of the individual and the program occurs on a continuous basis through a series of assessments. Please see the following for a breakdown of information regarding program assessment accountability at the individual and programmatic levels:

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

Year 1	Year 2	Year 3	Year 4	Year 5 (or beyond)
<ul style="list-style-type: none"> • Student maintains a 3.0 or higher GPA. • Performance-based assessment related to specific course assignments • Self-assessment of skills, competencies, and dispositions; Submission of CV. • Annual review of skills, competencies and dispositions by program faculty. 	<ul style="list-style-type: none"> • Student maintains a 3.0 or higher GPA. • Performance-based assessment related to specific course assignments • Self-assessment of skills, competencies, and dispositions; Submission of CV. • Annual review of skills, competencies, and dispositions by program faculty. • Evaluation of skills, competencies, and professional dispositions by field-based practicum supervisors. 	<ul style="list-style-type: none"> • Student maintains a 3.0 or higher GPA. • Performance-based assessment related to specific course assignments • Self-assessment of skills, competencies, and dispositions; Submission of CV. • Annual review of skills, competencies, and dispositions by program faculty. • Evaluation of skills, competencies, and professional dispositions by field-based advanced practicum supervisors. • Successful completion of Comprehensive Examinations 	<ul style="list-style-type: none"> • Student maintains a 3.0 or higher GPA. • Self-assessment of skills, and competencies; Submission of CV. • Annual review of skills, competencies, and dispositions by program faculty. • Satisfactory development and defense of dissertation proposal*. • Satisfactory development and defense of dissertation**. 	<ul style="list-style-type: none"> • Student maintains a 3.0 or higher GPA. • Self-assessment of skills, and competencies; Submission of CV. • Final review of skills and competencies by program faculty. • Satisfactory score on the Praxis Exam in School Psychology. • Evaluation of completed internship products. • Evaluation of skills, competencies, and professional dispositions by field-based internship site supervisors. • Evaluation of Professional Portfolio. • Graduation.

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

**Students have a ten-year limit (from the point of admission) for completing the Ph.D. degree.

Program Evaluation. Overall evaluation of the program occurs on a continuous basis through a series of formative and summative assessments. On a monthly basis, program faculty meet to discuss topics of interest and/or student or program concerns. On an annual basis, data collected throughout the academic year (e.g., Fall, Spring, and Summer) is aggregated and reported by the Program Coordinator in the form of an annual report to the university and the American Psychological Association (APA) Commission on Accreditation (CoA). This report affords the opportunity to review results from year to year and consider program modifications. The table below outlines basic sources of data.

Year 1	Year 2	Year 3	Year 4	Year 5 (or beyond)	Post-Graduation
<ul style="list-style-type: none"> • Annual review of aggregated assessment data • Annual review of students' skills, competencies, and dispositions. 	<ul style="list-style-type: none"> • Annual review of aggregated assessment data • Annual review of students' skills, competencies, and dispositions. • Aggregated evaluation data from practicum supervisors. 	<ul style="list-style-type: none"> • Annual review of aggregated assessment data • Annual review of students' skills, competencies, and dispositions. • Aggregated evaluation data from advanced practicum supervisors. • Advancement to candidacy. 	<ul style="list-style-type: none"> • Annual review of aggregated assessment data • Annual review of students' skills, competencies, and dispositions. • Completion of dissertation proposal and/or final defense. 	<ul style="list-style-type: none"> • Review of aggregated data of Praxis Exam scores • Final review of students' skills, competencies, and dispositions. • Review of aggregated data of Praxis Exam scores. • Aggregated evaluation data of internship products. • Aggregated evaluation data from internship supervisors. • Review of students' Internship Portfolio. • Years to program completion. 	<ul style="list-style-type: none"> • Exit Survey • Alumni Survey (Every 2 and 5 years)

FREQUENTLY ASKED QUESTIONS

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

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

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

A: Below are reasons given by Ph.D. students in school psychology:

- To expand career options, including hospital or university settings;
- To acquire advanced clinical and/or research skills;
- To enhance preparation for a leadership position in schools;
- To fulfill the education and pre-doctoral internship requirements for Ohio licensure as a psychologist.

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

A: Your previous coursework/internship will be evaluated for currency and relevance, but here is a rough idea (depending on your previous coursework/experience):

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

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

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

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

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

Q: I have a Master's degree in community counseling, but am interested in the Ph.D. in school psychology. Is it possible for me to apply to the Ph.D. program?

A: Yes! Applications are welcome from those who have specialist-level training in school psychology, from individuals who have a Master's degree in a related field, AND from those who have an undergraduate degree. Upon admission, you will be guided to ensure the completion of all graduate level requirements in school

psychology through the substitution of advanced course work that is applicable to doctoral study, as well as completion of the other doctoral requirements outlined above. This would all take place through consultation with your *Advisory Phase Committee*.

Q: I am in the first year of coursework in the school psychology M.Ed./Ed.S. Program and am considering applying to the Ph.D. program when I complete my M.Ed. Would this be advantageous?

A: There may be several advantages to applying for doctoral study following the completion of the M.Ed. These include:

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

Q: I am working full-time; is it possible for me to do doctoral study on a part-time basis?

A: Part-time study may be possible under some circumstances for applicants who have completed specialist level training in School Psychology previously. Students should be aware of several issues when considering pursuit of the doctorate in School Psychology on a part-time basis. Because the core courses within the School Psychology program are offered only once per year, any delays could result in extended time to complete the program.

Q: I worry that I may not have the "right stuff" for doctoral study. What are characteristics of successful doctoral students?

A: Once certain threshold characteristics are met, such as those reflected in such application requirements as GRE scores, GPA, and writing samples, personal qualities are important for success in doctoral study. These characteristics, which include persistence, organization skills, self-directedness, a sense of humor, and the ability to reframe, predict success in a number of endeavors, including graduate study. Also included in those characteristics that tend to stand out in successful applicants are (a) potential for assuming leadership roles across multiple settings, and (b) a passion and demonstrated potential for conducting original research. It is also important for applicants to understand school psychology as a profession, to inform their hopes and expectations as related to post-graduation endeavors.

Q: I have heard about something called "comprehensive exams;" what are these?

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

Q: What about completing the dissertation? Is it true that a lot of students get "stuck" there?

A: It is true that some students feel daunted by the idea of the dissertation. For others, however, the dissertation phase is the easiest to manage, because the self-directed research eliminates the need to adhere to a coursework calendar. Several strategies are in place to facilitate successful completion of the dissertation, including:

- Independent research courses, taken early in the coursework phase, to provide mentored research experience;

- Mentorship from the Dissertation Chairperson(s) and the other members of the dissertation phase committee.
- Setting a reasonable timeline and engaging in self-monitoring and self-reinforcement for achieving goals related to your timeline.

Q: What about the doctoral internship – what does this consist of?

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

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

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

A: Please examine page 30 of this handbook or the [Admissions link](#) on the program website for detailed information about admission requirements and application procedures. Program faculty will initiate interviews with qualifying applicants when completed files have been received from Graduate Studies.

TRANSFER OF CREDIT POLICY

A maximum of 12 semester hours of credit obtained at another institution may be accepted as transfer credit. Any transfer credit must: (a) be recommended for transfer by the student's advisor; (b) must consist of work taken at the graduate level for graduate credit at an accredited institution (Note: prior graduate coursework that was taken during undergraduate status will not transfer); and (c) must carry an earned grade of "B" (3.0) or better. Credit cannot be granted in excess of the equivalent Kent State University course. Any transfer credits must adhere to the degree time limits (6 years for Masters, 9 years for Ph.D.).

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

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

GRADING PRACTICES

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

- A (4.00)
- A- (3.70)
- B+ (3.30)
- B (3.00)
- B- (2.70)
- C+ (2.30)
- C (2.00)
- F (0)

Individual faculty members may choose to not use the plus or minus designations. In addition, the faculty members within the School Psychology program may utilize the following letter designations:

- IN The administrative mark of IN (Incomplete) may be given to students who have completed at least 12 weeks of the semester (if they are currently passing) and are unable to complete the work due to extenuating circumstances. The issue of incomplete grades in a course is a privilege rather than a right. Instructors are required to complete and submit a form to the department chair at the time grades are assigned that includes justification for awarding the Incomplete, describes the work to be completed by the student for the course, and specifies the grade to be assigned if the work is not completed. Following university policy, incomplete grades become permanent if not changed within one year from the time the grade was issued.
- IP The grade IP (In Progress) is given to students to indicate that research, individual investigation, experiential learning assignments, or similar efforts are in progress and that a final grade will be given when the work is completed. The IP grade can be utilized in designated courses and is not used in computing grade point averages.

- S The grade “S” denotes satisfactory completion of a course in which a regular grade is inappropriate. The credit hours for such courses are awarded but are not considered in computing grade point averages.
- U The grade “U” denotes unsatisfactory performance in a course in which a regular grade is inappropriate. The credit hours are recorded as credit hours attempted, and the grade is counted as a “F” in computing grade point averages.

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

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

GRADUATION APPLICATION PROCESS

The application for graduation must be filed with the Office of Graduate Student Services (418 White Hall) no later than Friday of the first week of classes in the semester in which graduation is anticipated. The application is for graduation is submitted through FlashLine (specific instructions can be found [here](#)).

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

LEAVE OF ABSENCE/RE-ENROLLMENT

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

A leave of absence is granted for degree-seeking graduate students in active status who must be away from their studies for one or more semesters for personal, family, financial, or other compelling reasons. Prior to applying for a leave of absence, students should consider its potential implications for such matters as funding (including assistantships), immigration status, health insurance, university housing and time to degree completion. To be eligible for a leave of absence, a student must be seeking a graduate degree, have completed at least one full term of enrollment prior to the date a leave is to begin, be in good academic standing and be making reasonable progress toward the degree. Leaves will not be granted to students who (1) have completed less than one full term of enrollment; (2) are not in good academic standing; or (3) have received an extension of the degree time limit. A Leave of Absence normally is granted for one to two semesters. The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy.

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

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

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

TIME TO DEGREE REQUIREMENT

University policy specifies time-to-degree limits for the completion of graduate programs. The University limit is 6 years for the Master's degree and 9 years for the Doctorate in School Psychology degree. Typically, students complete all of the requirements for the Master's degree by the end of Year 1. For the Ph.D. degree, the program is designed to be completed by the fifth year of study.

PLAGIARISM

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

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

GRIEVANCE PROCEDURES AND ACADEMIC COMPLAINTS

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

APPLICATION PROCEDURE

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

- **Part 1: Apply for Graduate Study at Kent State University**
 - You must apply [online](#). The online application will require a non-refundable Application Fee of \$30.00 (made electronically).

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

APPLICATION DATES AND DEADLINES

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

- **Spring Admission Cycle:** This is the recommended application period.
 - Deadline for Application Materials is **December 15**
 - Potential Interviews and Admission Decisions are made in February
 - Students begin coursework in the Summer (or Fall if necessary)
- **Summer Admission Cycle:**
 - Deadline for Application Materials is **June 15**
 - Potential Interviews and Admission Decisions are made in July
 - Students begin coursework in the Fall
- **Fall Admission Cycle:**
 - Deadline for Application Materials is **October 15**
 - Potential Interviews and Admission Decisions are made in November
 - Students can begin coursework in the Spring or Summer

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

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

ADMISSION CRITERIA, REVIEW/INTERVIEW PROCESS, AND SELECTION

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

- An undergraduate GPA of 3.0 or higher; a graduate GPA of 3.5 or higher (if applicable).
- The Graduate Record Examination (GRE) General Knowledge test is required. At this time, the program has not established specific cutoff scores for all GRE subtests. However, most successful applicants obtain scores at or above the 35th percentile in all domains. The program may eliminate applicants from the pool prior to the interview if two or more areas on the GRE fall below the 25th percentile.
- Evidence of excellent interpersonal skills and ability to work effectively with people.
- Evidence of leadership traits important for school psychologists, including persistence, flexibility, and a positive attitude.
- Interviews with program faculty (arranged by the Program Coordinator when all other application materials have been reviewed).

The School Psychology Program at Kent State University is committed to the recruitment and retention of persons from diverse backgrounds. A holistic review of applicants' materials is conducted by program faculty; and, performance below the criterion listed in a single area will not necessarily eliminate a candidate from consideration. Approximately 15 to 20 students enroll into the Ed.S. Program annually. Over the past four years, approximately 1 - 2 students have enrolled in the Ph.D. program each year. On average, the program admits 25% to 30% of the total number of individuals who submit an application. All applicants receive written notification of admission decisions.

Upon receipt of application materials, an individual prospective student folder is created. Confirmation e-mails are sent to the applicant to acknowledge receipt of materials and indicate when the file is complete. A holistic review of applicants' materials is conducted, and performance below the criterion listed in a single area will not necessarily eliminate a candidate from consideration. Faculty members review the individual applicant files. An initial screening is based on careful consideration of: (a) academic records such as grades and previous coursework; (b) GRE scores; (c) goal statement to ensure compatibility with the program's philosophy and

curriculum; (d) letters of recommendation; and (d) relevant work and life experience. At this point, a decision is reached as to which students will be invited for an interview. Prospective students passing the initial application screening are invited for an interview with current students and faculty members. At this time, applicants have the opportunity to ask questions of faculty and students in order to familiarize them with the program. If geographical constraints prohibit a personal interview, the faculty may conduct a telephone interview or other procedure (e.g., Skype).

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

The admissions process is highly selective, but flexible. A culturally diverse student body is actively recruited and applicants of academic and professional promise are not systematically excluded on the basis of race, ethnicity, gender, age, disability, religion, lifestyle, or sexual orientation. The profession of school psychology requires that the practitioner possesses positive personal characteristics, as well as academic and technical competence based on both objective and qualitative information.

APPEAL OF DENIAL OF ADMISSION TO THE PROGRAM

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

TUITION AND FEES

Description	2018-2019 1 st Year Cohort Cost
Tuition for full-time students (in-state)	\$11,536.00
Tuition for full-time students (out-of-state)	\$21,524.00
Tuition per credit hour for part-time students	\$525.00 (Res) \$979.00 (NonRes)
University fees or costs	≈ \$810.00
Additional estimated feels or costs to students (e.g. books, travel, etc.)	≈ \$1,500.00

GRADUATE ASSISTANTSHIPS/FINANCIAL ASSISTANCE

A limited number of assistantships are available and are offered on a competitive basis. Graduate assistantships may take the form of working directly with faculty within the School Psychology program (e.g., research, teaching, or administrative appointments), assisting faculty from other programs (research appointments), or other appointments within the College or across the University. The program actively assists as many students as possible in obtaining graduate assistantships. Over the past several years, approximately 100% of doctoral-level students have received aid in the form of a Graduate Assistantship.

Graduate Assistantship Waiver/Stipend Information (2018-2019)		
Type of Appointment*	Tuition Waiver*	Stipend*
Doctoral Level Graduate Assistant	\$10,444.00	\$12,000.00
Masters Level Graduate Assistant	\$10,444.00	\$8,500.00

*Applies to one academic year (Fall and Spring)

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

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

REGISTERING FOR CLASSES

Detailed instructions for registering through FlashFAST are provided [here](#).

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

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

The School Psychology Ph.D. Program at Kent State University is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5679 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

