

SCHOOL PSYCHOLOGY STUDENT HANDBOOK

Specialist in Education Degree in Psychology and Counseling

School Psychology Track

NASP Approved



**ARKANSAS STATE
UNIVERSITY**

College of Education and Behavioral Science

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NOTIFICATIONS AND DISCLAIMERS

PROGRAM INFORMATION FOR PROSPECTIVE STUDENTS

Prospective students seeking information about the Specialist in Education Degree [Ed.S.] in Psychology and Counseling with an emphasis in School Psychology should contact the chair of the School Psychology Degree Program Committee in the Department of Psychology and Counseling. Current faculty names, addresses, and phone numbers are provided on pages 30-31 of this handbook.

Policy

This handbook describes the policies and procedures in effect at the time of its writing. Such policies are under constant review by the School Psychology Program Committee and are subject to external constraints imposed by law, university policy, accreditation, and licensure standards. Thus, the School Psychology Program Committee reserves the right to change policies and procedures at any time. Although every effort will be made to provide students with appropriate, timely notification of changes, these changes may not be immediately reflected in the handbook. Students are fully responsible for remaining current on degree requirements, policies, and procedures. Students are required to read and become knowledgeable of the content contained in this handbook, sign, and return the form provided in Appendix I of this document.

This handbook does not replace or supersede official university documents such as the *A-State Graduate Bulletin and Student Handbook*. It is provided to students as a convenient reference for the most important program policies, procedures, and expectations. Students are responsible for becoming fully informed of current university policies, procedures, and degree requirements. Failure to do so may result in serious mistakes for which the student is fully responsible.

Disabilities Services

The Coordinator of Services to the Disabled acts as the coordinator for both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Qualified students with disabilities who require assistance or adjustments should contact the Office of Disability Services in the Carl R. Reng Student Union (870) 972-3964 or write to P.O. Box 2100, State University, AR 72467. Web: <https://www.astate.edu/a/disability/>

Graduate Bulletin

Frequent references to the *Graduate Bulletin* appear in this handbook. The *Graduate Bulletin* can be viewed at www.astate.edu/info/admissions/graduate/

EQUAL EDUCATIONAL OPPORTUNITY

Arkansas State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, sexual orientation, age, or disability. Moreover, Arkansas State University is open to people of all races and actively seeks to promote racial integration through recruitment and enrollment of diverse students.

ACCREDITATION

Arkansas State University is accredited by the Higher Learning Commission (HLC) of the

North Central Association of Colleges and Schools. Programs within the College of Education related to teacher education are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The program of study in school psychology has been approved by the Arkansas Department of Education (ADE) and the National Association of School Psychologists (NASP).

INSTITUTIONAL MEMBERSHIPS

Additionally, Arkansas State University holds institutional membership in the American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Council of Graduate Schools in the United States, Council for the Accreditation of Educator Preparation, North Central Association of Colleges and Schools, and the Teacher Education Council of State Colleges and Universities.

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

The Ed.S. Degree Program in Psychology and Counseling is housed administratively in the Department of Psychology and Counseling. The Department of Psychology and Counseling is committed to serving the university, the profession, and the public by contributing to excellence in education, high professional standards for service delivery, and consumer advocacy. The department also is committed to research and scholarly activities to expand the academic knowledge base and to improve the quality of professional services. The Department of Psychology and Counseling also offers a BS degree in Psychology, a MS in Psychological Science, and the Ed.S. Degree in Psychology and Counseling with three tracks which include: School Psychology, Clinical Mental Health Counseling, and Flexible Options.

EDUCATIONAL SPECIALIST DEGREE IN PSYCHOLOGY AND COUNSELING

The Ed.S. Degree Program in Psychology and Counseling is a 66 semester hour program that prepares students for a variety of careers in psychology and counseling. As noted above there are three tracks in the program: (a) School Psychology, (b) Clinical Mental Health Counseling, and (c) Flexible Options. The basic governance units are the two-degree program committees which oversee the ongoing operation of the individual program tracks. One of these committees oversees issues related to the emphasis in Mental Health Counseling; the other committee oversees issues related to emphases in School Psychology and Flexible Options in Psychology.

SCHOOL PSYCHOLOGY

The School Psychology track of the Ed. S. in Psychology and Counseling offers a planned program of studies designed to improve the academic and professional competencies of superior students based on training recommendations of relevant professional organizations, accreditation standards, and licensure/credentialing requirements for practice. Students who complete the school psychology are eligible to take the Praxis II School Psychology Specialty Examination which is required for licensure as a School Psychology Specialist by the ADE. Graduates of the program can also seek national certification as Nationally Certified School Psychologists (NCSP) through the NASP. Graduates are strongly encouraged to seek both state licensure and national certification.

The program of study is designed to prepare students for ADE licensure as School Psychology Specialists (SPS) and certification as Nationally Certified School Psychologists (NCSP) through NASP. School psychology students upon graduation can also apply to the Clinical Mental Health Counseling Certificate program offered through the Department of Psychology &

Counseling. Students who complete additional coursework through this certification program may seek licensure as Licensed Associate Counselors or Professional Counselors (LACs/LPCs) with the Arkansas Counseling Board. Students may also apply to the Play Therapy Certificate program which is also offered through the Department of Psychology and Counseling. This program is designed to lead to becoming a Registered Play Therapist. Information about requirements for SPS licensure can be obtained from the ADE website at <http://arkedu.state.ar.us>. Information specific to national certification can be obtained from the NASP website at www.nasponline.org. Information related to LAC/LPC licensure information can be accessed through the Arkansas Board of Examiners in Counseling at www.state.ar.us/abec. Information regarding state licensure and national certification may also be obtained from the school psychology faculty.

School Psychology Program Committee

The Ed.S. School Psychology Program Committee consists of all members of the school psychology program committee, the A-State Arkansas School Psychology Association (ASPA) Student Representative (a faculty nominated and appointed position) and the department chair who serves as an ex-officio non-voting member. The student representative does not participate in any discussions related to individual student issues (e.g., admission, retention, annual reviews, grading of comprehensive examinations, etc.).

School Psychology Advisory Committee

The Arkansas State University School Psychology Advisory Committee consists of all members of the School Psychology Program Committee and five local practicing School Psychology Specialists licensed by the ADE who have supervised practicum and/or intern students. The committee meets at least once during each academic year to address program issues including the curriculum and accreditation.

School Psychology Graduate Student Organization

The Arkansas State University *School Psychology Student Association (SPSA)* was founded in 2005 by graduate students to promote interest in the field of school psychology and to serve the university, students, and the community. The SPSA is composed of school psychology graduate students. The SPSA is a recognized university student organization that has a mission statement, constitution, elected officers, and a faculty advisor with expertise in school psychology. The organization has a number of committees and regularly scheduled meetings. All school psychology students are strongly encouraged to become members of this organization.

Program Evaluation

The school psychology program at Arkansas State University is evaluated on an ongoing basis. Methods of evaluation include: (a) constituent survey, (b) student portfolios, (c) student exit surveys, (d) comprehensive examination results, (e) Praxis II School Psychology Specialty Examination scores, (f) informal feedback from the field, (g) university program review, (h) School Psychology Program Committee curriculum review, and by (i) NASP and CAEP reviews.

CONCEPTUAL FRAMEWORK FOR SCHOOL PSYCHOLOGY

Mission

The mission of the school psychology program track is to educate future school psychologists so that graduates have expert skills in assessment, intervention (including prevention and crisis intervention), consultation, research, and program planning and evaluation to work with students, teachers, administrators, parents/guardians, and other professionals. Preparation is focused on comprehensive service delivery to meet the complex needs of the diverse clientele that is served. The structure of the program is based upon the *Standards for Graduate Preparation of School Psychologists 2010* established by the National Association of School Psychologists. Program requirements are also consistent with licensure standards set by the ADE.

Philosophy

The school psychology curriculum is based on the Practitioner/Professional Practice model (e.g., Merrell, Ervin, & Gimple-Peacock, 2012) and the Pragmatic model (Fagan & Wise, 2006; 2007) which emphasize professional or clinical practice of the discipline and alignment with state department of education and NASP *Standards for Graduate Preparation of School Psychologists* (NASP, 2010). Social cognitive theory (e.g., Bandura, 1986), evidenced-based practices, and professional accountability are stressed. Academic, social, and emotional functioning are seen as resulting from interactions between key behavior, personal, and environmental variables. Consistent with the National Association of School Psychologists and the Arkansas Department of Education, data-based decision making, assessment, intervention (including prevention and crisis intervention), consultation, research, and program planning and evaluation are emphasized in addition to applicable laws, ethical principles, and codes of conduct. In accord with the *National Association of School Psychologists Principles for Professional Ethics* (2000) school psychologists act as advocates for their students/clients and at the very least do no harm. Program graduates are well educated in the problem-solving model (e.g., Deno, 2002; Kratochwill & Bergan, 1990). They are equipped to draw upon strong foundations in psychology and education when providing direct and indirect services to meet the academic, social, and emotional needs of all students.

Support for Diversity

The program of study is committed to support diversity. Following the National Association of School Psychologists *Standards for Graduate Preparation of School Psychologists 2010* we are committed to understanding and responding to human diversity throughout the program including admissions, faculty, coursework, practicum, and supervised internship.

The program of study actively recruits applicants from diverse cultural backgrounds.

Goals

The program of study in school psychology is designed to graduate school psychologists who have the knowledge, skills, and dispositions to:

1. establish a professional identity as a school psychologist, and to perform their professional roles and functions in accord with relevant legislation and high ethical standards;
2. work effectively in a multicultural society with persons of varied cultures, language patterns, and abilities;
3. apply the knowledge base of school psychology to promote the educational and mental health needs of all students by utilizing empirically validated practices related to problem-solving, assessment, intervention (including prevention and crisis intervention), and consultation;

5. provide leadership to promote the adoption and utilization of best practices in education and mental health services in classrooms, schools, and communities;
6. consume and contribute to the literature in school psychology in a scientifically sound manner; and
7. continue their professional development as school psychologists.

Objectives

School psychology students receive education and training in the ten Domains of School Psychology Graduate Education and Practice recognized by the National Association of School Psychologists (2010).

1. Data-Based Decision Making and Accountability
 - a. Program graduates will be able to administer, score, and interpret standardized norm-referenced assessments of intelligence, achievement, adaptive behavior, and social-emotional functioning.
 - b. Program graduates will be able to gather relevant information on students' background, academic, social, and emotional functioning through reviews of relevant student records.
 - c. Program graduates will be able to gather relevant information on students' background, academic, social, and emotional functioning through interviews with parents/guardians, teachers, administrators, counselors and other school personnel.
 - d. Program graduates will be able to gather relevant information on students' background, academic, social, and emotional functioning through interviews with students.
 - e. Program graduates will be competent in using direct academic assessment procedures (e.g., CBM, DIBELS).
 - f. Program graduates will be able to conduct functional behavioral assessments of students' social/emotional and academic functioning.
 - g. Program graduates will be able to gather relevant information on students' academic, social, and emotional functioning, and the instructional environment through observations.
 - h. Program graduates will be able to use assessment information to plan and implement services and make appropriate decisions regarding students.
 - i. Program graduates will demonstrate fluency in the problem-solving process.
 - j. Program graduates will be able to assist schools and if appropriate other agencies in using data for accountability purposes.
2. Consultation and Collaboration & Family-School Collaboration Services
 - a. Program graduates will be able to consult with parents/guardians, teachers, administrators, counselors, other school personnel, and outside professionals concerning students' academic, social, and emotional functioning; and work collaboratively with these constituent groups to accomplished academic, social, and emotional goals for students.
 - b. Program graduates will be able to lead, serve as a member of, or work with pre-referral/problem-solving/RTI teams to meet the needs of students at-risk for academic, social, and emotional problems.

- c. Program graduates will be knowledgeable of family and cultural influences on student development and academic performance, communicate effectively with families, and promote home-school partnerships.
- d. Program graduates will be knowledgeable of school and community resources and coordinate services across systems and agencies.
- e. Program graduates will be able to lead, serve as a member of, or work with multi-disciplinary teams to meet the needs of students with special academic, social, and emotional needs.
- f. Program graduates will be able to provide education and training to school personnel and parents/guardians to promote student academic, social, and emotional development.
- g. Program graduates will be able to act as an advocate to address the academic, social, and emotional needs of children and adolescents in their homes and communities.

3. Interventions and Instructional Support to Develop Academic Skills

- a. Program graduates will be knowledgeable of cognitive/academic skills of students with different abilities, disabilities, strengths, and needs and assessment and instructional strategies to use with these students.
- b. Program graduates will be able to appropriately analyze and interpret cognitive/academic assessment data and use this information to guide instructional decisions.
- c. Program graduates will be able to properly conduct authentic assessments of student academic progress such as curriculum-based assessments and measurements and also link this data to the development of instructional interventions.
- c. Program graduates will be knowledgeable of learning theory and cognitive strategies (including student-centered learning) and their application to the development of effective interventions.
- d. Program graduates will be able to develop effective empirically-based instructional methods and academic interventions and collaborate with others to implement and evaluate these methods and interventions.
- e. Program graduates will be able to assess the acceptability, integrity and effectiveness of cognitive/academic interventions.
- f. Program graduates will be able to assist educational agencies in designing accountability systems for academic achievement.
- g. Program graduates will possess current information and research about advances in curriculum and instruction and share this information with others to promote instruction and student achievement.

4. Interventions and Mental Health Services to Develop Social and Life Skills

- a. Program graduates will be knowledgeable of human developmental processes.
- b. Program graduates will be knowledgeable about sound principles of assessment and behavior change in behavioral, social, affective, and adaptive domains.
- c. Program graduates will be knowledgeable of socialization and life skills of children with different exceptionalities.
- d. Program graduates will be skilled in properly administering behavioral, social, affective and adaptive assessment strategies; analyzing this data; and in linking this data to the development of interventions.
- e. Program graduates will be able to develop direct and indirect interventions using ecological and behavioral change approaches that are effective for students with social

and emotional difficulties, and assist others in implementing and evaluating these interventions.

- f. Program graduates will be able to use appropriate strategies when developing behavioral, social, affective, and adaptive interventions to facilitate the successful transition of students across environments.
- g. Program graduates will be able to assess the acceptability, integrity and effectiveness of behavioral, social, affective, and adaptive interventions.
- h. Program graduates will be able to use behavioral, social, affective, and adaptive intervention data to guide decision-making.

5. Diversity in Development and Learning

- a. Program graduates will be knowledgeable of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experimental, socio-economic, gender-related, and linguistic factors in development and learning.
- b. Program graduates will demonstrate sensitivity and skills necessary for working with individuals from diverse backgrounds.
- c. Program graduates will assist in the integration of all students into instructional programs.
- d. Program graduates will demonstrate a commitment to child advocacy for all students.
- e. Program graduates will assist students and families from all backgrounds to feel welcomed and appreciated in the school and community.
- f. Program graduates will consider students' cultural background and language when evaluating learning and behavioral data.
- g. Program graduates will consider cultural and individual differences when developing assessments and interventions.
- h. Program graduates will understand the importance of achieving ethnic validity when working with diverse populations through ecobehavioral analysis including consulting with and involving professionals and other community members in assessment-intervention process and in the use of behavioral approaches to better address the individual needs of different clients.

6. School-Wide Practices to Promote Learning

- a. Program graduates will be knowledgeable of general education, special education, and other educational and related services.
- b. Program graduates will be able to apply principles of systems theory to promote learning, prevent problems, and create effective learning environments.
- c. Program graduates will be able to assist in the development, implementation, and or evaluation of policies and programs that promote safe schools.
- d. Program graduates will be able to apply relevant federal and state laws and policies, ethics, and codes of conduct to the practice of school psychology.
- e. Program graduates will be able to apply local educational policies and practices to the practice of school psychology.
- f. Program graduates will be able to assist schools and other agencies in designing, implementing, and evaluating policies and practices aimed at enhancing student learning and behavior.

7. Prevention and Responsive Services

- a. Program graduates will be knowledgeable of current theory and research specific to child and adolescent development, psychopathology, diversity, biological, cultural, and social influences on behavior; societal stressors and crises in schools and communities.
- b. Program graduates will be able to apply knowledge in this area to identify and recognize behaviors that are precursors to serious personal difficulties.
- c. Program graduates will be knowledgeable of crisis intervention and will be able to effectively collaborate with school personnel, parents/guardians, and the community in the aftermath of a crisis.
- d. Program graduates will be knowledgeable of effective prevention strategies and will be equipped to develop, implement, and evaluate prevention programs.

9. Research and Program Evaluation

- a. Program graduates will be able to critically evaluate the professional literature in regard to the selection of assessment and intervention strategies.
- b. Program graduates will be consumers of relevant research (i.e., maintain a professional knowledge base of research findings and the professional literature and apply this information to their work).
- c. Program graduates will be able to use principles of measurement and psychometric standards in the selection and use of assessment techniques.
- d. Program graduates will be knowledgeable of single-subject research designs and associated evaluation methods in order to evaluate interventions.
- e. Program graduates will be knowledgeable of group research designs and statistics and use these to evaluate interventions.
- f. Program graduates will be able to engage in research and program evaluation in a legal and ethical manner.
- g. Program graduates will be able to design, implement, and evaluate effective academic, social, and emotional intervention programs in school and home settings.
- h. Program graduates will be equipped to disseminate relevant research findings to school personnel, parents/guardians, the public, and other professionals.
- i. Program graduates will be able to assist schools and other agencies in understanding and using research and evaluation data.

10. Legal, Ethical, and Professional Practice

- a. Program graduates will be knowledgeable of NASP ethical standards for service delivery and applicable laws and will adhere to these standards and laws to advocate for the rights and welfare of children and families.
- b. Program graduates will be knowledgeable of the history and foundations of the profession and other related fields.
- c. Program graduates will recognize limitations and biases as well as areas of training and expertise.
- d. Program graduates will be able to provide accurate and complete written reports and case documentation.
- e. Program graduates will be able to provide recommendations in a form that is useful to parents/guardians, teachers, administrators, counselors, other school personnel, and outside professionals.
- f. Program graduates will be able to identify personal needs for continuing education and professional development, and to pursue relevant opportunities to upgrade their knowledge and skills.

ADMISSION, RETENTION AND GRADUATION OF STUDENTS

Admission Procedures

1. Contact the A-State Admissions Office for an application materials packet. The application materials are available on-line at <https://www.astate.edu/info/admissions/graduate/>. Follow the email link for Traditional Graduate Program.
2. Submit on-line all application materials by April 15th, including:
 - a. Completed application form with specified application fee, written documentation of measles, mumps and rubella of immunization (this immunization must have been received after the first birthday and after January 1, 1968), selective service status form, and separate official transcripts of all undergraduate and graduate work from all colleges and universities attended.
 - b. Official report of scores, obtained within the last five (5) years, on the Graduate Record Examination (GRE) for the Verbal and Quantitative sections. Preparation for the GRE is recommended. The necessary arrangements for testing can be made through the A-State Testing Center. Their telephone number is 870-972-2038.
 - c. A typed statement of personal, educational, and career goals and aspirations; personal perception of influences on the applicant's choice of training in the areas; and personal view of the role and value of the chosen area of training.
 - d. Four letters of appraisal and recommendation from persons qualified to speak with authority about the applicant's professional abilities and personal characteristics. *At least two of these letters must come from faculty in the applicant's most recent academic program of study. When the applicant has not completed that program of study, a statement of status in that program also is required.*
3. The A-State Admissions Office reviews the application file and, if applicant qualifies for admission the file is forwarded (including all materials listed above) to the school psychology coordinator who circulates the file to the School Psychology Program Committee faculty members.
4. The School Psychology Program Committee (i.e., faculty) reviews the application file. This committee evaluates all materials submitted by the applicant and decides whether the applicant has the essential qualities to warrant an interview with the school psychology committee.
5. Applicants who qualify for an interview appear before the School Psychology Program Committee (i.e., faculty), which then decides whether the applicant meets program requirements and expectations. If an applicant is approved for admission to the program, the committee notifies the applicant and sets any conditions of admission (which may include conditional admission) and appoints an academic adviser. Applicants who are not approved for admission to the program receive notice from the A-State Admissions Office.
6. The A-State Admissions Office is notified of the applicant's admission status. For applicants who are admitted, the notice also will include identification of academic adviser and conditions of admission, if any. For example, a student who does not present with successful undergraduate coursework in quantitative methods/statistics may be required to successfully complete a course in this area early in their program of study prior to enrolling in graduate coursework in this area.

Note: School psychology students are only accepted each fall semester as part of a cohort. Therefore, individuals who are applying for acceptance into the school psychology program must submit their entire application to the ASU Graduate School no later than April 15th.

Program Admission Requirements

To be considered for admission applicants must hold an earned bachelor's or master's degree from an accredited institution and present evidence of qualities consistent with those required for effective practice in the chosen area of study. The written statement prepared by the applicant, combined with letters from references and the personal interview will be used as the basis for the School Psychology Program Committee faculty members' judgment of the applicant's personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities.

Applicants also must present evidence of potential ability to perform academic work at the graduate level. Standardized test proficiency and past grade performance provide the primary data for judging academic ability; other indicators, such as quality of writing in the applicant's prepared statement and faculty references, and performance during the interview also will be considered.

Based on the combination of test proficiency and past academic performance, an applicant may qualify for either unconditional or conditional admission status.

1. *Unconditional Admission Status.* Academic proficiency for unconditional admission may be established through satisfaction of *either* of the following criteria:
 - a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) *and* a minimum score of 290 on the combined verbal and quantitative reasoning sections of the GRE, or
 - b. a minimum score of 290 on the combined verbal and quantitative reasoning sections of the GRE, *and* a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no grade less than a "B."
2. *Conditional Admission Status.* Academic proficiency for conditional admission may be established through satisfaction of *either* of the following criteria:
 - a. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) *and* a minimum scaled score of 285 on the combined verbal and quantitative reasoning section of the GRE, or
 - b. a minimum score of 285 on the combined verbal and quantitative reasoning section of the GRE, and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of "C" and no grade less than a "C."

Upon being admitted to the school psychology program students will elect to either complete the program on a full-time or part-time basis. Full-time status requires the student to complete the program within three academic years according to the *Plan of Study/Graduation Check Sheet for Full-Time Students* (Appendix A). Part-time status requires the student to complete the program with four or five academic years according to the *Plan of Study/Graduation Check Sheet for Part-Time Students* (Appendix B). These plans of study must be adhered to and are used by the student, the academic advisor, and the A-State Registrar's Office to determine eligibility for graduation.

Eligibility to Continue in the Program

Selective retention. Continuation in the program and final awarding of the degree may be denied for unsatisfactory scholarship, or on the grounds of unsatisfactory mental, moral, or emotional attributes. Means of evaluating students include, but are not necessarily limited to, (a) performance in coursework including grades earned, (b) annual reviews, (c) practicum and internship application forms, (d) practicum and internship evaluations, (e) comprehensive examination, (f) portfolio, and (g) Praxis II School Psychology Specialty Examination score/s.

Retention checkpoints. Although unusual circumstances may require that a student be evaluated for continuation in the program at any time, the following regular checkpoints have been established to monitor students' progress in the program.

1. Annual Review. In addition to the academic standards for continuing enrollment, all school psychology students will be subject to annual review by the School Psychology Program Committee (i.e., faculty). This annual review will be conducted at some time during the spring semester. At this review, the committee will assess current evidence of each student's personal and interpersonal qualities deemed essential for the chosen area of study. The committee also will assess overall quality of academic performance, and any student having earned a grade of "C" in any course will come under close scrutiny. Outcomes at each review may be approval for unrestricted continuation in the program, approval for continuation in the program with specified contingencies, suspension from the program with specified contingencies, suspension from the program with specified contingencies for re-admission, or removal from the program. See Appendix C for the *Annual Student Review Form*. The Annual Review may occur prior to the spring semester or on a **more frequent basis** if an individual faculty member expresses a serious concern about a student in writing to the School Psychology Program Committee. In this situation the student will be informed of the concern by the committee and of the outcome of the review.

2. Approval to Register for Practicum in School Psychology and Supervised Internship Courses. Eligibility to enroll in supervised experiences (i.e., PSY 7613 and PSY 782V) is subject to approval of the student's adviser and/or the School Psychology Program Committee. To obtain this approval, a student must have successfully completed all prerequisites and be deemed to have shown evidence of academic, interpersonal, and professional readiness for the level of practice required in the particular course. Additionally, they must have submitted in advance either the Application for Practicum in School Psychology Form (Appendix D) or the Application for Supervised Internship Form (Appendix E). Applications for Practicum in School Psychology must be submitted to the professor assigned to teach the course by no later than April 15th preceding the experience. Approval to Register for Supervised Internship also requires advanced completion of the Supervised Internship Agreement Form (Appendix F) which is required in the application for this experience.

3. Eligibility for Comprehensive Examination. Students who have earned an overall graduate grade point average of 3.00, have earned a cumulative grade point average of at least 3.00 for all courses, and are enrolled for their final semester of study in PSY 7823 Supervised Internship will be eligible to sit for the comprehensive examination.

4. Portfolio. All students will be required to submit a school psychology portfolio after mid-term of their last semester of PSY 782V Supervised Internship. The due date for the document is typically during the mid-term period of the semester. The portfolio is an extensive collection of work-related products that are organized for the purpose of communicating and demonstrating what a student has learned and achieved specific to the profession of school psychology. For each student the portfolio must be submitted in a three-ring binder and contain the following fifteen labeled sections separated by ring binder indexes:

- a. cover page (title of document, university, student's name, date submitted)
- b. table of contents
- c. the student's current curriculum vita (see *Guidelines for Completing the Curriculum Vita and the Curriculum Vita Scoring Rubric* on the school psychology webpage)
- d. completed PSY 7613 Practicum in School Psychology logs

- e. completed PSY 7823 Supervised Internship logs
- f. initial multifactored evaluation from supervised internship with all client identifying information removed (see *Guidelines for Conducting the Initial Multifactored Evaluation* and accompanying evaluation form on school psychology webpage)
- g. behavioral consultation case from PSY 782V Supervised Internship with all client identifying information removed (see *Guidelines for Conducting the Behavioral Consultation Case* and accompanying three evaluation forms on school psychology webpage)
- h. in-service presentation specific to prevention, crisis intervention or mental health from supervised internship (see *Guidelines for Conducting the In-service Presentation* and accompanying evaluation form on school psychology webpage)
- i. academic intervention study from supervised internship with all client identifying information removed (see *Guidelines for Conducting the Academic and Behavioral Studies* and the accompanying evaluation form on the school psychology webpage)
- j. behavioral intervention study from supervised internship with all client identifying information removed (see *Guidelines for Conducting the Academic and Behavioral Study* and the accompanying evaluation form on the school psychology webpage)
- k. a current copy of the ASU graduate student transcript
- m. the student's score report form from the Praxis II School Psychology Specialty Exam
- n. completed *Full-Time or Part-Time Plan of Study/Graduation Check Sheet* (Appendix A or B)

The portfolio will be graded by the school psychology professor (University Supervisor) assigned to PSY 782V Supervised Internship. Any student earning an unsatisfactory score on any scored component of the portfolio or submitting incomplete information on the other component/s of the portfolio will be required to rework the document/s to address the advisor's specific concerns and resubmit the revised document/s to the advisor for re-evaluation by the eighth week of the semester. A student must present an acceptable portfolio to graduate.

5. Student Exit Survey. This survey allows students completing the school psychology program to express their views of the program. Results are used to enhance the ability of the program to meet the needs of its students and, in so doing, provide for the delivery of high quality comprehensive school psychology services. A copy of the *A-State School Psychology Graduate Exit Survey* will be provided to students at the end of their final semester of PSY 782V Supervised Internship.

Eligibility for Graduation

Students who have earned an overall graduate grade point average of 3.00, have completed all required courses with a cumulative grade point average in these courses of at least 3.00, passed the comprehensive examination, submitted an acceptable portfolio, and completed the Student Exit Survey will be eligible for conferral of the Ed.S. Degree in Psychology and Counseling with a concentration in school psychology. A student cannot graduate while on probation or with a GPA less than 3.00.

Application for the Degree

All students are required to make formal application for the degree and pay the graduation fee at the time they enroll for the final registration period. Application is made by registering for specialist graduation in the A-State Banner System during their last semester of enrollment. A new registration must be filed in a later semester if the degree is not completed in the term within which the original registration was completed. Additionally, they must submit a completed Part-

Time or Full-Time Graduation Checksheet (*see Appendix A or B*) to their advisor which will be in turn submitted to the Registrar's Office.

ACADEMIC POLICIES

Advisement

School psychology graduate students are assigned an academic advisor upon acceptance into the program of study. The advisor is one of the core school psychology faculty members. The advisor will support the student in a number of ways including program planning and scheduling, corrective intervention, career exploration, and licensure. Formal contact must occur with the advisor at least once per semester during the preregistration period. No student will be allowed to register for courses during a given semester without advisor approval. Semester registration holds are placed on all students until they obtain formal academic advisement.

Program Orientation

Each fall semester school psychology faculty conduct a formal program orientation for newly admitted students. Faculty will discuss the information contained in this handbook and provide students with an electronic link for accessing the document.

Academic Credit

A-State graduate policy prohibits credit toward degree requirements for any courses completed more than 6 years prior to completion of the degree program. In addition, both degree-seeking and nondegree-seeking students enrolling in COUN and PSY courses are expected to provide evidence that prerequisite knowledge is sufficiently current to support successful academic and/or clinical performance. Thus, students with dated courses may be required to repeat such courses whether or not they have been used to fulfill requirements of another degree.

Residence Requirement

Students who already hold a master's degree in a related field are required to complete a minimum of 33 semester hours of graduate work with a minimum of 18 semester hours of resident credit from Arkansas State University-Jonesboro. A maximum of 12 semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of 9 semester hours of graduate credit may be transferred from other approved institutions if approved by the academic advisor.

Students entering with a bachelor's degree (i.e., without a master's degree in a related field) are required to complete a minimum of 66 hours of graduate work with a minimum of 45 hours of resident credit from Arkansas State University-Jonesboro. A maximum of 12 semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of 9 semester hours of graduate credit may be transferred from other approved institutions if approved by the academic advisor.

All candidates for the Ed.S. Degree in Psychology and Counseling must meet a residency requirement by completing a minimum of 6 semester hours in one academic semester (fall or spring only).

Continuous Enrollment

Continuous enrollment in the program of study is required. Students who are not enrolled in course work for a semester without written approval of their academic advisor and school psychology coordinator will be removed from the program of study and will be required to reapply for admission if they decide to return.

Leave of Absence

Leaves of absence must have written approval by the academic advisor and the school psychology coordinator. Requests for a leave of absence should be made in writing to the academic advisor and copied to the school psychology coordinator. Requests must be made prior to the semester in which the leave will begin. The maximum length of the leave will be one calendar year. Failure to secure a leave of absence will result in termination from the program as indicated in the continuous enrollment policy.

Withdraw

Any student who elects to withdraw from the program of study must inform their academic advisor and the school psychology coordinator in writing. The student is responsible for dropping classes, withdrawing from the program, and unless making application to another program withdraw from the University (see *A-State Graduate Bulletin*).

Student Scholarship/Research

School psychology students are encouraged to pursue opportunities for student scholarship/research under the direction, involvement, and sponsorship of department faculty. ASPA, NASP, and A-State offer opportunities for students to present and in some cases publish their scholarly work. All school psychology students engaged in research involving human subjects must first complete human subjects training offered on-line through the citiprogram.org and also have approval from the Arkansas State University Institutional Review Board for the Protection of Human Subjects (IRB). Students must also adhere to all ethical standards that pertain to research set forth by the NASP and American Psychological Association (APA). References to these codes are provided in the Student Conduct section of this handbook.

Style Manual

APA style is typically used in the preparation of manuscripts submitted for professional presentation and publication in school psychology. Written work submitted by school psychology students must, therefore, be consistent with the requirements of the sixth edition (second printing) of the *Publication Manual of the American Psychological Association* (2009). Students should consult with faculty to ascertain if a particular assignment should be submitted in manuscript or final copy form. Students are strongly encouraged to obtain their own copy of the APA style manual for reference.

Thesis\Non-Thesis Option

Within the minimum number of hours required for the degree (i.e., 33 for master-level entry or 66 for bachelor-level entry), candidates may elect to complete a six-hour thesis in school psychology. The topic of the thesis must be acceptable to the student's thesis committee. Candidates electing the thesis option must comply with the standards specified in the

A-State Guide for Writers of Dissertations and Theses. The hours for thesis are in addition to the minimum number of semester hours required for the degree.

Professional Liability Insurance

School psychology students must carry professional liability insurance through NASP upon entrance to the program. Membership in NASP is required to obtain this insurance. Students will assume the cost associated with the policy and membership. Information about this insurance is available through the NASP website (www.nasponline.org). Documentation of current insurance coverage must be provided to the program at the beginning of each year enrolled in the program.

Practicum in School Psychology

Practicum in School Psychology is designed to provide a part-time pre-professional experience for the student who has completed preparatory academic coursework in the program. Under the supervision of a qualified school psychology specialist or other appropriately credentialed psychologist, the student will perform many of the duties of a school psychology specialist. The student is required to use a provided electronic log to document a minimum of 450 clock hours (225 per fall and spring semesters) of experiences. A hard copy Practicum in School Psychology Log is provided in Appendix G. This log which lists dates, times, activities, and signatures. The log is used during supervision and must be submitted to the professor assigned to the course at the end of the semester. Specific information regarding Practicum in School Psychology can be found in the course syllabus PSY 7613.

Practicum in School Psychology consists of enrollment in and successful completion of PSY 7613 during the fall and spring semester of the second year of study. Enrollment in this course requires successful completion of a number of prerequisites listed on the *Application for Practicum in School Psychology Form* (Appendix D) Students must present proof of current professional liability insurance for graduate students obtained through the NASP. Students must also submit to a child maltreatment background check offered through the State of Arkansas and present proof of an absence of violations (also see *Application for Practicum in School Psychology Form*). The course involves supervised practice in school psychology in an appropriate setting (i.e., school, agency, and/or clinic). Practicum site/s are pre-arranged by the professor assigned to the course not the student. Sites typically include public schools in the area and region, the H.O.W.L. Service Center in the College of Education and Behavioral Science, and the Arkansas State University Child Development and Research Center. Students must submit the completed *Application for Practicum in School Psychology Form* and accompanying documents/proofs to the professor assigned to the course for approval. This information is retained by the professor assigned to the course in a secure individual student file.

Students assume responsibility for traveling to the assigned practicum site/s. Students enrolled in the course should be prepared to spend one-two days per week at their practicum site/s with additional assignments, projects, and expectations.

Practicum students will be evaluated by the supervisor/s using the *School Psychology Practicum Competency Evaluation for Training and Practice* form (see school psychology webpage for the *School Psychology Practicum Competency Evaluation for Training and Practice* form). The student's logs and evaluation forms will be used to assist in determining the final grade in the course.

Supervised Internship

Supervised Internship is the culminating training experience for the school psychology graduate student, and consists of one academic year or its equivalent with a minimum of 1200 clock hours of supervised experience (of which a minimum of 600 hours must be within a school setting). Supervised internship is generally the equivalent of a full-time responsibility as a school psychology specialist. Three semester hours of credit are earned for each 600 hours of internship experience. The field supervisor should generally be a licensed school psychology specialist with a minimum of 2 years of experience. The intern will be responsible for maintaining a provided electronic Supervised Internship Log of dates, times, activities, and signatures which will be used during supervision and submitted to the faculty member assigned to the course at the conclusion of each semester. Interns will log all individual professional activities on a daily basis. Therefore, each day/date in the log will typically have multiple entries detailing the intern's specific professional activities on that day. A hard copy example of the log for Supervised Internship is provide in Appendix H. More specific information regarding Supervised Internship can be found in the course syllabi PSY 782V.

Supervised Internship consists of enrollment in and successful completion of PSY 782V. This experience typically occurs during the fall and spring semester of the third year of study. If the course is offered during the summer immediately following completion of the second year it will extend for a ten-week term. All supervised internship experiences will be consistent with state and/or national requirements/standards. Enrollment in this course requires approval of the faculty member assigned to the course, the School Psychology Program Committee (i.e., faculty), successful completion of PSY 7613 Practicum in School Psychology, and proof of current professional liability insurance for graduate students obtained through the NASP. Students must have completed all coursework prior to beginning or concurrent with internship hours. Additionally, students enrolling in this course must complete the *Application for Supervised Internship Form* (Appendix E) in advance of enrolling in the course. An *Internship Agreement Form* (Appendix F) must be completed and approved in advance of each experience.

Students are responsible for working with school psychology faculty to secure the internship setting well in advance of the initiation of the experience. The student is also responsible for working with the professionals in the setting to secure any financial compensation for the experience. Students assume responsibility for traveling to the assigned internship site/s.

Students are evaluated by their field supervisor at the final examination period of the semester. These signed evaluations are conducted using the *School Psychology Intern Competency Evaluation for Training and Practice* form (see school psychology webpage for the School Psychology Intern Competency Evaluation for Training and Practice form) and delivered to the faculty member assigned to the course. If possible, the faculty member will also conduct a site visit to assist in assessing the intern's performance and the quality of the supervised internship. The student's logs and evaluation forms will be used to assist in determining the final grade in the course.

Comprehensive Examination

School psychology students must pass a written comprehensive examination to graduate from the program. Students who have earned an overall grade point average of 3.00 on all work in graduate school, a cumulative grade point average of 3.00 on courses in the school psychology program, and are enrolled for their final semester of study will be eligible to sit for the comprehensive examination. Thus, students typically take the comprehensive examination during their second semester of internship. The date of the examination is announced at the beginning of each term. It is typically scheduled for March on the Friday before spring break.

Students must notify their graduate advisor and the program coordinator of their intention to take the comprehensive examination at the beginning of their final semester of enrollment.

The comprehensive examination is a 200 item multiple choice test designed by school psychology program faculty to assess the student's knowledge and skills acquired throughout the program across all ten *NASP Domains of School Psychology Graduate Education and Practice*. A meeting will be scheduled early in the semester between faculty and students who will be sitting for the comprehensive examination to discuss the format, content to be assessed, and date and times of the examination that semester. The comprehensive examination will be evaluated by a committee of the core school psychology faculty involved with the school psychology program. Students must pass the multiple choice test at 70% correct. The A-State Registrar's Office is notified in writing whether the student has passed or failed the examination. Students are notified whether they pass or fail the examination. Students who fail the comprehensive examination once may repeat it at a time approved by the examination committee, but no earlier than the next semester. In some cases, additional course work may be required before a second examination is scheduled. Students must pass the examination within the six-year time limit for completion of degree requirements. Students who fail the comprehensive examination the second time will be dropped from candidacy for the degree.

STUDENT CONDUCT

Personal Commitment

Enrollment in the Full-Time Plan of Study in the School Psychology Track is a full-time commitment and should be treated as such. For students on both the Full-Time Plan of Study and the Part-Time Plan of Study consistent active engagement in program requirements (i.e., courses, professional activities, field work) should take priority over other activities. Timely completion of required activities requires students to engage in work outside of business hours and throughout the calendar year.

Child/Student Advocacy

As emerging professionals in school psychology, students in the school psychology program are expected to be strong child/student advocates. They must have a keen interest in the learning, behavior, and emotional needs of children and students; and in addressing these needs by working in educational settings. They must desire not only to work directly with children/students but also with parents/guardians, teachers (regular and special education), administrators, staff, and outside professionals to best meet the educational and mental health needs of each client. They must be committed to following best practice in carrying out the key roles and functions of the school psychologist including consultation, education, research, assessment, and prevention and intervention.

Ethical Standards

School psychology students will adhere to the ethical principles established by NASP (2010) enumerated in the *National Association of School Psychologists Principles for Professional Ethics*. Students will also adhere to the ethical principles established by the American Psychological Association (APA, 2002) enumerated in the *Ethical Principles of Psychologists and Code of Conduct Ethical Principles of Psychologists and Code of Conduct*. Students should visit the NASP website at www.nasponline.org and the APA website at www.apa.org to obtain a copy of these important documents. Students are personally responsible for familiarizing themselves with the content contained within these two sets of ethical principles.

Anyone who suspects that a student has violated ethical standards may request a review of the student's behavior by submitting a written description of the alleged incident to the coordinator of the School Psychology Program Committee. Following careful review of the allegations the School Psychology Program Committee (i.e., faculty) may admonish, suspend, or remove from the program any student who in the judgment of the committee has violated ethical standards.

Arkansas State University Code of Student Conduct

School psychology students will adhere to policies and code of conduct listed in the current A-State *Student Handbook*. A copy of this handbook can be obtained at <http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>. Violations will be handled in accordance with the judiciary policies described in the *Student Handbook*. Students should note The Academic Integrity Policy describes plagiarism and cheating as serious misconduct that can result in significant disciplinary action.

Personal Communication and Interactions

Students will check their A-State email regularly. Faculty, staff, and the university use email for general and official communications. Students can generally expect responses to inquiries during normal business hours. They should allow 1-3 days for responses. Faculty and staff are generally not available evening and weekends.

Students' verbal and written communication (e.g., emails) will reflect appropriate academic etiquette, consistent with semi-formal behavior in a professional work environment. When in doubt they should error on the side of formality. Students should be cognizant of the tone of email communications given that these professional exchanges convey your professionalism. Students should be courteous. Solicitations to faculty and staff in terms of requests should be polite and not demanding. Written requests call for complete sentences with correct grammar, spelling, and punctuation. Emails should contain a brief descriptive subject line, greeting, a clear and concise body, and closing.

Students should not send unnecessary emails to faculty or staff such as requesting or confirming information provided in syllabi, assignment rubrics/guidelines, bulletins, handbooks, Blackboard, or university websites. This is information that students are capable of accessing on their own using appropriate problem-solving skills.

Students will not make unreasonable requests of faculty such as requesting modifications to syllabi or requirements. They will also not request exceptions associated with assignments unless they have a legitimate absence or extenuating circumstance.

Use of Social Networking

Student use of the internet and social media has implications for training and professional behavior. The program acknowledges that it is neither possible nor practical to actively monitor students' use of social networking. Instead, the following recommendations to support students' ongoing professional development and identity within and beyond program-sanctioned activities are provided:

- It is likely that supervisors, potential practicum and internship sites, and future employers may be interested in searching or accessing online information about you.

- Online photo and video sharing, including those within social networking sites should be considered public venues. One should use discretion when posting such information.
- Social networking with instructors in the A-state Department of Psychology and Counseling is prohibited while students are enrolled in the school psychology track.
- Consider using privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering “friend” requests (e.g., students, supervisors, or others) that you have an evaluative relationship with.
- Note that all email is potentially retrievable. Emails sent by the A-State email system are considered public record and the property of the university. Email is not an appropriate venue to discuss confidential information.
- Be mindful of the wide audience when posting to listservs, blogs, or social media groups (e.g., posts can be reposted). Make sure your communication on such media protect the confidentiality of clients/consultees, preserve the reputation of your training program, and reflect the professional persona you wish to present.
- Email signatures should be professional and appropriately represent one’s status and credential.
- Be mindful of voicemail greetings if you use a private phone for any professional purposes. Again, make sure that such messages portray the professional persona that you wish to present.

If the program faculty become aware of a verifiable online activity that violates ethical standards; the Arkansas State University Code of Student Conduct; local, state, or federal laws; or relevant policies contained in this handbook the incident may be investigated by the program and may result in an annual review (again see Annual Review section page 11) and if warranted referral to the university Office of Student Conduct.

Dress Code

School psychology students are required to dress in a professional manner. Business casual is the expected dress for class and graduate assistant/teaching assistant activities. When visiting or working in a school, agency, and/or clinic students must adhere to any dress code in effect for that setting. In addition, students should refrain from wearing any clothing, apparel, or jewelry that would be distracting to others in such settings. School psychology students should also be mindful that certain jewelry such as large earrings, necklaces, or any other jewelry can be a hazard to you or to a child. Jewelry can be damaged, or you can be hurt with the jewelry. Take appropriate cautions to minimize the hazards.

Smoking Policy

Students are required to adhere to the smoking policy of the university and the relevant school, agency, and/or clinic when present in those settings.

Attendance

Policies related to class attendance and tardiness are developed and enforced primarily by the course instructor. Negligent class attendance or tardiness by a student, however, is unprofessional and raises serious concerns about the student's commitment to the school psychology program. When a professor believes that excessive absences or tardiness reflect unprofessional behavior, the professor should notify the coordinator of the School Psychology Program Committee in writing. Where this concern seems justified, the committee will conduct a review of the student's behavior. When necessary, the committee members will meet with the student to address their concerns and the results of the review will be considered during the student's annual review.

General Behavioral Expectations

In addition to the adhering to formal ethical principles and codes of conduct, school psychology students are required to behave in a professional manner at all times. Personal stability and maturity is expected of all students. The specific interpersonal skills and characteristics expected of students are listed in *Annual Student Review Form* in Appendix C. Students who in the opinion of the School Psychology Program Committee (i.e., faculty) do not meet these expectations may be subject to intervention, suspension, or removal from the program.

SELECTED GRADUATE SCHOOL POLICIES AND PROCEDURES

Graduate Student Load

The load of full-time graduate students may not exceed 15 semester hours per regular semester, including any undergraduate courses, and seven semester hours during a summer term without special overload permission. The load of graduate and teaching assistants may not exceed 12 hours in a regular semester or six hours during a summer term.

Transfer Credit

Subject to the approval of the student's advisor and the registrar, a student who has a "B" average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. Only work with a grade of "B" or better at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer. No correspondence courses will be considered for transfer credit.

Time to Degree

The time allowed for completion of the specialist degree is six years, exclusive of time spent in the armed forces of the United States. Graduate work completed more than six years prior to the student's proposed date of degree completion cannot be used to satisfy degree requirements. Transfer credit for work completed prior to admission to Arkansas State University will be included in the six-year limit.

The school psychology curriculum is designed to allow successful full-time students who enter in the fall semester to complete degree requirements in three academic years. Part-time students should be able to complete the degree in 4-5 academic years. Time to degree, however, can be affected by a variety of factors including a student's performance in the program, availability of course offerings, and availability of practicum and internship sites. Student enrollment patterns are extremely important. Any deviation from the prescribed full-time or part-time course sequence will likely lengthen the time required to meet degree requirements. Although program faculty will make every effort to help students complete their degree in a timely fashion, students

need to understand that program faculty do not have full control over many of these factors, such as scheduling of courses, and the three-year time frame cannot be guaranteed.

Graduate and Teaching Assistantships

A limited number of graduate and teaching assistantships are available for both regular semesters and summer school to qualified students. To be eligible for an assistantship, applicants must maintain a grade point average of 3.00 or better on all graduate work completed. Out-of-state tuition is waived for students with assistantships.

For students entering with a bachelor's degree assistantship may be awarded for a maximum of eight semesters. For students entering with a master's degree the assistantship may be awarded for a maximum of five semesters. Two five-week summer terms are counted as one semester. Renewal of an assistantship is not automatic; reapplication is necessary for the student be considered for reappointment. To remain eligible for an assistantship, applicants must maintain a grade point average of 3.00 or better on all graduate work completed.

Graduate assistants are expected to work 20 hours per week, completing a defined schedule of assigned duties and responsibilities. For a full-time assistantship, students must complete at least nine hours of graduate credit and will be permitted to enroll for no more than 12 hours of both undergraduate and graduate work each semester during the academic year. A student who enrolls for six hours may be awarded a part-time assistantship. Graduate assistants must complete three to six hours of graduate credit during each summer term.

Application for a graduate or teaching assistantship in the Department of Psychology and Counseling is made through the chair of the department. Copies of the forms are available from the department administrative assistant. Phone: (870) 972-3064.

Appeals and Grievance Processes

Graduate student appeals and grievance processes are outlined in the *A-State Student Handbook* available in the Office of Student Affairs. All grievances should be taken first to the student's graduate advisor who will inform the student of the correct procedures to follow. Following proper channels for appeals and grievances is essential to obtain a timely and efficient resolution.

PROGRAM OF STUDY

The Ed.S. in Psychology and Counseling requires students to complete an advanced program of study consisting of a minimum of 33 hours beyond the master's degree or 66 hours beyond the baccalaureate degree. Each student's program will be planned with an assigned adviser during the initial enrollment period to ensure that the program complies with professional credentialing requirements, where such exist, and is relevant to the student's objectives. A minimum of 18 hours of 7000 level courses are required. A maximum of three hours of 5000 level courses beyond the master's degree and a maximum of 12 hours of 5000 level courses beyond the baccalaureate degree may be applied toward the degree.

Curriculum

The following 66 semester hour curriculum has been set forth to meet the *minimum* requirements for the School Psychology Specialist license and national certification as an NCSP. It is designed in accordance with the program requirements set forth by ADE and NASP. Completion of this

curriculum does not guarantee that a student will meet all requirements for licensure or certification or that they will become licensed or certified.

Enrollment in 7000-level courses with COUN and PSY prefixes requires admission to the Ed.S. program in the Department of Psychology and Counseling or approval of the relevant Ed.S. Degree program committee. Committee approval will be granted only for students who have an appropriate educational background who have unconditional admission to an accredited Post-master degree program with a major in psychology or counseling at an institution of higher education other than A-State; or to A-State students with admission to the Ed.S. in Educational Leadership, the Specialist in Community College Teaching Program, or the Ed.D. in Educational Leadership.

Educational Foundations (6 hours)

ELFN 6763 Philosophies of Education
PSY 6513 Advanced Educational Psychology

Psychological Foundations (15 hours)

COUN 6033 Social and Cultural Foundations of Counseling
PSY 6623 Child and Adolescent Psychopathology, Prevention, and Intervention in the Schools
PSY 7563 Theories of Learning
PSY 7583 Developmental and Differential Psychology
PSY 7633 Physiological Psychology and Psychopharmacology

Assessment (12 hours)

PSY 6523 Behavioral Assessment and Intervention
PSY 6573 Psychological Testing
PSY 6583 Individual Intelligence Testing
PSY 7513 Psycho-Educational Assessment of Persons with Disabling Conditions

Interventions (12 hours)

PSY 6113 Theories and Techniques in Counseling
PSY 6613 Professional Consultation
COUN 7463 Couples and Family Counseling
PSY 7523 Psychoeducational Interventions

Professional School Psychology (3 hours)

PSY 6603 Professional School Psychology

Statistics and Research Design (6 hours)

PSY 5313 Applied Analysis of Psychological Research I
PSY 7223 Research Design and Program Evaluation in Psychology and Counseling

Clinical Experience (Minimum 12 hours)

PSY 7613 Practicum in School Psychology [6 hours required]

PSY 782V Supervised Internship [Minimum 6 hours required]

PROFESSIONAL CREDENTIALS AND ORGANIZATIONS

Licensure

Arkansas Department of Education

Licensure application materials for the School Psychology Specialist license are available from the Arkansas Department of Education. The designated College of Education and Behavioral Science Coordinator of Teacher Licensure assists graduating students in the process near the end of their final semester of enrollment. In addition to earning the appropriate degree and completing the necessary course work, school psychology students who want to seek a license from the Arkansas Department of Education must take the PRAXIS II Examination in School Psychology. A passing score on this examination is required for licensure. This examination is offered through the Educational Testing Service (ETS). Information pertaining to the Praxis II School Psychology Examination is available from the ASU Testing Center and on the ETS website at www.ets.org/praxis. Students must arrange for their official score report from ETS to be sent to Arkansas State University and must provide a copy of this report to the program coordinator. Inclusion of a copy of the score report in a student's portfolio is a requirement for graduation. Students should carefully prepare before taking the Praxis examination. To become licensed as a SPS with the ADE applicants for the license must successfully complete and earn certificates for three professional development training modules through IDEAS Arkansas. Students in their final semester of enrollment register as a non-licensed educator. The training modules are: Child Maltreatment, Parent Involvement, and Teen Suicide Awareness and Prevention. They must also consent to a Criminal Record Search from the Arkansas State Police which is released to the ADE prior to issuing the license.

Professional Organizations

In addition to professional licenses, membership in appropriate professional organizations is an important part of the credentials of a school psychologist. These memberships help establish a professional identity, and provide access to the professional literature and professional activities. As a result, school psychology students are expected to become members of the following professional organizations:

1. The National Association of School Psychologists (NASP). Information pertaining to student membership in NASP and the NCSP can be obtained by visiting the NASP website at www.nasponline.net
2. The Arkansas School Psychology Association (ASPA). Information pertaining to student membership in ASPA can be obtained by visiting the ASPA website at www.aspaonline.net
3. The Arkansas State University Graduate Association for School Psychology (AGASP). Information pertaining to AGASP can be obtained from the faculty advisor for the organization.

Active participation in these organizations is strongly encouraged. Participation can include attending national, state, regional, and local school psychology conferences and meetings, involvement in continuing educational opportunities, making scholarly presentation under faculty direction, and serving on organizational committees.

CAMPUS INFORMATION

Dean B. Ellis Library Facilities and Holdings

The Dean B. Ellis Library is a centrally-located, eight-story building that contains more than 536,900 books and periodical bound volumes, 531,307 federal and state documents, and 482,122 microform units. It houses numerous psychology, education, counseling, and related journals as well as a large number of related books and reference materials. Many documents, including older journals and ERIC documents, are maintained on microfiche.

The card catalog is computerized, and computer searches are accomplished easily through the library system. The on-line catalog has both in-library and remote access. Interlibrary loans are available through the OCLC network. The staff of 13 professional librarians and 24 support personnel provide group and individual tutoring in computer searches, and a comprehensive guide to services is available both on-line and in hard copy.

Photocopy is available through machines that are available on each floor of the library. Study carrels and group study rooms are available on the 2nd, 3rd, 4th, and 5th floors. The library maintains extensive hours, typically from 7:30 a.m. to 12:00 midnight Monday through Thursday, 7:30 a.m. to 5:00 p.m. Friday, 12:00 p.m. to 6:00 p.m. Saturday, and 2:00 p.m. to midnight Sunday. Phone: (870) 972-3077 Web: <http://www.library.astate.edu>

Computer Services

Computer labs are available in the Dean B. Ellis library, the College of Education and Behavioral Science building, and in a variety of other locations across the campus. These labs enable students to send and receive email, access the Internet, do word processing, and use a variety of software packages. Access to email via the A-State network requires a network ID. Students who register for classes more than two weeks before the first day of class may request an ID at any time. Students who wait to register for class until there is less than two weeks until the first day of class, must wait two days following their registration before they can apply for a network ID. Following the eleventh day of class any student who is registered for classes may apply for an ID. Network IDs remain valid as long as students maintain continuous enrollment at A-State. If a student discontinues his or her enrollment, the network ID will be cancelled and all associated files will be removed on the eleventh class day of the following fall or spring semester. Once the ID has been cancelled, students will need to apply for a new network ID.

For other information, the Information and Technology Services help desk can be reached by phone at (870) 972-3033. Electronic assistance may be obtained by contacting the Help Desk at onlinehelp@astate.edu. Students are also referred to the following website: <http://www.astate.edu/a/its/>

All school psychology students are expected to have a current email account and access to network services. Students must file their current email address with their academic advisor and the school psychology coordinator. A number of the courses within the curriculum require students to access and use Blackboard.

Students are expected to familiarize themselves with the policies on computer use before applying for an A-State network ID number. Failure to comply with the policies may result in the loss of network privileges.

Auto Registration and Parking

Students are required to register their vehicles and purchase a parking permit. Zones around campus indicate parking restrictions. For complete information on auto registration and campus parking, contact Parking Services. Phone (870) 972-2945. Web: <http://parking.astate.edu>

Family Student/Graduate Student Housing

On-campus housing is available for single students in the residence halls, the Collegiate Park apartment complex, and the Circle. In addition, two-bedroom houses for married students, single parents/guardians, graduate students, and undergraduates who are at least 26 years of age. The houses are reserved for students with families. Application forms and additional information for all campus housing can be obtained from the Residence Life Central Office. Phone: (870) 972-2561. Web: <http://reslife.astate.edu>

Student Identification Cards

All students are required to have an A-State Student ID for identification purposes. For example, this card must be shown for admittance to school-sponsored events, to cash checks, to check books out of the library, and to eat in the cafeteria. The fee for the initial card is included in your first school bill. Replacement cards are available for an additional fee. To obtain a card you need to be enrolled for the current semester and must present your student identification number and a valid driver's license. Student ID cards are issued by the Campus Card Center in the Carl R. Reng Student Union. Phone: (870) 972-2900.

Post Office Boxes

Post Office boxes are available for rental through the State University Post Office located in the Carl R. Reng Student Union. ID is required. Phone: (870) 972-2056.

Change of Address

If you change your address from the one listed on your application, or at any subsequent time, you will need to provide a change of address to the following areas: Department of Psychology and Counseling, Registrar, and the Office of Finance and Administration. Changing your primary address in the Web for Students is sufficient for the Department of Psychology and Counseling, Graduate School, and Registrar; or you can contact each office separately. The Office of Finance and Administration in the Administration Building requires that you complete a separate change of address form available through that office. Contact the Office of Admissions, Records and Registration. Phone: (870) 972-2031.

Fee Payment and Waivers

Student fees are payable in full at the beginning of the semester. Students who are unable to meet this requirement should make arrangements with the Office of Finance in the Administration Building prior to the beginning of the semester. See Cashiers located in the Carl Reng Student Union, or Student Accounts. Phone: (870) 972-3211.

Graduate assistantships and Student Affairs assistantships carry both a waiver of out-of-state tuition and the option to have payments taken from assistantship wages. Arrangements for waivers and payment plans must be made through the Office of Finance. Failure to make

arrangements with the Office of Finance about these matters can result in extra charges, wage garnishment, or compulsory withdrawal from courses. Phone: Student Accounts (870) 972-3211.

Financial Aid

The Financial Aid and Scholarships office coordinates all financial assistance available to students at Arkansas State University with the exception of veterans. The primary sources of assistance for graduate students, other than assistantships, are student loans. A detailed description of all available financial aid and regulations covering eligibility and distribution may be obtained from the above office, P. O. Box 1620, State University, AR 72467. Phone: (870) 972-2794. Web: <http://finaid.astate.edu>

If you have a student loan and an assistantship, you should contact the Office of Financial Aid and Scholarships regarding how loan payments will affect your paycheck. Phone: (870) 972-2310.

Health Services

The A-State Student Health Center provides students with medical assistance for minor illnesses, injuries, immunizations and a variety of medical exams. Students are seen by appointment from 8 a.m. to 5 p.m., Monday through Friday. Phone: Health Center (870) 972-2054 Web: <http://healthcare.astate.edu> Located at 333B Red Wolf Blvd. (near Centennial Bank Stadium).

Carl R. Reng Student Union

The Carl R. Reng Student Union offers a number of services which include the cafeteria, food court, bookstore, coffee shop, convenience store, meeting and event facilities, information center, student involvement offices, game room, computer lab, television, theater, study lounges, the office for the Student Government Association (SGA). Phone: General Information (870) 972-2056; Bookstore (870) 972-2058.

Student Life, Organizations, and Activities

Student organizations, representing many fields of interest, are available to provide additional experiences that will aid in developing the individual. These groups offer opportunities for leadership, recognize scholarship, encourage citizenship, and provide social experiences. For information pertaining to student organizations contact the Student Organizations office. Phone: (870) 972-2055. Details specific to student activities can be obtained by contacting the Student Activities Board. Phone: (870) 972-2055. For information on Greek organizations contact the Greek Life office. Phone: (870) 972-2055. Student conduct issues are addressed through the Student Conduct office. Phone: (870) 972-3898). Inquires specific to diversity can be made with the Office of Diversity. Phone: (870) 972-3081. 972-2034.

Counseling Services

The Counseling Center provides assistance to students to help them maximize their personal, career, and academic competencies. Consultation, educational programming, screenings, and a variety of academic and emotional skill building and enhancing seminars are available. For more information on services, contact the Counseling Center in the Carl R. Reng Student Union. Phone: (870) 972-2318. Web: <http://counseling.astate.edu>

Career Services

Career services are provided to students throughout the A-State system. Some of the services provided include job search preparation, job fairs, web access to job openings, and the coordination of employer visits to the respective campuses. The Career Services office is open 8:00 a.m. to 5:00 p.m., Monday through Friday. The contact number is (870) 972-3025. Web: <http://careers.astate.edu>

Disability Services

The Office of Disability Services offers a variety of services, such as interpreters, note-takers, alternative testing, and access to adaptive computer equipment, to students with documented disabilities. The office also sponsors volunteer opportunities for students with and without disabilities. Phone: (870) 972-3964. Web: <http://disability.astate.edu>. Any student with a disability is strongly encouraged to contact this office.

Intramural Activities

A broad intramural activity program is offered for male and female students by the Office of Student Life. Co-ed intramural activities are also offered. Specific information may be obtained in the Intramural Office in the Health, Physical Education and Sports Sciences (HPESS) Complex at (870) 972-3109. Web: <http://www.astate.edu/a/campus-recreation/intramurals/>

Health, PE, and Sports Sciences Complex (HPESS)

The following facilities are available in the HPESS Complex for students: basketball courts, badminton courts, volleyball courts, racquetball courts, weight lifting and fitness rooms, recreation room, six-lane swimming pool, tennis courts, outdoor walking/jogging track, and areas for football, soccer, and softball. The complex also contains dressing rooms, restrooms, and showers.

Red Wolf Center

Students may also access the Red Wolf Center. The Center is located on East Aggie Road across the street from the Sorority Houses near the intersection of University Loop. Parking is available in the back of the facility. The main level consists of cardio machines such as treadmills, ellipticals, bikes, and state of the art weight equipment. The center also contains dressing rooms and restrooms. The main level also has basketball and soccer courts. The second level houses an indoor running/jogging track. Students are invited to bring their valid A-State-Jonesboro ID and workout clothes to have a great time. Phone: (870) 972-3800.

JONESBORO COMMUNITY INFORMATION

Information about the community of Jonesboro, Arkansas, can be obtained from the Jonesboro Chamber of Commerce. Their web site <http://www.jonesboro.org> provides information on housing, restaurants, retail stores, and recreational activities within the community. The office is located at 1709 East Nettleton. Mailing Address: Greater Jonesboro Chamber of Commerce, P.O. Box 789, Jonesboro, AR 72403-0789; Phone: (870) 932-6691.

PROGRAM FACULTY

Core Faculty for School Psychology

Dr. John D. Hall

James & Wanda Lee Vaughn Endowed Professorship

Professor of Psychology and Counseling

School Psychology Coordinator

Licensed Psychologist (Arkansas)

School Psychology Specialist (Arkansas)

Nationally Certified School Psychologist (NCSP)

Ph.D., University of Cincinnati Major: School Psychology

Research Interests: Assessment of Young Children for Academic and Behavior Problems, Professional Practice Issues, Social Skills Training, High Stakes Achievement Testing, Response to Intervention, and School Psychology Training

Mailing Address: P.O. Box 1560, State University, AR 72467-1560

Telephone Number: 870-972-3041

Electronic mail: jhall@astate.edu

Dr. Hall is a tenured Professor of Psychology and Counseling and holds the James and Wanda Lee Vaughn Endowed Professorship. He joined the faculty at A-State in 1991. He has worked as a school psychologist/school psychology specialist in Ohio, Kentucky, and Arkansas. He has also independently practiced psychology in Arkansas as a licensed psychologist. His area of specialization is preschool school psychology services. He currently serves as a program reviewer for the National Association of School Psychologists (NASP) and is on the editorial review board for the *Journal of the Trainers of School Psychologists* and *School Psychology Forum: Research in Practice*. Dr. Hall is a past-president of the Arkansas School Psychology Association.

Dr. Kristin Johnson

Assistant Professor of Psychology

Nationally Certified School Psychologist (NCSP)

Ph.D., University of Southern Mississippi: School Psychology

Research Interests: Academic and Behavioral Interventions and Response to Intervention

Mailing Address: P.O. Box 1560, State University, AR 72467-1560

Telephone Number: 870-680-4844

Electronic mail: krjohnson@astate.edu

Dr. Johnson is an Assistant Professor of Psychology. She joined the faculty at A-State in 2017. She has worked as a school psychologist in Louisiana and Mississippi and has also served as a consultant for the Mississippi Department of Education. Dr. Johnson has also been a school psychology faculty member at both Eastern Illinois University and Mississippi State University. She is the principal owner of The Institute for Evidence-Based Reform. Her areas of specialization include Professional Consultation, Response to Intervention, and Academic and Behavioral Assessment and Intervention. Dr. Johnson is the lead author of a 2014 book entitled *Academic and Behavioral Interventions: Evidenced-Based Interventions for all Students*.

Dr. Meagan Medley

Assistant Professor of Psychology

Nationally Certified School Psychologist (NCSP)
Ph.D., Mississippi State University: School Psychology
Research Interest: Response to Intervention, Treatment Acceptability and Integrity, Student Outcomes, Crisis Prevention and Intervention, Visual Impairments, and Public Policy in Education

Mailing Address: P.O. Box 1560, State University, AR 72467-1560
Telephone Number: 870-680-4844
Electronic mail: mmedley@astate.edu

Dr. Medley is an Assistant Professor of Psychology. She joined the A-State faculty in 2018. She has worked as a school psychologist in Louisiana and Mississippi. Dr. Medley is a PREPaRE Trainer which is focused on school crisis, intervention, and prevention and she is also certified in Applied Suicide Intervention Skills Training (ASIST). Dr. Medley currently serves as a program reviewer for the National Association of School Psychologists (NASP) and has been very involved in the Louisiana School Psychology Association through various leadership roles.

Other Graduate Faculty Associated with the Program of Study

Dr. Chris Peters
Assistant Professor of Psychology
Ph.D. University of Arkansas

Dr. Asher Pimpleton, Ph.D.
Associate Professor of Counseling
Coordinator, Ed.S. Clinical Mental Health Counseling Track
Ph.D. Southern Illinois University

Dr. Lacy Overly
Assistant Professor of Counseling
Play Therapy Certificate Program Coordinator
Ph.D. University of Mississippi

Dr. Sharon Davis
Associate Professor of Counseling
Certified Rehabilitation Counselor
Ph.D. Southern Illinois University

Dr. Loretta McGregor
Professor of Psychology
Wichita State University

Dr. Blake Sandusky
Assistant Professor of Counseling
Ph.D. Auburn University

Appendix A

**Arkansas State University
 Department of Psychology & Counseling
 Ed.S. Degree Program in Psychology & Counseling
 School Psychology Plan of Study/Graduation Check Sheet (66 semester hours)
 For Full-Time Students-Approved 2018**

<u>Year 1</u>	<u>Semester & Year</u>	<u>Grade</u>
Fall		
PSY 6113 Theories & Techniques of Counseling	_____	_____
PSY 5313 Applied Analysis of Psychological Research I/		
PSY 6573 Psychological Testing	_____	_____
PSY 6603 Professional School Psychology	_____	_____
Spring		
PSY 6583 Individual Intelligence Testing	_____	_____
PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention in the Schools	_____	_____
PSY 7223 PSY 7223 Research Design & Program Evaluation	_____	_____
PSY 7583 Developmental & Differential Psychology	_____	_____
Summer I		
PSY 7563 Theories of Learning	_____	_____
Summer I and II		
PSY 7513 Psychoeducational Assessment	_____	_____
 Year 2		
Fall		
COUN 7463 Couples & Family Counseling	_____	_____
PSY 6523 Behavioral Assessment & Intervention	_____	_____
PSY 6613 Professional Consultation	_____	_____
PSY 7613 Practicum in School Psychology	_____	_____
Spring		
COUN 6033 Social & Cultural Foundations of Counseling	_____	_____
PSY 7523 Psychoeducational Interventions	_____	_____
PSY 7613 Practicum in School Psychology	_____	_____
Summer I		
ELFN 6763 Philosophies of Education (on-line)	_____	_____
Summer II		
PSY 7633 Physiological Psychology & Psychopharmacology	_____	_____
 Year 3		
Fall		
PSY 7823-6 Supervised Internship	_____	_____
Spring		
PSY 7823-6 Supervised Internship	_____	_____

Total Number of Semester Hours = _____

Advisor Approval

Date

Appendix B

Arkansas State University
Department of Psychology & Counseling
Ed.S. Degree Program in Psychology & Counseling
School Psychology Plan of Study/Graduation Check Sheet (Minimum 66 Semester Hours)
For Part-Time Students 2018

<u>Year 1</u>	<u>Semester & Year</u>	<u>Grade</u>
Fall		
PSY 5313 Applied Analysis of Psychological Research I	_____	_____
PSY 6573 Psychological Testing	_____	_____
PSY 6603 Professional School Psychology	_____	_____
Spring		
PSY 6583 Individual Intelligence Testing	_____	_____
PSY 7223 Research Design & Program Evaluation	_____	_____
PSY 7583 Developmental & Differential Psychology	_____	_____
Summer I		
PSY 7563 Theories of Learning	_____	_____
Summer I and II		
PSY 7513 Psychoeducational Assessment	_____	_____
 <u>Year 2</u>		
Fall		
PSY 6113 Theories & Techniques of Counseling	_____	_____
PSY 6523 Behavioral Assessment & Intervention	_____	_____
Spring		
COUN 6033 Social Cultural Foundations Counseling	_____	_____
PSY 7523 Psychoeducational Interventions	_____	_____
Summer I		
ELFN 6763 Philosophies of Education (on-line)	_____	_____
Summer II		
PSY 7633 Physiological Psychology & Psychopharmacology	_____	_____
 <u>Year 3</u>		
Fall		
COUN 7463 Couples & Family Counseling	_____	_____
PSY 6613 Professional Consultation	_____	_____
PSY 7613 Practicum in School Psychology	_____	_____
Spring		
6623 Child & Adolescent Psychopathology, Prevention, & Intervention in the Schools	_____	_____
PSY 7613 Practicum in School Psychology	_____	_____
 <u>Year 4</u>		
Fall		
PSY 7823-6 Supervised Internship	_____	_____
Spring		
PSY 7823-6 Supervised Internship	_____	_____
 <u>Year 5 (if needed)</u>		
Fall		
PSY 7823-6 Supervised Internship	_____	_____
Spring		
PSY 7823-6 Supervised Internship	_____	_____

Total Number of Semester Hours = _____

Advisor Approval

Date

Appendix C

**Arkansas State University
School Psychology
Annual Student Review**

Student _____ Date _____

Rater _____ Title of Rater _____

Full-time Student or Part-time Student (circle one) Advisor _____

Year & Semester in Program _____ Admission Status-Conditional or Unconditional
(circle one)

Was this Annual Review initiated by an individual faculty member expressing a serious concern about the student in writing to the School Psychology Program Committee? Yes or No (circle one).

Is the student showing acceptable academic progress? Yes or No (circle one) (refer to a current advisor copy of the student's transcript and Section 4. Nature of Admission on the A-State Admission Form). Students must earn an overall grade point average of at least 3.00 to be eligible for comprehensive examination and graduation. Any student earning a "C" in any course comes under close scrutiny (see current A-State Graduate Bulletin Eligibility to Continue in the Ed.S. Program and the A-State School Psychology Student Handbook).

Comments:

Based on the student's Full-time or Part-time status are they adhering to the required A-State School Psychology Curriculum Sequence/Plan of Study? Yes or No (circle one). If no explain why.

Comments:

Directions: Rate the student on each item using the scale below. Comments on any

particular strength or weakness may be written at the end of this form.

Rating Scale

- No- No opportunity to observe/don't know
- 1- Given the student's developmental status (year in the program) they need substantial improvement.
- 2- Given the student's developmental status (year in the program) they need some improvement.
- 3- Given the student's developmental status (year in the program) they are appropriate.
- 4- Given the student's developmental status (year in the program) they are advanced.

- Demonstrated commitment and focus to graduate study
- Demonstrated effective oral communication and interpersonal skills
- Demonstrated effective written communication skills
- Professional demeanor in academic and field-based settings
- Appropriate level of preparation and responsibility for learning
- Demonstrated appropriate dependability
- Openness and responsiveness to feedback
- Demonstrated follow-through and responsibility in meeting commitments
- Demonstrated understanding of professional boundaries and roles
- Demonstrated adaptability
- Demonstrated initiative and appropriate autonomy
- Effective management of personal stress
- Completion of assigned tasks in a timely fashion and in an acceptable manner
- Demonstrated interest and commitment to the profession and program, as shown by engagement in program and field-based activities
- Demonstrated adherence to legal and ethical standards and policies
- Appropriate interactions with peers, faculty, staff, supervisors, teachers, administrators, parents/guardians, students, and others in field settings
- Demonstrated positive, problem-solving focus for resolving situations
- Demonstrated collaborative and cooperative behaviors with peers, faculty, and others
- Demonstrated awareness of impact of own actions on others
- Demonstrated respect for human diversity
- Demonstrated respect for differences and perspective-taking
- Demonstrated objectivity
- Membership and involvement in professional associations (e.g., ASPA, NASP, etc.)
- Professional dress, appearance, and demeanor

Comments (use back of page if needed):

Overall Action/s Recommended from this Review (check the action/s that apply):

- Appropriate progress is indicated from this review. Unrestricted continuation in the program.

- A conference with the student, his/her academic advisor, and our other appropriate faculty will be held to address the concern/s.
- The student will be notified either by writing or orally of the specific concern/s noted by the faculty.
- A plan to remediate the identified concern/s will be developed by the school psychology committee. Approval for continuation in the program with specified contingencies. Check all that apply.
 - Increased supervision, either with the same or different supervisor/s.
 - Change the format, emphasis, and/or focus of the supervision.
 - Increase field work experience.
 - Reduce the student's workload and/or require specific academic coursework.
 - Recommend outside assistance.
 - Change practicum or internship setting and supervisor/s.
 - Require an additional semester of practicum or internship (circle one).
- Suspension from the program with specified contingences.
- Suspension from the program with specified contingencies for re-admission.
- The identified problem/s are severe enough to warrant dismissal from the program. Removal from the program.

Additional Comments (use back of page if needed):

#Student Signature	Date
School Psychology Faculty Member Signature	Date
School Psychology Faculty Member Signature	Date
School Psychology Program Coordinator Signature	Date

The student's signature indicates only that the student has had the opportunity to review the findings with the school psychology faculty.

Appendix D

Application for Enrollment in PSY 7613 Practicum in School Psychology
Arkansas State University
Department of Psychology & Counseling
School Psychology Track of the Ed.S. Degree Program in Psychology & Counseling

Student has successfully completed each of the following prerequisite courses:

_____ PSY 6603 Professional School Psychology

_____ PSY 6573 Psychological Testing

_____ PSY 6583 Individual Intelligence Testing

_____ PSY 7513 Psychoeducational Assessment of Persons with Disabling Conditions

Student also has:

_____ Permission of the Ed.S. school psychology committee and the professor.

_____ Demonstrated appropriate progress with most recent Annual Review and has unrestricted continuation in the program.

_____ Obtained and attached a copy of their current professional liability insurance for graduate students obtained through the NASP to this application form.

_____ Submits to a child maltreatment background check through the State of Arkansas and presents with an absence of violations.

* Signature of Student's Academic Advisor

*Signature of the Professor Assigned to the Course

Date of Approval

* Signature indicates approval

Appendix E

Application for Enrollment in PSY 782V Supervised Internship
Arkansas State University
Department of Psychology & Counseling
School Psychology Track of the Ed.S. Degree Program in Psychology & Counseling

- _____ Student has successfully completed all coursework with the exception of PSY 782V Supervised Internship.
- _____ The student has attached a copy of their most recent Performance Rating Scale/s for PSY 7613 Practicum in School Psychology.
- _____ The student has attached a completed School Psychology Internship Agreement Form to this application form.
- _____ The student's most recent Annual Review yields appropriate progress and unrestricted continuation in the program.
- _____ The student has attached a copy of their current professional liability insurance for graduate students obtained through the NASP to this application form.
- _____ Permission of the Ed.S. school psychology committee and the professor.

* Signature of Student's Academic Advisor

* Signature of the Professor Assigned to the Course

Date of Approval

* Signature indicates approval

Appendix F

School Psychology Internship Agreement Form

**Arkansas State University
Department of Psychology and Counseling
Ed.S. Degree Program in Psychology and Counseling
School Psychology Track
NASP Approved**

PSY 782V: Supervised Internship

Agency/School/Site: _____

Intern's Name: _____

Site Supervisor/s: _____

University Supervisor/s: _____

Time Frame: _____

Salary: _____

The above-named intern will have opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply knowledge, develop specific skills needed for effective school psychology service delivery, and to integrate competencies that address the ten Domains of School Psychology Training and Practice as espoused in the current Standards for the Credentialing of School Psychologists (National Association of School Psychologists, 2010). These domains are: (a) Data-Based Decision Making and Accountability; (b) Consultation and Collaboration; (c) Interventions and Instructional Support to Develop Academic Skills; (d) Interventions and Mental Health Services to Develop Social and Life Skills; (e) School-Wide Practices to Promote Learning; (f) Preventive and Responsive Services; (g) Family-School Collaboration Services; (h) Development and Learning; (i) Research and Program Evaluation; and (j) Legal, Ethical, and Professional Practice. The above domains and associated knowledge and skills make up the attached *A-State School Psychology Intern Competency Evaluation for Training and Professional Practice* (see attached document). Student interns are expected to demonstrate adequate competencies on each item composing this evaluation. The site supervisor/s will work with the student intern and other key personnel to ensure that the intern has experiences throughout the semester which allow them to demonstrate the competencies addressed by the above evaluation.

The intern will receive an average of at least 2 hours of field-based supervision per week from a School Psychology Specialist (or for non-school settings a Licensed Psychologist). Additionally, the intern will meet and maintain ongoing communications with the university

supervisor/professor assigned to the course.

The site supervisor/s will be primarily responsible for overseeing the intern's schedule of appointments/duties.

The intern will be required to maintain an ongoing professional log of all activities. The log will be supplied by the training program. The log will be submitted by the intern to the university supervisor/professor during the midterm and final points in the semester.

The intern will meet with the university supervisor at least once per semester at the beginning of the term and on a more frequent basis if needed.

The intern will be required to meet all requirements in the course syllabus including the completion of all assignments contained in the student portfolio and the comprehensive examination required for completion of the degree.

The intern will be responsible for securing and maintaining current professional liability insurance. Written proof of the policy must be supplied to the university supervisor/professor in advance of the experience.

The internship site will provide appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) expense reimbursement (e.g., travel), a safe and secure work environment, adequate office space, and support services consistent with that afforded the agency School Psychology Specialist/s (e.g., office supplies, psychological and educational instruments/tests, computer and software access, telephone, secretarial assistance, etc.), provisions for participation in continuing professional development activities; (c) release time for internship supervision; and (d) a diversified training experience.

The intern will be allowed to attend the Fall Conference of the Arkansas School Psychology Association (ASPA) and the Annual Meeting of the National Association of School Psychologists (NASP).

The intern will be formally evaluated by the field-supervisor/s at the endpoint of the semester using the *A-State School Psychology Intern Competency Evaluation for Training and Professional Practice* (see attached document). These ratings will be submitted directly to the university supervisor/professor assigned to the course. This information will be shared with the intern and used to assign the course grade.

The site supervisor/s and the university supervisor/s will maintain ongoing communication throughout the semester relative to the internship and the individual's performance.

The university supervisor may make a site visit/s unless the physical distance is prohibitive.

At all times the intern will be clearly identified according to their supervised status. All written communication will be countersigned by the site and/or university supervisor. Prior to conducting

a multifaceted evaluation specific to special education eligibility the legal guardian/s will be informed that an intern may conduct a portion of the evaluation.

School Psychology Intern

Date

Date

School Psychology Supervisor/s

Date

Date

University Supervisor/s

Date

Date

Special Education Supervisor/s

Date

Educational Cooperative Director (if applicable)

Date

Attachment: *A-State School Psychology Intern Competency Evaluation for Training and Professional Practice.*

Appendix G

Appendix H

***CLIENT HOURS**
****SUPERVISED HOURS**
*****TOTAL SUPERVISED EXPERIENCE**

Intern Student Signature _____
Field Supervisor Signature _____
University Supervisor Signature _____

Note: For the total 1200 clock hour experience interns must use the data in the log to compute the percentage of time spent in the following activities:

Assessment = _____ %

Consultation = _____ %

Intervention = _____ %

Professional Development = _____ %

Other = _____ %

Appendix I

VERIFICATION OF RECEIVING STUDENT HANDBOOK

This is to verify that I have received a copy of the Arkansas State University, College of Education and Behavioral Science, Department of Psychology & Counseling, School Psychology Student Handbook. I have read this handbook. I understand that I am responsible for all of the information contained in this handbook and that it is my responsibility to keep the handbook up to date by inserting all new pages given to me by members of the School Psychology Program Committee.

Student Signature_____

Program Coordinator Signature_____

Date_____

Return signed and dated form to the program coordinator.