Program Handbook

Policies and Procedures of the Educational Specialist Program in School Psychology at Michigan State University

Prepared by the School Psychology Faculty
Department of Counseling, Educational Psychology and Special Education
College of Education
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Preface

Welcome to the Educational Specialist degree program in School Psychology at Michigan State University. You are entering graduate school at an exciting time; the demand for school psychologists is unprecedented. Growing diversity in student populations, increased awareness of education, and increased attention to mental health have created new opportunities and challenges for school psychologists. Your professional development will involve developing the habits of lifelong learning and evidence-based practice so that you remain responsive to changing demands and extend the boundaries of practice for school psychologists. We are pleased that you are part of our program and look forward to working with you to support your learning and development as school psychologists.

This handbook was designed to help guide and support you through the graduate education experience. It contains the policies and procedures of the School Psychology Program that will help you navigate through graduate school. The *Handbook* is intended: (a) to guide you in setting, monitoring, and achieving your goals in your graduate education, (b) to familiarize you with the program's general educational policies, expectations, and standards, and (c) to assist faculty in their advising of students and in ensuring that the program's policies are applied systematically and fairly.

The *handbook* includes important information regarding admissions, advising, program requirements, procedures for addressing concerns and complaints, time limits, and dismissal policies. We want you to be successful in this program, and we want policies and expectations in the program to be clear to you. This Handbook complements information from your advisor and the program's mandatory year one orientation session. This handbook has been written to be consistent with University, College of Education, and Department policies and is intended to clarify the academic issues that are unique to the School Psychology Program. We invite your suggestions for improving the usefulness of the handbook as we annually revise and update it.

In joining our program, you are also becoming part of a College of Education that is nationally recognized for its research, teaching, and service. The strength of our College is in its people: the students, faculty, and staff, who have created an intellectual and social community where ideas, learning, and collaboration are valued. We look forward to your participation and contributions to this community.

Faculty of the School Psychology Program

The core faculty of the School Psychology Program are listed below, along with their research interests. The seven core faculty members meet monthly during the academic year to discuss program functioning and address any related issues.

Core Faculty		
Jana L. Aupperlee, Ph.D., NCSP, HSP Licensed Psychologist Clinical Associate Professor Director of Clinical Training Ed.S. Program Coordinator	**Courtenay A. Barrett**, Ph.D., NCSP Licensed Psychologist Associate Professor	**John S. Carlson**, Ph.D., NCSP, HSP Licensed Psychologist Professor
Dante D. Dixson, Ph.D. Licensed Psychologist Associate Professor	**Kristin M. Rispoli,** Ph.D., NCSP Licensed Psychologist Associate Professor Ph.D. and Ed.S. Program Director	**Martin A. Volker**, Ph.D. Licensed Psychologist Associate Professor
Sara E. Witmer, Ph.D., NCSP Associate Professor		

Affiliated Faculty		
Adrea Truckenmiller, PhD, NCSP Associate Professor	**Charis L. Wahman**, PhD BCBA-D Licensed Behavior Analyst (Michigan) Assistant Professor	

Website Resources

The following information will be referenced in the different sections of the handbook, and students may wish to consult them for further detail on particular issues.

[School Psychology Program Homepage](#)

[College of Education Homepage](#)

[MSU Homepage](#)

[Student Affiliates in School Psychology (SASP) Facebook page](#)

[University Curriculum and Catalog](#)

[College of Education Catalog: Doctor of Philosophy Degree](#)

[MSU Graduate Employees Union](#)

[Resources provided by the Graduate School; a comprehensive list with descriptions and links to specific initiatives](#)

Links to Select University Policies

[Academic Programs Catalog](#)

[Anti-Discrimination Policy (ADP)](#)

[Code of Teaching Responsibilities](#)

[Disability and Reasonable Accommodation Policy](#)

[Digital Accessibility Policy](#)

[General Student Regulations](#)

[Graduate Students Rights and Responsibilities (GSRR)](#)

[Guidelines for Integrity in Research and Creative Activities](#)

[Integrity of Scholarship & Grades](#)

[MSU Guidelines for Graduate Student Mentoring and Advising](#)

[MSU-GEU Contract](#)

[Policy on Relationship Violence and Sexual Misconduct](#)

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Program Overview

Mission, Philosophy, and Context

Mission: The mission of the School Psychology Educational Specialist (EdS) program at Michigan State University is to equip school psychologists with the knowledge, skills, and dispositions necessary to provide quality psychological services to students in school settings. The program includes a planned sequence of course work in school psychology and supporting disciplines, complemented by practica and internship experiences. The program brings a developmental and systems approach to learning that focuses on the complex needs of learners in the context of families and schools.

Philosophy: At MSU School Psychology, we prepare school psychologists who work with educators, children, youth, and families to promote student learning and growth. We bring a developmental and contextual perspective to our work that considers the needs of learners in the context of families, schools, communities, organizations, and cultures. We train school psychology professionals as data-based, system-wide problem-solvers who apply a social justice lens to their prevention and intervention work organized in a multi-tiered system of supports. Our program includes a planned sequence of course work in school psychology and supporting disciplines, complemented by practica and internship experiences.

Context: We prepare school psychologists for an expanded role beyond the traditional clinician-tester role. Most typically, our graduates use their education and experience to assist students with learning and behavioral difficulties, as well as to enhance all students' educational and social-emotional adjustment. The Educational Specialist Program prepares psychologists for work in school settings with students, teachers, staff, and families to support students with learning, behavioral, and emotional difficulties.

Our EdS program is housed in the College of Education in the Department of Counseling, Educational Psychology and Special Education. The Program offers both an Educational Specialist (EdS) and a Doctor of Philosophy (PhD) degree in School Psychology.

Program Approval and Graduate Credentialing

The EdS Program has been conditionally accredited by the National Association of School Psychologists since 2023. The PhD program has been accredited by the American Psychological Association (APA) since 1985; the EdS program is not accredited because the APA does not yet accredit non-doctoral level programs. The School Psychology Program is also approved by the Michigan Department of Education.

Graduates of the program are eligible for certification in Michigan as a school psychologist. In addition, graduates meet the requirements to become Nationally Certified School Psychologists (NCSP), the national credential in our field. To be eligible for employment and credentialing in states other than Michigan, a greater number of courses and internship hours may be required. This NASP resource provides state-by-state credentialing information.

Program Format

The EdS program in school psychology is a hybrid program. As such, at least 50% of courses are fully online and many more courses have online components. Please see Appendix G for the course sequence and Appendix I for the course list. The program structure includes TUESDAYS on campus each week during the fall and spring semesters in years one and two. All in-person coursework will occur on Tuesdays so that students need only be in East Lansing one day a week.

Given the format, students may choose to complete outside work for pay during the program. Students must reserve Tuesdays for classes and may not accept positions that prohibit travel to East Lansing on Tuesdays. Job responsibilities are not an acceptable reason for missing class.

Students should carefully consider how much to work outside the program during the first two years of courses and fieldwork. Faculty strongly encourage students to work outside the program NO MORE THAN 25 hours per week. Many students find it difficult

to balance three courses, fieldwork, and demanding outside work. Students who work 10-20 hours a week are more likely to experience healthy work/life balance than those who work more.

The third year of the program is the full-time, 1200+ hour internship. As such, students must reserve Monday through Friday from 7:00am to 5:00 pm for their internship from late August until May, the typical K-12 academic year in Michigan. While students may consider outside work in addition, faculty strongly discourage it.

Applicable Handbook
All students are responsible for adhering to curricular and programmatic requirements from the handbook in effect during their first year in the program. Students may elect to follow policy/guidance from handbooks in effect during subsequent years following their matriculation year. Changes related to program accreditation must be followed by all students unless otherwise indicated.

EdS Program Goals and Objectives
Goal 1 Foundational Knowledge: Prepare school psychologists with foundational knowledge in multi-tiered systems of supports, social justice, and a problem-solving model
Objective 1a. Students will acquire knowledge of a multi-tiered system of supports for learning
    and behavior
        Competency 1a. Students will demonstrate knowledge of a multi-tiered system of supports for learning and behavior
Objective 1b. Students will acquire understanding of domains of individual difference, and social justice as a framework for promoting equity in the delivery of services to students with diverse needs
        Competency 1b. Students will demonstrate understanding of domains of individual difference, and social justice as a framework for promoting equity in the delivery of services to students with diverse needs
        1bi. Students will demonstrate understanding of domains of individual differences and intersectional identities
        1bii. Students will demonstrate understanding of social justice as a framework for promoting equity in the delivery of services to students with diverse needs.
Objective 1c. Students will acquire knowledge of a problem-solving model for decision making.
        Competency 1c. Students will demonstrate knowledge of a problem-solving model for decision making

Goal 2. Professional Practice: Prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.

2a. Students will acquire knowledge and skills in psychological assessment.
        2a. Students will demonstrate competent integrative knowledge and skills in psychological assessment.
                2ai. Students will demonstrate knowledge and skills in cognitive assessment.
                2aii. Students will demonstrate knowledge and skills in academic assessment.
                2aiii. Students will demonstrate knowledge and skills in social, emotional, and behavioral assessment.
2b. Students will acquire knowledge and skills in psychological interventions.
        2b. Students will demonstrate competent integrative knowledge and skills in psychological interventions.
                2bi. Students will demonstrate knowledge and skills in academic interventions.
                2bii. Students will demonstrate knowledge and skills in social, emotional, and behavioral interventions.
2c. Students will acquire knowledge and skills in psychological consultation.
        2c. Students will demonstrate knowledge and skills in consultation.

Goal 3. Research and Inquiry: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.
3a. Students will acquire knowledge and skills in statistics, measurement, and interpretation of research.
        3a. Students will demonstrate integrative knowledge and skills in research.

3ai. Students will demonstrate knowledge and skills in program evaluation.

3aii. Students will demonstrate knowledge and skills in statistics.

3aiii. Students will demonstrate knowledge and skills in measurement.

3b. Students will acquire knowledge and skills pertaining to disseminating scholarly work to others.

3b. Students will demonstrate knowledge and skills in disseminating scholarly work to local audiences.

3c. Students will acquire knowledge and skills pertaining to applying research to practice.

3c. Students will demonstrate knowledge and skills in applying research within their practice.

Goal 4. Professional Conduct: Prepare school psychologists who effectively collaborate with others in the delivery of services within school settings according to ethical and legal guidelines.

4a. Students will develop professional behaviors consistent with expectations of the program, university, and the school psychology discipline.

4a. Students will demonstrate knowledge and skills in the area of professional practices.

4b. Students will develop an understanding of the legal and ethical standards within the field.

4b. Students will demonstrate knowledge and skills in applying legal and ethical standards within their practice.

Program Statement on Diversity, Equity, and Inclusion

MSU's School Psychology Program is dedicated to the principles of respect for and understanding of cultural and individual diversity. These principles are reflected in the nondiscriminatory policies and operating conditions in the recruitment/retention of faculty/students, within the program course work including integrated practicum experiences in schools and in the community, through faculty and student research and scholarship, through research mentoring and student advisement. Our program avoids actions that would restrict access or completion on grounds that are irrelevant to success in graduate training or the profession. The program works to meet the needs of all students in a sensitive manner including those who contribute to the diversity of the program through their age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status or other characteristics reflecting diversity within the profession.

The School Psychology Program prepares psychologists for work in school and community-based settings with students, teachers, educational staff, mental health professionals, and parents, to assist students who have learning, behavior, and emotional difficulties. Our graduates successfully carry out these responsibilities in various contexts by applying their strong leadership and interpersonal skills to demonstrate behaviors and attitudes reflective of the profession.

The Program is committed to upholding Michigan State University's value for diversity and inclusion amongst its students, faculty, and staff. Please refer to the University-Wide Anti-Discrimination policy. Additional resources regarding university initiatives to promote diversity and inclusion can be found though the Office for Civil Rights and Title IX Education and Compliance and the Office for Institutional Diversity and Inclusion.

Program Components/ Plan Options

Master's Degree in School Psychology

Students interested in pursuing graduate study in school psychology must apply for admission to either the educational specialist or the doctoral program in school psychology. There is no terminal master's program. The initial phase of study in either of these programs aligns with the Master of Arts (MA) in School Psychology, which is available only to students in the EdS or PhD programs School Psychology. The first 30 required credits of these respective degree programs fulfill the requirements of the MA in School Psychology, which students may elect to earn before continuing their course of study in either the EdS or PhD degree programs.

Students interested in attaining this degree should review the School Psychology Students page on D2L for current application procedures. The MA portfolio and the MA program plan are both required to attain the MA degree. Students may earn the MA degree after 30 credits of coursework, typically during the second summer of the program. Students should apply for the MA degree during the first week of the summer semester, or the semester in which they'll complete their 30 credits. Students should consult the School Psychology Students page in D2L for the procedures for applying for the MA degree using the new Student Information System.

Thesis Requirement

Neither the MA in School Psychology nor the EdS degree in School Psychology includes a thesis. Given that the program does not require a dissertation, no 999 credits are required.

Specialization and Cognates

No options for specialization or cognates are available.

Degree Requirements

Timeframe	Program Requirements	Expectations for Mastery
Years 1-3	60 credits coursework (total)	Grade of 3.0 or higher in each course
Years 1-3	Annual review (each year)	Faculty scores in the 1-2 range (year 1), 2-3 range (year 2) and 4-5 range (year 3)
Year 1	First year practicum (4 hours/week for 30 weeks)	Completion of 60 to 120 hours
Year 2	Practicum in school psychology (600 hours)	Completion of 600 hours
Year 2 spring	Case Analysis Exam (completed in CEP 893K)	Score > 75%
Year 2 spring	PRAXIS examination in school psychology	Score > cutoff designated by NASP
Year 3	Internship (1200 school-based hours)	Completion of hours

Timeframe	University Requirements	Expectations for Mastery
Years 1-3	Responsible conduct of research training	Successfully complete online module
Years 1-3	Diversity, Equity, and Inclusion training	Successfully complete online module
Years 1-3	Relationship Violence and Sexual Misconduct training	Successfully complete online module

Program Requirements	Due Date	Time Limit per College of Education Policy
60 credits coursework	54 credits before Y3 Fall 6 credits during Y3 Fall and Spring	All requirements must be completed within five calendar years from the time of the student's first enrollment after completing the master's degree. A student who does not take a master's degree is allowed seven years to complete the requirements.
MA in School Psychology (optional)	Before EdS degree conferral	
First year practicum (2-4 hours/week for 30 weeks)	Before Y2 Fall	
Practicum in school psychology (600 hours)	Before beginning internship	
Case Analysis Exam (completed in CEP 893K)	Before beginning internship	
PRAXIS examination in school psychology	Before internship finalization	
Internship (1200+ school-based hours)	Before May 15: Y3	
Annual review (each year)	May 1: Y1, Y2, Y3	Before beginning Y2 and Y3 Y3 before EdS degree conferral

Liability insurance	August 15: Y1, Y2, Y3	Before beginning fieldwork in Y1, Y2, and Y3

Y1 = year one, Y2 = year two, Y3 = year three
Fall = fall semester as defined by MSU's academic calendar
Spring = spring semester as defined by MSU's academic calendar

Professional Liability Insurance

Program faculty have researched Liability Insurance for students. As you may know, your fieldwork is covered through MSU's Indemnification Policy while you're enrolled in classes. However, faculty have learned that the University's Indemnification Policy is designed to protect the university, while student liability insurance is designed to protect the student. Hence, program faculty have implemented a new policy; **beginning August 15, 2024, all students must obtain professional liability insurance.**

New students must obtain liability insurance when they begin the program, and all students must maintain it until they graduate or become a payroll employee and are covered by an employer's liability insurance (e.g., pre-doctoral internship). The policy must provide a minimum limit of liability coverage in the amounts of $1,000,000/$3,000,000. The cost will likely NOT EXCEED $50 annually.

Proof of insurance must be submitted to the Academic Program Coordinator each fall before students can begin any practicum placement or internship. Failure to obtain insurance or inform the Program Coordinator will result in no practicum assignment, which will delay progress through the program and possibly the completion of degree. For more information, consider this article, Psychology Students, Protect Thyselves.

Several professional organizations, including NASP and the APA offer a student discount on such insurance as a benefit of membership. Please see below for some example providers:

- American Professional Agency : Offers discounted professional liability insurance for NASP and APA members.
- Forrest T. Jones & Company : (800) 265-9366; Offers discounted professional liability insurance to NASP members.

Annual Criminal Background Checks

The school district/organization in which you are serving as a practicum student may require a Criminal Background Check. Students are responsible for adhering to the institutional or organization policies outlined by their site.

Individuals with convictions, civil infractions, or ordinance violations are required to provide a Register of Actions (ROA) or Judgment of Sentence (JOS) document from the court in which they were convicted. After admission to the program, students are obligated to report subsequent convictions on a new Conviction Disclosure Form (CDF) within three business days and to provide court documents (ROA or JOS) related to the new conviction. An individual who has been convicted of a misdemeanor or felony *may* be denied admission, field placement, or recommendation for certification. School Psychology Certification candidates must also submit a CDF with each certification application. Although the College of Education recommends applicants for certification, only the Michigan Superintendent of Public Instruction has the authority to grant, deny, suspend, or revoke a certificate in Michigan.

Admissions

In selecting students for entry to the program, the faculty attempts to bring together a richly diverse group of students, representing people of varied cultural, racial, and ethnic backgrounds, life experiences and lifestyles, and physical abilities and challenges. The faculty members of the School Psychology Program are the individuals responsible for implementing the program's admissions policies and procedures

Admissions Criteria

Michigan State University encourages applications from individuals with diverse personal backgrounds and experiences. A wide variety of criteria are considered in the evaluation of applicants including academic accomplishments, experiences, goals, and fit with the program.

Admission to the program is subject to the general regulations of the university as set forth in the Graduate Education section of the Academic Course Catalog and the College of Education.

In addition to meeting the University and College requirements for admissions, applicants to the School Psychology Program should also satisfy the following criteria:

1. An individual should have a bachelor's degree in psychology or education or substantial course work in psychology or education to be considered for admission. A person with a master's degree in psychology or a related field may also apply for admission.
2. Strong undergraduate and/or graduate academic performance, including a minimum grade point average of 3.0 in the last two years of undergraduate coursework and a minimum grade-point average of 3.5 in coursework taken at the master's level or beyond.
3. Satisfactory scores on the Graduate Record Examination (if required for program admission year). This typically means that scores fall within the above average range.
4. Statement of Professional Goals and Experiences describing how professional goals and interests are compatible with program objectives and philosophy.
5. Three recommendation letters from individuals who are knowledgeable about applicant academic performance and ability to work effectively with people. These usually include letters from:
   a. the academic advisor at the bachelor's or master's level, commenting on the applicant's interpersonal, academic, and research skills, and ability to handle graduate-level coursework
   b. other professors or individuals who can add relevant information about the applicant's professional and academic qualifications.
6. Writing sample demonstrating effective writing skills.
7. Criminal Disclosure Form
8. Resume or curriculum vita

Invited applicants are interviewed prior to offers of admission. Invited applicants are expected to participate in an on-campus interview. If the on-campus interview is not feasible, the program faculty will work with applicants to make other arrangements. A teaching certificate is not required, but evidence of experience working with children, youth, and families in school, community, or agency settings is desirable.

General Admissions Policies

Provisional Acceptance

Provisional acceptance into the program is not offered.

Residency Requirement

Students must complete at least two consecutive semesters with at least 6 credits each semester.

Dual Enrollment

Dual enrollment by undergraduates is not offered in this program.

English Language Proficiency

Applicants whose first language is not English are required to be proficient in English as a condition for admission to MSU. Such applicants will be required to demonstrate their proficiency by meeting certain minimum standards. For details and required scores, see the university's [Minimum English Requirements](#) policy.

Reapplication for Admission

Reapplications are welcome. Persons who have previously been denied admission should include updated materials documenting any changes in qualifications since the original application. Applicants who have previously declined an offer of admissions to the program are invited to reapply. Applications should document reasons for their reapplications. All updated application materials are evaluated within the context of the other applications being reviewed in the regular admissions process.

Reentry Admission

Students in the School Psychology Program who have failed to maintain active status or who have withdrawn voluntarily from the program may submit a reentry application to the program and to the university. The university defines "failure to maintain active status as three consecutive semesters (including summers) without enrollment in coursework." Students must apply for readmission if not enrolled for 3 consecutive semesters (including summers). The reentry application should include an updated professional goals statement, an explanation of the reasons why the student withdrew or became inactive, and an indication of the circumstances that make reentry feasible at this time. The faculty will evaluate the re-entry applicant within the context of the other applicants being reviewed in the regular admissions process.

Transfer Admission

Students seeking to transfer to the School Psychology Program from other graduate programs at MSU or elsewhere will be considered on the same basis as all other applicants seeking admissions to the Program. Admission requirements and procedures to be followed are the same as those followed by first-time applicants.

Course Waiver Policy

Please see Appendix D for more information. Students desiring to waive graduate-level courses should complete the form below during the first semester of their first year for each course they wish to waive.

Courses are waived infrequently and only under specific conditions as the program applies systematic evaluation procedures and criteria to ensure (a) equivalency between prior courses, field experiences, and program requirements; and (b) consistency across required program coursework and field experiences for candidates.
- Per College of Education policy, coursework for consideration must have been completed within 5 years.
- College of Education policy indicates that up to 8 credits (2 courses) may be waived through prior coursework. Only course credits earned in regionally-accredited graduate institutions are eligible for waiver purposes. Only courses from graduate programs in education and psychology have been successfully replaced through the waiver process.
- If a course is waived, students must select a replacement course with their advisor to ensure that they still complete 60 credits as part of their Educational Specialist degree.

Students should discuss the possibility of course waivers both prior to and following admission. Program faculty and/or the MSU faculty teaching the course will decide on the acceptability of such courses only AFTER program admission and acceptance.

Transfer Credits

Up to 8 credits may be transferred from a recognized educational institution upon approval of the program faculty, student's guidance committee, and the Dean of the College of Education. Should courses be waived, other courses would be substituted to ensure that the program remains 60 credits. See course waiver form in Appendix D.

Comprehensive Exam

All students are required to pass a comprehensive exam to complete the program and begin internship. The comprehensive exam consists of two parts: a case analysis exam and the Praxis II Exam in School Psychology.

Case Analysis Exam

The case analysis exam serves as a benchmark of student readiness to move on to internship in school psychology. Students must earn a passing grade on this exam, given as part of CEP 893K, prior to advancing to internship/CEP 894k. The exam is written by the CEP 893K instructor, a core member of the school psychology faculty. Should this course by taught by an adjunct instructor, the Program Director would ensure that the examination was well-aligned with the program curriculum. The written take-home exam consists of case material and questions aligned with the NASP domains of competence. Students may consult reference materials on this open book exam. Students use APA formatting and cite references as needed. This is an individual assessment. Any communication amongst students or between students and others besides the instructor is cheating, and students engaging in such activities will fail the examination. Each exam is graded blind by the CEP 893K course instructor according to the rubric on D2L. Students earning 30 or more points out of 40 pass the exam. Students receiving <30 points have their blinded exam reviewed by another school psychology faculty member, and if the score remains <30 points based on the average of the two scores, the student fails the exam. If a student fails the examination, the student will receive an incomplete grade (I) in CEP 893K pending the successful completion of the examination. Pending the nature of the failure, different remediation strategies may be prescribed by the advisor and program director. Remediation strategies include a discussion of the failed examination, the assignment of additional readings, or the completion of practice examinations. To successfully complete the examination, the advisor and program director may require students to pass a new case analysis examination, pass a portion of the examination, or retake the practicum course sequence (CEP 893K fall and spring) with another opportunity to take the case analysis examination the following year.

Students have up to three opportunities to pass the case examination. Should students fail three examinations, a review and retention meeting will occur, and the most likely outcome will be dismissal from the program.

Praxis II Exam in School Psychology

The Praxis II, administered by the Educational Testing Service (ETS), is the second part of the comprehensive examination and is required for graduation from the program. It also fulfills some of the requirements for the National Certificate in School Psychology (NCSP; see below). A minimum score of 147 is required to pass the exam. *Students must make their own arrangements to take the exam through ETS and to have their scores sent to the program.*

Students are <u>strongly advised</u> to take the exam early in the Spring semester of their second year. Internship finalization can only occur after the faculty have received confirmation of students having passed the entire comprehensive exam (case analysis exam and Praxis II exam). A description of the School Psychology Specialty Area Exam can be found on the [Praxis II website](#). Students may retake the examination as many times as allowed by ETS to earn a passing score.

Comprehensive Examination Procedures

1. Actively participate in CEP 893K, Practicum in School Psychology. The course includes exam preparation strategies.
2. Successfully complete the CEP 893K exam. Notify the Academic Program Coordinator that you passed.
3. Sign-up to take the Praxis II exam with enough time that your scores can be provided to the academic program coordinator prior to the date that you plan to finalize your internship placement (typically May of year two). <u>Your internship placements will not be finalized until the program has a record of a passing score.</u>
4. Have your Praxis II scores sent to Michigan State University, NASP, and provide your scores (at the subtest and entire test level) to the Academic Program Coordinator.

5. Contact the Academic Program Coordinator after your successful completion of the comprehensive exam to be sure that the Record of Comprehensive Examination has been completed and filed in your permanent file.

Advising

The School Psychology faculty is committed to establishing advising relationships that support, challenge, and contribute to the professional development of its students. All EdS students are advised by the EdS Program Coordinator, a core School Psychology faculty member. This relationship is established at the time of program admission and remains throughout a student's time in the program. Should the EdS Program Coordinator role shift to a different faculty, the new EdS Program Coordinator would take over advising responsibilities. A student may change advisors with the consent of the Program Director and both the original and new advisors. This only occurs when a student applies for and is admitted to the PhD program in school psychology. To formalize this change, student use the Change of Advisor form under Forms for Master's Students. Should the student experience conflict with their advisor, the student should initiate contact with the EdS Program Director. Should the student feel the need for additional support, the student should initiate contact with the department (Counseling, Educational Psychology, and Special Education) chair. The advisor-advisee relationship is essential to successful program completion. The advisor provides support, guidance, supervision, and evaluation as the program progresses through the program and develops a professional identity. The advisor commits to being accessible and responsive to student needs.

Advisees are responsible for establishing contact, seeking support, and requesting assistance as needed. Students should consult with their advisors at all major decision points, including prior to registering for classes, preparing for the annual self-assessment, drafting the program plan, and selecting prospective internship sites. Advisors should also be consulted promptly if students encounter any problems with coursework, practica, or any other aspect of the program. Should the advisor not respond in a timely manner to an important request, students may contact the Program Director for direction. Again, students are responsible for maintaining close communication so that the advisor can carry out their role as consultant, advocate, mentor, and monitor of the graduate experience.

Communication & Problem-Solving

Communication is a core skill for school psychologists. Within our program, the primary method through which information is shared is email. As such, students are expected to respond to program-related email within 24 hours during the regular work week (Monday through Friday, 8:00am to 5:00pm).

Concerns, questions, and issues related to the program should be addressed through a hierarchy of communication and problem-solving steps. Below is an outline of steps to determine how to resolve an issue in the most effective manner. Please consider this step-by-step process a guide; depending on the nature of the circumstance, it may be necessary to move to a later step more quickly.

1. Is this an issue or question that can be resolved by seeking information from the program handbook, Desire2Learn (D2L) school psychology page, program website, or other relevant documents (e.g., course syllabi, MSU or CEPSE website)? If not, proceed.
2. Is this an issue or question that can be resolved by seeking advice from a peer mentor or an advanced student? If not, proceed.
3. Is this an issue or question that can be resolved by seeking advice from the program graduate assistant? If not, proceed.
4. Is this an issue or question that can be resolved by seeking an answer from the academic program coordinator? If not, proceed.
5. Is this an issue or question that can be resolved by having a discussion with your advisor or a particular course instructor? If not, proceed.

If the above options have been exhausted, and/or if the nature of the issue is such that it involves a larger programmatic concern, the issue may be brought to the Student Advisory Group, the Student Faculty Diversity, Equity, and Inclusion Committee, and/or the Program Director. Students may also contact the CEPSE chair for support and problem solving.

University, College, and Program Forms

The college and program require various forms to be completed to document student progress through the program. These forms are available on the School Psychology Students D2L page or are emailed by the Academic Program Coordinator. Please contact the Program Graduate Assistant if you need help locating them. Instructions for completing these forms and the procedures related to GradPlan can be found in the School Psychology Students folder on D2L (see School Psychology Network section below for information on accessing this electronic folder). They include:

1   Course Plan. The courseplan is the college's official way to track your academic progress. It lists the courses that will be taken to complete the Master's (MA) and Educational Specialist (EdS) degrees. Both are submitted via the Gradplan Tile in SIS. For the MA, please note that you must be coded to earn the MA by contacting the APC, and you must fill out the EdS MA planning form found in Teams. Note that to fulfill the Residency Requirement on the EdS program plan, students need to record two subsequent semesters of at least 6 credits of attendance; it is recommended that students record the courses taken during the Fall and Spring semesters of the first year in the program. Once your program code has been changed to M.A. within the online GradPlan program, submit your M.A. Program Plan via this system. The APC will prompt students once it is time to complete courseplans, and it is mandatory to meet with the APC to submit the final EdS courseplan. You are encouraged to meet with the APC regarding the MA plan, but is not required. *Additionally, please note that several of the forms need to be completed by the end of spring semester of your first year in the program*.

2   Annual Review of Student Progress form. This form is completed annually as part of each student's annual progress review and submitted to the academic program coordinator A reminder is sent to students by email during the Spring semester to update and submit this form along with a current curriculum vita. The curriculum vita should display information on the student's practicum and work experiences, as well as any published work or presentations. Students should also maintain an e-folder of supervisor evaluations they have received throughout the program.

Program of Study: Coursework

Students complete coursework in school psychology, foundational areas of learning, research, literacy, and families. The research curriculum is concerned with promoting understanding of educational and psychological inquiry, and developing competencies in measurement and evaluation. The clinical courses focus on developing skills to prevent psychological problems through educational outreach, primary prevention, and consultation as well as on assessment, treatment, and intervention skills that promote and support learning and development. See Appendices H-K for a listing of courses to be taken to fulfill other course requirements, to develop specific areas of expertise, or to enhance the student's overall academic preparation.

Our EdS program is a three-year, full-time program. We expect students to be actively engaged in their graduate studies until they complete the EdS degree. Program faculty strongly recommend 9 credits per semester in the fall and spring semesters. For Specialist students who have not yet passed the comprehensive examination, the University defines full-time status as enrollment in SIX credits per semester during the fall and spring semesters. For students who have passed the comprehensive examination, the university defines full time enrollment as taking at least ONE credit per semester. School Psychology graduate students are required to take a minimum of six credits for two consecutive semesters (with the exception of the internship year). During the internship, interns register for three credits each semester during the fall and spring semesters. The program includes a minimum of 60 semester credits beyond the bachelor's degree. Students who have earned a master's degree in a related area (which includes prerequisites to the internship) at an approved institution within the last five years must take a minimum of 30 credits beyond the master's degree and may need to take more credits in order to meet program expectations.

Grade Markers: Incomplete and Deferred Grades

Please see the university policy on incomplete and deferred grades for more information. These grade markers must be resolved in the timelines specified by the university and designated by the instructor for students to maintain satisfactory progress toward a degree.

Sample Sequence of Studies

A sample study plan, illustrating the sequencing of coursework and other program requirements, is provided in Appendix G, along with a table that indicates how courses align with program goals and objectives and standards as articulated by the National Association of School Psychologists (NASP). Although many issues require individual decisions (e.g., selection of certain coursework), this sample plan may be useful as a general description of the EdS program sequence. The entire program requires a minimum of 3 years of full-time study.

Annual Review of Student Progress

Academic and Professional Performance

Acceptable academic standing occurs when students earn satisfactory grades in coursework (3.0+ to meet program-identified thresholds and 2.0+ to receive credit) AND earn faculty annual review scores commensurate with their year in the program (Y1 = 1-2 range, Y2 = 2-3 range, and Y3 = 4-5 range). Students must accrue fieldwork hours to meet end of the year expectations in years two (600 practicum hours signed off on by university-based supervisor) and year three (1200-hour, academic year-long (August through May) internship hours signed off on by university-based supervisor). Finally, students must pass the comprehensive examination to remain in acceptable academic status. Failure to maintain acceptable academic standing may occur as the result of unsatisfactory grades in coursework, failing scores on the Comprehensive exam, or failure to make satisfactory progress to complete the program (e.g., coursework, practica hours, internship hours).

Satisfactory progress toward a degree is defined as six credits each in the fall and spring semesters in years one and two and at least three credits per semester after students have passed their comprehensive examination.

The School Psychology Program conducts an annual review of each student's academic/professional development. The annual review gives the student and the program an opportunity to reflect upon the student's strengths, weaknesses, and needed areas for professional growth. Candidates for the Educational Specialist degree must achieve a grade–point average of not less than 3.20 during the last half of the program (the last 30 semester credits). Furthermore, students must meet the thresholds for course grades, field supervisor evaluation ratings, and performance on various assignments as identified in Appendix K If the student's performance falls below the 3.20 or the thresholds in appendix K, this review process will allow for the development of a specific remediation plan to ensure each student meets program competencies prior to graduation.

The Program contacts students about the annual review process during the Spring semester. The deadline for receiving the completed annual review documents is typically one day after spring grades are posted/the Thursday after exam week. Students must complete their annual reviews by the deadline. Students must complete their annual evaluation to remain a student in good standing.

The annual review is based on the EdS program goals:
1. **Foundational Knowledge**: Prepare school psychologists with foundational knowledge in child development, school and family systems, and individual differences in behavior.
2. **Professional Practice**: Prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.
3. **Research and Inquiry**: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.
4. **Professional Conduct**: Prepare school psychologists who effectively collaborate with others in the delivery of services within school settings according to ethical and legal guidelines. Please refer to the Program Goals, Objectives, and Competencies in Appendix K (4) for more information on the forms of professional conduct to be evaluated.

The annual review evaluates the student's progress in the following areas:

1. Completion and quality of academic coursework
2. Completion and quality of supervised fieldwork (practicum and internship)
3. Completion and quality of program milestones (e.g., program plan, comprehensive exams)
4. Participation in a community of scholars and practitioners
5. Development of professional/clinical skills
6. Development of professional demeanor/interpersonal skills

The annual review begins with a form each student completes identifying the extent to which he or she has met each of the thresholds for student performance as indicated in Appendix K. The student also prepares a brief written self-assessment using program documents to summarize key development in the above areas. In completing the self-assessment, the student may wish to consult any of the following people for feedback: advisor, course instructors, and practicum or internship supervisors. The self-assessment is submitted to the Program Administrative assistant at the end of the Spring semester, typically one day after Spring grades are posted.

In addition to reviewing the accuracy and sufficiency of the self-assessment component, faculty members (e.g., advisor, instructors, etc.) rate students' professional dispositions and competencies on items related to the EdS program goals (see Appendix K for items). A meeting of core school psychology faculty members is held in which each student is discussed, in order to provide an opportunity for faculty members to provide input on the student's progress and make any recommendations to the advisor as to how to best promote the student's success. After reviewing the student's annual review materials and gathering any necessary feedback from other faculty or practicum/internship supervisors, the advisor develops an annual review letter summarizing the student's progress in the program with specific attention to particular strengths and weaknesses. If necessary, plans are made at this time to address areas of weakness that may require more focused attention.

Time Limit Policies

The University stipulates that all degree requirements must be completed within five years (or seven years for those who enter without a master's degree) from the time the student first enrolled in the Educational Specialist Program. The University also states that students who extend their stay beyond their time limit will be required to recomplete the comprehensive exams.
Students who are not in compliance with these time limits are required to fill out the form, "Request for Extension of Time." The first request for an extension requires the approval of the advisor. Requests for a second extension require the review of the full School Psychology faculty. As part of the review the student must provide a detailed, written explanation for why the first time extension was not sufficient to complete the degree requirements, and what circumstances warrant the additional extension. Each extension period is for one or two semesters only. No more than two extensions will be granted. The extension form also requires the support and approval of the Dean of the College of Education and the Dean of the Graduate School. Students are responsible for initiating and completing extension requests prior to the exhaustion of previous time deadlines.

Annual Review of the School Psychology Program

Continuous improvement in program processes and outcomes is fostered through three general courses of action, one involving review of student outcome data, one involving review of alignment between program curriculum and national standards for training and practice, and one involving review of student feedback.

First, program activities occur during regularly-scheduled monthly faculty meetings. Each fall, during a regularly scheduled faculty meeting, data on student course grades, student performance on a set of required assignments and exams, and field-supervisor evaluation ratings are aggregated. All core faculty members meet to review this information to determine what, if any, program changes may be necessary to foster better student outcomes. Thresholds used to determine whether individual students are meeting competencies are indicated in Appendix K; however, as part of the review of aggregated data, faculty more closely examine whether there are specific areas in which student outcomes could be improved. For example, if many students tend to score very close to a particular threshold identified in Appendix K, with very few exceeding far beyond the threshold for a particular course,

assignment, or subset of evaluation ratings, this may be identified as an area in which program changes are needed to foster stronger student outcomes.

Second, the program engages in additional reviews of curriculum content to inform program improvement according to timelines set for program approval review by the National Association of School Psychologists (NASP). Faculty engage in close examination of the extent to which program curriculum, activities, and student outcomes are consistent with the standards and expectations of NASP, and any changes considered necessary to meet those expectations are initiated.

Third, the faculty strives to be responsive to students' feedback about all aspects of the School Psychology Program, such as the curriculum, opportunities for professional development, program communication, and other areas. Students are encouraged to share their perceptions about program strengths, weaknesses, and suggested changes with their advisors, Student Advisory Group (SAG), and Program Director on an ongoing basis. In addition, at least once each semester a meeting is held with the SAG and a Program Director is held. These meetings serve as opportunities for students and faculty to work together on program issues and to raise any questions or concerns about courses, assistantships, practicum and internship experiences and any other issues that may need to be addressed. At least once each semester a student-faculty town hall meeting is also held; all students and faculty are expected to attend. These meetings are intended to facilitate communication to all members of the program community (i.e., faculty, staff, students) about important program changes, events, and celebrations Information about town hall meetings is distributed on the School Psychology Program email listserv.

Standing Program Committees

In addition to the above methods, students can become involved in the program community through a variety of student committees. At the beginning of the Fall semester, volunteers will be solicited for participation in standing and ad-hoc committees, including the one listed below.

- *Student Advisory Group (SAG) Committee* -- This committee will meet at least once each semester and may be called upon at other times as necessary. The purpose of this group is to act as a liaison between the students and faculty and to assist the Program Director by providing students' perspectives on important program decisions.
- *Student Affiliates in School Psychology (SASP) Committees* -- SASP is a student organization which seeks to build community and provide resources for students in school psychology. Within the organization, there are opportunities to become involved with leadership and service. In addition, there are committees for community outreach, student support, diversity, newsletter, fundraising, and social activities. More information can be found on SASP's Instagram page (@msu_sasp).
- Participation in Admissions – Students can participate in interview days for prospective students. All students are invited to participate in one or both (EdS and PhD) interview days.

Academic and Professional Integrity

Guidelines for Ethical Conduct in Research and Creative Activities

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University and is an institutional priority. Faculty, staff, and students work in a rich environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities. The School Psychology Program expects all research and creative activities to be conducted with integrity and that all students will abide by the ethical principles of the National Association of School Psychologists and the American Psychological Association.

Pressures to complete academic requirements, to publish, or to obtain research grants have the potential to lead to an erosion of professional integrity. Innovative ideas and advances in research and creative activities that generate professional and public recognition may also become motivating factors to violate professional ethics. Breaches in professional ethics range from questionable research practices to misrepresenting ideas as one's own. The primary responsibility for adhering to professional standards lies with the individual; however, it is also the responsibility of advisors and of the disciplinary community at large to model, promote, and monitor the highest standards of ethical behavior.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone: faculty, staff, and students alike. Integrity in research and creative activities embodies a range of practices that includes:

- Honesty in proposing, performing, and reporting research and creative activities
- Recognition of prior work
- Confidentiality in peer review
- Disclosure of potential conflicts of interest
- Compliance with institutional and sponsor requirements
- Protection of human subjects and humane care of animals in the conduct of research
- Collegiality in scholarly interactions and sharing of resources
- Adherence to fair and open relationships between senior scholars and their coworkers

Honesty in Proposing, Performing, and Reporting Research and Creative Activities

The foundation underlying all research and creative activities is uncompromising honesty in presenting one's own ideas in academic work, in fieldwork, and in reporting one's data and activities. Detailed and accurate records must be kept as unalterable documentation of one's research and activities and must be available for scrutiny and critique. It is expected that scientist-practitioners will always be truthful and explicit in disclosing what was done, how it was done, and what results were obtained. To this end, the aims, methods, and outcomes of research and creative activities must be described in sufficient detail such that others can judge the quality of what is reported and can reproduce the data. Results from valid observations and tests that run counter to expectations must be reported along with supportive data.

Recognition of Prior Work

Research proposals, original research, and creative endeavors often build on one's own work, as well as the work of others. Both published and unpublished work must always be properly credited. Reporting the work of others as if it were one's own is plagiarism. Graduate advisors and members of guidance committees have a unique role in guiding the independent research and creative activities of students. Information learned through private discussions or committee meetings should be respected as proprietary and accorded the same protection granted to information obtained in any peer-review process.

Confidentiality in Peer Review

Critical and impartial review by respected disciplinary peers is the foundation for important decisions in the evaluation of internal and external funding requests, allocation of resources, publication of research results, granting of awards, and in other scholarly decisions. The peer-review process involves the sharing of information for scholarly assessment on behalf of the larger disciplinary community. The integrity of this process depends on confidentiality until the information is released to the public. Therefore, the contents of research proposals, of manuscripts submitted for publication, and of other scholarly documents under review should be considered privileged information not to be shared with others, including students and staff, without explicit permission by the authority requesting the review. Ideas and results learned through the peer-review process should not be made use of prior to their presentation in a public forum or their release through publication.

Disclosure of Potential Conflicts of Interest

There is real or perceived conflict of interest when a researcher has material or personal interest that could compromise the integrity of the scholarship. It is, therefore, imperative that potential conflicts of interest be considered and acted upon appropriately by the researcher. Some federal sponsors require the University to implement formal conflict of interest policies. It is the responsibility of all researchers to be aware of and comply with such requirements.

Compliance with Institutional and Sponsor Requirements

Investigators are granted broad freedoms in making decisions concerning their research. These decisions are, however, still guided, and in some cases limited, by the laws, regulations, and procedures that have been established by the University and sponsors of research to protect the integrity of the research process and the uses of the information developed for the common good. Although the legal agreement underlying the funding of a sponsored project is a matter between the sponsor and the University, the primary responsibility for management of a sponsored project rests with the principal investigator and his or her academic unit.

Prior to conducting any research involving human subjects, students are required to complete the online tutorial at the MSU Human Research Protection Program website and to obtain approval from Social Science/ Behavioral/ Education Internal Review Board (SIRB). Conduct of research without approval of SIRB may result in dismissal from the program. Research in school psychology falls under the Social Science/Behavioral/Education Institutional Review Board (SIRB).

Protection of Human Subjects and Humane Care of Animals in the Conduct of Research

Research techniques should not violate established professional ethics or federal and state requirements pertaining to the health, safety, privacy, and protection of human beings, or to the welfare of animal subjects. Whereas it is the responsibility of faculty to assist students and staff in complying with such requirements, it is the responsibility of all researchers to be aware of and to comply with such requirements.

Collegiality in Scholarly Interactions and Sharing of Resources

Collegiality in scholarly interactions, including open communications and sharing of resources, facilitates progress in research and creative activities for the good of the community. At the same time, it has to be understood that scholars who first report important findings are both recognized for their discovery and afforded intellectual property rights that permit discretion in the use and sharing of their discoveries and inventions. Balancing openness and protecting the intellectual property rights of individuals and the institution will always be a challenge for the community. Once the results of research or creative activities have been published or otherwise communicated to the public, scholars are expected to share materials and information on methodologies with their colleagues according to the tradition of their discipline.

Faculty advisors have a particular responsibility to respect and protect the intellectual property rights of their advisees. A clear understanding must be reached during the course of the project on who will be entitled to continue what part of the overall research program after the advisee leaves for an independent position. Faculty advisors should also strive to protect junior scholars from abuses by others who have gained knowledge of the junior scholar's results during the mentoring process, for example, as members of guidance committees. Students have the responsibility to constitute their guidance committee and concur with any changes in its membership.

Adherence to Fair and Open Relationships Between Senior Scholars and Their Coworkers

The relationship between senior scholars and their coworkers should be based on mutual respect, trust, honesty, fairness in the assignment of effort and credit, open communications, and accountability. The principles that will be used to establish authorship

and ordering of authors on presentations of results must be communicated early and clearly to all coworkers. These principles should be determined objectively according to the standards of the discipline, with the understanding that such standards may not be the same as those used to assign credit for contributions to intellectual property. It is the responsibility of the faculty to protect the freedom to publish results of research and creative activities. The University has affirmed the right of its scholars for first publication except for "exigencies of national defense." It is also the responsibility of the faculty to recognize and balance their dual roles as investigators and advisors in interacting with graduate students of their group, especially when a student's efforts do not contribute directly to the completion of his or her degree requirements.

Misconduct in Research and Creative Activities

Federal and University policies define misconduct to include: fabrication (making up data and recording or reporting them); falsification (manipulating research materials, equipment or processes, or changing or omitting data such that the research is not accurately represented in the record); and plagiarism (appropriation of another person's ideas, processes, results, or words without giving appropriate credit). Serious or continuing non-compliance with government regulations pertaining to research may constitute misconduct as well. University policy also defines retaliation against whistle blowers as misconduct. Misconduct does not include honest errors or honest differences of opinion in the interpretation or judgment of data.

The University views misconduct to be the most egregious violation of standards of integrity and as grounds for disciplinary action, including the termination of employment of faculty and staff, dismissal of students, and revocation of degrees. It is the responsibility of faculty, staff, and students alike to understand the University's policy on misconduct in research and creative activities, to report perceived acts of misconduct of which they have direct knowledge to the University Intellectual Integrity Officer, and to protect the rights and privacy of individuals making such reports in good faith.

Graduate students are expected to behave in a professional manner consistent with the ethical principles of the American Psychological Association and the National Association of School Psychologists.
Further discussions of professional expectations including academic honesty, plagiarism, and MSU policies can be found at the Office of the Ombudsperson.

Grievance Procedures

At some point during your graduate program at MSU, you may wish to register concerns, complaints, or grievances with the administration of the Program, Department, College, or University. Whenever possible, it is our hope to handle these concerns in an informal and timely manner. As soon as a question or concern is raised, the student should contact the Program Director and/or the Department Chair. Depending on the nature of the concern, the matter may be resolved through informal negotiation and contact with the involved parties. However, if the concern or complaint is of a more serious nature and the student is not satisfied with the resolution determined via these informal discussions and actions, the student may need to file a formal complaint with the department. Students should consult the Graduate Student Rights and Responsibilities for guidance in determining the viability of a formal grievance. A copy of this document can also be obtained from the Ombudsperson's Office. At any point during this process, students may contact the University Ombudsperson's Office for advice, guidance or assistance with addressing and following through on their concerns. The CEPSE department Grievance Procedures are provided in Appendix E.

Conflict Resolution and Grievance Procedures

Grievance Procedure

Student rights are important. Should students experience a conflict with their advisor, another faculty member, or a staff member, the following steps should be undertaken.

1. Meet with the individual involved directly first to see if a resolution can be made.
2. Meet with the Chair/Associate Dean of the academic unit to address your concerns.

3. Request a formal hearing through the College of Education
4. Request a formal hearing following the procedures outlined in the GSRR policy.

Conflict Between Students
Should a conflict arise between students, students should follow the steps below in order.

1. Meet with the individual involved directly first to see if a resolution can be made.
2. Meet with the Program Director to address your concerns
3. Meet with the Chair/Associate Dean of the academic unit to address your concerns.
4. Request a formal hearing through the College of Education
5. Request a formal hearing following the procedures outlined in the GSRR policy.

Changing Advisors
An effective working relationship with one's advisor is essential for success in graduate school. Should a student wish to change advisors, the student should first talk to the Program Director. (Should the Program Director be the advisor too, the student should talk to the Director of Clinical Training.) Then, the student should meet with another faculty member in the program to request that person serve as a new advisor. Once another faculty member agrees to serve as advisor, then the student should inform the original advisor and submit the Changes in Advisor: Student Initiated form to the department chair and to the College of Education Academic Affairs Office (edacedaf@msu.edu).

Student Support and Dismissal Policies

Voluntary Withdrawal from the Program
Students who wish to voluntarily withdraw from the program should refer to the office of the registrar for steps and policies regarding this process.

Student-Hearing-Procedures-Departments.pdf. At any point during this process, students may contact the University Ombudsperson's Office for advice, guidance or assistance with addressing and following through on their concerns. The Department Grievance Procedures are provided in Appendix E.

Student Mental Health
School Psychology is a demanding profession and establishing self-care habits is essential for maintaining long-term health and productivity. Faculty invite students to share information about factors that may be related to performance. When students disclose underlying issues outside of the context of academic performance (e.g., significant life stressors, health, or mental health issues), faculty advisors ensure students have information about relevant resources on campus (e.g., CAPS). Faculty strive to be supportive of student mental health, while also maintaining appropriate boundaries (i.e., confidentiality) and our responsibilities as gatekeepers of the profession. Per our ethical guidelines as psychologists, students and faculty alike have a responsibility to maintain a high level of self-awareness regarding our own mental health needs.

Student Confidentiality
Faculty work in alignment with ethical principles to protect the details of support and dismissal policies/student confidentiality. Students will only know details of support and dismissal processes that involve them. Faculty are unable to share details regarding other students' support and dismissal processes.

Support and dismissal policies can be initiated at any time deemed appropriate by program faculty. Program faculty annually review each student's performance and progress in the program. During this review, faculty identify students who may need additional support, or for whom more formal review processes may be warranted. Faculty also may initiate a review of the student's status in the program given evidence of failure to make satisfactory academic progress with any program goal, any NASP Domain of Competence, or through violating the University's [Graduate Student Rights and Responsibilities](link) (GSRR), the NASP Principles for Professional Ethics, the APA Ethical Principles of Psychologists, or legal statutes.

This policy has been designed to reflect the faculty's commitment to intervention, support students in developing skills aligned with the domains of competence, and ensure that faculty remain dutiful to our gatekeeping responsibilities. Faculty have a responsibility to recognize when student actions suggest impairment in their professional behaviors and possible risks to the children, families, and schools they serve. Faculty seek to balance the needs of the student and our responsibility to protect the public. Given our ethical boundaries, faculty cannot provide mental health diagnosis or treatment to students or require that students make use of supports on campus or elsewhere.

Definitions of the two categories that may invoke a support or dismissal outcome: **academic** and **disciplinary**.

Academic: The academic standards of the EdS program are the program goals (see Appendix K) and the domains of competence set by the National Association of School Psychologists (see Appendix H). Successful completion of the program goals is defined as attaining the thresholds for each competency in each area as defined by Appendix K of the Program Handbook and the program website.

Regarding academic performance, "acceptable academic standing" is defined as meeting thresholds across all sub-competencies consistent with one's developmental level in the program (e.g., a first-year student is not expected to have passed the comprehensive exam because they have not yet completed the sufficient coursework) and aligned to the course sequence in Appendix G of the Program Handbook.

"Satisfactory progress toward a degree" is defined as demonstrating course grades, assignment performance, supervisor and faculty ratings, and comprehensive examination performance consistent with program goal thresholds as outlined in Appendix K. Further, "satisfactory progress toward a degree" requires students to meet their advisor's expectations regarding an appropriate trajectory towards deadlines and milestones.

Satisfactory progress and academic standing are evaluated regularly as part of student annual reviews conducted each spring. Faculty also reserve the right to review a student's academic progress at any other time student performance or progress is called into question. If progress is considered unsatisfactory, the tiered process outlined below is initiated as soon as possible in an effort to support students, avoid further declines in performance, and/or to protect the public.

Disciplinary: The following are offered as examples of circumstances or performances that may be the basis for remediation or termination by the College:

1. Academic dishonesty
2. Criminal misconduct

Again, the goal of these student support and dismissal policies is two-fold, to support our students in completing our rigorous program and to ensure the protection of the public. As school psychology trainers, program faculty are responsible to ensure that all students who graduate from our program are ready for entry-level practice as school psychologists and have the knowledge, skills, and disposition necessary for work in our high-stakes and largely independent profession. Faculty admit all students with the hope and expectation that they will successfully complete the program and become school psychologists. Program faculty are deeply committed to the success of each student and all students.

Graduate students have a right to receive a notice (i.e., warning; see GSRR 2.4) from the program when academic performance or progress is judged to be unsatisfactory (GSRR 2.4). When a student is deemed as evidencing unsatisfactory progress, the faculty advisor first meets informally with the student to describe the concerns(s) and to offer students the opportunity to provide

additional information. The advisor submits a short summary of the meeting to the Program Director for review and documentation. The Program Director, working closely with the student's academic advisor, enacts the tiered support system below. Notifications are provided to students by the Program Director in writing when it has been determined that academic performance or progress is unsatisfactory.

Possible Student Support and Dismissal Outcomes:

The following three outcomes are intended to provide tiered supports and to establish shared expectations between faculty and students.

(a) Student Support Plan (SSP)

(b) Student Remediation Plan (SRP)

(c) Dismissal from the program

The faculty reserves the right to restrict student's participation in coursework, research, clinical practica, and internships during all options (a) through (c), above to support students, ensure remediation occurs, and to protect the public.

Descriptions of Student Support Outcomes

Student Support Plan (Outcome A)

The Student Support Plan (SSP) is appropriate for students who fail to demonstrate satisfactory progress toward a program goal threshold and/or domain of competence misaligned with advisor expectations. Examples include, but are not limited to, failure to pass test review/article critique assignments, unsatisfactory performance in a course, or field supervisor concerns. The purpose is to support students in meeting expectations and to remedy problems before they affect the student's progress through the program. The SSP is a written document that succinctly describes the program goal or domain of competence to be addressed and the concrete steps that can be taken to demonstrate progress in that domain. Examples of possible support include seeking guidance from the Writing Center or additional review of course materials and other resources, or additional meetings with faculty. Timelines for completion of these steps are also delineated in the SSP document. In addition, the SSP contains recommended resources. The SSP is developed by the student's advisor in collaboration with the student. The Program Director reviews the SSP and co-signs the document with the advisor and the student. Again, the emphasis of a Student Support Plan is establishing shared expectations and providing students with support and structure. The SSP must be established within two weeks of the student's notification issued by the Program Director that their progress is unsatisfactory. Students will be notified of any delays to the establishment of the SSP. If the delay is due to the end of the academic year, the SSP will be completed within two weeks of the start of the next academic year.

Student Remediation Plan (Outcome B)

The Student Remediation Plan (SRP) is invoked when a student demonstrates unsatisfactory progress toward one or more thresholds relative to their developmental level in the program (e.g., what content knowledge and skills are expected of a spring semester, second year student) or when significant concerns are raised by faculty or supervisors. A SRP Committee will be composed of the student's advisor, the Program Director, one faculty member selected by the advisor, and one faculty member selected by the student. All SRP Committee members must be core members of the program. When the Program Director is also the student's advisor, the DCT or another faculty member will assume the Program Director position on the committee. Should the student and advisor select the same additional faculty member, the advisor will select another faculty member. An SRP Committee will be formulated within two weeks of the written notice of the concern, or otherwise the student will be notified of any unexpected delay. If the delay is due to the end of the academic year, the committee will be formed within two weeks of the start of the next academic year. Students are invited to bring individuals to SRP committee meetings to serve as a representative and/or support to them during the SRP meeting. An SRP is a document collaboratively developed by the SRP Committee and the student outlining the concerns, setting concrete steps for remediation, setting a timeline for demonstration of remediation, and listing the evidence

expected to demonstrate adequate progress. Like the SSP, the SRP is signed by the student, the student's advisor, and the Program Director. The SRP Committee oversees the remediation activities, evaluates the student's program, and decides whether the student has passed all requirements for remediation. The SRP Committee periodically updates the full faculty on the student's progress during regularly scheduled faculty meetings.

The remediation period typically lasts one academic year, although a different time frame can be established by the SRP Committee. The academic advisor and student meet regularly throughout this year to monitor the student's progress with remediation activities. The student and/or advisor may request additional guidance from the SRP Committee any time throughout the academic year/duration of the remediation plan. Throughout the time period, the SRP Committee stays in contact via email and at least two meetings. At the end of the remediation period, the SRP Committee meets without the student at least once to evaluate the student's progress on the remediation plan. Without the student present, the SRP Committee evaluates whether they feel that the student has sufficiently demonstrated remediation. The SRP Committee may decide to recommend (a) end the SRP with no further actions, b) to extend the SRP (rare occurrence), or (c) to dismiss the student from the program. The SRP Committee forwards their recommendation to the full faculty for discussion and a final vote during a regularly scheduled faculty meeting. All faculty vote after carefully reviewing and discussing the update provided by the SRP Committee members. A simple majority of all faculty members present at the meeting is necessary for a decision. In the case of a tie, the Program Director (or Chair of the Support and Dismissal Committee, if not the Program Director) casts the deciding vote. The student's advisor and/or Program Director may invoke consultation from the Department Chair to aid the final determination of the review if deemed necessary.

Once a decision is made, the Program Director writes a formal letter to inform the student of the decision. The decision letter includes an evaluation by the faculty about the extent to which the student was successful in remediating the areas of concern and how this led to the decision by the full faculty. In that letter, the student is also advised that if they wish to grieve the outcome of the faculty's decision, the grievance procedures specified in the College of Education Grievance Procedures (see https://www.educ.msu.edu/college/resources/Graduate-Student-Hearing-Procedures-Departments.pdf) should be followed. For further information, consult the Graduate Students Rights and Responsibilities, which can be obtained from the Graduate School or the Ombudsperson's Office or found on the web at http://grad.msu.edu/gsrr/. The SRP and the decision letter are documented in the student file.

For academic concerns or violations, the final decision regarding whether or not a student should be dismissed from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, rests with the School Psychology faculty. For disciplinary concerns or violations, the College of Education is responsible for dismissal decisions.

Description of Dismissal Outcome (Outcome C)

A dismissal from the program can derive from an egregious infraction (e.g., violating the rights or welfare of a client) or as an outcome of the SRP process. For SRP process dismissal procedures, see above. For egregious infractions, the following procedure will be invoked:

In the event that an SRP Committee is extant, the SRP Committee will make a recommendation to the full faculty for a vote. Otherwise, the Program Director, the DCT, and the student's faculty advisor will make a recommendation to the full faculty for a vote. As with SRP decisions, all faculty present at the meeting vote based on the information provided by the SRP OR on the information provided by the Program Director, DCT, and the student's faculty advisor. A simple majority at the meeting is necessary for a decision. Voting is conducted by the Program Director (or Chair of the Support and Dismissal committee, if not the Program Director), and is anonymous. In the case of a tie, the Program Director casts the deciding vote. The student's advisor and/or Program Director may invoke consultation from the Department Chair to aid the final determination of the review if deemed necessary.

Policy Review

Faculty will review the policy annually and data associated with support and dismissal processes to support continuous improvement of this policy, and revision, as necessary.

Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. The MSU Resource Center for Persons with Disabilities (RCPD) assists students, faculty, and staff by maximizing ability and opportunity for full participation at MSU. The RCPD defines a disability as a physical or mental impairment that substantially limits one or more major life activities, such as sitting, sleeping, or concentrating. Disabilities may be acquired at any time and are an aspect of life and diversity. If you are a student with a disability, please follow the procedures below to receive accommodations.

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1. Contact the MSU Resource Center for Persons with Disabilities

2. You must document your disability and register with RCPD. You will be assigned a specialist in your disability at the RCPD who will then meet with you to discuss the accommodations you need. For information on what documentation you will need, click on the link that matches your disability here: Disability Documentation | MSU - Resource Center for Persons with Disabilities

3. If the documentation is accepted, the RCPD will then help you with a needs assessment and provide you with an Accommodation Letter and employees with a Statement of Employee Accommodation Determination(SEAD). The Accommodations Letter and SEAD documents provide, (a) verification of disability and registration status with the RCPD (b) an outline of reasonable accommodations.

The RCPD website has all of this information and will guide you through these steps: Get Started | MSU - Resource Center for Persons with Disabilities.

Important Note: <u>You are strongly encouraged to set up your Accommodation Letter *prior* to any anticipated need</u>. If you think you will need accommodations for any program milestone or other aspect of this program including classroom learning, do not wait until you flounder as the process takes time. You can always obtain the Accommodation Letter but not present it to a faculty member until you need accommodations, if ever you do. The RCPD will not reveal that you have an Accommodation Letter to the faculty without your consent.

Additionally, graduate assistants (RAs, TAs, and TEs) are both students and employees. You are thus eligible for disability accommodations in both of these roles, and these accommodations are provided through distinct documents coordinated by RCPD: Students receive Accommodation Letters (previously Verified Individualized Services and Accommodations), or Temporary Adjustment Letter (previously Verified Individualized Services and Temporary Accommodations) and employees receive SEADs (Statements of Employee Accommodation Determination). You can register for both situations using RCPD's MyProfile portal.

Records Policies

The Program maintains records documenting each student's progress through the EdS degree program. These records, which are maintained in the program's files, include the program plan, comprehensive exam completion form, practicum and internship evaluations, portions of the original application to the program, and other materials that are deemed necessary. Additionally, to facilitate student advising, advisors may keep files containing such items as their advisees' grade transcripts and comprehensive exam responses**. All student records are kept in secure filing cabinets, private offices, or in password-protected electronic files to protect students' privacy and confidentiality; only program faculty and staff have access to this material.

Students may request to examine their own files; this request should be directed to the student's advisor or the program director. The only material that will be withheld is that which the student has clearly waived his or her right to examine, e.g., confidential reference letters. (Other than the latter, files generally only contain records of which students already possess copies.) Students may challenge the accuracy of their records and can provide a letter to that effect that will be placed in their file. Once students graduate, a permanent file is maintained by the Program, which, among other things, may assist in documentation for future credentialing.

Financial Support

There are many places to look for financial support at Michigan State University. Educational Specialist students are eligible to apply for graduate research and teaching assistantships and fellowships, however they are extremely competitive and priority is often given to doctoral students. Therefore, most Educational Specialist students fund their graduate education with a combination of loans and jobs external to the university. Please see Information on financial support can be viewed at the following websites:

College of Education
Graduate School
University Financial Aid

Scholarships/Fellowships

Upon admission to the College of Education, all graduate students are automatically considered for a variety of Departmental, College, and University fellowships. As students progress through the program, they have the option of applying for available scholarships and fellowships made available throughout the school year. Information on these scholarships and the necessary application materials are available in the Student Affairs Office. In addition, you can look to the college website for information on scholarship and fellowship financial packages and eligibility requirements. Other sources of aid can be accessed through the Spencer website. Students may also want to check with professional organizations, such as National Association of School Psychologists, for potential funding.

Please note that if you have Stafford or other needs-based loans/aid, the amount of your fellowship/travel/ scholarship award may cause a reduction of your loan(s) or other financial aid if you do not increase your cost of attendance (see section below).

Loans

The first place to start looking for loans and grants is the Financial Aid Department. This office is located on the third floor of the Student Services Building. Important information can also be accessed via their website. You must fill out a federal student aid form in order to determine your eligibility for financial aid.

Increasing Cost of Attendance

Cost of Attendance (COA), the average cost of a student's postsecondary education in a particular enrollment period, usually one academic year, is established by MSU in accordance with federal regulations. It is also referred to as "cost of education" or "budget." It is based on course of study, grade level, residency, and other factors, and includes the following components: average tuition and fees, allowances for room and board (either on or off campus), books and supplies, and miscellaneous personal expenses. In certain cases the COA may include other elements such as transportation, dependent care, and study abroad program expenses. The figure is used in a calculation to determine a student's eligibility for financial assistance programs. Also see "Financial Need."

Below are some steps and suggestions for calculating your COA:

1. Begin this process early! If a student knows he/she will receive funding in the next academic year, start immediately.
2. Determine with Adam the exact amount of fellowship funding you will receive from the faculty member providing the grant money.

3. Call financial aid (517-353-5940), give the PID and ask to speak with someone regarding costs of attendance. Student's costs of attendance is determined by his/her living situation (renter or own home), how many credits he/she plan on taking during the academic year which he/she will receive grant funded (must be registered for these courses), what kind of assistantship he/she will receive during the proposed academic year, any dependents (children) and any medical expenses.

4. The COA changes every semester. Every other semester includes Summer semester credits. For example, 2017-2018 school year may include Fall (Fall + Summer) and Spring and 2018-2019 COA calculation would be Fall and Spring (Spring + Summer). Therefore, it is extremely important to determine your COA *every* semester.

5. After obtaining the personal COA, speak with the program administrative assistant to determine if the COA needs to be increased. Typically, the COA needs to increase if the proposed amount of support the student will receive (fellowship + assistantship + loan) exceeds the estimated COA.

6. If the COA needs increasing again speak with financial aid, John Garcia (garcia11@msu.edu) who is in charge of COA. COA assumes nine credits per semester, so students need to make sure they have the appropriate number of credits on file. She will email or send you a hard copy of the COA form. On this form, students need to justify his/her COA with one of the following reasons: excess tuition or fees (exceeding nine credits), books/supplies/thesis costs, medical expenses, computer purchase (up to $600), childcare, dependent living costs and other related educational costs (conference, internship). Students will need to create a *detailed* letter with receipts, documentation and a letter from the School Psychology department approving these costs as legitimate. *Turn this form in directly to Jennifer at the Student Support Building (or at financial aid at the Hannah building who will mail it to Jennifer).* Jennifer will then email the program administrative assistant as approval for COA increase and then the program administrative assistant will submit your fellowship paperwork.

7. Several of these items may need additional clarification, documentation or receipts upon submission so budget extra time if need be for collecting these materials. For example, if receipts cannot be provided for a computer purchase, the student may need print off a "spec sheet" of a similar computer from a local computer store to give an estimated cost of the computer.

8. If the student is taking out a loan, the fellowship money will be subtracted from the loan (therefore reducing the amount you have to repay) if the COA does not exceed the total of loan + fellowship. For example, if a student has a $3000 Fall semester loan and a $2500 Fall fellowship, the student will receive a minimum of $3000 ($500 loan + $2500 fellowship) and will have the overall amount you have to pay back reduced, *if you do not increase your COA*. If the student's semester COA is $8000, he/she will receive both a $3000 loan and $5000 fellowship.

School Psychology Apprenticeships

Hybrid EdS students do not receive paid assistantships from the department. EdS students may be eligible for assistantships through other offices on campus or in the College of Education. (e.g., [Residence Education and Housing Services)](#)

Paid Positions Outside of the University for First- and Second-Year Students

School District and Educational Agency Partnerships: EdS program faculty have encouraged school districts and educational agencies across Michigan to offer paid part-time school-based positions that align with the course schedules of first- and second-year students, and that have the potential to offer supervised practicum/ internship experiences that meet program requirements. **Obtaining a paid position through one of these districts or agencies is a strongly recommended option for EdS students who are interested in optimal ways to fund their graduate training experience.**

Program faculty have developed the following guidance documents

- [Affiliation Agreement (MSU and School District)](#)
- [Database of Paid School Positions](#)
- Here's the form to post a position AND an overview of the positions: [MASP Y1/Y2 FORM](#)

- Here's the guidance document that provides additional information about SPA positions. It supplements and extends the overview: MASP Paid Position Guidance Document
- Here's guidance specific for MSU SPAs: MSU Y1/2 Guidance

As associated paid positions are developed, they're shared on the MASP website. If you are interested in facilitating the development of a new partnership in a particular school district, please contact Dr. Jana Aupperlee. (NOTE: We cannot guarantee that such new partnerships will be established, but we will do our best to work with you and districts to establish positions).

If you have interest in applying for a school-based position, initiate a conversation with Dr. Jana Aupperlee. Notify her of your intent to apply for the specific position. Moreover, prior to accepting any associated job offer, it is critical for you to work closely with your university-based practicum supervisor to ensure the practicum supervision will meet program requirements before accepting the job offer. This will help ensure that the associated position will facilitate the necessary supervised practicum or internship experiences.

In districts where partnerships have been established, students complete tasks for the district for pay and MSU-assigned practicum activities in the same setting. Faculty offer guidance to districts on what tasks are appropriate at various stages in the program. Should students or district staff question the appropriateness of a task or activity, the EdS faculty are happy to provide input.

All students are invited to apply for these positions and districts may select any student. These positions are offered by school districts and are not offered by the university. However, ongoing communication related to practicum experiences must occur between the student, university-based supervisor and field-based supervisor to ensure adequate supervision of practicum experiences. It is important to note that the district will have expectations for paid work performance that must be met by students or else the district may opt to end student employment. Further, like any employee, students may opt to end district employment should conditions warrant it. Finally, the practicum experience must be sufficiently supervised to ensure quality training, or the university may need to modify/change the student's practicum placement. With ongoing communication, we anticipate most of these scenarios will be prevented; however, it is important to recognize that they may occur.

Supervision Requirements

For the practicum component of such a partnership, the following components are necessary: a designated supervisor and supervision:

FIRST year students:

- Must be a teacher with 2+ years of experience, administrator, or school psychologist (ideally a school psychologist)
- The supervisor must respond to the student's request for meetings/guidance/facilitating connections to complete their first-year field-based assignments; this is expected to require approximately 10-20 min of the supervisor's time per week (on average) across the year.

SECOND year students:

- A school psychologist supervisor with the full School Psychologist certificate from MDE who signs all binding documents (e.g., reports, behavior plans, IEPs, etc.) AND School psychologist supervision of at least one face-to-face hour per week

In addition, the district must provide the student and program with a copy of the agreement about contracted days and hours of paid work per week that includes a clearly stated hourly wage and any other benefits provided.

Similarly, the district will need to sign the practicum affiliation agreement that indicates the practicum requirements that must be met for the student to accrue practicum hours in the given district.

Other Paid Positions: Students may hold paid part-time paid positions outside of those obtained through a partnering school district; however, it is critical to note that such students will then be expected to complete their practicum experience in a place where supervised practicum/internship experiences meeting program requirements occur. This may require substantial travel if such a placement cannot be identified nearby a student's paid position.

Work-Related Policies from MSU

Graduate Assistants' Rights

Teaching assistants (TAs) are briefed during their orientation to graduate study about their rights and responsibilities under the MSU and Graduate Employees Union (GEU) collective bargaining agreement.

Applying for Graduate Assistantships

All students may apply for posted graduate assistantships. The criteria for awarding, renewing, and terminating graduate assistantships, including length of eligibility, and the process used to evaluate the students' performance are spelled out in the MSU/GEU Contract.

English Language Proficiency Test for Graduate Assistants

Please see the university policy on English Language Proficiency for more information about university language requirements for teaching assistants.

Graduate Assistantship Stipends and Levels

Level one employees are those with less than one year of experience. Level two employees have a Master's degree/ equivalent and/ or two semesters' experience as a graduate assistant. Level three employees are those who have a Master's/equivalent and have completed at least four/ or six semesters of a graduate assistantship.

NOTE: Experience to move up levels does not need to be as a teaching assistant! Being a research assistant or on a full support fellowship also counts.

Health Insurance Options

Please see the following link for health insurance options.

Use of Department Resources

The Department has limited computer, office, copy machine, supplies, and communication resources. When such resources are allocated for graduate student use, the allocation must be made by the Department or a specific member of the faculty or staff, with the allocation specifying clear limits (e.g., photocopying is to be in direct support of a student's research or teaching and not to exceed a specified number of copies). The Department expects all students to honor such limits, with failure to do so reason for ending access to such resources by offending students. Students who are teaching or research assistants typically are assigned a desk or shared office space. All teaching assistants are assigned a mailbox in the department, with students expected to check these mailboxes regularly for correspondence from the department. Most correspondence will be sent to students via email and students are expected to monitor their email regularly (at least every other day).

Leave Time: Medical, Bereavement, Adoption/Parental, Jury Duty

Please see the university Academic Programs policy on graduate assistant leave. Graduate teaching assistants (TAs) should refer to the policies in the Graduate Employees Union (GEU) Collective Bargaining Agreement, which is in effect from May 2019 to May 2023. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

University Grief Policy

For graduate students, it is the responsibility of the student to: a) notify their advisor/major professor and faculty of the courses in which they are enrolled of the need for a grief absence in a timely manner, but no later than one week from the student's initial

knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty, and c) complete all missed work as determined in consultation with the advisor/major professor and faculty. It is the responsibility of the advisor/major professor to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) receive verification of the authenticity of a grief absence request upon the student's return, and c) make reasonable accommodations so that the student is not penalized due to a verified grief absence. If employed as an GA or TA, the graduate student must also notify their employer. Both employer and student will swiftly communicate to determine how the student's responsibilities will be covered during their absence. Graduate teaching assistants (TAs) should refer to the bereavement policy in GEU contract Article 18.

University Requirements and Expectations

Timeframe	University Requirements	Expectations for Mastery
Year 1, 2, 3	Responsible conduct of research training	Successfully complete online module
Year 1, 2, 3	Diversity, Equity, and Inclusion training	Successfully complete online module
Year 1, 2, 3	Relationship Violence and Sexual Misconduct training	Successfully complete online module

Responsible Conduct of Research

Michigan State University requires that all graduate students and research project staff be trained in the Responsible Conduct of Research (RCR) as part of their Research I University experience. Guidance on specific RCR training requirements for School Psychology students is available on the School Psychology Students D2L page under the "Responsible Conduct of Research (RCR) Requirements" folder. Please refer to this guidance document for the most recent RCR policy for each year in your program. Each year, students need to create an account in the Research Training Tracking System to log training hours (e.g., CITI modules, in-class discussions, and/or Graduate School RCR Workshops). Lastly, as of Fall 2020, all students, faculty, and staff must complete MSU's online DEI training. Visit the Training page from MSU's Office of Regulatory Affairs for FAQs and the link to take the training in the Ability system, and watch for updates as this requirement evolves. Students *must obtain copy of the "Training Courses Report," obtain your advisor's signature on the report, and turn the signed form into the program administrative assistant's mailbox or D2L folder* <u>*before May 1*</u> *each academic year (including internship). Please see the* ORA website *for more information.*

Research-Related Policies

Please see the Guidelines for Integrity in Research and Creative Activities.

Guidelines on Authorship

Please see the MSU Guidelines on Authorship. In addition, please see the APA Ethical Principles of Psychologists and the NASP Principles for Professional Ethics for authorship norms related to our field.

Institutional Data Policy

Please see the MSU Institutional Data Policy for more information. In addition, please see the APA Ethical Principles of Psychologists and the NASP Principles for Professional Ethics for authorship norms related to our field.

Institutional Review Board

Although a thesis is not required in the program, students may engage in research as part of the program. Obtain approval from the appropriate Institutional Review Board (IRB) for the respective involvement of human subjects in research at MSU.

Research Health and Safety

Should it be applicable in your research, view information provided by the Office for Environmental Health and Safety (EHS) regulations and policies related to laboratory safety and security.

Procedures Concerning Allegations of Misconduct in Research and Scholarship

Academic misconduct is a serious offense. Allegations of misconduct are addressed through the following procedures outlined in MSU's Integrity of Scholarship & Grades policy. Further, students alleged to have engaged in unethical or dishonest behavior while engaged in research, scholarly, and creative activities shall be referred to the College of Education Hearing Board for adjudication. The College of Education Hearing Board may opt to dismiss students from the program for violations of integrity in scholarship and grades. Please see the Academic and Professional Integrity section of this document for more information.

Laboratory and Research Safety

Should students engage in research, they should review the Office for Environmental Health and Safety (EHS) regulations and policies related to laboratory safety and security. Contact the primary investigator of your research project for more information about how to comply with regulations monitored by EHS.

Travel Safety

Should students travel for departmental/university purposes, they should review travel safety resources from the MSU Travel Clinic.

Campus Safety Resources

Students should review general MSU safety resources for more information about staying safe at the university. Students should also review information about active shooter situations. Please see the Relationship Violence and Sexual Misconduct (RVSM) policy and training for more information. Students are required to complete RVSM training each year. Students who work as teaching assistants must also complete the RVSM training for staff.

ADDITIONAL UNIVERSITY RESOURCES

The Graduate School at MSU

- Career Services
- Aurora by Beyond the Professoriate
- Diversity, equity, & inclusion programs
- Events
- Forms
- Funding
- Graduate life & wellness
- Mentoring
- Policy information
- Professional development
- Research integrity
- Traveling scholar opportunities
- University Committee on Graduate Studies

University-Level Units

Resource Center for Persons with Disabilities

The School Psychology Program works in conjunction with the MSU Resource Center for Persons with Disabilities to ensure that students and faculty with disabilities receive reasonable accommodations for special needs. Course syllabi include information on

how students can access such services. Students and faculty with disabilities are likewise encouraged to be in contact with the MSU Resource Center for Persons with Disabilities to gain access to any accommodations that may be reasonable and appropriate for provision during program-wide events. This is intended to ensure an equal opportunity for the development and display of competencies across all students.

MSU Resources for Survivors
MSU has resources to support survivors of relationship violence, stalking, sexual harassment, sexual exploitation, or sexual violence.

Office of the University Ombudsperson
The Office of the University Ombudsperson was established to assist students in resolving conflicts or disputes within the University. The office helps staff members, instructors, and administrators sort through university rules and regulations that might apply to specific student issues and concerns.

MSU Office for Inclusion & Intercultural Initiatives
The Office for Inclusion and Intercultural Initiatives leads and supports efforts to advance a diverse and inclusive campus community, consistent with MSU's core values. The office works with campus and community partners to design and deliver education and training, coordinate programs, coordinate grants and scholarship, award Spartan efforts in supporting inclusion, support research on inclusion-related topics and monitor faculty and staff recruitment and hiring practices.

MSU Counseling and Psychiatric Services
MSU Counseling & Psychiatric Services, CAPS, is the new place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LBGTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns. CAPS combines the services of the former MSU Counseling Center and former Olin Psychiatry Clinic to provide improved access for students. Additional services will be available in the Neighborhood Engagement Centers, and the MSU Union building.

Wellness Resources
The College of Education, CEPSE, and the School Psychology program are committed to promoting graduate student wellness and academic success. As such, below we have highlighted several university resources designed to support personal and professional development and students' overall wellbeing (physical, mental, emotional, financial, and social health).

1. MSU's Graduate School Office of Well-Being (GROW)
2. Campus Health Services
3. Well-being resources from the Graduate School
4. Mental Health Resources by the Counseling & Psychiatric Services
   a. Here's a brief handout on accessing student mental health services at MSU
5. Occupational and financial well-being resources
6. Physical well-being resources

Other University-Level Supports
- OISS
- Student Affairs
- the Libraries
- the Olin Health Center
- Inclusion & Intercultural Initiatives

- the Burgess Institute for Entrepreneurship & Innovation
- the Writing Center
- University Outreach & Engagement
- Ombudsperson's Office.

Appendix A: Detailed Description of Practicum and Internship Experiences

Summary of the Practicum and Internship Requirements

In addition to the course requirements and practicum experiences infused in certain courses, candidates for the Specialist degree in School Psychology also complete Practica (CEP 893K, 6 credits) during the second year and a 1200-hour, academic year-long (August through May) Internship (6 credits of CEP 894K over two academic year semesters) in the third year. In addition to the fieldwork component, the Practica courses typically meet weekly on campus whereas the internship courses are taught online. Both a field supervisor and a university supervisor supervise students. All practicum and internship sites must receive prior approval by the program faculty, as indicated by a Practicum Internship Affiliation Agreement. At least 600 of the 1200-hour, academic year-long (August through May) Internship hours must be completed in a school setting, though the majority of students complete all of their hours in schools. Please see the beyond formal coursework: practicum, comprehensive exam, and the internship section for more information.

School Psychology Practicum

A distinguishing feature of the School Psychology Program at Michigan State University is a commitment to educating students in authentic settings of professional practice. Students are covered under MSU's medical professional liability insurance for practicum and internship experiences that are required as part of their academic programs. Students may incur costs up to $100 related to practicum and internship (e.g., background checks, fingerprinting, etc.). Throughout the program, students must log their hours and activities using the program-provided practicum log; see the School Psychology Students D2L website. Practicum site and supervisor assignments are determined by faculty who teach the corresponding practicum classes, who take into consideration each student's prior experiences to ensure that the student has the opportunity to work with k-12 students from a diversity of backgrounds across the course of the program.

First Year Practicum

In the First Year Practicum, students participate in a variety of activities within a general education classroom. They typically spend about a half-day in the same classroom each week. The goal of the first-year experience is to introduce students to the culture of schools by participating in the life of the classroom and to help them appreciate the contextual influences on children's development and learning. Another goal is to provide School Psychology students an opportunity to work with students, parents, teachers, and other interdisciplinary educational staff. Students complete observations in the classroom and assist with classroom activities (at the discretion of the host classroom teacher. Students complete an ecological appraisal of the school and associated community in which they are placed by reviewing publicly-available school and community data and interviewing school staff. In the spring semester, they also practice their developing reading assessment and intervention skills with a case study student. The First Year Practicum is completed in conjunction with CEP 884 (Roles and Functions in School Psychology) in the fall, and CEP 886 (Assessment and Intervention I) in the spring. Instructors of these courses provide supervision for the practicum experiences and encourage students' self-reflection on their professional development.

Second Year Practicum (CEP 893K)

The practicum in the second year is also a yearlong experience in the field. *Students acquire at least 600 hours of supervised field experience during this year; a commitment of two days per week in the Fall and two days per week in the Spring is required.* Students may need to devote more time in the field site as necessary to complete course-related assignments.

The focus of this practicum is to see and understand children's learning, development, and behavior in context. The goal of second year practicum is to help students understand the decision-making process that guides the work of a school psychologist. Throughout this practicum, students are supervised by a fully certified on-site school psychologist and a university-based field supervisor. Students consider children's functioning across settings (e.g., school, home, communities) and work with students, teachers, educational staff, and parents. During this practicum, students gradually take on the roles and functions of a school

psychologist. This experience provides students with the opportunity to learn about the culture of the school, to develop relationships with staff, to become familiar with procedures and practices of the district, to conduct assessments, to design and implement interventions, and to participate in the professional community. Three important features of the practicum help to prepare students for the internship: the progressively demanding nature of the experience, the close supervision by the field supervisor, and the support of the university course.

An important element of the practicum is the students' participation in a community of graduate practicum students to discuss and supplement the field experience. All students in practicum meet weekly in a practicum course that is taught by the university field instructor. In addition to addressing specific topics such as school and organizational cultures, special education law, ethical and professional standards, and other professional issues, students receive individual and group supervision that explores their ongoing experiences in the field. The instructor assists students in developing a set of practicum goals and monitors the attainment of these goals through contact with students in class and through site visits. Field supervisors provide two written evaluations of the student's performance during the semester and are in regular contact with the university supervisor. As a part of these evaluations, the extent to which the practicum student has worked with diverse populations is documented and reviewed by both supervisors. Students complete projects and course requirements that contribute to and extend the practicum experience.

The second-year practicum course is CEP 893K. Students may also complete activities related to CEP 881 Social-Emotional Assessment and Intervention and/or CEP 889 Consultation during their fieldwork.

The Internship

This is a significant period of practical work bridging the student's formal on-campus program with entry into the ongoing practice of school psychology. The internship site(s) are chosen carefully, with particular attention to long-term professional objectives. The application and selection process should occur in close consultation with one's advisor, the Director of Clinical Training, and the Internship Course Instructor . The Program Director's approval as to readiness for the internship must also be granted prior to initiating the application process.

To avoid any delays in graduation, students are strongly advised to complete their final EdS Course plan in SIS during the Summer or Fall of their internship year. It is mandatory to meet with the APC to complete the plan, as there are many formatting requirements for the course plan. The Course Plan must accurately reflect the actual courses taken during one's degree program; It is encouraged to only submit two course plans over your academic career: one for the master's and one for the EdS. This helps maintain the accuracy of your courses.

Following completion of the year-long internship between late August/early September and late May/early June, program policy requires students to submit their end-of-year internship logs to the DCT for verification. This allows the DCT to verify completion of a year-long internship and also enables the DCT to confidently complete certification and credentialing requirements.

The program requires that students complete their fieldwork in high quality internship sites. Students will refrain from pursuing internship sites where their presence might involve conflicts of interest, dual relationships, or other ethically inappropriate conditions.

Internship is a full-time experience for one academic year, a total of at least 1200 hours. At least half of the internship experience should be in a public-school setting under the direction of a **fully certified** school psychologist who has a minimum of *three years experience*. Field-based supervisors should not be responsible for more than two interns at a time and should be given release time by the school/agency for purposes of supervision. In some circumstances, such as when a supervisor's primary job role is that of supervision, a student may be supervised by a person who has more than two interns. The field-based supervisor is expected to provide a minimum of two hours each week, on average, of direct supervision per intern. The internship setting must provide the

intern with a broad range of experiences that are appropriate to the training of school psychologists (e.g., assessment for eligibility and/or intervention, direct intervention, consultation, in-service training, research/program evaluation).

Internship Readiness, Application, Selection, and Procedures

1. Early in the Fall semester the year before internship (typically year two), discuss with your advisor and the Director of Clinical Training (DCT) your readiness for applying to internship sites. Ask them if there are any weaknesses that you must address before being eligible to apply for internship. If related weaknesses are identified, develop a plan to address those weaknesses and to document that they have been addressed that meets their expectations. Note that some out-of-state internship sites have Fall semester application deadlines; if you are seeking such a placement, discuss readiness early in the Fall semester to have the best possible opportunity to be approved to apply for internships to meet their application deadlines.

2. Once your advisor and DCT have indicated that you are ready to begin the internship application process, share with the DCT what you desire out of the internship experience. The DCT's role is to support your efforts to identify and secure an internship placement that will first and foremost meet program requirements and secondarily be well aligned with your individual goals. Things that may be helpful to share with the DCT at this point include the following: the roles you seek to practice as part of your internship experience, the type of supervision sought, location, and financial support sought.

3. The DCT will offer guidance for site identification and initial contacts, including information you will want to share with potential sites to determine whether they can offer an internship that will meet program requirements. However, students are responsible for seeking this guidance and for applying for internships. Once you have sought guidance from the DCT, provide at least monthly updates about your progress in exploring, applying, and interviewing for internship positions.

4. Once you have identified a site that you believe meets program requirements and aligns well with your individual goals, notify the DCT. For those sites that have not had MSU school psychology interns in the recent past, the DCT will then likely require you to help schedule a meeting to include you, a school district administrator, the proposed field-based supervisor, and the DCT to verify that the site meets MSU EdS school psychology internship expectations. Note that a formally documented placement can not occur until you have documentation of having successfully passed both parts of the Ed.S. Comprehensive Exam and are meeting expectations for second year coursework.

5. During the Spring semester before going on internship, students should review the Program Plan they submitted earlier in the program. To avoid any delays in graduation, students are strongly advised to make any necessary changes using the Program Plan Change Form before going on internship. The Program Plan must accurately reflect the actual courses taken during one's degree program; removing courses that were not taken and adding courses that were taken (and not included on the original plan) require updating the Program Plan. You must have passed the comprehensive exam (both case study portion and Praxis) and be approved by the DCT based on your second year course performance prior to initiating the steps below.

6. Once you have the necessary documentation of having passed both comprehensive exam parts and have shown proficiency in your second year coursework, contact the DCT with that information and your desire to have your internship placement finalized. The Practicum Internship Affiliation Agreement Form and Addendum must be signed to finalize the placement (Microsoft Teams School Psychology Student Forms folder for an example form). Upon receipt of your contact with information of passing both parts of the exam, The DCT will coordinate distribution and collection of the affiliation agreement and addendum.

7. Once you have documentation of completing 600 hours of practicum work during your second year, you are eligible to apply for the Preliminary School Psychologist Certificate in Michigan. See the College of Education certification website for the materials necessary to apply. Be sure to submit these materials no later than June 30 for processing by the beginning of the next school year.

8. Out-of-state internships may additionally require that you apply for and obtain an out-of-state school psychology certification. If you are seeking an out-of-state placement, be sure to discuss this potential need with your prospective field-based supervisor or other relevant internship site contacts to identify additional documentation you may need to obtain. Note that school psychology faculty are typically not available to assist with this between July 1 and August 15, and so be

sure to have corresponded about related needs prior to that time. Processing typically must occur at multiple levels (i.e., school psychology program faculty and college certification officer); plan your certification application timing accordingly.

9. In the fall, you will be asked to provide documentation of any contract you have signed with the district. Your field-based supervisor will be required to provide the MSU university-based supervisor mid- and end-of-semester feedback reports regarding your progress during the internship (please see D2L for those forms). You will be expected to document internship and supervision hours throughout the k-12 academic year (late August/early September – late May/early June). You will receive a final grade in the associated spring internship course (CEP 894K) only once you have provided documentation of completing 1200-hour, academic year-long (August through May) internship hours; until that time you will receive a deferred grade (DF). If you have not provided documentation of 1200-hour, academic year-long (August through May) internship hours by June 15, you may be expected to take an additional semester of CEP 894K.

During Internship

To facilitate the best interests of both the student and the School Psychology Program, communication between the program and the internship site is important. Thus, the program requires that, when a student accepts the internship position, the Internship Affiliation Agreement Form and a copy of the letter of appointment with relevant terms and conditions be kept on file within each student's educational record.

The university-based supervisor (i.e., CEP 894K instructor) will meet with the intern and the field -based supervisor in person or via teleconferencing at least three times over the course of the k-12 academic year to document student progress and attainment of competencies. During the associated meetings, the university-based supervisor will introduce and clarify expectations for course assignments (e.g., assessment, intervention, consultation projects) and field-based supervisor evaluations, reviewing expected thresholds for demonstrating competencies on these assignments and evaluations, and consulting about any situations in which student performance is not on-track for meeting the expected thresholds by the end of the year to develop a plan for improvement. During these meetings the student will also share about their progress according to their individually -developed internship plan that describes experiences they seek and how they will document attainment of particular competencies of interest. Furthermore, the extent to which students have had opportunities to work with diverse populations will be discussed, with plans made, as necessary, to improve exposure and experience working with diverse populations. The field -based and university-based supervisors are expected to notify the Program Director at any time when they have information suggesting the intern's performance is less than adequate, is not on track for successful internship completion, or if there are any problems that may affect the student's standing in the Program. Such notification is expected even when relevant information emerges after completion of the internship. Competent professional practice during all phases of the program, including the internship, is a requirement for continuance in the Specialist Program.

Appendix B: Professional Credentials

Upon graduation from MSU's School Psychology Program, you will be eligible to pursue certification in school psychology at both the state and national level. The procedures for pursuing these credentials in Michigan are detailed below. Students planning to practice in other states should contact the credentialing body in that state early in their graduate careers. Note that program faculty are fully available to support processing of certification/licensing applications that are received between August 16 and June 30; support may not be available between July 1 and August 15. Be sure to plan related requests accordingly.

State of Michigan School Psychology Certificates

The School Psychology Certificate is a legal credential required by the state of Michigan to practice in a school setting as a school psychologist. This credential is granted through the Michigan Department of Education. Students are eligible for this credential upon graduation from an approved school psychology program; the MSU School Psychology Program is an approved program. This certificate allows psychologists to practice solely in school settings, and not in private practice. The certificate is required to use the title of "school psychologist." (Psychology licensure is required for **independent or private practice** in all professional fields of psychology, including school psychology.) Students should apply for a Michigan Preliminary School Psychology Certificate once they have completed 600 second-year practicum hours, regardless of whether or not they intend to obtain a Michigan credential. This permits the program's recommendation for certification to be recorded on your transcript for future reference. Upon payment of the fee you will be issued the Preliminary School Psychology Certificate, which is effective for three years. You may choose to withhold payment for the certificate if you do not wish to be credentialed in Michigan.

There are two levels of the School Psychology Certificate: Preliminary Certification and "Full" Certification. Students may become eligible for Preliminary Certification before completing all degree requirements. This would allow one to be employed in the schools as a school psychologist under the supervision of a Fully Certified Psychologist. However, completion of and awarding of the degree (EdS or Ph.D.) is required (in addition to other requirements) to be eligible for a "Full" Certificate.

Steps for Obtaining the Preliminary School Psychology Certificate
1. Complete all non-internship coursework
2. Complete 600 hours of second-year practicum
3. Obtain a copy of your second-year practicum supervisor's school psychologist certificate
4. Submit an application for certificate to the College of Education Office of Student Affairs. Applications may be obtained online here. A processing fee is currently assessed.

Steps for Obtaining the School Psychology Certificate
Apply for the full Michigan certificate upon completion of the EdS program using the application form and instructions provided here. A copy of the Michigan State Board of Education School Psychology Certification rules can be found at the program website.

National Certification in School Psychology (NCSP)

The Nationally Certified School Psychologist (NCSP) credential is the only professional credential acknowledging school psychologists who meet rigorous, nationally recognized standards. School psychologists who hold the NCSP demonstrate their commitment to the highest levels of professionalism, ethical practice, and continuing professional development.

Overview of certification requirements. More detailed information is available in the NCSP application from NASP. For more information, visit the NASP website.

1. Completion of an EdS- or Ph.D.-level program in school psychology

2. Completion of a minimum of 1200-hour, academic year-long (August through May) internship in school psychology, of which at least 600 hours must be in a school setting
3. Achievement of a passing score on the National School Psychology Examination administered by the Educational Testing Service
4. All school psychologists who hold the credential must complete further professional training and skills development activities
   The program website provides [step-by-step procedures](#) for processing these materials within the program and College.

Appendix C: School Psychology Network

In addition to your advisor and school psychology faculty, several programs and mechanisms have been created to assist students in learning about and progressing through the MSU School Psychology Program. These include the School Psychology peer mentors, orientation (both College of Education and School Psychology Program), the Program web page, the Program D2L site, and the Program and College of Education graduate student listservs. In addition, participation in the broader community of school psychology can be initiated and maintained through affiliations with professional organizations such as the National Association of School Psychologists (NASP), the Michigan Association of School Psychologists (MASP), the American Psychological Association (APA), and APA Division 16 (School Psychology). We strongly encourage students to join these professional organizations. Applications for student membership are available online through these organizations' websites.

Peer Mentors

Upon entrance to the School Psychology Program, each student is assigned a mentor from among the advanced students. This person will ideally serve as a helpful resource for navigating your experience here at MSU, as well as the professional world of school psychology. The mentors will be assigned by the Program Administrative Assistant in collaboration with the Program Director. In turn, they should reach out to mentees within the first few weeks of the school year.

University and Program Orientations

Prior to the start of the school year, the Education Graduate Student Organization (EGSO) hosts a college-wide orientation covering graduate students' issues including technology resources at MSU (email, WWW, and on-line library searching), financial support, and other issues pertinent to entering students. Within the first month of the Fall semester, the School Psychology Program hosts a Program orientation to be attended by all incoming students. Topics covered include Program requirements, typical timelines, specialization options, and common questions of entering students.

MSU School Psychology Program Web Page

The school psychology web page includes a wealth of information on the MSU School Psychology Program, as well as links to the web pages of several school psychology organizations and other pertinent education agencies. The Program's web page provides information on admissions, program requirements, links to the home pages and email accounts of faculty, staff, and students, and many other helpful resources. Contact the Program Director with any suggestions for changes or additions to the program website.

MSU School Psychology Students Teams and D2L Site

For many classes and research activities, MSU faculty, instructors, and students use an instructional management system called Desire2Learn (D2L) to communicate and post resources and materials. Many materials that you may find useful are available to you by logging into the D2L site and selecting the community group entitled "School Psychology Students." Please visit the following MSU resource for training on D2L. The General Teams Channel will also host information and posts relevant to all students and faculty, so please ensure you have notifications for Teams on. The D2L site will be used for submitting your annual review items, and the Teams Channel will be used to communicate and post resources and materials.

Listservs

The School Psychology listserv was created as an electronic medium to communicate information across students, faculty, and staff of the MSU School Psychology Program. This is the primary way that we communicate with students and we require that students subscribe to this listserv. Typical messages include meeting or colloquia announcements, job postings, NASP/APA Legislative updates, and a variety of other information to inform students, faculty, and staff of programmatic and professional issues. The Program Administrative assistant will subscribe you to the listserv upon enrollment. To send a message to the listserv, use the following email address: SCHOOLPSYCH@LIST.MSU.EDU. In addition to our own school psychology and graduate student listservs,

there are several national school psychology listservs. Procedures for subscribing to the NASP or the APA Division 16 (School Psychology) listservs are detailed on their websites listed below.

Professional Organizations in School Psychology

There are multiple organizations that one can join as a school psychologist-in-training. These organizations can be beneficial to the development of professional knowledge, ethics, and conduct. Many of the organizations publish journals and newsletters containing research and articles of relevance to the school psychologist. Joining one or a number of these organizations is one way to stay current in the field. It also alerts the school psychologist to currents trends, new materials, and a breadth of resources. Through these professional organizations, there is the opportunity to attend and participate in national conferences. The conferences are an opportunity to network, see, and hear the top researchers in the field. The professional organizations are also a way to learn about internships, funding for graduate education, and career opportunities. Even if the decision not to join is made, visiting these websites is a great way to gain information.

National Association of School Psychologists (NASP)

NASP is the largest association of school psychologists in the world with over 21,000 members. "The mission of NASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning" (NASP website). Membership includes a subscription to their newsletter, *Communiqué*, and the quarterly published journal *School Psychology Review*. The *Communiqué* contains information about school psychology news, new practices, test reviews, employment opportunities, internships, and position papers. NASP also has an extensive publication catalog that provides helpful resources to the school psychologist. These publications are available at special rates for members and are available at their website. NASP also publishes ethical and professional standards for practice to which school psychologists, including MSU Program students, are expected to abide. NASP additionally offers workshops and other activities for further professional development. State certification information (including the National Certified School Psychologist (NCSP) program) can also be found through NASP.

American Psychological Association (APA)

The APA represents psychologists across the United States. APA provides accountability, support, advocacy, governance, and accreditation for most graduate programs and psychology internships in the United States.

APA Division 16 (School Psychology):

APA has a special division specifically for graduate students, American Psychological Association of Graduate Students (APAGS). When you join APA as a student affiliate, you are automatically enrolled in APAGS. With membership, you receive quarterly APAGS newsletters, the monthly *APA Monitor* and *American Psychologist*, reduced rates for other APA journals and books, and eligibility for student/school liability and health care insurance programs. In addition, with membership in the School Psychology Division (#16) of APA, you receive the publication *School Psychology Quarterly*. On their website, APA also posts information about college planning, career resources, lists of accredited internships and programs, funding, their code of ethics, and much more.

Other relevant professional organizations include:

Michigan Association of School Psychologists (MASP)

American Educational Research Association (AERA)

Council for Exceptional Children (CEC)

Society for Research in Child Development (SRCD)

Appendix D: Graduate Level Course Waiver Form

Students desiring to waive graduate-level courses should complete the form below during the first semester of their first year <u>for each course</u> they wish to waive.

Courses are waived infrequently and only under specific conditions as the program applies systematic evaluation procedures and criteria to ensure (a) equivalency between prior courses, field experiences, and program requirements; and (b) consistency across required program coursework and field experiences for candidates.

- Per College of Education policy, coursework for consideration must have been completed within 5 years.
- College of Education policy indicates that up to 8 credits (2 courses) may be waived through prior coursework. Only course credits earned in regionally-accredited graduate institutions are eligible for waiver purposes. Only courses from graduate programs in education and psychology have been successfully replaced through the waiver process.
- If a course is waived, students must select a replacement course with their advisor to ensure that they still complete 60 credits as part of their Educational Specialist degree.

Students should discuss the possibility of course waivers both prior to and following admission. Program faculty and/or the MSU faculty teaching the course will decide on the acceptability of such courses only AFTER program admission and acceptance.

Directions:

1) Complete the form below for each course you wish to waive.
2) To determine potential course equivalency, work with your advisor to determine if a previous course is well-aligned with an MSU course requirement. Only one graduate course may be used to establish equivalency. Review this document (Table E linked here) to assist you.
3) To determine core assignment coverage, review the MSU course syllabi. The assignments in bold are the core assignments and must be addressed in the table below.
4) Attach two additional documents to this form: (1) a copy of the syllabus for the graduate course you have already completed and (2) a copy of the syllabus for the course you wish to waive.
5) All three documents (form, your syllabus, and MSU syllabus) must be sent to your faculty advisor before the faculty review process can begin.
6) The faculty advisor, Program Director, and most recent/current course instructor (core School Psychology faculty), if applicable, will review the request and together determine if the course waiver is approved.

Name:		Date:	
E-mail:		PID:	
Faculty advisor:			
Program/incoming year:			
Name of previous course:			
	Semester & Year Taken:		*Final Grade:*
MSU course (number and title) you are requesting to waive:			
NASP domain of competence aligned with MSU course (see Table E):			

The above request for course waiver has been: _____ **Approved** _____ **Not Approved**

If the request for a course waiver is not approved, please explain why:

_____

_____

Advisor Signature: _____ **Date:** _____

Program Director Signature: _____ **Date:** _____

NASP Domain of Competence	MSU Course Coverage Source: Table E	Proposed Waived Course	Plan for Core Assignment Coverage/Table E
		Offer a rationale for how the proposed waived course provides comprehensive coverage of NASP Domain of Competence	Offer a rationale for how the proposed waived course assignment(s) provides evidence of attainment of the NASP Domain of Competence
1: Data-Based Decision Making	804b Advanced Diagnosis & Remediation for Students with Literacy Disabilities		
	CEP 809 Data-Driven Instruction with Multi-Tiered Systems of Support		
	CEP 886 Psychological Assessment and Intervention		
2: Consultation and Collaboration	CEP 801a Collaboration and Consultation in Special Education		
	CEP 889 Consultation in SP		
3: Academic Interventions and Instructional Supports	CEP 804b Advanced Diagnosis & Remediation for Students with Literacy Disabilities		
	CEP 880 Cognitive Assessment		
	CEP 886 Psychological Assessment and Intervention		
4: Mental and Behavioral Health	CEP 844 Applied Behavior Analysis for Educators		

Services and Interventions	CEP 841 Classroom & Behavior Management in the Inclusive Classroom		
	CEP 881 Social Emotional Assessment and Intervention		
5: Schoolwide Practices to Promote Learning	CEP 809 Data-Driven Instruction with Multi-Tiered Systems of Support		
	CEP 841 Classroom & Behavior Management in the Inclusive Classroom		
6: Services to Promote Safe and Supportive Schools	CEP 841 Classroom & Behavior Management in the Inclusive Classroom		
	CEP 881 Social Emotional Assessment and Intervention		
	CEP 893K – Spring Practicum in School Psychology		
7: Family, School, and Community Collaboration	CEP 801a Consultation and Collaboration in Special Education		
	CEP 885 Development and Psychopathology Across the Lifespan		
	HDFS 895 Families in Poverty		
8: Equitable Practices for Diverse Student Populations	CEP 840 Policies, Practices, and Perspectives in Special Education		
	CEP 884 Roles and Functions of School Psychologists		
	CEP 893K – Fall Practicum in School Psychology		
9: Research and Evidence-Based Practice	CEP 880 Cognitive Assessment		
	CEP 890 Research and Program Evaluation in School Psychology		
	CEP 932 Quantitative Methods in Educational Research		
10: Legal, Ethical, and Professional Practice	CEP 840 Policies, Practices, and Perspectives in Special Education		
	CEP 884 Roles and Functions of School Psychologists		

Required Courses

CEP 801a (3)   Consultation and Collaboration in Special Education

CEP 804b (3)   Advanced Diagnosis and Remediation for Students with Literacy Disabilities

CEP 809 (3)   Data-Driven Instruction within Multi-Tiered Systems of Support

CEP 840 (3)   Policies, Practices, & Perspectives in Special Education

CEP 841 (3)   Classroom & Behavior Management in the Inclusive Classroom

CEP 844 (3)   Applied Behavior Analysis

CEP 880 (3)   Cognitive Assessment

CEP 881 (3)   Social and Emotional Assessment and Intervention

CEP 884 (3)   Roles and Functions of School Psychology

CEP 885 (3)   Development and Psychopathology Across the Lifespan

CEP 886 (3)   Psychoeducational Assessment and Intervention

CEP 888 (3)   Theories of Child Psychotherapy

CEP 889 (3)   Consultation in School Psychology

CEP 890 (3)   Research and Program Evaluation in School Psychology

CEP 893K (3)   Practicum in School Psychology (fall)

CEP 893K (3)   Practicum in School Psychology (spring)

CEP 894K (3)   Internship in School Psychology (fall)

CEP 894K (3)   Internship in School Psychology (spring)

CEP 932 (3)   Quantitative Methods in Educational Research

HDFS 895 (3)   Families in Poverty

Total EdS Credits = 60

Total ONLINE Courses = 12 (36 credits)

Appendix E: Grievance Procedures for Students

http://www.educ.msu.edu/college/resources/Graduate-Student-Hearing-Procedures-Departments.pdf
https://education.msu.edu/cepse/specialed/masters/ld/documents/Appendix-C-Grievance-Procedures-for-students.pdf

Graduate Student Academic Grievance Hearing Procedures For All Graduate Academic Programs in the College of Education

Students may request a hearing to resolve a dispute with an instructor, but only after trying to settle the matter in conversations with the instructor, the Department Chair or School Director or Program Director and, in some cases, the Associate Dean of the college. The student also may consult with the University Ombudsperson at any stage of the dispute. In the event that a student's dispute remains unresolved a grievance hearing may be necessary. This document presents current University policy and procedures for conducting a grievance hearing.

Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student's most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (GSRR Article 1.2)

_____

The *Michigan State University Student Rights and Responsibilities (SRR)* and the *Graduate Student Rights and Responsibilities* (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, all Graduate Academic Programs in the College of Education have established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.) Each Graduate Academic Program in the College of Education have established their own program specific hearing boards that are in full compliance with the regulations, policies, and procedures set forth in this document.

I. **JURISDICTION OF THE PROGRAM HEARING BOARD:**
   A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving <u>graduate</u> students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)
   B. Students may <u>not</u> request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

II. **COMPOSITION OF THE HEARING BOARD:**
   A. The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the Spring semester according to established Program procedures. Hearing Board members serve one year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.
   B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)
   C. The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III. **REFERRAL TO THE HEARING BOARD:**
   A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct

(academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)

B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)

C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)

D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student has **10** class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)

E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)

F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

IV. **PRE-HEARING PROCEDURES**

A. After receiving a graduate student's written request for a hearing, the Chair of the Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)

B. Within **5** class days, the Chair of the Hearing Board will:
1. forward the request for a hearing to the respondent and ask for a written response;
2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within **3** class days of this notification. In addition to conflict of interest challenges, either party can challenge two hearing board members without cause (GSRR 5.1.7.c);
3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee (See GSRR 5.1.7.). Decisions by the Hearing Board chair or the College Dean (or designee) on conflict of interest challenges are final;
4. send the Hearing Board members a copy of the request for a hearing and the respondent's written response, and send all parties a copy of these procedures.

C. Within **5** class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:
1.   accept the request, in full or in part, and promptly schedule a hearing.
2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)
3. the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)

D. If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.

E. At least **5** class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any challenges. (See GSRR 5.4.7.)

F. At least **3** class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)

G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least **3** class days before the hearing. (See GSRR 5.4.9.)

H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least **3** class days before the scheduled hearing. (See GSRR 5.4.9c.)

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

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

K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)

L. Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4.and 5.4.11.)

V. **HEARING PROCEDURES**

1 The Hearing will proceed as follows:

1. <u>Introductory remarks by the Chair of the Hearing Board</u>: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:

- In <u>academic grievance hearings</u> in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.

1 In hearings in which a graduate students seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.

- All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)

2. If the <u>complainant</u> fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)

3. If the <u>respondent</u> fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9-b.)

4. If the <u>respondent</u> is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)

6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.

7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.

8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.

9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.

10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.

11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.

12. Final questions by the Hearing Board: The Hearing Board asks questions of any of the participants in the hearing.

VI. **POST-HEARING PROCEDURES**

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board's recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within **3** class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)

2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any to the College Hearing Board within **5** class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within **5** class days. (See GSRR 5.5.2.2 and 5.4.12.3)

C. Written Report:

The Chair of the Hearing Board shall prepare a written report of the Hearing Board's findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within **3** class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board's decision. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. The report also should inform the parties of the right to appeal within **5** class days following notice of the decision, or **5** class days if an academic disciplinary hearing is pending. The Chair shall forward copies of the Hearing Board's report and the administrator's redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. All recipients must respect the confidentiality of the report and of the hearing board's deliberations resulting in a decision. (See GSRR 5.4.12 and 5.5.2.2)

VII. **APPEAL OF THE HEARING BOARD DECISION:**
   A. Either party may appeal a decision by the Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records.) (See GSRR 5.4.12.)
   B. All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within **5** class days following notification of the Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)
   C. A request for an appeal of a Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by "clear and convincing evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII. **RECONSIDERATION:** If new evidence should arise, either party to a hearing may request the appropriate Hearing Board to reconsider the case within **30** days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IV. **FILE COPY:** The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

Approved by Faculty August 4, 2015

Appendix F: Graduate Employees Union Policies on Employee Leave Time

I. Medical Leave

A. In the event an Employee is unable to meet employment obligations because of illness, injury, pregnancy-related conditions, or childbirth, the Employee will, when possible, notify the appropriate immediate supervisor (or employing unit designee) as promptly as possible so that arrangements for the absence can be made by the employing unit.

B. During a medical leave, the employing unit shall adjust (reduce, waive or reschedule) the Employee's duties as those duties and his/her physical circumstances reasonably dictate. If total absence from duties becomes necessary and the Employee is still enrolled, the employing unit shall maintain the stipend of the appointment provided for a period of up to eight (8) weeks or to the end of the appointment period, whichever occurs first. Additional unpaid leave may be arranged.

D. The Employee shall have the right to return to employment, provided there is no medical dispute, within the dates of the current appointment, at such time as they are able to resume duties.

II. Medical Dispute

A. In the event an Employee is inadequately performing his or her employment responsibilities and the Employer has a reasonable belief an Employee is unable to perform his or her employment responsibilities because of a physical or mental health condition, the Employee will be required to submit to a medical examination, paid by the Employer, as determined by the Office of the University Physician. In the event the Employer requires such a medical examination, the Employee shall be given notice in writing of the reasons for requiring the examination.

B. If the Employee is satisfied with the results of the medical examination, the parties will adopt the recommendation of the physician.

C. If the Employee is not satisfied with the results of the medical examination, they may submit a report from a health care provider of his/her own choosing. The Employee may submit the charges of this examination to any and all insurances for which the examination may be covered. If a balance remains following the application of insurance, the remaining expenses of this examination shall be paid by the Employee.

D. If the Employee is not satisfied with the results of the second examination, at the request of the Union, the University Physician and the Employee's health care provider shall agree upon a third health care provider who will conduct a medical examination and submit a report to the Employer and the Employee. The decision of such third party will be binding. The expenses of this report shall be shared equally between the Employer and Employee. For purposes of this examination, charges to the Employee may be submitted to any and all Employee insurances for which the examination may be covered. If a balance remains following the application of the Employer's one-half and the Employee's insurance, the remaining expenses shall be the responsibility of the Employee.

E. As long as the Employee makes a reasonable effort to secure the cooperation of his or her health care provider in the selection of a third health care provider, the Employer will not seek to discipline or discharge the Employee for a delay in this process which is beyond his or her control.

F. The University, with reasonable belief, may place an Employee on a paid leave of absence pending the above review not to extend beyond the end of the appointment or 2 months, whichever comes first. If the Employee is determined to be unable to return to work in the same capacity, the leave will retroactively be charged against the Employee's paid leave available in Article 18 section I. If the Employee is returned to work in the same capacity within the timelines outlined in this paragraph, no charge will be made against their leave time.

G. The Employee will be made whole for the loss of stipend if the results of the third medical examination indicate the Employee should not have been placed on unpaid leave.

H. In order to complete their appointment or be eligible for future employment, Employees put on leave under this article are required to submit return-to-work documentation from the provider who initially documented the need for the leave to Human Resources.

II. **Bereavement Leave**

Each semester, employees will receive up to three (3) days of bereavement leave with pay following the death of a close family member. Additional time may be granted upon request. Employees shall not be forced to disclose personal relationships, only to claim a familial tie.

III. **Parental Accommodation Policy**

An Employee who adopts a child shall be entitled to adoption leave of up to eight (8) weeks, the first four (4) weeks of which will be paid by the Employer and the balance which will be unpaid, to commence on or before the date of adoption as determined by the Employee. Additional unpaid leave may be arranged.

An Employee who becomes a parent by birth and is not otherwise covered by section one of this article, shall be entitled to parental leave of up to eight (8) weeks, the first four (4) weeks of which will be paid by the Employer and the balance which will be unpaid to commence on or before the date of birth as determined by the Employee. Additional unpaid leave may be arranged.

To be eligible for parental accommodations:

A. Such leave may not extend beyond the Employee's previously scheduled appointment end date; and

B. It must be requested in writing, where possible, no less than four (4) weeks prior to the scheduled start of the leave.

IV. **Jury Duty**

A. An Employee who loses time from work during their normal schedule of work because of jury duty, or is called to testify pursuant to a court-issued subpoena provided the Employee is not a party to the legal action or the subpoena does not require the Employee to testify against the University, shall be paid for such time lost at his/her base rate of pay. Jury duty fees shall be offset against such pay as follows:

   1. Employees serving on jury duty, who are absent from work for two weeks or less, will receive their regular pay and will not be required to submit proof of jury duty payment to the University. They must, however, still submit proof of jury duty service to their supervisor.

   2. Employees serving on jury duty who are absent from work for more than two weeks will be required to submit proof of jury duty payment to their supervisor to facilitate the offset and adjustment of their regular, straight time base pay by jury duty payments or witness fees received from the court.

B. The Employee will report for available work as soon as reasonable following release from jury duty but no later than the start of the next work day.

These policies listed above in Article 18 of the Graduate Employee Union (GEU) Collective Bargaining Agreement, which is in effect from May 16, 2024 through May 15,2028. Students may access this agreement here: GEU 2024_2028 Contract (msu.edu) *(Article 18, pp. 26-29). Students may also access more information/updated agreements in the future as they become available here: https://geuatmsu.org/know-your-rights/.*

Appendix G: Curriculum

Year	Semester	Course	ONLINE	Credits	Practicum and Internship Requirements	Milestones
1	Summer	CEP 840 – Policies, Practices, Perspectives in Special Education	X	3		Program Begins
		CEP 841 – Classroom Management in Inclusive Settings	X	3		
		CEP 932 – Quantitative Methods in Educational Research	X	3		
	Fall	CEP 809 – Multi-tiered Systems of Support	X	3	1-2 hours a week in an elementary classroom	
		CEP 884 – Roles and Functions of School Psychologists		3		
		CEP 885 – Development and Psychopathology Across the Lifespan		3		
	Spring	CEP 880 – Cognitive Assessment		3		
		CEP 801 Consultation and Collaboration in Special Education	X	3		
		CEP 886 – Psychological Assessment & Intervention		3		
2	Summer	HDFS 895 – Families in Poverty	X	3		Non-terminal MA degree completed (30 credits)
		CEP 890 – Research and Program Evaluation in School Psychology	X	3		
		TE 846 – Accommodating Differences in Literacy Learners here OR summer of year 3	X	3		
	Fall	CEP 844 – Applied Behavior Analysis for Educators	X	3	600 hours of school-based practicum	
		CEP 881 – Social Emotional Assessment and Intervention		3		
		CEP 893K – Practicum in School Psychology		3		
	Spring	CEP 888 – Theories of School-Based Psychotherapy		3		Comprehensive Exam Praxis II
		CEP 889 – Consultation in School Psychology		3		
		CEP 893K – Practicum in School Psychology		3		
3	Summer	TE 846 – Accommodating Differences in Literacy Learners here OR summer of year 2	(X)	(3)	Year-long school-based internship (August to June)	Apply for MI preliminary certification
	Fall	CEP 894K – Internship in School Psychology	X	3		
	Spring	CEP 894K – Internship in School Psychology	X	3		Internship completion Graduation Apply for NCSP
			12 Online Courses	Total Credits = 60		

Appendix H: NASP Practice Model Domains

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.

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.

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 services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions
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.

Domain 5: School-Wide Practices to Promote Learning
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.

Domain 6: Services to Promote Safe and Supportive Schools
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.

Domain 7: Family, School, and Community Collaboration
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.

Domain 8: Equitable Practices for Diverse Student Populations
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.

Domain 9: Research and Evidence-Based Practice
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.

Domain 10: Legal, Ethical, and Professional Practice
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 competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Appendix I: EdS Course Checklist

Required (Total Credits = 60)

Course	Title
CEP 801a (3)	Consultation and Collaboration in Special Education
CEP 804b (3)	Advanced Diagnosis and Remediation for Students with Literacy Disabilities
CEP 809 (3)	Data-Driven Instruction within Multi-Tiered Systems of Support
CEP 840 (3)	Policies, Practices, & Perspectives in Special Education
CEP 841 (3)	Classroom & Behavior Management in the Inclusive Classroom
CEP 844 (3)	Applied Behavior Analysis
CEP 880 (3)	Cognitive Assessment
CEP 881 (3)	Social and Emotional Assessment and Intervention
CEP 884 (3)	Roles and Functions of School Psychology
CEP 885 (3)	Development and Psychopathology Across the Lifespan
CEP 886 (3)	Psychoeducational Assessment and Intervention
CEP 888 (3)	Theories of Child Psychotherapy
CEP 889 (3)	Consultation in School Psychology
CEP 890 (3)	Research and Program Evaluation in School Psychology
CEP 893K (3)	Practicum in School Psychology (fall)
CEP 893K (3)	Practicum in School Psychology (spring)
CEP 894K (3)	Internship in School Psychology (fall)
CEP 894K (3)	Internship in School Psychology (spring)
CEP 932 (3)	Quantitative Methods in Educational Research
HDFS 895 (3)	Families in Poverty

Total EdS Credits = 60

Total ONLINE Courses = 12 (36 credits)

Appendix J: Important Dates/Resources

Year 1

Event/Activity	Approximate Deadline	Refer to Handbook	Other Resources
Make contact with student mentor	By 1st day of classes	p. 27	Program Graduate Assistant & student mentor
Attend Fall Town Hall Meeting	August	p. 17	Program Graduate Assistant
Attend MASP Convention (optional)	October		MASP
Participate in Student Advisory Group (optional)	October	p. 18	Cohort SAG Rep & Program Graduate Assistant
Attend NASP Convention (optional)	February		NASP
Participate in EdS Interview Day (optional)	February	p. 18	Program Graduate Assistant
Complete RCR Initial Training (5 hours)	May 1	p. 33	SP D2L Student page (RCR Requirements)
Attend Spring Town Hall Meeting	April	p. 17	Program Graduate Assistant
Complete & turn in Annual Review	Early May (deadline in email)	p. 17, 73	Academic Program Coordinator
Turn in Master's Portfolio	May	p. 4	SP Teams Page (MA EdS Guidelines) Send completed forms to APC for MA coding

Year 2

Event/Activity	Approximate Deadline	Refer to Handbook	Other Resources
Make contact with student mentee (if assigned)	By 1st day of classes	p. 27	Program Graduate Assistant & student mentee
Attend Fall Town Hall Meeting	August	p. 17	Program Graduate Assistant
Apply for Master's Graduation	Week 1, Fall Semester	p. 4	SP Teams Student page (MA EdS Guidelines)

Consult with advisor regarding internship processes and readiness. Following meeting, follow internship procedures outlined in handbook.	September	p. 10-13	EdS Advisor
Attend MASP Convention (optional)	October		MASP
Participate in Student Advisory Group	October	p. 18	Cohort SAG Rep & Program Graduate Assistant
Sign up to take Praxis II part of Comprehensive Exam early in the Spring semester	October	p. 12	PRAXIS II
Pass Case-Based exam (CEP 893K), Praxis II Exam; Send results to CEP 894K instructor and APC	Spring Semester	p. 12	
Attend NASP Convention (optional)	February		NASP
Participate in EdS Interview Day	February	p. 18	Program Graduate Assistant
Complete RCR Refresher Training (3 hours)	May 1st	p. 33	SP D2L group or Teams (RECR Requirements)
Attend Spring Town Hall Meeting	April	p. 17	Program Graduate Assistant
Complete and turn in Annual Review	Early May (deadline in email)	p. 17, 73	Academic Program Coordinator
Apply for Preliminary SP Certificate	June (following accumulation of 600 internship hours and completion of first 54 credits)	p. 26	Certification
If need certification for out-of-state internship, ensure materials are submitted	May 15		

Year 3

Event/Activity	Approximate Deadline	Refer to Handbook	Other Resources
Make contact with student mentee (if assigned)	By 1st day of classes	p. 27	Program Graduate Assistant & student mentee
Attend MASP Convention (optional)	October		MASP
Complete EdS GradPlan and Apply for EdS Graduation	September	p. 26	Schedule Meeting with Academic Program Coordinator
Attend NASP Convention (optional)	February		NASP
Complete RCR Refresher Training (3 hours)	April 1st	p. 33	SP Teams (ReCR Requirements)
Complete and turn in Annual Review	early May (deadline in email)	p. 17, 73	Academic Program Coordinator

Post-Graduation

Event/Activity	Refer to Handbook	Other Resources
Update contact/employment information		Email Academic Program Coordinator each time contact information or employment information changes (required for ongoing NASP approval)
Apply for Full SP Certificate (must turn in by June 30 to be processed for next academic year)	p. 26	Certification
Apply for NCSP Certification	p. 26	Certification

Appendix K: Program Goals, Objectives, and Competencies

Note: This table will be updated by May 30, 2025. Please contact the Program Director or your advisor with any questions.

Goals	Objectives	Competencies	Evaluation tools for each competency	Thresholds*
1. Foundational Knowledge: To prepare school psychologists with foundational knowledge in multi-tiered systems of supports, social justice, and a problem-solving model	**1a. Students will acquire knowledge of a multi-tiered system of supports for learning and behavior**	1a. Students will demonstrate knowledge of a multi-tiered system of supports for learning and behavior	1a. CEP 809 Data-Driven Instruction Within Multi-Tiered Systems of Support; CEP 886 Psychological Assessment and Intervention; CEP 881 Social Emotional Assessment and Intervention	1a. 3.0 or higher grade in CEP 809 Data-Driven Instruction Within Multi-Tiered Systems of Support; 3.0 or higher grade in CEP 886 Psychological Assessment and Intervention; 3.0 or higher grade in CEP 881 Social Emotional Assessment and Intervention
	1b. Students will acquire understanding of domains of individual difference, and social justice as a framework for promoting equity in the delivery of services to students with diverse needs	1b. Students will demonstrate understanding of domains of individual difference, and social justice as a framework for promoting equity in the delivery of services to students with diverse needs 1bi. Students will demonstrate understanding of domains of individual differences and intersectional identities 1bii. Students will demonstrate understanding of social justice as a framework for promoting equity in the delivery of services to students with diverse needs.	1b. CEP 893K Practicum in School Psychology, Spring 1bi. CEP 885 Behavior Disorders in Childhood; HDFS 895; CEP 881 Social Emotional Assessment and Intervention 1bii. Social Justice Action Plan in CEP 893K Practicum in School Psychology	1b. 3.0 or higher in CEP 893K Practicum in School Psychology, Spring 1bi. 3.0 or higher grade in CEP 885 Behavior Disorders in Childhood; 3.0 or higher in HDFS 895; 3.0 or higher grade in CEP 881 Social Emotional Assessment and Intervention 1bii. 3.0 or higher grade on Social Justice Action Plan in CEP 893K Practicum in School Psychology
	1c. Students will acquire knowledge of a problem-	1c. Students will demonstrate knowledge of a problem-solving model for decision making	1c. CEP 886 Psychological Assessment and Intervention; CEP	1c. 3.0 or higher grade in

			881 Social Emotional Assessment and Intervention	CEP 886 Psychological Assessment and Intervention; 3.0 or higher grade in CEP 881 Social Emotional Assessment and Intervention
solving model for decision making.				

Goals	Objectives	Competencies	Evaluation tools for each competency	Thresholds*
2. Professional Practice: To prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings at multiple system levels (individual student, classroom, grade school, district)	**2a. Students will acquire knowledge and skills in psychological assessment.**	2a. Students will demonstrate competent integrative knowledge and skills in psychological assessment. 2ai. Students will demonstrate knowledge and skills in cognitive assessment. 2aii. Students will demonstrate knowledge and skills in academic assessment. 2aiii. Students will demonstrate knowledge and skills in social, emotional, & behavioral assessment.	2a. Portfolio (Assessment Section), CEP 894K Internship in School Psychology; Field Supervisor Evaluation Form (Items #1-#8). 2ai. CEP 880 Cognitive Assessment; Cognitive Assessment Internship Case (Third Year CEP 894K); Field Supervisor Evaluation Form (Item #1) 2aii. CEP 886 Psychological Assessment & Intervention I; Academic Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #2) 2aiii. CEP 881 Social and Emotional Assessment and Intervention; Social-Emotional, and Behavioral (SEB) Assessment Internship	2a. 3.0 or higher grade on Assessment section of the professional portfolio for 894K School-based Internship Pass EdS Comprehensive Examination; earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice, Integrative Knowledge and Skills in Psychological Assessment, Items #1-#8) from Spring Semester CEP 894K. 2ai. 3.0 grade or higher in CEP 880 Cognitive Assessment; Student must earn a 3.0 or higher on Cognitive Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #1, Cognitive Assessment, rating of 4.0 (Emerging Professional) or higher in CEP 894K 2aii. 3.0 grade or higher in CEP 886 Psychological Assessment & Intervention I; 80% or higher on CEP 893K Fall semester case study; Student must earn a 3.0 or higher on Academic Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #2, Academic Assessment, Rating of 4.0 (Emerging Professional) or higher in CEP 894K 2aiii. 3.0 grade or higher in CEP 881 Social-Emotional Assessment and Intervention; Student must earn a 3.0 or

| | | | Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #3) | higher on SEB Assessment Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #3, Social, Emotional, Behavioral Assessment, Rating of 4.0 (Emerging Professional) or higher in CEP 894K |

Goals	Objectives	Competencies	Evaluation tools for each competency	Thresholds*
2. Professional Practice: To prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.	2b. Students will acquire knowledge and skills in psychological interventions.	2b. Students will demonstrate integrative knowledge and skills in psychological interventions. 2bi. Students will demonstrate knowledge and skills in academic interventions. 2bii. Students will demonstrate knowledge and skills in social, emotional, & behavioral interventions.	2b. CEP 894K Internship in School Psychology and Field Supervisor Evaluation Form (Item #9-#17) 2bi. CEP 886 Psychological Assessment & Intervention I; Academic Intervention Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form (Item #9-#10) 2bii. CEP 883 Psychology of Classroom Discipline, Social, Emotional, and Behavioral Intervention Internship Case (Third Year CEP 894K) Field Supervisor Evaluation Form (Item #11-#12); Intervention course that addresses the design, delivery, and evaluation of psychoeducational interventions for at-risk youth. Advisor approval required. (e.g., CEP 844 Behavior Analysis, CEP 866 Psychoeducational Interventions for Children and	2b. 3.0 or higher grade on Intervention section of the professional portfolio for 894K School-based Internship; Student must earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice, Integrative Knowledge and Skills in Psychological Intervention, Items #9-#17) from Spring Semester CEP 894K 2bi. 3.0 grade or higher in CEP 886 Psychological Assessment & Intervention I; Student must earn 80% or higher on CEP 893K primary prevention project by the end of the spring semester; Student must earn a 80% or higher on Academic Intervention Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #9-#10, Academic Intervention, An average rating of 4.0 (Emerging Professional) or higher in CEP 894K 2bii. 3.0 or higher grade in CEP 883 Psychology of Classroom Discipline, CEP 918 Theories of School Psychological Interventions; 3.0 or higher on Social, Emotional, and Behavioral Intervention Internship Case (Third Year CEP 894K), Field Supervisor Evaluation Form Item #11-#12, Social, Emotional, Behavioral Intervention, An average rating of 4.0 or

			Youth OR CEP 888 Theories of Child Psychotherapy)	higher in CEP 894K; 3.0 or higher in the approved intervention course.
2. Professional Practice: To prepare school psychologists with the skills necessary for competent delivery of mental health services in school settings.	**2c. Students will acquire knowledge and skills in psychological consultation.**	2c. Students will demonstrate knowledge and skills in consultation.	2c. Portfolio, Consultation Section CEP 894K Internship in School Psychology; CEP 889 Consultation in School Psychology; Field Supervisor Evaluation Form (Item #18-#27)	2c. 3.0 or higher grade on Consultation section of the professional portfolio for 894K Internship in School Psychology; 3.0 or higher grade in CEP 889 Consultation in School Psychology; Student must earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 2: Professional Practice Knowledge and Skills in Consultation, Items #18-#27) from Spring Semester CEP 894K

Goals	Objectives	Competencies	Evaluation tools for each competency	Thresholds*
3. Research and Inquiry: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.	**3a. Students will demonstrate integrative knowledge and skills in research.**	3a. Students will demonstrate integrative knowledge and skills in research. 3ai. Students will demonstrate knowledge and skills in program evaluation. 3aii. Students will demonstrate knowledge and skills in statistics 3aiii. Students will demonstrate knowledge and skills in measurement	3a. CEP 886 Article Critique; Field Supervisor Evaluation Form (Item #28-#38) from CEP 894K 3ai. CEP 918; Field Supervisor Evaluation Form (Item #28) 3aii. CEP 932 Quantitative Methods in Educational Research I; Field Supervisor Evaluation Form (Item #29) 3aiii. CEP 880 Cognitive Assessment Chapter Test & Test Review (Measurement); Field Supervisor Evaluation Form (Item #30)	3a. Student must earn a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 3: Research and Inquiry-Integrative Knowledge and Skills in Research, Items #28-#38) from Spring Semester CEP 894K, and a 3.5 on article critique within CEP 886 3ai. A grade of 3.0 or higher in CEP 918 Theories of School-based Psychological Interventions; Field Supervisor Evaluation Form Item #28, Research Design, Rating of 4.0 (Satisfactory) or higher in CEP 894K 3aii. A grade of 3.0 or higher in CEP 932 Quantitative Methods in Educational Research I; Field Supervisor Evaluation Form Item #29, Statistics, Rating of 4.0 (Satisfactory) or higher in CEP 894K 3aiii. A score of 80% or higher on CEP 880 Cognitive Assessment Chapter Test (Measurement) and Test Review (Measurement), Field Supervisor Evaluation Form Item #30, Measurement Rating, of 4.0 (Emerging Professional) or higher in CEP 894K

Goals	Objectives	Competencies	Evaluation tools for each competency	Thresholds*
3. Research and Inquiry: Prepare school psychologists who effectively consume and disseminate research applicable in school settings.	**3b. Students will acquire knowledge and skills pertaining to disseminating scholarly work to others.** **3c. Students will demonstrate knowledge and skills in applying research to practice.**	3b. Students will demonstrate knowledge and skills in disseminating scholarly work to local audiences. 3c. Students will demonstrate knowledge and skills in applying research within their practice.	3b. CEP 894K 3c. CEP 894K; Supervisor evaluation form	3b. 3.0 on CEP 894K Research Dissemination Section of Professional Portfolio 3c. Field Supervisor Evaluation Form Item #35-#37, Research & Inquiry, Rating of 4.0 Emerging Professional) or higher in CEP 894K

Goals	Objectives	Competencies	Evaluation tools for each competency	Thresholds
4. Professional Conduct: Prepare school psychologists who effectively collaborate with others in delivery of services within school settings according to legal and ethical guidelines.	**4a. Students will develop professional behaviors consistent with expectations of the program, university, and the discipline of school psychology.** **4b. Students will develop an understanding of the legal and ethical standards within the field.**	4a. Students will demonstrate knowledge and skills in the area of professional practices. 4b. Students will demonstrate knowledge and skills in applying legal and ethical standards within their practice.	4a. Grades, CEP 884 Roles and Functions of School Psychologists, CEP 894K (Internship in School Psychology); Supervisor Evaluation Form Items #39-#51. #55-56 4b. Supervisor Evaluation Form Items #57-#61	4a. A grade of 3.0 or higher in CEP 884, CEP 894K (Internship in School Psychology), Students must obtain a 4.0 (Emerging Professional) or higher average rating on Supervisor Evaluation Form (Goal 4: Professional Conduct; Professional Behavior) Items #39 -#51, #55-56 from CEP 894K- Spring. 4b. Students must obtain a 4.0 (Emerging Professional) or higher average rating on supervisor evaluation form (Program Goal 4: Professional Conduct- Understanding of Legal and Ethical Standards) Items #57-61 from Spring CEP 894K;

Appendix L: Annual Review Faculty Rating Forms

EdS Faculty Rating Form - Full Version *This form is for rating EdS students ONLY!* Directions: Please have your Faculty ID number ready. Please rate the student in each of the following areas. Please use the following guidelines. Typically, first year students are in the 1-2 range, second year students are in the 3-4 range, and third year students are at a 5. You may deviate from these ranges depending on the nature of the competency and skills the student brings to the program (e.g., students entering with advanced statistical knowledge, more advanced professional behaviors related to turning in work, etc.).

1) Weak: Student has very limited knowledge and skills.
2) Emerging Skill: Student is appropriately developing knowledge and skills.
3) Adequate: Student demonstrates satisfactory knowledge and skills for supervised practicum.
4) Ready for Internship: Student demonstrates mastery in competency domain necessary for successful performance on internship.
5) Ready for Practice: Student demonstrates proficiency in competency domain necessary for successful performance as an entry-level practitioner.

Note: N/A should be selected only if you feel that you do not have enough information to rate a student in an area. It is expected that you may not be able to rate every student in all areas given the nature of your work with the student.

Enter your faculty ID number:

_____

Enter the Student NAME of the student you are evaluating (note we are now using student names):

_____

Please select the period that you are rating. For example, if you are completing ratings at the end of the fall semester, select "Fall."

1. Fall
2. Spring
3. Summer

Program Goal 1: Foundational Knowledge (NEW in 2023 and beyond)

	1- Weak	2 - Emerging Skill	3 - Adequate	4 - Ready for Internship	5 - Ready for Practice	N/A
Knowledge of a multi-tiered system of supports for learning and behavior.						
Understanding of domains of individual differences.						
Understanding of social justice as a framework for promoting equity in the delivery of services to students with diverse needs.						
Knowledge of a problem-solving model for decision making.						

Program Goal 2: Professional Practice

	1 - Weak	2 - Emerging Skill	3 - Adequate	4 - Ready for Internship	5 - Ready for Practice	N/A
Uses knowledge and skills in cognitive assessment.						
Uses knowledge and skills in academic assessment.						
Uses knowledge and skills in social, emotional, and behavioral assessment.						
Completes competent psychological assessments, written reports, and communicates findings.						
Uses knowledge and skills in academic interventions.						
Uses knowledge and skills in social, emotional, and behavioral interventions.						
Uses data to assign appropriate interventions.						
Uses knowledge and skills in consultation.						
Demonstrates appropriate interpersonal skills when engaged in the practice of school psychology.						
Demonstrates emotional maturity when engaged in the practice of school psychology.						

Program Goal 3: Research and Inquiry

	1 - Weak	2 - Emerging Skill	3 - Adequate	4 - Ready for Internship	5 - Ready for Practice	N/A
Uses knowledge and skills in statistics.						
Uses knowledge and skills in measurement.						
Disseminates scholarly work to national/local audiences.						
Demonstrates competence in utilizing appropriate data, methods, and models to make decisions in practice.						
Demonstrates ability to translate research findings for use in practical settings.						
Demonstrates competence in finding and critically consuming research.						
Uses current theoretical perspectives to inform his/her practice of school psychology.						

Program Goal 4: Professional Conduct

	1 - Weak	2 - Emerging Skill	3 - Adequate	4 - Ready for Internship	5 - Ready for Practice	N/A
Behavior is consistent with professional and ethical standards in the university setting (e.g., appropriate interaction, appropriate language, attire and email communication).						
Behavior is consistent with professional and ethical standards in practicum and fieldwork settings (e.g., appropriate interaction, appropriate language, attire, and email communication).						
Shows respect for others time (e.g., keeping appointments, being prepared for meetings, giving enough time for review of work).						
Demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and the conduct of research.						
Recognizes and respects professional boundaries in his/her interactions with peers, faculty, and/or field professionals.						
Balances personal commitments in a way that fulfills professional responsibilities and program expectations.						
Completes assignments and/or assigned tasks in a timely and responsible manner.						
Demonstrates motivation by showing initiative, persistence, and engagement.						
Is responsive to constructive feedback from faculty and supervisors as evidenced by nondefensiveness and efforts to change relevant behavior.						
Follows through on faculty recommendations to enhance learning and productivity.						

Takes responsibility for meeting degree requirements and deadlines.					
Demonstrates effective oral communication (e.g., field-based meetings, course presentations, case reports, presentation of scholarly research).					
Demonstrates effective written communication (e.g., course papers, scholarly publications).					
Can organize and effectively communicate a critical argument or convey a point.					
Uses APA style competently in writing when appropriate.					

Please add any other information about the student's competencies and development.

_____

_____

_____

Thank you for taking the time to complete the survey. Please be sure that your responses are final before you click the arrow to submit. You cannot go back and edit your response once submitted.