

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 in 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 on the last page 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.

Access & Accommodation Services

Students who require academic adjustments in the classroom, or by way of the web due to a disability, must first register with A-State A&AS. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. AState Access & Accommodation Services is located in the Carl R. Reng Student Union (870) 972-3964 or write to P.O. Box 360, 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 in the College of Education and Behavioral Science 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 BA degree in Psychology (online), a MS in Psychological Science, a M.Ed. in School Counseling (online) 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 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 track must take and pass the Praxis School Psychologist examination, which is required for graduation and licensure as a School Psychology Specialist by the ADE and by

most state departments of education. 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, which is CACREP approved. 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://dese.ade.arkansas.gov/>. 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 and from the Clinical Mental Health Counseling faculty in the Department of Psychology and Counseling. 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 may 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) employer/supervisor survey, (b) alumni survey, (c) student portfolios, (d) student exit surveys, (e) comprehensive examination results, (f) Praxis II School Psychologist examination scores, (g) informal feedback from the field, (h) university program review, (i) School Psychology Program Committee curriculum review, and by (j) 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, in-service/professional development, 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. These 2010 standards remain in effect for the purposes of program accreditation and the NCSP until 2022. 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, program planning and evaluation, and professional development and in-service 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* (2020), 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 (NASP) Domains of School Psychology Graduate Education and Practice 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; *2020).

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 accomplish 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. 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.

6. 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.

7. 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.

8. 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.

9. 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.

*Note: Appendix A contains a comparison of the NASP 2010 and 2020 ten Domains of School Psychology Graduate Education and Practice recognized by the National Association of School Psychologists. The ASTATE Ed.S. School Psychology Track will be transitioning to the 2020 Domains in the Fall Semester of 2021.

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 February 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, Quantitative, and Analytical Writing 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. Appraisals and recommendations from four persons qualified to speak with authority about the applicant's professional abilities and personal characteristics. These four references must complete the *A-State School Psychology Application Evaluation Form*. This form is available as a download on the A-State Department of Psychology and Counseling School Psychology webpage. *At least two of these recommendations 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.*
 - e. Verification of clearance of the Arkansas Child Maltreatment Central Registry Check through the Arkansas Department of Education and Arkansas Department of Human Services.
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 **no later than February 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 the completed *A-State School Psychology Application Evaluation Form* from four references (two must be faculty in the student's most recent program of study) and the personal interview will be used as the basis for the School Psychology Program Committee faculty members' judgment of the applicant's professional dispositions and work characteristics. 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 will also 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 and 3.5 on Analytical Writing, or
 - b. a minimum score of 290 on the combined verbal and quantitative reasoning sections of the GRE and 3.5 on Analytical Writing, *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 and 3.0 on Analytical Writing, or
- b. a minimum score of 285 on the combined verbal and quantitative reasoning section of the GRE and 3.0 on Analytical Writing, 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 are expected to complete the program on a full-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 is an option for students who are initially enrolled under the plan of study for full-time but elect to or required to move to the part-time plan of study. The part-time plan of study 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 Psychologist examination score/s.

Probation. As stated in the current A-State Graduate Bulletin any graduate student whose cumulative GPA on all courses taken for graduate credit falls below 3.00 at the end of a semester will be placed on probation. Students may be removed from probation by raising their cumulative GPA to 3.00 or better at the end of a semester. Failure to make a grade of "B" or better in each course taken while on probation will result in suspension from further graduate work. A graduate student on probation may not hold an assistantship and is not eligible for graduation.

Suspension. As stated in the current A-State Graduate Bulletin any graduate student who receives a grade of "F" in any graduate-level course will be suspended from the university and their program of study. See the current A-State Graduate Bulletin for information pertaining to readmission of suspended students.

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 the conclusion of the spring semester. At this review, the committee will assess current evidence of each student's professional dispositions and work characteristics 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 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 B for the *Annual Student Review Form*. The Annual Review may 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, PSY 7623, PSY 7643, 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 readiness and appropriate professional dispositions and work characteristics for the level of practice required in the particular course. Additionally, they must have submitted in advance either *PSY 7613 Practicum in School Psychology Enrollment Application and Placement Informational Data* form (Appendix C) or the *Application for Supervised Internship Form* (Appendix D). 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 *A-State Supervised Internship Agreement/Memorandum of Understanding form* (Appendix E) 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. The complete portfolio must be submitted in a three-ring binder and contain the following sections:

- a. cover page (title of document, university, student's name, date submitted)
- b. table of contents
- c. the student's current curriculum vita
- d. completed and signed PSY 7613 Practicum in School Psychology logs in Time2Track format
- e. completed and signed PSY 7823 Supervised Internship logs in Time2Track format
- f. in-service presentation specific to prevention, crisis intervention or mental health from supervise internship (see *Guidelines for Conducting the In-service Presentation* and accompanying evaluation form on school psychology webpage)
- g. Two academic intervention studies from PSY 782V 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). These two studies must also be submitted through *Livertext*.
- h. Two behavioral intervention studies from PSY 782V 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). These two studies must also be submitted through *Livertext*.
- i. a current copy of the A-State graduate student transcript

- j. the student's score report form from the Praxis School Psychologist examination
- k. completed *Full-Time or Part-Time Plan of Study/Graduation Check Sheet* (Appendix F or G)

The portfolio will be evaluated by the school psychology professor (University Supervisor) assigned to PSY 782V Supervised Internship. Any student submitting an unsatisfactory portfolio (including submitting incomplete information) will be required to rework the document to address the professor's specific concerns and resubmit the revised document/s for re-evaluation. A student must present an acceptable portfolio to graduate.

5. Alumni Survey and Employer Survey. The A-State College of Education and Behavioral Science (COEBS) calls for candidates completing the Ed.S. School Psychology Track to express their views of the program. The *COEBS EPP Advanced Program Completer Satisfaction Survey* is administered to all graduates one-year post graduation. Similarly, the *COEBS EPP Advanced Program Employer Satisfaction Survey* is administered to the graduate's immediate employer/supervisor one-year post graduation. 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. Both surveys will be emailed to graduates and employers' one-year post graduation for completion and return.

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, passed the Praxis II School Psychologist examination administered by ETS, 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.

Note: Students who do not pass the Praxis II School Psychologists examination on the first attempt will be required to re-take and pass the examination, as it is a requirement for graduation and the degree.

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 F or G*) 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 all on campus students. Faculty will discuss the information contained in this handbook and provide students with an electronic link for accessing the document. Student attendance for the full program orientation session is mandatory.

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. According to A-State graduate policy students may not transfer more than 9-semester hours of relevant approved graduate coursework.

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 required to pursue student scholarship/research under the direction, involvement, and sponsorship of department faculty. ASPA, the Louisiana School Psychology Association/LSPA, 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 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 most current edition of the *Publication Manual of the American Psychological Association*. 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.

LiveText

Students are required to purchase *LiveText*, which is a e-portfolio and assessment management system that the COEBS has adopted for use by all students enrolled in programs that are SPAs like NASP which are associated with CAEP. NASP is a SPA for CAEP. CAEP accredits teacher education and related programs across the U.S. The student cost for LiveText has been \$98.00 which should offer you full access for the entire time you are enrolled in your graduate degree program plus one year beyond graduation for a maximum of 5 years. You will use LiveText to upload key program assessments.

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 (i.e., Time2Track) to document a minimum of 600 clock hours (300 per fall and spring semesters) which typically consists of two days per week in school and clinic settings. The log 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 syllabi PSY 7613 and 7623.

Practicum in School Psychology consists of enrollment in and successful completion of PSY 7613, 7623 and 7643 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 *PSY 7613 Practicum in School Psychology Enrollment Application & Placement Informational Data form* (Appendix C). 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 *PSY 7613 Practicum in School Psychology Enrollment Application & Placement Informational Data 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. PSY 7623/7643 include sites like the H.O.W.L. Service Center, the H.O.W.L. Transition Program in the College of Education and Behavioral Science, and the Arkansas State University Child Development and Research Center. Students must submit the completed *PSY 7613 Practicum in School Psychology Enrollment Application & Placement Informational Data 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 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 and Supervised Internship Competency Evaluation for Training and Practice* form (see school psychology webpage for the School Psychology Practicum and Supervised Internship

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 (i.e., *Time2Track*) 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. Upon successful completion of Supervised Internship student are required to total the percentage of time spent in the following school psychology roles and functions and report these results to the professor: Assessment, Consultation, Intervention, Program Implementation and Evaluation, Professional Development, Inservice, and Other. 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, PSY 7623 School Psychology Practicum in Applied Settings I, and PSY 7643 School Psychology Practicum in Applied Settings II, 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 D) in advance of enrolling in the course. The A-State *Supervised Internship Agreement/Memorandum of Understanding* form (Appendix E) 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 Practicum and Supervised Internship Competency Evaluation for Training and Practice* form (see school psychology webpage for the *School Psychology Practicum and Supervised Internship Competency Evaluation for Training and Practice* form) and delivered to the faculty member assigned to the course. 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 an approximately 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, and fieldwork) 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 (2020) 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*. 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 <https://www.astate.edu/a/student-conduct/student-standards/>. 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 course 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 could 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 are expected of all students. The specific professional dispositions and work characteristics expected of students are listed in *Annual Student Review Form* (Appendix B). 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 within 6-years 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 67-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 (3 hours)

PSY 6693 Implementation Science in Education

Psychological Foundations (12 hours)

PSY 6623 Child and Adolescent Psychopathology

PSY 7563 Theories of Learning

PSY 7583 Developmental and Differential Psychology

PSY 7633 Physiological Psychology and Psychopharmacology

Assessment (13 hours)

PSY 6523 Behavioral Assessment and Intervention

PSY 6573 Psychological Testing

PSY 6583 Individual Intelligence Testing

PSY 7513 Psychoeducational Assessment

PSY 7511 Psychoeducational Assessment Lab

Interventions (12 hours)

COUN 6203 Counseling Prepracticum

PSY 6613 Professional Consultation

PSY 6683 Crisis Intervention & Prevention in School and Community

PSY 7523 Psychoeducational Interventions

Professional School Psychology (3 hours)

PSY 6603 Professional School Psychology

PSY 6000 Special Topics in 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 18 hours)

PSY 7613 Practicum in School Psychology [6 hours required]

PSY 7623 School Psychology Practicum in Applied Settings I

PSY 7643 School Psychology Practicum in Applied Settings II

PSY 782V Supervised Internship [Minimum 6 hours required]

Minimum Total Number of Semester Hours = 67.

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 School Psychologist examination. A passing score on this examination is required for graduation and licensure. This examination is offered through the Educational Testing Service (ETS). Information pertaining to the Praxis II School Psychologist Examination is available from the A-State 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 II School Psychologist examination. To become licensed as a SPS with the ADE applicants for the license must successfully complete and earn certificates for several professional development training modules through IDEAS Arkansas. Students in their final semester of enrollment register as a non-licensed educator. 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 required 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 Louisiana School Psychology Association (LSPA). Information pertaining to student membership in LSPA can be obtained by visiting the LSPA website at <http://lspaonline.org/>
4. 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.

Document scanning is available on the main 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 7:00 a.m. to 1:00 a.m. Monday through Thursday, 7:00 a.m. to 6:00 p.m. Friday, 12:00 p.m. to 6:00 p.m. Saturday, and 2:00 p.m. to 1:00 a.m. 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://www.astate.edu/finaid>

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: <https://www.astate.edu/a/student-health-center/> 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.

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:

<https://www.astate.edu/a/counseling-services/>

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: <https://www.astate.edu/careers>

Access & Accommodation Services

Students who require academic adjustments in the classroom, or by way of the web due to a disability, must first register with A-State A&AS. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. AState Access & Accommodation Services is located in the Carl R. Reng Student Union (870) 972-3964 or write to P.O. Box 360, State University, AR 72467. Web: <https://www.astate.edu/a/disability/>

Intramural Activities

A broad intramural activity program is offered students by the Office of Student Life. 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/>

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*. Dr. Hall is a past-president of the Arkansas School Psychology Association.

Dr. Kristin Johnson

Assistant Professor of Psychology

Co-Director of the HOWL Service Center

Director of the HOWL Transition Program

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, Nebraska, IOWA, Illinois, and Mississippi and has 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 Co-Director of the HOWL Service Center and the Director of the HOWL Transition Program at Arkansas State University. 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

Provisionally Licensed Psychologist (Arkansas)

Nationally Certified School Psychologist (NCSP)

School Psychology Specialist (Arkansas)

Certified School Psychologist (Louisiana)

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: 870-972-3164
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 certified in Applied Suicide Intervention Skills Training (ASIST). Dr. Medley currently serves as a program reviewer and Southeast Representative for the Government & Professional Relations Committee for the National Association of School Psychologists (NASP) and has been very involved in the Louisiana School Psychology Association through various leadership roles. Dr. Medley is also the chair of the Government & Professional Relations Committee and A-State Faculty Representative on the Arkansas School Psychology Association (ASPA) Board.

Other Graduate Faculty Associated with the Program of Study

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

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

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

Dr. Jessica Curtis
Assistant Professor of Psychology
Ph.D. Oklahoma State University

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

Appendix A

NASP Domains of School Psychology Graduate Education and Practice

2020: The following domains, while described below as distinct, regularly interact and intersect within the context of service delivery. Understanding the domains helps inform the range of knowledge and skills school psychologists can provide. The NASP Practice Model outlines how services are integrated to best meet the needs of students, families, and the school community.



Practice Model Domains

2010	2020
<p>2.1 Data-Based Decision-Making and Accountability School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>	<p>Domain 1: Data-Based Decision Making School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.</p>
<p>2.2 Consultation and Collaboration School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.</p>	<p>Domain 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.</p>
<p>2.3 Interventions and Instructional Support to Develop Academic Skills School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection</p>	<p>Domain 3: Academic Interventions and Instructional Supports School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate</p>

<p>methods and to implement and evaluate services that support cognitive and academic skills.</p>	<p>services that support academic skill development in children.</p>
<p>2.4 Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.</p>	<p>Domain 4: Mental and Behavioral Health Services and Interventions</p> <p>School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.</p>
<p>2.5 School-Wide Practices to Promote Learning</p> <p>School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</p>	<p>Domain 5: School-Wide Practices to Promote Learning</p> <p>School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.</p>
<p>2.6 Preventive and Responsive Services</p> <p>School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>	<p>Domain 6: Services to Promote Safe and Supportive Schools</p> <p>School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.</p>
<p>2.7 Family-School Collaboration Services</p> <p>School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.</p>	<p>Domain 7: Family, School, and Community Collaboration</p> <p>School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.</p>

<p>2.8 Diversity in Development and Learning</p> <p>School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</p>	<p>Domain 8: Equitable Practices for Diverse Student Populations</p> <p>School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.</p>
<p>2.9 Research and Program Evaluation</p> <p>School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems level.</p>	<p>Domain 9: Research and Evidence-Based Practice</p> <p>School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.</p>
<p>2.10 Legal, Ethical, and Professional Practice</p> <p>School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice,</p>	<p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological</p>

communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Appendix B

Arkansas State University
College of Education and Behavioral Science
Department of Psychology and Counseling
Ed.S. School Psychology Track
Annual Student Review

Consistent with NASP Standards for the Credentialing of School Psychologists, all students will be provided with written and oral feedback about their performance, program status, and professional work characteristics/demeanors on an annual basis but this may also occur throughout the year often following grade/GPA concerns mid-year, legal/ethics concerns, professional work characteristics/demeanor concerns, etc. The observed academic performance and behavior reflect potential effectiveness in the field. Each of the identified goals for professional development will be monitored closely by all faculty and evaluated again prior to granting permission for field-based experiences and as needed. Professional Enhancement Plans may be developed to address any area. Annuals Review meetings are professional. Professional attire and work characteristics/demeanors are expected. The date(s) will be assigned by program faculty.

Directions: Turn in this document with typed content in Page #1, a printed updated Banner unofficial transcript, and an updated VITA. This packet of 3 documents must be submitted to the Ed.S. School Psychology Program Coordinator on the date specified by the program (typically 1 week prior to Annual Reviews).

Student: _____ ID#: _____ Date: _____

Year & Semester in Program: _____ Advisor: _____

Student Status Admission Status
 ___ Full-time Student ___ Conditional
 ___ Part-time Student ___ Unconditional

Program Worksheet

Intended Semester / Year		Hours	Substitution = X	Semester	Year	Grade
Fall Year 1	PSY 6113 Theories & Techniques of Counseling	3				
	PSY 5313 Applied Analysis of Psychological Research I	3				
	PSY 6573 Psychological Testing	3				
	PSY 6603 Professional School Psychology	3				
	PSY 6000 Special Topics in School Psychology	0				
Spring Year 1	PSY 6583 Individual Intelligence Testing	3				
	PSY 6623 Child & Adolescent Psychopathology	3				
	PSY 7223 Research Design & Program Evaluation	3				
	PSY 7583 Developmental & Differential Psychology	3				
	PSY 6000 Special Topics in School Psychology	0				
Summer Year 1	PSY 7563 Theories of Learning (Summer 1)	3				
	PSY 7513 Psychoeducational Assessment (Summer 1 & 2)	3				
	PSY 7511 Psychoeducational Assessment Lab (Summer 1 & 2)	1				
Fall Year 2	PSY 6523 Behavioral Assessment & Intervention	3				
	PSY 6613 Professional Consultation	3				
	PSY 7613 Practicum in School Psychology	3				
	PSY 7626 School Psychology Practicum in Applied Settings I	3				
	PSY 6000 Special Topics in School Psychology	0				
Spring Year 2	PSY 6683 Crisis Intervention & Prevention in School & Community	3				
	PSY 7523 Psychoeducational Interventions	3				
	PSY 7613 Practicum in School Psychology	3				
	PSY 7643 School Psychology Practicum in Applied Settings II	3				
	PSY 6000 Special Topics in School Psychology	0				
Summer Year 2	PSY 6693 Implementation Science in Education	3				
	PSY 7633 Physiological Psychology & Psychopharmacology (Summer 1 & 2)	3				
Fall Year 3	PSY 7823-6 Supervised Internship	3				
	PSY 6000 Special Topics in School Psychology	0				
Spring Year 3	PSY 7823-6 Supervised Internship	3-6				
	PSY 6000 Special Topics in School Psychology	0				

Total Hours Acquired	GPA	Number of C's	List All Course Substitutions Indicated by X Above.

Faculty Complete Below Rating: Directions: Please rate the student on the below professional dispositions and work characteristics based on your observations and reports from staff, supervisors, parents, student reports, etc. by selecting one of four options (i.e., Above Standards = 3 - displays professional behavior decidedly better than typical trainee/employee, Meets Standards = 2 - displays appropriate professional behavior, Below Standards = 1 – displays inadequate professional behavior that merits improvement and possible remediation). If you are unable to observe the professional disposition or work characteristics or do not know respond by selecting the Unable to Observe/Do Not Know response.

Professional Dispositions	Above Standards =3	Meets Standards =2	Below Standards =1	Unable to Observe/ Do Not Know
1) Reliability -is trustworthy, dependable and consistent.				
2) Integrity -is honest, truthful, sincere, forthright, and genuine.				
3) Emotional Stability -responds and demonstrates appropriate emotions for the work environment such as remaining calm and productive when faced with pressure or stress.				
4) Intrapersonal Awareness -has insight of one's own behavior, emotions, beliefs, values, and goals and how these may impact others and also recognizes personal strengths and weaknesses/limitations.				
5) Interpersonal Awareness -has insight and understanding of others behavior, emotions, beliefs, values, and goals.				
6) Initiative -acts and takes charge of one's responsibilities and leads or assists in unforeseen or unassigned tasks.				
7) Adaptability/Flexibility -reacts to unforeseen and novel circumstances or events in the setting with an accommodating attitude and adaptable planning.				
Professional Work Characteristics				
1) Accountability -is responsible for all actions and inactions, acknowledges errors/mistakes, and works towards improvement.				
2) Collaboration -cooperates and works well with others and is supportive when needed.				
3) Work Focus -is dedicated and focused on work/assigned tasks.				
4) Work Productivity -completes work/assigned tasks in a productive, timely manner with minimal oversight and reminders.				
5) Motivation -demonstrates interest and perseverance with work/assigned tasks.				
6) Quality of Work -completed work/assigned tasks are of acceptable quality.				
7) Organizational Skills -employs effective organizational skills with calendar, scheduling, appointments, work materials, caseload tracking and management, and prioritizing work/assigned tasks.				
8) Interpersonal Relations -relates effectively with employers, supervisors, employees, colleagues, peers, faculty, parents, and students.				
9) Judgement and Decision Making -is effective in making decisions and reaching appropriate and logical conclusions.				
10) Problem-solving -effectively analyzes problem situations and conceptualizes alternative approaches and solutions.				
11) Conflict Resolution -resolves conflict situations in a professional manner.				
12) Independence -exhibits an appropriate level independence and autonomy.				
13) Attendance and Participation -has an acceptable record of attendance and participation specific to work, meetings, classes, trainings, and other required events.				
14) Verbal/Oral Communication -demonstrates effective verbal/oral communication with all populations in a clear and useful manner including meetings and presentations to individuals and groups.				
15) Written Communication - is skilled and professional in all written communication such as writing skills in notes, reports, letters, emails, etc.				
16) Seeking Support -identifies and obtains supervisory or consultative support immediately when needed and only works within their level of competence.				
17) Accepting of Supervision -is accepting and respectful of supervision and feedback from				

employers, supervisors, and faculty and responds appropriately.				
18) Preparation -is prepared for work and all meetings, classes, trainings and other required events.				
19) Punctuality/Promptness -is on-time for work and all meetings, classes, trainings, and other required events. Responds to all telephone calls, voice mails, emails, letters, and notes in a timely manner.				
20) Attention-to-detail -exhibits appropriate level of attention to detail and directions.				
21) Diversity -has an understanding of and demonstrates sensitivity and respect for human diversity.				
22) Rapport -demonstrates effectiveness in establishing and maintaining ongoing rapport with students and consultees.				
23) Non-verbal behavior -demonstrates appropriate non-verbal behavior (e.g., attending, eye contact, body posture, etc.).				
24) Policies and Laws -is knowledgeable of and adheres to all applicable policies, procedures, and laws at the local, state, and national levels pertaining to school psychology (e.g., FERPA, 504, IDEIA, and state psychology and education licensing laws).				
25) Ethics -is knowledgeable of, applies, and adheres to applicable professional psychology ethical codes (i.e., NASP, APA).				

Faculty Complete Below:

Yes	No	
		Student completed and submitted all Annual Review forms __Annual Review Doc, __Vita, & __Transcript.
		Based on the student’s status (part/full time) are they adhering to the required A-State School Psychology Curriculum Sequence/Plan of Study.

Areas of Strength/Accomplishment

Goals for Professional Enhancement	Strategies to Achieve Goals

Student Questions/Supports:

Comments: (Use Additional Pages as Needed)

Overall Action(s) Recommended from this Review (check all 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 faculty 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.
 - Other: _____
- Require an additional semester of practicum or internship.
- 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.

Comments:

<i>Student</i> The student's signature indicates only that the student has had the opportunity to review the findings with the school psychology faculty.	<i>Date</i>
<i>School Psychology Faculty Member</i>	<i>Date</i>
<i>School Psychology Faculty Member</i>	<i>Date</i>
<i>Other: Indicate Role</i>	<i>Date</i>
<i>A-State Ed.S. School Psychology Program Coordinator</i>	<i>Date</i>

Appendix C

PSY 7613 PRACTICUM IN SCHOOL PSYCHOLOGY PLACEMENT INFORMATIONAL DATA
Arkansas State University Department of Psychology & Counseling
School Psychology Track of the Ed.S. Degree Program in Psychology & Counseling

Directions: Type and submit this form in order to assist faculty and site supervisors in practicum placements.

Local Experiences: Indicate the experiences and sites that you have had with various ages groups and what those experiences have consisted of.

<p>Examples: <i>-Lifeguard & Swimming Lessons Instructor, 4 summers, Private Pool in Jonesboro, ages 2-9. ~50 students/summer.</i> <i>-Teacher, 3 years, Pocahontas Elementary School, 2nd grade, ~23 students per class. RTI Chair of grade, on PBIS team and School Crisis Planning Team.</i></p>
--

Local Relationships: Indicate the **name, role, relationship, and site** of anyone you have familial or other relationships with anyone that work, serve, OR are served in the following possible placements: Local schools within a 1.5 hour drive from campus or your home, A-State HOWL Service Center, A-State HOWL Transition Program, A-State Childhood Service Center).

<p>Examples: <i>-Jane Doe, English teacher, aunt, Valley View High School</i> <i>-John Doe, student in 3 yr. old room, nephew, A-State Childhood Service Center</i></p>

Complete this self-rating: I have experience....

... with children in pre-school					
... with children in elementary school					
... with children in middle school					
... with children in high school					
... with children in gifted/talented					
... with children with typical development					
... with children with mild/moderate disabilities					
... with children with severe/profound disabilities					
... with providing academic interventions to children					
... with providing behavioral interventions to children					
... with analyzing if interventions are working					

Please list any other experiences you have that that may assist in practicum placement:

--

Candidate: _____ Signature: _____ Date: _____

Appendix D

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 provided a copy of their most recently rated *A-State School Psychology Practicum and Supervised Internship Competency Evaluation for Training and Practice* form.

- _____ The student has submitted a completed *A-State School Psychology Supervised Internship Agreement/Memorandum of Understanding* 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

*Note: Signature indicates approval.

Appendix E



INTERNSHIP AGREEMENT FORM/ MEMORANDUM OF UNDERSTANDING (PSY 782V Supervised Internship)

Intern Name: _____

This agreement is made on _____ (date) by and between _____ (Internship Site) and the Arkansas State University Ed.S. School Psychology Track. This agreement will be effective for a period from ____month ____day ____year to ____month ____day ____year for _____hours per week for a total of 1200 clock hours.

Purpose: The purpose of this agreement is to provide the Intern with a comprehensive supervised internship experience in the field of school psychology.

The School Psychology Track agrees:

- 1. to assign a University Internship Supervisor (i.e. a school psychology faculty member) to facilitate communication between Track and site;
2. to notify the Intern that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. to provide professional development offerings to Site Supervisors during the effective dates;
4. and, to ensure that the University Internship Supervisor is available for consultation with both the Site Supervisor and Intern.

The Internship Site agrees:

- 1. to assign a Site Supervisor who has appropriate and current DOE school psychology specialist or school psychology license and a minimum of 3 years of experience and time and interest for training and supervising the Intern;
2. to provide on-site time (minimally as needed) for the University Supervisor to visit the site/s and/or supervise the Intern;
3. to provide time for the Intern to attend the state school psychological conference (fall semester) and the National Association of School Psychologists' convention (spring semester);
4. to provide opportunities for the Intern to engage in comprehensive school psychology services under supervision and for evaluating the Intern's performance as negotiated in the Learning Contract contained in this form;
5. to immediately contact the University Supervisor should any problem or change in relation to the Intern or site occur;
6. to provide wireless online access to the Intern (if permissible by site policy);
7. to provide the Intern with access and training (as needed) to site crisis management/intervention plans with an explanation of their role in crisis events;
8. to provide as diverse population as possible for the Intern to obtain experiences (e.g. SES, race, gender, culture, age, disability, etc.);
9. to provide the Intern with adequate work space, on-site telephone, soft/hardware, testing/assessment materials and office supplies to conduct professional activities;
10. to provide one-on-one supervisory contact which involves some examination of Intern work using observation and live supervision; this contact shall be a minimum of two hour of face-to-face supervision each week and a minimum of one-hour observation of client interaction per semester;
11. to provide the online evaluation of Intern based on criteria established by the Ed.S. School Psychology Track:
a. Site Supervisor's Evaluation: The Intern and Site Supervisor will meet and discuss the evaluation form. They will discuss progress, the continuing operation of the site and any individual programmatic concerns as needed. The evaluation will be completed electronically, for approval by the Intern, and review by the Internship Supervisor.
b. Experience Log: Site Supervisors will also review and approve an online experience log completed by the Intern and sign and approve a paper summary at the end of the internship each semester. A monthly, or more frequently if desired, electronic approval in Time2Track is required to indicate that documented experience is accurate.
c. Dates required for both:
i. Fall Semester: _____
ii. Spring Semester: _____

12. To provide benefits and financial compensation in the form(s) of (list all benefits and salary):

a.

The Intern agrees:

1. to fulfill all responsibilities as listed in the Arkansas State University School Psychology Student Handbook and PSY 782V Supervised Internship course syllabus;
2. to have at least two regularly scheduled weekly hours of individual supervision with their Site Supervisor and at least two hours of individual or group supervision with their University Supervisor per semester. Site-Supervision should include videotaped or live observation and feedback of a student led portion of a case (e.g. testing, report feedback, meetings with consultees, gaining interobserver agreement on observation, etc.);
3. to adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. to adhere to all applicable federal and state laws (e.g., IDEIA, 504, FERPA) and ethical codes (i.e., current NASP Principals of Professional Ethics);
5. to accurately present oneself as a non-licensed school psychology intern in training under the supervision of a licensed school psychology specialist or school psychologist;
6. to review and sign all written reports specific to their work with referred students and to ensure that all such reports are fully reviewed and signed by their site supervisor;
7. to attend Ed.S. School Psychology Track and internship site events as requested and required by each;
8. to maintain professional liability insurance and provide the Certificate of Insurance to the Site Supervisor, University Supervisor, and Internship Coordinator.
9. and, to share with the site supervisor all relevant Ed.S. school psychology practicum documents (i.e., course syllabus, supervisor evaluation form, experience log, A-State School Psychology Student Handbook).

LEARNING CONTRACT

The site agrees to provide an Internship in which the Intern gains the following types and volume of supervised experiences:

1. Supervision

- Individual Supervision
- Group or Peer Supervision
- Case Conferences or Staff Meetings

2. Interventions

- Individual: Reading
- Individual: Math
- Individual: Writing
- Individual: Spelling
- Individual: Counseling
- Individual: Social Skills
- Individual: Crisis Intervention
- Individual: Behavior
- Groups: Reading
- Groups: Math
- Groups: Writing
- Groups: Counseling
- Groups: Social Skills
- Groups: Crisis Intervention
- Groups: Behavior
- PBIS

3. Assessment

- Interviewing: Parent
- Interviewing: Teacher
- Interviewing: Child/Adolescent
- Initial Multifactorial Evaluation (at least one in spring semester)
- Multifactorial Reevaluations
- Functional Behavior Assessment
- Individual Intelligence Testing
- Individual Achievement Testing
- Behavior Rating Scales
- Observations:
 - Conditional Probability
 - Partial/Whole Interval with Peer Comparison
 - Event
 - Duration/Latency
 - Other Professionals:
 1. OT
 2. PT
 3. SLP
 4. Nursing
 5. Administration
 6. Teacher of Visually Impaired
 7. Certified Orientation & Mobility Specialist
 8. _____
- Other: _____

- Screening: Academic
- Screening: Behavior/Social Emotional
- School Climate
- School-Wide PBIS
- Crisis: Threat
- Mental Status
- Treatment Integrity

4. Professional Documentation

- Report Writing: Initial Multifactorial Evaluation (Spring)
- Report Writing: Functional Behavior Assessment (FBA) (Spring)
- Report Writing: Behavior Intervention Plan from FBA (Spring)
- Writing: Draft IEP
- Record Keeping
- Intervention Plans
- Intervention Summaries
- Graphing Single Case Data in ABA Style

5. Consultation & Training

- Consultation: Behavioral Case (Spring)
- Consultation: Academic Case (Fall)
- Referral Process
- Professional Team Collaboration
- IEP(s)
- RTI/MTSS Meeting(s)
- Crisis Team Meeting(s)
- PBIS Team Meeting(s)
- Report Dissemination Meeting(s)
- Manifestation Determination Reviews(s)
- Verbal Report Dissemination to team including Parents (Evaluation & FBA)

6. Psycho-Educational Activities

- Parent Training
- Outreach
- Client Orientation
- Involvement with community professionals
- Resources & Development of Resources
- Professional Development Activities (e.g. Professional Crisis Management Association, Crisis Prevention Institute, PREPaRE, etc.) (including local, state & national)

7. Other (Please List)

- _____

The **Ed.S. School Psychology Track** and the **Internship Site** agree that with the specified time frame,
_____ (Site Supervisor) will be the primary Site Supervisor.

Dr. John Hall, LP, SPS, NCSP, School Psychology Program Coordinator (Internship Coordinator, jhall@astate.edu, 870-972-3041 (office), will be the Arkansas State University faculty member with whom the Intern and Site Supervisor will communicate regarding progress, problems and performance evaluations.

Planned Day/Time of Supervision Hour: _____ **Planned Day/Time(s) of Experiences:**

**Although optimal caseloads vary depending on the nature of the clinical activity, Interns should typically spend approximately 30-40% of their Internship hours in direct services to client.*

Estimated Number of Multifactorial Evaluations Per Year: _____

Estimated Number of Direct Services Hours Per Week: _____

Estimated Number of Indirect Service Hours Per Week: _____

Site: _____ Phone: _____

Site Address: _____

Intern Site Supervisor: Printed Name: _____ Date: _____

Cell Phone: _____ Email: _____

Office Location: _____ Office Phone:

By signing below, all parties agree to comply with all information in pages 1-3:

*Special Education Coordinator/Pupil Personnel Director/Educational Cooperative
Director/Other Director* _____
Date

Intern Site Supervisor _____
Date

Intern _____
Date

A-State Internship University Supervisor/Internship Coordinator _____
Date

A-State Ed.S. School Psychology Track Program Coordinator _____
Date

Attachment: A-State School Psychology Practicum and Supervised Internship Competency Evaluation for Training and Practice form.

Appendix F

Arkansas State University
Department of Psychology & Counseling
Ed.S. Degree Program in Psychology & Counseling
School Psychology Plan of Study/Graduation Check Sheet (67 semester hours)
For Full-Time Students Fall Semester 2020

<u>Year 1</u>	<u>Semester & Year</u>	<u>Grade</u>
Fall		
PSY 6623 Child & Adolescent Psychopathology	_____	_____
PSY 5313 Applied Analysis of Psychological Research I	_____	_____
PSY 6573 Psychological Testing	_____	_____
PSY 6603 Professional School Psychology	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Spring		
PSY 6583 Individual Intelligence Testing	_____	_____
PSY 7223 Research Design & Program Evaluation	_____	_____
PSY 7583 Developmental & Differential Psychology	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Summer I		
PSY 7563 Theories of Learning	_____	_____
Summer I and II		
PSY 7513 Psychoeducational Assessment	_____	_____
PSY 7511 Psycho-Educational Assessment Lab	_____	_____
COUN 6203 Counseling Prepracticum	_____	_____
<u>Year 2</u>		
Fall		
PSY 6523 Behavioral Assessment & Intervention	_____	_____
PSY 6613 Professional Consultation	_____	_____
PSY 7613 Practicum in School Psychology	_____	_____
PSY 7623 School Psychology Practicum in Applied Settings I	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Spring		
PSY 6683 Crisis Intervention & Prevention in School & Community	_____	_____
PSY 7523 Psychoeducational Interventions	_____	_____
PSY 7613 Practicum in School Psychology	_____	_____
PSY 7643 School Psychology Practicum in Applied Settings II	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Summer I		
PSY 6693 Implementation Science in Education	_____	_____
Summer II		
PSY 7633 Physiological Psychology & Psychopharmacology	_____	_____
<u>Year 3</u>		
Fall		
PSY 7823-6 Supervised Internship	_____	_____
Spring		
PSY 7823-6 Supervised Internship	_____	_____

Total Number of Semester Hours = _____

Advisor Approval

Date

Appendix G

Arkansas State University
Department of Psychology & Counseling
Ed.S. Degree Program in Psychology & Counseling
School Psychology Plan of Study/Graduation Check Sheet (Minimum 67 Semester Hours)
For Part-Time Students Fall Semester 2020

<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	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Spring		
PSY 6583 Individual Intelligence Testing	_____	_____
PSY 7223 Research Design & Program Evaluation	_____	_____
PSY 7583 Developmental & Differential Psychology	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Summer I		
PSY 7563 Theories of Learning	_____	_____
Summer I and II		
PSY 7513 Psychoeducational Assessment	_____	_____
PSY 7511 Psycho-Educational Assessment Lab	_____	_____
COUN 6203 Counseling Prepracticum	_____	_____
Year 2		
Fall		
PSY 6523 Behavioral Assessment & Intervention	_____	_____
PSY 6613 Professional Consultation	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Spring		
PSY 6683 Crisis Intervention & Prevention in School & Community	_____	_____
PSY 7523 Psychoeducational Interventions	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Summer I		
PSY 6693 Implementation Science in Education	_____	_____
Summer II		
PSY 7633 Physiological Psychology & Psychopharmacology	_____	_____
Year 3		
Fall		
PSY 7613 Practicum in School Psychology	_____	_____
PSY 7623 School Psychology Practicum in Applied Settings I	_____	_____
PSY 6000 Special Topics in School Psychology	_____	_____
Spring		
PSY 7613 Practicum in School Psychology	_____	_____
PSY 7623 School Psychology Practicum in Applied Settings II	_____	_____
PSY 6600 Special Topics in School Psychology	_____	_____
Year 4		
Fall		
PSY 7823-6 Supervised Internship	_____	_____
Spring		
PSY 7823-6 Supervised Internship	_____	_____
Year 5 (if needed)		
Fall		
PSY 7823-6 Supervised Internship	_____	_____
Spring		
PSY 7823-6 Supervised Internship	_____	_____

Total Number of Semester Hours = _____

Advisor Approval

Date

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.