**Frequently Asked Questions**

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| **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: Here are reasons given by Ph.D. students in school psychology: 1. To expand career options, including hospital or university settings; 2. To acquire advanced clinical and/or research skills; 3. To enhance preparation for a leadership position in schools; 4. To fulfill the education and pre-doctoral internship requirements for Ohio licensure as a psychologist. **Q: I already have a specialist-level/Ed.S. Degree in school psychology. What would my Ph.D. program consist of?** A: Your previous coursework/internship will be evaluated for currency and relevance, but here is a rough idea (depending on your previous coursework/experience): 1. 8 courses in psychological and educational foundations (frequently fewer if specialist-level coursework is recent and includes courses in the Psychology Department); 2. 5 courses in research; 3. 3-4 courses in professional role and practice; 4. comprehensive examinations; 5. doctoral internship; and 6. dissertation. **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?** Yes! Applications are welcome from those who have specialist-level training in school psychology, from individuals who 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: 1. the possibility of selecting courses that meet both the Ohio Department of Education‘s School Psychology licensure and Ph.D. requirements; 2. the ability to craft one school-based internship that satisfies both APA and NASP requirements (as opposed to completing two separate internships). **Q: I am working full-time; is it possible for me to do doctoral study on a part-time basis?** A: Part-time study may be possible under some circumstances for applicants who have previously completed specialist level training in School Psychology. Students should be aware of several issues when considering pursuit of the Doctorate in School Psychology on a part-time basis. Please refer to the KSU School Psychology Doctoral *Program Handbook* for more information. **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 in the *Program Handbook* and program website. Written comprehensive exams are followed by an oral exam with members of your advisory phase committee. The program faculty assists students in preparing for comprehensive exams. Following satisfactory completion of written and oral ―comps, the student proceeds to ―candidacy, and may enroll in Dissertation. **Q: What about completing the dissertation? Is it true that a lot of students get “stuck” there?** A: It is true that some students feel daunted by the idea of the dissertation. For others, however, the dissertation phase is the easiest to manage, because the self-directed research eliminates the need to adhere to a coursework calendar. Several strategies are in place to facilitate successful completion of the dissertation, including: 1. Independent research courses, taken early in the coursework phase, to provide mentored research experience; 2. Mentorship from the Dissertation Chairperson(s) and the other members of the dissertation phase committee. 3. Setting a reasonable timeline and engaging in self-monitoring and self-reinforcement for achieving goals related to your timeline. **Q: What about the doctoral internship – what does this consist of?** A: The doctoral internship provides intensive application of skills under the supervision of a licensed psychologist. It is designed to complement each individual student‘s previous training and experience. Internship settings must be approved by program faculty to ensure adherence to hour, experience, and supervision requirements. Students complete internship following the successful completion of coursework, practicum, and comprehensive exams, and either before, after, or concurrently with dissertation. There are two ways to complete the doctoral internship: 1. If students have previously completed a specialist-level internship in the schools, they may choose to do the doctoral internship either in a school-based setting under the supervision of a doctoral-level, licensed psychologist/school psychologist, or in a different setting such as a hospital or mental health facility (pending faculty approval). These students are responsible for obtaining their own internships, which may include APA/APPIC approved internships or paid supervised positions in schools or other settings. This type of internship may be completed over a 2-year period. 2. It may be appropriate for a student to complete a single internship which fulfills both ODE and doctoral requirements. In such instances, program faculty match students to school district settings that can provide the necessary breadth and depth of internship training. **Q: What are admission requirements and how do I apply?** A: Please see the following resources for detailed information about admission requirements and application procedures: * The Doctoral Program in School Psychology Handbook (available through the program website at http://www.kent.edu/ehhs/spsy/doctorate/index.cfm)
* http://www.kent.edu/ehhs/spsy/doctorate/apply.cfm

Q: **What are the application deadlines?** Applications for admission to the school psychology Ph.D. degree program are reviewed in October, January and June**. Please see the following table for specific information** All materials due by: For admission in: To begin studies in:October 15 November SpringJanuary 1 February SummerJune 15 July FallProgram faculty will initiate interviews with qualifying applicants when completed files have been received. For questions about the status of**SECTION II:** ***M.ED./PH.D. PROGRAM OF STUDY*****History of the Program**The School Psychology Program at Kent State University is rich in history and tradition, reflecting Ohio’s early position as a leader in the development of the school psychology specialty. The Master’s program began in 1947. Students were first admitted for doctoral study in the mid-1960s. The Ph.D. program was initially accredited by the American Psychological Association in 1984 and approved by the National Association of School Psychologists in 1987; accreditation and approval have been continuous since that time. **Program Philosophy**Professional school psychologists are applied psychologists who incorporate knowledge of development (e.g., biological, cognitive, social, affective) and of the contexts that facilitate development (e.g., families, schools, peers, communities) to perform a variety of functions. These include: (a) conducting psychological assessment of children, youth, and systems within contextual settings; (b) providing direct and indirect services in such areas as health promotion, prevention, and intervention; (c) coordinating resources to enhance school, family, and community functioning; and (d) developing and evaluating programs in educational, family, and community settings. Advanced school psychological preparation within the doctoral program at Kent State University emphasizes the development of leadership skills, the use of recognized instrumentation, and the application of evidence-based interventions to enhance individual and system performance. The Ph.D. program in school psychology at Kent State University is oriented to prepare students to work effectively as leaders in applied practice in educational and mental health settings. The KSU school psychology program has adopted a preventive mental health model of school psychological services as a context for the study of psychological and educational principles that influence the adjustment of individuals and systems. Throughout the graduate training program, a commitment to using the science of psychology to promote human welfare is emphasized. In addition, recognizing the pluralistic nature of our society, the program is committed to fostering in its students sensitivity to, appreciation for, and understanding of all individual differences. The school psychology program emphasizes the provision of services to individual schools and children, in addition to attaining a functional understanding of systems-consultation and the ability to promote and implement primary and secondary prevention programs to optimize adjustment. Since the program‘s emphasis is on the application of psychology in applied educational and mental health settings, students are required to demonstrate competence in the substantive content areas of psychological and educational theory and practice; the scientific, methodological, and theoretical foundations of practice in school psychology; data-based decision-making and intervention design and evaluation; and cultural and individual diversity. The Ph.D. program in school psychology is committed to a scientist-practitioner model of training, which conceptualizes school psychologists as data-oriented problem-solvers and transmitters of psychological knowledge and skill. As such, students draw upon the scientific literature as a primary basis for professional practice and focus their research agendas so as to have meaningful implications for practice.  In addition, functioning as a scientist-practitioner means that professional practice is conducted in ways that are congruent with the scientific method—that is, presenting problems are operationalized in measurable ways, data pertaining to presenting problems are collected and analyzed, analyses of these data lead to the formulation of hypotheses, resulting hypotheses form the bases for the design of interventions, the effectiveness of these interventions are monitored over time via ongoing data collection, and hypotheses and interventions are modified in light of these outcome data. The training paradigm of the graduate program in school psychology at Kent State University was derived from the following sources:  *Archival Description of School Psychology* (American Psychological Association, February 1998) *Standards for training and field placement programs in school psychology* (NASP, 2000)**Domains of Training and Program Objectives (Add after Changes)****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 and Practicum 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. TheUniversity 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 coursework 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, as well as an integration of knowledge and necessary for professional practice. **Year 3:** Third year coursework provides additional advanced study and experiences in school psychology consistent with doctoral themes for research, leadership, and supervision as approved and reflected on the student’s plan of study. Typically, students complete their doctoral comprehensive exams and advance to candidacy at the conclusion of year three. **Years 4 and 5:**Fourth and fifth years of study include the successful completion of dissertation research and a full-year doctoral internship. Years 4 and 5 can be switched depending on the student’s desire for research completion, as well as with any requirements at APPIC/APA internship sites that may require an accepted dissertation proposal prior to beginning internship. **Course Sequence**The sequence of courses for students within the M.Ed. /Ph.D. program in School Psychology should follow the approved course sequence (see Appendix C for students beginning in the Summer; see Appendix D for student beginning in the Fall). Adherence to the specified course sequence will ensure that no delays are encountered during a student’s course of study. 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. **Field Experience**During Year 1 of the M.Ed. /Ph.D. program in School Psychology, student without a prior teaching license (which represents the majority of students) must enroll in *Field Experience in Education for School Psychologists* (SPSY 6/77914). 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 fromKindergarten 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).

Although, it is the program’s preference that students finish all of their Field Experience requirements during their first year of course work, students must complete Field Experience activities prior to the end of their Year 2 Spring Semester.*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 interaction with fellow students, collaboration with professors, and the opportunity to focus on research and issues germane to the field of school psychology. Residency is considered more than accumulation of credit hours. It is a set of experiences that combines credit hours, professional activities, and participation in two semesters of seminars. Further information regarding residency requirements is available in *The College of Education, Health, and Human Services Graduate Handbook.***Practica**The Doctoral Program in School Psychology incorporates a series of practicum experiences of graduated intensity that are designed to: (a) integrate the practicum component of the students‘ education and training with other elements of the program; (b) provide a wide range of training and educational experiences through applications of evidence-based practice; and (c) ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program‘s training goals and objectives. For students who enter without specialist-level training in school psychology, three separate practica are required. **Minimum** required credit hours and clock hours for each practica are as follows: **SPSY 77692 Practicum I in School Psychology:** Generally Year 1. Requires minimum of 2 semesters, 3 semester hours each; 25 clock hours/semester, 50 hours total **SPSY 77792 Practicum II in School Psychology:** Generally Year 2. Requires minimum of 2 semesters, 3 semester hours each; 75 hours/semester, 150 hours total **SPSY 77892 Advanced Practicum in School Psychology:** Generally Year 3 and Year 4. Advanced Practicum requires a minimum of 60 clock hours per graduate credit hour, with a minimum of 360 clock hours required across successive semesters. Students must register for a minimum of 2 semesters of 3 credit hours each of Advanced Practicum. Students are required to have a distribution of practicum hours across a range of activities, such as assessment, consultation, and direct intervention. Students who already possess specialist- level training in school psychology may be approved to substitute some prior experiences for Practicum I and Practicum II requirements, depending upon the age and nature of previous practica and subsequent employment experiences **Internship*****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.*The Doctoral Internship in school psychology follows the satisfactory completion of all coursework, field experience, and practica (including advanced practicum). *In addition, doctoral students are expected to successfully complete their Comprehensive Exams prior to beginning their Doctoral Internship.* The doctoral internship experience will provide for: * *A range of leadership experiences consistent with doctoral training in school psychology.* A variety of approved settings may be appropriate for the doctoral internship, including school-based settings and non-school-based settings (i.e., hospitals, mental health centers).
* School-Based Doctoral-Level Internship: Students without a previous, specialist-level internship and current Ohio Department of Education Professional License in School Psychology **must** plan to complete their doctoral internship in an approved school-based setting. For students completing these requirements in Ohio, the internship must include a full academic year (a minimum of 1500 hours) in an approved school setting, and must conform to the *Ohio Internship in School Psychology* guidelines.
* Non-school-Based Doctoral-Level Internship: Students, who have completed a previous, specialist-level internship and possess a current credentialing as a school psychologist, may choose to complete a doctoral level internship in a non-school-based setting. A non-school-based internship requires at least 1800 hours of work, over no more than a 2-year period. Of these hours, 1500 must occur in school psychology, and 375 hours must comprise direct client contact. Teaching and research components, when included, must concern the professional practice of school psychology, comprise no more than 540 hours of the required 1800 hours, and not count as a substitute for the direct client contact hours.
* *Appropriate supervision by a licensed psychologist*. For the doctoral level, supervision must meet the requirements set forth by both the American Psychological Association (APA) and the Council of Directors School Psychology Programs (CDSPP). These requirements call for supervision to be provided by a doctoral-level licensed psychologist. For students completing their internship in Ohio, the supervisor must have earned his or her doctorate and must possess either the Psychologist License or the School Psychologist License from the Ohio State Board of Psychology.

The doctoral internship experience must be described in a detailed contract signed by the doctoral intern, the intern supervisor, and the university supervisor. In addition, students completing their internships in Ohio will arrange to register intern supervision with the Ohio State Board of Psychology.**Comprehensive Examination**At the conclusion of the advisory phase of doctoral study, students will complete a written comprehensive examination in accordance with The College and Graduate School of Education, Health, and Human Services requirements. Options 1 and 2 of the comprehensive exam format are allowed in the School Psychology Program. An oral examination involving the student‘s Advisory Phase Committee will follow satisfactory completion of the written comprehensive examination. Further information about comprehensive exams is contained in *The College of Education, Health, and Human Services Graduate Handbook*. **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: * the Psychology Minor (required of all students in the doctoral program in school psychology);
* the Ohio Department of Education requirements for licensure as a school
* psychologist for practice in the schools of Ohio, and;
* the State Board of Psychology doctoral degree in school psychology, necessary for admission to the examination for the psychologist license.

The following program of study reflects doctoral requirements for individuals entering without previous graduate training in school psychology. Individuals who have completed recent training in school psychology prior to admission will have reduced requirements in one or more of the major areas, pending instructor and advisor approval. An individual student‘s specific program of study will be specified by the Advisory Phase Committee, reflected in the student‘s plan of study, and approved by the Program Coordinator, the School Director, and the Associate Dean for Administrative Affairs and Graduate Education. 1. Psychological and Educational Foundations (26 hours if no previous graduate coursework)
	1. *Biological Aspects of Behavior* (3)
* PSYC 6/71350 Physiological Psychology

*Or** PSYC 6/71054 Learning and Conditioning
	1. *Cognitive Aspects of Behavior* (3)
* PSYC 6/70453 Introduction to Cognitive Psychology

*Or* * PSYC 70413 Cognitive Neuropsychology

 *Or* * PSYC 70604 Cognitive Development
	1. *Social Aspects of Behavior* (3)
* PSYC 6/71580 Social Psychology

 *Or* * PSYC 6/70313 Community Psychology
	1. *Developmental/Affective Aspects of Behavior* (3)
* PSYC 70615 Social and Personality Development

 *Or* * PSYC 6/71260 Theories of Personality
	1. *History and Systems of Psychology* (3)
* PSYC 6/70950 History and Contemporary Systems
	1. *Elective* (Minimum of 3)

A minimum of one additional course in Psychology, chosen in consultation with major and minor advisors, to enhance the student‘s specialization and research focus. Note: instructor permission is required to enroll in Psychology courses. * 1. Educational Foundations (6-8)
* EPSY/EDPF/EDUC 65520 Child and Adolescent Development (3)

*Or** EPSY/EDPF/EDUC 65523 Life Span Development (3)
* SPSY 6/77914 Field Experience in Education for School Psychologists (2) (required for students without a current Ohio teaching or school psychologist license)
* EDAD 76517/SPED 63101 Administration & Supervision in Special Education
1. Research Methodology, Design, and Data Analytic Techniques (14 hours if no previous graduate coursework)
	1. Basic Research (9)
* EVAL/EDPF/EDUC 6/75510 Statistics I for Educational Services
* EVAL/EDPF/EDUC 85515 Quantitative Research Design and Application for Educational Services

 *Or* * PSYC 6/71651 Quantitative Statistical Analysis I
* EVAL/EDPF/EDUC 85516 Qualitative Research Design and Application for Educational Services
	1. Advanced Research (3)
* EVAL/EDPF/EDUC 85517 Advanced Quantitative Research in Educational Services

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

 Or * PSYC 71654 Quantitative Statistical Analysis II
	1. Applied Research (2)
* SPSY 6/77998 Individual Research in School Psychology (minimum of two semesters)
1. Professional School Psychology Core (42 hours if no previous graduate coursework)
	1. Assessment and Intervention (27)
* SPSY 6/77920 Diagnosis of Child Disorders in Schools
* SPSY 6/77955 Instructional Assessment for School Psychologists
* SPSY 6/77972 Social Emotional Assessment for School Psychologists
* SPSY 6/77965 Instructional Interventions for School Psychologists
* SPSY 6/77960 Interventions with Culturally Diverse Students
* SPSY 6/77974 Social-Emotional Interventions in School Psychology
* SPSY 6/77951 Cognitive Assessment of Children in Schools
* SPSY 6/70162 Developmental Assessment
* C&I 6/77319 Diagnosis and Remediation in Reading
	1. Counseling and Consultation (9)
* SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors and School Psychologists
* SPSY 6/77928 Group Counseling Techniques for Rehab Counselors and School Psychologists
* SPSY 6/77973 Consultation in the Helping Professions
	1. Professional Role and Practice (6)
* SPSY 6/77912 Role of the School Psychologist
* SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology
1. Advanced School Psychology Foundations and Application (14 hours if no previous graduate coursework)
* SPSY 70093 School Psychology Seminar Series

*Or** SPSY 6/77998 Individual Research in School Psychology (2 credits)
* SPSY 80090 Doctoral Residency Seminar in School Psychology

 Three additional Seminars from the following topical research and professional seminars; at least one Research Seminar and one Professional Seminar is required. * SPSY 87998 Research Seminar in School Psychology
* SPSY 87987 Professional Seminar in School Psychology
1. Practica (18 hours if no previous graduate coursework)
	1. Practicum (12)
* SPSY 6/77692 Practicum I in School Psychology (two semesters, 3 hours each)
* SPSY 6/77792 Practicum II in School Psychology (two semesters, 3 hours each)
* Advanced Practicum (6)
* SPSY 77892 Advanced Practicum in School Psychology (minimum of two semesters, 3 hours each)

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

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

**Advisement**Each new student is assigned a faculty member who serves as an advisor based upon academic interests and compatibility. The student–advisor relationship is critical in supporting the student‘s transition into advanced graduate study. The first phase of advising is facilitated by an Advisory Phase Committee (comprised of the student‘s assigned faculty advisor in addition to one more faculty member in the School Psychology Program) and the completion of a KSU School Psychology Program Doctor of Philosophy Plan of Study and Residency Plan (to be completed soon after matriculation into the doctoral program1). 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.  *Note1: Students entering the program following the completion of their bachelor’s degree will first matriculate into the M.Ed. program and if they successfully complete the M.Ed. degree, they will matriculate into the Ph.D. program (both phases are guided by their assigned advisor). Those students entering with a Master’s degree (or higher) in school psychology will matriculate directly into the doctoral program.*  Following the successful completion of the coursework/advisory phase of the doctoral program, students enter the second phase of advising, guided by the formation of their Comprehensive Exam Committee. At this time, students may opt to change their primary faculty advisor based on academic interests and compatibility. This committee is made of a primary faculty advisor within the School Psychology Program area, a second faculty member in the School Psychology Program, and a faculty member outside the student‘s program area (e.g., Special Education). This committee is responsible for facilitating the comprehensive exam phase of the student‘s training. Following the successful completion of comprehensive exams, students are designated as ―Doctoral Candidates‖ and form their final committee, the Dissertation Committee. In most cases, this committee is comprised of the same faculty members who served during the comprehensive exam phase of the student‘s training. However, at this time the student is entitled to make a change based on academic interests and compatibility. Additional information and guidelines related to comprehensive examinations and dissertation may be found in The College of Education, Health, and Human Services Graduate Handbook (available through this link: http://www.kent.edu/ehhs/ogs/upload/msh\_graduate\_handbook\_071211.pdf). **Beginning the Program**The program was designed for students to begin in the Summer immediately following the spring interview cycle. 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. This information is used by program faculty in conducting an annual review of student progress and performance. Each student receives written feedback on an annual basis. **Portfolio Requirements**Students in the M.Ed. /Ph.D. program in School Psychology are required to develop and maintain a cumulative portfolio reflecting their professional preparation in school psychology throughout the course of their training program, and to submit the portfolio for faculty review on three specific occasions (Spring of Year 1, Fall of Year 2, and Spring of Year 3), and at other times upon request.Portfolios reflect the student’s integration and application of program objectives and mastery of major skill domains. More detailed information on portfolios, including requirements and rubrics, is included in Appendix G and Appendix H, respectively. Students work on portfolio entries though coursework and practicum requirements and meet with the appropriate instructor and/or academic advisor to aid portfolio development.**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 **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 through the following website: http://www.kent.edu/ehhs/spsy/sasp.cfm**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 Behavior and Dress**Students are required to maintain professional 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 never be offensive to the community, immoral within accepted community standards, or insulting to any person or groups of persons. 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 to always 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: * 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.
* If admitted, students will be provided with a Kent email address and provided with detailed access information.
* Notify all program faculty and the staff members who maintain the student database of any changes in database information.
* Subscribe to established electronic listservs to facilitate communication during various phases of the program.

**Addressing Concerns About Student Performance and Function**Both academic skills and professional deportment serve as the basis for ongoing faculty judgments 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 for the program. Decisions regarding student academic standing are made by the entire program faculty. The program’s policy for addressing student concerns is provided in Appendix I. **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 and NASP standards are used. Evaluation of the individual and the program occurs on a continuous basis through a series of assessments described below:**Year 3 and beyond chart***Individual Evaluation*. Individual assessment begins upon admission and extends beyond achievement in individual courses. The table below outlines basic sources of data:

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| --- | --- | --- | --- |
|  |  **Year 1** | **Year 2** | **Year 3** |
| I**ndividual Assessment** | * Student maintains a 3.0 or higher GPA
* Performance-based assessment related to specific course assignments
* Self-assessment of skills, competencies, and dispositions.
* Annual review of skills, competencies and dispositions by program faculty.
 | * Student maintains a 3.0 or higher GPA
* Performance-based assessment related to specific course assignments
* Self-assessment of skills, competencies, and dispositions.
* Annual review of skills, competencies, and dispositions by program faculty.
* Evaluation of Ed.S. Portfoliio.
 | * Student maintains a 3.0 or higher GPA
* Performance-based assessment related to specific course assignments
* Satisfactory score on the Praxis Exam in School Psychology.
* Self-assessment of skills, and competencies.
* Final review of skills and competencies by program faculty.
* Evaluation of completed internship products.
* Evaluation of skills, competencies, and professional disposition by field-based internship site supervisors.
* Evaluation of Professional Portfolio.
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*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. This report affords the opportunity to review results from year to year and consider program modifications so as to improve training. In addition, recent graduates and alumni are surveyed to assess their perceptions of training received within the program. The table below outlines basic sources of data.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Admissions** | **Year 1** | **Year 2** | **Year 3** | **Post-Graduation** |
| **Program Assessment** | * Undergraduate degree with a GPA of 3.0 or higher -OR- and advanced degree with a minimum GPA of 3.5
* GRE scores that meet basic requirements
* Two letters of recommendation
* Standard interview with program faculty
 | * Annual review of aggregated assessment data
* Annual review of students’ skills, competencies, and dispositions.
 | * Annual review of aggregated assessment data
* Annual review of students’ skills, competencies, and dispositions.
* Review of students’ Ed.S. Portfolios.
 | * Annual review of aggregated assessment data
* Review of aggregated data of Praxis Exam scores
* Final review of students’ skills and competencies.
* Aggregated evaluation data of internship products
* Aggregated evaluation data from internship supervisors.
* Review of students’ Professional Portfolios.
 | * Exit Survey
* Alumni Survey (Every 2 and 5 years)
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