

School Psychology Program
Division of Counseling & Psychology in Education
School of Education
The University of South Dakota

Student Handbook



Updated June, 2019

Table of Contents

Introduction.....	3
Mission.....	3
Philosophy.....	3
Program Goals and Objectives.....	5
Degrees Offered.....	6
Minimum Requirements for Admission.....	6
Notice of Nondiscriminatory Policy.....	7
Requirements for Residency.....	7
School Psychology Symposium.....	8
Student Program Progression Criteria.....	8
Ed.S.....	8
Ph.D.....	9
Procedures for Remediation.....	10
Requirements for Graduation.....	11
Ed.S.....	11
Ph.D.....	11
Special Provisions.....	12
Transfer of Intellectual Assessment Credits.....	12
Transfer of Internship Credits.....	12
Transfer of Credits from Master’s and Specialist Work from Other Universities.....	12
Registration for Dissertation Credits.....	13
Doctoral Students Receiving Extensions Beyond Seven Years.....	13
Program of Study.....	13
Required Coursework for Ed.S. program.....	13
Required Coursework for Ph.D. program.....	14
Performance-Based Program Assessment.....	15
Ed.S. Program Assessment.....	16
Ph.D. Program Assessment.....	18
Guidelines for the Comprehensive Examination.....	22
Professional Intervention and Due Process for Impaired School Psychology Students.....	24
Impairment.....	25
Due Process Procedures.....	25

Academic Honesty	26
School Psychology Faculty.....	27
USD School Psychology Association.....	27
External Advisory Committee	27
Appendix A: Student Evaluation Forms	29
Student Progress Evaluation Form (Ed.S)	29
Student Progress Evaluation Form (Ph.D.).....	31
Appendix B: Professional Dispositions Assessment	34
Appendix C: Transfer of Graduate Credit Request Form.....	36
Appendix D: Program Goals/Objectives Matrix.....	37
Appendix E: Content Matrices.....	37
School Psychology (Ed.S) Content Matrix	37
School Psychology (Ph.D.) Content Matrix	37
Appendix F: School Psychology Practicum Student Evaluation.....	40
Appendix G: Post Graduation Surveys	42
Survey of Graduates.....	42
Survey of Employers of Graduates	44
Appendix H: Monograph Topic Declaration Form	47

Introduction

Welcome to the School Psychology Program at the University of South Dakota (USD). This Handbook is designed to provide you with important information you will need while a student in the program. It describes the policies and procedures to which you will be expected to adhere. You are also strongly encouraged to consult with your advisor on a regular basis to ensure optimal progression toward your degree completion.

The School Psychology Program is located in the Division of Counseling and Psychology in Education (CPE) within the School of Education at USD. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The School Psychology Program is, in turn, fully accredited by the National Association of School Psychologists (NASP) at both specialist and doctoral levels.

Mission

The University of South Dakota is the comprehensive university within the South Dakota System of higher education. The university's mission is to provide graduate and undergraduate programs in the liberal arts and sciences and in professional education; to promote excellence in teaching and learning; to support research, scholarly and creative activities; and to provide service to the State of South Dakota and to the region.

The mission of the USD School of Education is to prepare and support reflective professionals and leaders by creating, sharing, and applying knowledge. The mission is continually being refined and updated in order to stay current and to educate professionals who will be responsive to the needs of all learners. The School of Education reaffirms its primary focus of excellence in teaching, research, and service.

In line with the mission of the School of Education, the mission of the School Psychology Program is to prepare professional leaders who possess competencies in knowledge, skills, and dispositions to meet the educational and mental health needs of children of diverse backgrounds.

Philosophy

Inspiring and leading through excellence in education is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Therefore, students are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice.

Underlying the conceptual framework is the belief that preparation for all professional educators must be aligned with state content, national and professional standards. This includes the following: a strong emphasis on the development of the student's knowledge, skills, and dispositions, inclusion of all learning environments, relevance to diversity and technology integration, the development and enhancement of partnerships, and ongoing professional development.

Decision-making is viewed as an on-going interactive process in which a myriad of factors must be understood and balanced in making sound professional decisions. Using the scientist-practitioner approach, students are trained to consider input from a variety of sources, synthesize the information after reflection, and make data-based decisions, which result in positive changes for children and their learning environments. Also inherent in the process are teamwork efforts and promoting collaboration with other individuals. To prepare students to become life-long learners and professional leaders whose practice is guided by systematic reflection of a myriad of factors influencing mental health and educational issues, theory and research as well as experience and practice are equally emphasized throughout their school psychology training.



Program Goals and Objectives

The goals of the School Psychology Program at the University of South Dakota are to prepare competent school psychologists who possess the knowledge-base and necessary clinical skills and dispositions to serve the educational and mental health needs of children of diverse backgrounds and to function as leaders within the educational context who promote problem solving through team work and collaboration.

Graduates of the school psychology program are prepared to provide direct and indirect school psychological services for children, parents, teachers, related personnel, administrators, and community agencies. Continuing professional development is also offered at least annually to area professionals in education and mental health fields (e.g., School Psychology Symposium).

Anchored in the mission, philosophy, and goals stated above, the program subscribes to the following objectives for students enrolled in the School Psychology Program at the University of South Dakota.

1. To provide students with knowledge of school organization and operation, which promotes their understanding of educational settings as systems in order to identify, create and maintain effective and supportive learning environments.
2. To familiarize students with the role and function of school psychologists as well as current professional standards and issues.
3. To acquire data based reflective decision-making skills which facilitate outcome-based service delivery.
4. To acquire knowledge of human learning and development of cognitive, academic, social, behavioral, affective, and adaptive skills of children.
5. To develop clinical skills in the assessment of human learning and developmental processes pertinent to serving the educational and mental health needs of children, using various models and techniques.
6. To prepare professionals who utilize multi-tiered, evidence-based prevention and intervention practices, including instructional and behavioral intervention, counseling, and consultation.
7. To develop communication, collaboration, and consultation skills and the ability to positively engage in teamwork efforts.
8. To understand families and communities as systems and acquire the skills needed to work effectively with families, educators, and others in the community and to promote partnerships in providing comprehensive services to children and their families.

9. To prepare students with awareness and sensitivity of human diversity and skills to work with children from diverse backgrounds.
10. To develop awareness of and adherence to laws, ethical considerations and professional dispositions.
11. To acquire knowledge of research, statistics, and evaluation methods and demonstrate skills needed to integrate theoretical knowledge, empirical research, and professional experience in practice.
12. To prepare professionals who are familiar with information sources and technology relevant to school psychology.
13. To prepare students for continuing professional growth through membership in professional organizations, participation in state and national conventions, and attendance at workshops and seminars.

Degrees Offered

Ed.S. Counseling & Psychology in Education
Specialization: School Psychology

A minimum of 69 semester hours beyond the baccalaureate degree with emphasis on the scientist-practitioner model

Ph.D. Counseling & Psychology in Education
Specialization: School Psychology

A minimum of 110 hours beyond the baccalaureate degree with emphasis on the scientist-practitioner model

Minimum Requirements for Admission

Ed.S. An earned Bachelor's degree with a GPA of 3.0 or above or an earned Master's degree with a GPA of 3.0 or above from an accredited institution, GRE aptitude scores with a minimum verbal score of 145 and a minimum quantitative score of 143, a curriculum vita or resume, three letters of recommendation, and a personal statement of professional goals.

Ph.D. An earned Master's or Specialist degree from an accredited institution with a GPA of 3.0 or above **or** an earned Bachelor's degree from an accredited institution with a GPA of 3.0 or above as well as a GPA of 3.5 or above on all graduate work attempted, GRE aptitude scores with a minimum verbal score of 147 and a minimum quantitative score of 145, a curriculum vita or resume, five letters of recommendation, and a personal statement of professional goals.

Exceptions: Students who are denied for any reason may appeal to the Graduate Dean as the admitting authority.

Diverse Candidates: The University of South Dakota and the School Psychology Program in particular value human diversity. Therefore, applicants with diverse backgrounds are strongly encouraged to apply.

Notice of Nondiscriminatory Policy

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: disabilityservices@usd.edu

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendment Act of 2009). The University has designated Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.

Requirements for Residency

For both doctoral-level and specialist-level programs, a full-time continuous residency is required for all students. This means students must carry a minimum of 9 graduate credit hours per semester in order to maintain full-time student status with the exception of their internship year.

School Psychology Symposium

The program offers continuing professional development opportunities for practicing school psychologists and other professionals in education and mental health fields. One example of these opportunities is the school psychology symposium, which is offered annually, at which various current professional issues are presented and discussed. All students in the program are required to attend the symposium.

Student Program Progression Criteria

Each year, student progress in the program and professional dispositions are carefully monitored and evaluated by the program faculty, using the **Student Progress Evaluation Form for Ed.S. or Ph.D. (Appendix A)** and **Professional Dispositions Assessment (PDA, Appendix B)**. The criteria for student retention and progression at each level in the program are as follows:

Ed.S.

1. Students must successfully complete a written preliminary examination and a preliminary interview during the first 9 graduate hours attempted in the program. Successful passage of the preliminary exam, demonstration of professional dispositions, and the maintenance of a grade point average of 3.0 or above allow the student to maintain full admission status and to become a candidate for degree. The preliminary interview with the School Psychology Committee, consisting of all program faculty, takes place after completion of the fall semester of the first year. Failure to establish/maintain full admission status may result in 1) dismissal from the program or 2) continuation with a remediation plan (see Procedures for Remediation on page 10).
2. Students must maintain a grade of “B” or better in SPSY 761 Assessment of Intelligence, SPSY 795 School Psychology Practicum, SPSY 894S Internship/Field Experience, and COUN 786 Pre-Practicum in Counseling in order to continue in the program. A student may repeat only one of these courses in which he/she obtained a “C” or below, and the failure to obtain a grade of “B” or better the second time will result in dismissal from the program (Students have appeal rights through SDBOR 2:9; <https://www.sdbor.edu/policy/documents/2-9.pdf>).
3. Students who fail to maintain a minimum of a “B” average in all academic work completed during their first academic year or who earn a “C” or below in SPSY 761 Assessment of Intelligence will not be allowed to enter practicum (until the course is retaken and the grade improved to at least a “B”). Failure to meet the aforementioned criteria will result in review of their status in the Ed.S. program. Upon completion of the review, the School Psychology Committee may recommend 1) dismissal from the program or 2) continuation with a remediation plan.

4. Students who fail to maintain a minimum of a “B” average in all academic work completed during their second year of study, or who earn a “C” or below in SPSY 795 School Psychology Practicum, or who receive an overall rating of “unacceptable” (below 2) on PDA during practicum will not be allowed to enter internship. Failure to meet the aforementioned criteria will result in review of their status in the Ed.S. program. Upon completion of the review, the School Psychology Committee may recommend 1) dismissal from the program or 2) continuation with a remediation plan.
5. Students must consider themselves as practicing professionals at all times. Therefore, student professional dispositions are monitored in and out of class. If at any time, a student’s behavior breeches APA and NASP ethical and professional standards, or if the student is dismissed from a practicum or internship site, the student is advised that he/she may be dismissed from the program through due process (see Professional Intervention and Due Process for Impaired School Psychology Students on page 22).

Ph.D.

1. Students must successfully complete a written preliminary examination and a preliminary interview during the first 12 graduate hours attempted in the program. Successful passage of the preliminary exam, demonstration of professional dispositions, and the maintenance of a grade point average of 3.5 or above allow the student to maintain full admission status. The preliminary interview with the School Psychology Committee, consisting of all program faculty, takes place after completion of the fall semester of the first year. Failure to establish/maintain full admission status may result in 1) dismissal from the program or 2) continuation with a remediation plan (see Procedures for Remediation on page 10).
2. Students must maintain a grade of “B” or better in SPSY 761 Assessment of Intelligence, SPSY 795 School Psychology Practicum, SPSY 895 School Psychology Clinic Practicum, SPSY 894D Internship/Field Experience, COUN 786 Pre-Practicum in Counseling, and COUN 795 Counseling Practicum in order to continue in the program. A student may repeat only one of these courses in which he/she obtained a “C” or below, and the failure to obtain a grade of “B” or better the second time will result in dismissal from the program (Students have appeal rights through SDBOR 2:9; <https://www.sdbor.edu/policy/documents/2-9.pdf>).
3. Students who fail to maintain a minimum GPA of 3.5 in all academic work completed during their first academic year or who earn a “C” or

below in SPSY 761 Assessment of Intelligence will not be allowed to enter practicum (until the course is retaken and the grade improved to at least a “B”). Failure to meet the aforementioned criteria will result in review of their status in the Ph.D. program. Upon completion of the review, the School Psychology Committee may recommend 1) dismissal from the program or 2) continuation with a remediation plan.

4. Students who fail to maintain a minimum GPA of 3.5 in all academic work completed during their second year of study, or who earn a “C” or below in SPSY 795 School Psychology Practicum, or who receive an overall rating of “unacceptable” (below 2) on PDA during practicum will not be allowed to enter clinic practicum. Failure to meet the aforementioned criteria will result in review of their status in the Ph.D. program. Upon completion of the review, the School Psychology Committee may recommend 1) dismissal from the program or 2) continuation with a remediation plan.
5. Students who fail to maintain a GPA of 3.5 or above in all academic work completed during their first three academic years, or who earn a “C” or below in SPSY 895 Clinic Practicum, or who receive an overall rating of “unacceptable” (below 2) on PDA during clinic practicum will not be allowed to enter internship. Failure to meet the aforementioned criteria will result in review of their status in the Ph.D. program. Upon completion of the review, the School Psychology Committee may recommend 1) dismissal from the program or 2) continuation with a remediation plan.
6. Students must consider themselves as practicing professionals at all times. Therefore, student professional dispositions are monitored in and out of class. If at any time, their behavior breaches APA and NASP ethical and professional standards, or if the student is dismissed from a practicum or internship site, students are advised that they may be dismissed from the program through due process (see Professional Intervention and Due Process for Impaired School Psychology Students on page 22).

Procedures for Remediation

For those students who do not meet the criteria for progression and retention, the following procedures will be implemented with all steps documented in writing and communicated to the students during an annual conference with their advisor and/or other appropriate program faculty.

1. The student will be notified in writing of the specific problem areas by his/her advisor (e.g., Student Progress Evaluation Form, Appendix A).

2. A written performance improvement plan will be developed by school psychology faculty. The plan will specify problem areas, courses of action, and a date for re-evaluation.
3. Upon completion of the re-evaluation, the committee will recommend one of the following options:
 - Determine that performance has improved and the student is allowed to continue in the program.
 - Revise the performance improvement plan and designate a new date set for re-evaluation.
 - Dismissal from the program. Students may appeal the decision via SDBOR Policy 2:9.

Requirements for Graduation

Ed.S.

1. Students must obtain an overall GPA of 3.0 or above.
2. Students must obtain a grade of “B” or better in SPSY 761 Assessment of Intelligence, SPSY 795 School Psychology Practicum, SPSY 894S Internship/Field Experience, and COUN 786 Pre-Practicum in Counseling.
3. Successful completion of the comprehensive exam. The comprehensive exam must be passed prior to internship (SPSY 894S).
4. Students must take the Praxis II Exam and obtain a passing score prior to graduation. An official copy of the exam results containing both total and sub-area scores must be submitted to their advisor. Students should select USD as a recipient for their scores, and students should request and print a copy of their report as soon as it is available. The program collects both total and sub-area scores, and sub-area scores may not be available after a delay. Students must submit a copy with sub-area scores.
5. Successful completion of all course requirements at the Ed.S. level.

Ph.D.

1. Students must obtain an overall GPA of 3.5 or above.
2. Students must obtain a grade of “B” or better in SPSY 761 Assessment of Intelligence, SPSY 795 School Psychology Practicum, SPSY 895 School Psychology Clinic Practicum, SPSY 894D Internship/Field Experience, COUN 786 Pre-Practicum in Counseling, and COUN 795 Counseling Practicum.
3. Successful completion of the comprehensive exam. The comprehensive exam must be passed prior to internship (SPSY 894D).

4. Students must take the Praxis II Exam and obtain a passing score prior to graduation. An official copy of the exam results must be submitted to their advisor.
5. Successful completion of all course requirements at the Ph.D. level.
6. Successful oral defense of the dissertation.

Special Provisions

Graduate School Forms

Students are responsible for completing and sending the necessary forms for graduation to the graduate school. These forms can be found at <https://my.usd.edu/uPortal/p/graduate-school.ctf5/max/render.uP?tab=39482-graduate-school-form> and include:

1. Application for Degree and Program of Study Form
2. Graduation Approval Form

Transfer of Intellectual Assessment Credits

Students who intend to transfer their previous course work in assessment of intelligence must submit a tape of an administration of the WISC-V, its protocol, and a written psychological report of the test results. The tape, protocol, and report will be reviewed by the School Psychology Committee with respect to the skill competency of the student to determine if the requirement of SPSY 761 Assessment of Intelligence can be waived. If deemed necessary, the committee may request that the student take SPSY 761 to remedy his/her deficiencies in basic testing and interpretive skills. Only students who have completed course work in intellectual assessment at a NASP approved program may apply to transfer these credits.

Transfer of Internship Credits

Students who have a Master's or Specialist degree in school psychology from other universities and who have completed a year internship as part of their degree requirements shall be allowed to transfer no more than a total of 750 clock hours toward their internship hours at the Ph.D. level. This provision also applies to those students who completed the specialist degree in school psychology at USD.

Transfer of Credits from Master's and Specialist Work from Other Universities

Students who desire to transfer their graduate credits from other universities toward their Specialist degree or Doctoral degree in School Psychology at USD must submit a Transfer of Graduate Credit Request Form (Appendix C) to their program advisor a course syllabus and/or an official course description of each course that they intend to request for transfer to verify the equivalence of the course content. The grade for each course must be at least a B (3.0) and earned within the last seven years. The Transfer of Graduate Credit Request Form along with evidence of course equivalence will be forwarded to the School Psychology Committee for final decisions.

Registration for Dissertation Credits

In line with the SOE policy, effective as of October 10, 2007, doctoral students in school psychology will not be allowed to take more than **nine** dissertation hours until their proposals are approved by their committees. In addition, students will be required to take one hour of dissertation **every semester** up to a total of 20 credit hours if their dissertations are not completed within a minimum of 15 credit hours.

Doctoral Students Receiving Extensions Beyond Seven Years

As per the graduate school handbook, a Ph.D. student has ten years to complete all of their program requirements including comprehensive exams and Master's or Doctoral theses. For doctoral students, the school psychology program will not honor a request for an extension if the student has not successfully defended their doctoral dissertation proposal.

Program of Study

The program requirements are developed in terms of core and supporting areas of study. They reflect *NASP Standards for Graduate Preparation and Credentialing of School Psychologists* (NASP, 2010) and are consistent with the program's goals/objectives (Appendix D).

The alignment of course work with the *NASP Standards for Graduate Preparation and Credentialing of School Psychologists* is demonstrated in the School Psychology Ed.S. Content Matrix (Appendix E) and the School Psychology Ph.D. Content Matrix (Appendix E).

Required Coursework for Ed.S. Program

Ed.S. students preparing to become school psychologists at the University of South Dakota must have the following courses (or their approved equivalents), constituting a grand total of 69 semester hours.

Area I: Required Courses in Core Area of School Psychology		
---	--	--

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SPSY 752	Multiculturalism and Professional Issues	3 credits
SPSY 761	Assessment of Intelligence	3 credits
SPSY 768	Consultation	3 credits
SPSY 771	Principles & Practice of School Psychology	3 credits
SPSY 772	Applied Neuropsychology and Interventions with School Aged Children	3 credits
SPSY 780	Systems Level Prevention, Crisis Intervention, and Family Services	3 credits
SPSY 782	Instructional Strategies, Assessment, and Intervention	3 credits
SPSY 784	Behavioral Collaboration & Intervention	3 credits
SPSY 788	Independent Research	1 credit
SPSY 795	Practicum	6 credits

SPSY 850	Psychopathology in K-12 Children	3 credits
SPSY 861	Advanced Psychoeducational Assessment	3 credits
SPSY 866	Personality and Behavior Assessment	3 credits
SPSY 894S	Internship (minimum total of 1200 hours)	<u>8 credits</u>
Total hours		48 credits

Area II: Required Courses in Supporting Area of School Psychology

<u>Course</u>	<u>Title</u>	<u>Hours</u>
COUN 761	Counseling Theories & Social-Cultural foundations	3 credits
COUN 786	Pre-Practicum	3 credits
EDER 711	Educational Assessments	3 credits
EDER 761	Graduate Research & Design	3 credits
EDER 762	Foundations of Statistics	3 credits
EPSY 741	Cognitive Approaches to Educational Psychology	3 credits
EPSY 776	Current Issues in Developmental Psychology	<u>3 credits</u>
Total Hours		21 credits

Required Coursework for Ph.D. Program

Ph.D. students preparing to become school psychologists at the University of South Dakota must have the following courses (or their approved equivalents), constituting a grand total of 110 semester hours.

Area I: Required Courses in Core Area of School Psychology

<u>Course</u>	<u>Title</u>	<u>Hours</u>
SPSY 752	Multiculturalism and Professional Issues	3 credits
SPSY 761	Assessment of Intelligence	3 credits
SPSY 768	Consultation	3 credits
SPSY 771	Principles and Practice of School Psychology	3 credits
SPSY 772	Applied Neuropsychology and Interventions with School Aged Children	3 credits
SPSY 780	Systems Level Prevention, Crisis Intervention, and Family Services	3 credits
SPSY 782	Instructional Strategies, Assessment, and Intervention	3 credits
SPSY 784	Behavioral Collaboration and Intervention	3 credits
SPSY 795	Practicum	6 credits
SPSY 850	Psychopathology in K-12 Children	3 credits
SPSY 861	Advanced Psychoeducational Assessment	3 credits
SPSY 866	Personality and Behavior Assessment	3 credits
SPSY 888	Ph.D. Independent Research	1 credit
SPSY 893	Workshop in Preschool Assessment	3 credits
SPSY 894D	Internship (minimum total of 1500 hours)	10 credits
SPSY 895D	Clinic Practicum in School Psychology	6 credits
SPSY 898D	Dissertation	<u>15 credits</u>
Total Hours		74 credits

Area II: Required Courses in Supporting Area of School Psychology

<u>Course</u>	<u>Title</u>	<u>Hours</u>
COUN 725	Counseling Issues – Family, Children, and Adolescents	3 credits
COUN 761	Counseling Theories & Social-Cultural foundations	3 credits
COUN 786	Pre-Practicum	3 credits
COUN 795	Counseling Practicum	3 credits
EDER 711	Educational Assessments	3 credits
EDER 761	Graduate Research & Design	3 credits
EDER 762	Foundations of Educational Statistics	3 credits
EDER 860	Advanced Statistics I	3 credits
EDER 861	Advanced Statistics II	3 credits
EDER 862	Multivariate Statistics	3 credits
OR		
PSYC 775	Multivariate Statistics	3 credits
EPSY 741	Cognitive Approaches to Educational Psychology	3 credits
EPSY 776	Current Issues in Developmental Psychology	<u>3 credits</u>
Total Hours		36 credits

Performance-Based Program Assessment

In accordance with the *NASP Standards for Graduate Preparation and Credentialing of School Psychologists* (NASP, 2010), the school psychology program at USD employs a comprehensive, performance-based assessment system to evaluate program quality via the assessment of candidate competencies throughout the program of study. The purpose of the comprehensive and systematic assessment of candidate performance is twofold: 1) to ensure that candidates at the completion of their training demonstrate professional competencies which reflect the knowledge, skills, and dispositions that a new professional should possess; and 2) to use the resulting information to monitor candidate progression as well as to evaluate and improve program quality. At each point of assessment, data are aggregated to monitor program quality and to determine strengths and weaknesses of the program. The school psychology faculty members meet on a regular basis, including the scheduled fall, spring, and year-end retreat meetings, to discuss the assessment results and, if appropriate, consider possible changes to any aspect of the program. As stated earlier, the goals of the School Psychology Program at USD are to prepare competent school psychologists who possess the knowledge, skills and dispositions to serve the educational and mental health needs of children of diverse backgrounds and to function as leaders within the educational context. These goals are achieved via continuous performance-based assessment of both individual candidates and program outcomes.

The following details the sequence of performance assessment, various methods for assessing and documenting outcomes, and the data used to monitor and improve program quality.

Ed.S. Program Assessment

During the fall semester of the first year, students will write a literature review that will be used as a preliminary examination. The paper assesses the student's ability to successfully integrate information pertinent to school psychology and their ability to write in a coherent, organized manner. The Professional Dispositions Assessment (PDA, Appendix B) is given to at least two of the course instructors at or near the end of the first semester to evaluate the students' professional dispositions. During the finals week of the first semester, preliminary interviews will take place. The purpose of these individualized interviews is to provide students with feedback on their progression in the program based on their preliminary essay exam results, instructors' ratings on the PDA, their performance in SPSY 761, and their first semester GPA. A copy of the Student Progress Evaluation Form (Appendix A) is provided, along with written notification of the preliminary exam results. If warranted, specific recommendations for improvement are given, followed by a copy of the remediation plan being sent to the student and his/her advisor.

During the second year, students' performance is evaluated via field placement for their practicum. Students are placed in school settings in and around Vermillion (e.g., Sioux Falls, SD; Sioux City, IA; and South Sioux City, NE). Students are not permitted to enter into a contract for employment with a school district and perform assessment, consultation, or other school psychological services while completing their practicum experiences. All school psychological services completed for practicum requirements, or offered outside of practicum requirements in any setting, even in a district in which they are not completing practicum requirements, must be provided pro bono under the supervision of a field-based supervisor. Entering into such a contract will be considered grounds for dismissal from the program.

Toward the end of the fall practicum, site supervisors complete the School Psychology Practicum Student Evaluation Form (Appendix F) and the Professional Dispositions Assessment (PDA). The students continue to acquire field experiences at the same sites during the spring semester. Near the end of the spring practicum, students' performance is again evaluated by the site supervisors, using the School Psychology Practicum Student Evaluation Form and the PDA. The class meets on a weekly basis and the course instructor provides on-going feedback.

Supervisor ratings on the School Psychology Practicum Student Evaluation Form for the spring semester are aggregated across students, specific to the NASP Standards of training, to evaluate and improve the components of the program at the year-end faculty meeting. PDA ratings are also aggregated for faculty review. Upon completion of practicum, students are provided with a copy of the Student Progress Evaluation Form and, if warranted, specific recommendations for improvement are given, followed by a copy of the remediation plan being sent to the student and his/her advisor.

In addition, during the spring semester of the second year, students are required to take the comprehensive exam, typically offered in March (see Graduate Student Handbook for specific dates). The exam consists of four to five essay questions. A written notification of the results is

sent to students. Students who fail the exam or pass it with conditions will be notified of a meeting date and time with the School Psychology Committee to discuss the results and potentially develop a remediation plan. Students who fail more than half of the essay questions will be required to retake this section of the exam. Students who do not pass the essay exam after a second attempt will be required to take remedial coursework before they are allowed to retake the exam.

During the third year, internship takes place over a period of the entire academic year. The Internship Evaluation Form-Site Supervisor's (see SPSY 894S syllabus: Internship Guidelines) is completed by the site supervisor on two separate occasions. The first evaluation occurs approximately halfway through the internship, preferably during the last week of the first semester. The final evaluation occurs at or near the end of the internship. Students are also required to develop an electronic portfolio of internship experiences to document a full range of professional competencies. The guidelines for developing a professional product portfolio are included in the SPSY 894S syllabus: Internship Guidelines. The Professional Product Portfolio (PPP) is to be turned in near the end of the internship and is rated by the university supervisor(s). Student ratings on the Internship Evaluation Form as well as ratings on PPP are aggregated specific to the NASP Standards of training to evaluate and improve the components of the program at the year-end program meeting.

Internship feedback is provided via two mediums of communication: site visits (or via technology) and campus days. A site visit takes place approximately midway through the internship unless the site supervisor indicates a need for an earlier meeting. A final visit will occur near the end of the internship. All interns are required to return to campus on the first Friday of April to attend a symposium. Student/faculty meetings are scheduled in the afternoon following the symposium. During these meetings, feedback is provided in groups and/or on an individual basis.

All students must take the Praxis II Exam and obtain a passing score for graduation. Students are strongly encouraged to take the exam during the first semester of internship or the summer prior to the internship to avoid unnecessary delay in graduation. That is, if the student fails to obtain a passing score, he/she must retake the exam, which will usually take a period of several months for re-registration for the exam. For program evaluation and improvement, the Praxis II Exam results are aggregated across students specific to the areas assessed and are reviewed at a spring or year-end program meeting.

Exit phone interviews on an individual basis may occur in May, during the last week of the spring semester, of the third year. The purpose of the interviews is to provide students with feedback on their overall progression in the program and to obtain informal, qualitative feedback from the students regarding the quality of the program. A copy of the Student Progress Evaluation Form is sent to the students.

Approximately one year following graduation, the Graduate Survey and the Survey of Employers of Graduates forms (Appendix G) are mailed/emailed to all graduates and their employers to solicit their feedback on the program's training quality. It is, therefore, important to keep your mailing addresses up to date with the graduate office. Ratings on the Graduate and

Employer Survey forms are aggregated specific to the NASP Standards of training to inform program quality and be used for program improvement.

The following flow chart of program assessment summarizes the aforementioned time lines and assessment methods/procedures.

1 st Year – Fall Semester	1 st Year – Spring Semester
Preliminary Essay Preliminary Interview Professional Dispositions Assessment (PDA)	
▼	
2 nd Year – Fall Semester	2 nd Year – Spring Semester
School Psychology Practicum Student Evaluation Form PDA	School Psychology Practicum Student Evaluation Form PDA Comprehensive Examination
▼	
3 rd Year – Fall Semester	3 rd Year – Spring Semester
Internship Evaluation Form-Site Supervisor's Praxis II Examination Intern/Faculty Meeting on Campus Day	Internship Evaluation Form-Site Supervisor's Professional Product Portfolio Intern/Faculty Meeting on Campus Day Exit Phone Interview
▼	
Following Graduation	
Graduate and Employer Survey Forms	

Ph.D. Program Assessment

During the fall semester of the first year, students will write a literature review that will be used as a preliminary examination. The paper assesses the student's ability to successfully integrate information pertinent to school psychology and their ability to write in a coherent, organized manner. The Professional Dispositions Assessment (PDA, Appendix B) is given to at least two of the course instructors at or near the end of the first semester to evaluate the students' professional dispositions.

During the finals week of the first semester, preliminary interviews will take place. The purpose of these individualized interviews is to provide students with feedback on their progression in the program based on their preliminary essay exam results, instructors' ratings on the PDA, their performance in SPSY 761, and their first semester GP. A copy of the Student Progress

Evaluation Form (Appendix A) is provided, along with written notification of the preliminary exam results. If warranted, specific recommendations for improvement are given, followed by a copy of the remediation plan being sent to the student and his/her advisor.

During the second year, students' performance is evaluated via field placement for their practicum. Students are placed in school settings in and around Vermillion (e.g., Sioux Falls, SD; Sioux City, IA; South Sioux City, NE). Students are not permitted to enter into a contract for employment with a school district and perform assessment, consultation, or other school psychological services while completing their practicum experiences. All school psychological services completed for practicum requirements, or offered outside of practicum requirements in any setting, even in a district in which they are not completing practicum requirements, must be provided pro bono under the supervision of a field-based supervisor. Entering into such a contract will be considered grounds for dismissal from the program.

Toward the end of the fall practicum, site supervisors complete the School Psychology Practicum Student Evaluation Form (Appendix F) and the Professional Dispositions Assessment (PDA). The students continue to acquire field experiences at the same sites during the spring semester. Near the end of the spring practicum, students' performance is again evaluated by the site supervisors, using the School Psychology Practicum Student Evaluation Form and the PDA. The class meets on a weekly basis and the course instructor provides on-going feedback.

Supervisor ratings on the School Psychology Practicum Student Evaluation Form for the spring semester are aggregated across students, specific to the NASP Standards of training, to evaluate and improve the components of the program at the year-end faculty meeting. PDA ratings are also aggregated for faculty review. Upon completion of practicum, students are provided with a copy of the Student Progress Evaluation Form and, if warranted, specific recommendations for improvement are given, followed by a copy of the remediation plan being sent to the student and his/her advisor.

During the third year, students' performance is evaluated in Clinic Practicum. Clinic Practicum for duration of an entire academic year is designed to strengthen as well as to expand the skills acquired through practicum the previous year. Clinic Practicum involves providing services for children and their families who are referred to the School Psychology program and also in collaboration with various disciplines and university service centers such as the Disability Services and Counseling and Family Therapy Center. On-going evaluation and feedback of student performance are conducted by the course instructor, using various rating scales (see SPSY 895D syllabus). Upon completion of clinic practicum, students are provided with a copy of the Student Progress Evaluation Form and, if warranted, specific recommendations for improvement are given, followed by a copy of the remediation plan being sent to the student and his/her advisor.

During clinic practicum, students are required to obtain the evidence of effective, outcome-based service delivery, using the Psychological Services: Parent Questionnaire (see SPSY 895D syllabus). Ratings on the questionnaire are aggregated across referrals to monitor the effectiveness of the services provided and make improvement. The results are also shared at the year-end program meeting.

In addition, during the spring semester of the third year, students are required to take the essay comprehensive exam, typically offered in March (see Graduate Student Handbook for specific dates). The first part of the comprehensive exam consists of four to five essay questions. A written notification of the results is sent to students. Students who fail the exam or pass it with conditions will be notified of a meeting date and time with the School Psychology Committee to discuss the results and potentially develop a remediation plan. Students who fail more than half of the essay questions will be required to retake this section of the exam. Students who do not pass the essay exam after a second attempt will be required to take remedial coursework before they are allowed to retake the exam. The second comprehensive exam requirement consists of a monograph. Students who pass the essay section, have a cumulative GPA of 3.5 or higher, and have a Program of Study on file on file at the graduate school are eligible to declare a topic for their monograph.

All students must take the Praxis II Exam and obtain a passing score for graduation. Typically, Ph.D. students have taken the exam during the spring semester of the third year. Students are strongly encouraged to take the exam no later than the summer prior to the internship to avoid unnecessary delay in graduation. That is, if the student fails to obtain a passing score, he/she must retake the exam, which will usually take a period of several months for re-registration for the exam. For program evaluation and improvement, the Praxis II Exam results are aggregated across students specific to the areas assessed and are reviewed at the year-end program meeting.

During the fourth year, internship takes place over a period of the entire academic year. The Internship Evaluation Form-Site Supervisor's (see SPSY 894D syllabus: Internship Guidelines) is completed by the site supervisor on two separate occasions. The first evaluation occurs approximately halfway through the internship, preferably during the last week of the first semester. The final evaluation occurs at or near the end of the internship. Students are also required to develop an electronic portfolio of internship experiences to document a full range of professional competencies. The guidelines for developing a professional product portfolio are included in the SPSY 894D syllabus: Internship Guidelines. The Professional Product Portfolio (PPP) is to be turned in near the end of the internship and is rated by the university supervisor(s). Student ratings on the Internship Evaluation Form as well as ratings on PPP are aggregated specific to the NASP Standards of training to evaluate and improve the components of the program at the year-end program meeting.

Internship feedback is provided via two mediums of communication: site visits (or via technology) and campus days. A site visit takes place approximately midway through the internship unless the site supervisor indicates a need for an earlier meeting. A final visit will occur near the end of the internship. All interns are required to return to campus on the first Friday of April to attend a symposium. Student/faculty meetings are scheduled in the afternoon following the symposium. During these meetings, additional feedback is provided in groups and/or on an individual basis.

Exit phone interviews on an individual basis occur in May or June of the fourth year. The purpose of the interviews is to provide students with feedback on their overall progression in the program and to obtain informal, qualitative feedback from the students regarding the quality of the program. A copy of the Student Progress Evaluation Form is sent to the students.

Approximately one year following graduation, the Graduate Survey and the Employer Evaluation forms (Appendix G) are mailed/mailed to all graduates and their employers to solicit their feedback on the program's training quality. It is, therefore, important to keep your mailing addresses up to date with the graduate office. Ratings on the Graduate and Employer Survey forms are aggregated specific to the NASP Standards of training to inform program quality and be used for program improvement.

The following flow chart of the assessment of candidates summarizes aforementioned time lines and assessment methods/procedures:

1st Year – Fall Semester	1st Year – Spring Semester
Preliminary Essay Preliminary Interview Professional Dispositions Assessment (PDA)	
▼	
2nd Year – Fall Semester	2nd Year – Spring Semester
School Psychology Practicum Student Evaluation Form PDA	School Psychology Practicum Student Evaluation Form PDA
▼	
3rd Year – Fall Semester	3rd Year – Spring Semester
Clinic Practicum PDA Psychological Services: Parent Questionnaire	Clinic Practicum PDA Psychological Services: Parent Questionnaire Monograph Praxis II Examination Essay Comprehensive Exams
▼	
4th Year – Fall Semester	4th Year – Spring Semester
Internship Evaluation Form-Site Supervisor's Intern/Faculty Meeting on Campus Day	Internship Evaluation Form-Site Supervisor's Professional Product Portfolio Intern/Faculty Meeting on Campus Day Exit Phone Interview
▼	
Following Graduation	
Graduate and Employer Survey Forms	

For those students with a Master's or Specialist degree in School Psychology from an accredited program, their course sequence typically starts at the 3rd year level. However, the students must take or have taken previously the preliminary exam during the first semester of study at USD. The comprehensive exam is taken prior to completion of internship.

Guidelines for the Comprehensive Examination

The School Psychology Comprehensive Examination is designed to assess students' mastery of content knowledge and skills and their readiness for practice. All students must complete comprehensive examinations during the last semester prior to internship. The exam is administered over the course of one day and consists of several essay questions.

The essay comprehensive exam cover material from first-year and second-year courses. Additionally, Ph.D. students must complete a monograph pertaining to a topic relevant to the practice of school psychology. Students are advised to retain all of the syllabi from courses completed within their program of study. Students preparing for the exam should reread notes and textbooks, decipher important themes and concepts, and reread materials they do not know well. Students should also be keeping up on readings within the field including work appearing in journals such as the *Journal of School Psychology*, *School Psychology Review*, and *School Psychology Quarterly*.

The essay section of the comprehensive exam will be evaluated by two or more members of the school psychology faculty. Student identities are masked for the purpose of exam evaluation. A student may receive one of the following evaluations based on their performance: Pass, Pass with Conditions, Fail. Students who fail the essay exam are given the opportunity to retake any failed sections during a second administration held within 60 days of the first administration. Students who fail one or more sections during the first administration must meet with faculty to develop a remediation plan to aid them in preparing for the second administration. Students who pass conditionally will be asked to respond to one or more specific essay questions based on their initial performance. Students must pass the second administration in order to participate in an internship. If students do not pass the second administration they will need to complete remedial coursework that will be selected in a meeting with program faculty. This coursework must be passed with a B or higher before the student can participate in an internship. The following scoring rubric will be used to evaluate written and oral responses to essay questions:

4 (Exceptional Response)

Student demonstrates a thorough, articulated and nuanced understanding of the subject. Fine distinctions and shades of meaning are readily discerned. Knowledge and skill are demonstrated with few errors. Moreover, the candidate can apply this understanding flexibly, as in detecting connections between ideas that on the surface may seem distantly related, in combining thought forms to solve demanding problems, and in producing a coherent, sensible, and sensitively-interpreted product.

3 (Above Average)

Student demonstrates a strong mastery of the standard. Errors are uncommon and genuine understanding is demonstrated. The candidate demonstrates the beginnings of creative or

insightful applications of the knowledge. Performance is marked by solid understanding and a facility with content, connections, and applications.

2 (Pass)

Student shows a solid grasp of important concepts and applications, but lacks a certain fluidity and flexibility with ideas. Performance is likely to be marked by some errors and a lack of comprehensiveness. Certain relevant knowledge, concepts, and connections are omitted.

1 (Marginal Pass)

Student shows only the beginnings of what can properly be called understanding. Performance is marked by a lack of knowledge, comprehensiveness, and depth of thought. Errors of fact or inference will be found in responses. Overall, the proficiency indicated is that of the beginner. Responses will not be viewed as meeting the minimum criteria for passing if two or more faculty members assign a value of 1 or lower to a response.

0 (Fail)

Student shows only the most rudimentary knowledge of the subject. There are large gaps in understanding. Responses will either be minimal or, if extended, will contain errors throughout. Responses will not be viewed as meeting the minimum criteria for passing if one or more faculty members assign a value of 0 to a response.

The monograph is to be a critical analysis of a topic relevant to the practice of school psychology. The paper is to be between 20 and 50 pages (excluding title page, abstract, and references) and is to be written in accordance with the APA Publication Manual, Sixth Edition. The paper will include a comprehensive and critical review of the literature as well as a detailed proposal for a research program in the topic area.

Prior to the signing and submission of the Monograph Topic Declaration Form (See Monograph Topic Declaration Form in Appendix H), students will write a one to two page detailed monograph proposal describing the monograph. Copies of both the Monograph Declaration Form and monograph proposal should be submitted to the major advisor for approval. Students must declare a topic, and the advisor and the student must sign the form, a semester before the student submits the monograph. Students are allowed two one-hour meetings with their advisor to discuss the monograph. These meetings should occur before the student submits his/her monograph. The first meeting should be a review of the monograph outline submitted by the student. The second meeting is a review of no more than 15 pages of the monograph (students should submit a copy for review one week before the scheduled meeting).

The due date for all monographs is the **3rd Friday** of the semester. Students must submit two copies of the monograph to their advisors on or before the due date. It is the student's responsibility to assure that this deadline has been met. All ratings are due back from the faculty members by the 5th Wednesday of the semester. Students will be informed of results by the 5th Friday of the semester.

The following ratings (1-5) will be assigned by reviewing faculty members:

1. Failure
 - Topic change is required.
 - The majority of the paper must be rewritten and resubmitted the following semester.
2. Major Revision
 - Student did not follow guidelines of chosen monograph option.
 - Student needs to significantly expand portions of paper.
 - Student needs to include additional articles in review.
 - Literature review did not include a critique of studies reviewed.
 - Excessive use of secondary citations and/or literature reviews.
3. Minor Revisions
 - Revisions involve primarily editing
 - Paper did not follow APA Publication manual (6th ed.) guidelines
 - Paper requires some minor expansions of subject matter.
4. Pass
 - Little or no editing is needed.
 - Topic adequately covered.
5. Excellent: Schedule Oral Examination
 - Paper extremely well-written.
 - Paper above and beyond expected quality.

Monograph revisions are due by the 9th Friday of the semester. Students should consult with faculty raters (not the major advisor) for clarification and/or additional feedback. All ratings are due back from the original faculty raters by the 11th Friday of the semester. Students will be informed of their written comprehensive results by 12th Wednesday of the semester. The faculty may vote to fail, require further revisions, or pass the student. Non-acceptable revisions are subject to review by the entire faculty at the end of the semester. Students who fail will be required to complete remedial coursework.

Note: The successful proposal of a student's dissertation fulfills the monograph requirement.

Professional Intervention and Due Process for Impaired School Psychology Students

Most students who enter a graduate program believe they are embarking on their chosen profession. Some discover that this is not what they desire, or that they lack the talent to perform effectively in their chosen field, and drop out of their program. Because school psychologists continuously intervene in the lives of others, it is very important that only competent beginning-level clinicians be allowed to graduate. It is, therefore, the ethical responsibility of the school psychology faculty to identify, alert, and advise those students who are severely lacking in academic, personal, and clinical skills.

Dismissing an impaired student from the school psychology program is a very difficult situation for both faculty and students. Because of the seriousness of this action, the following document contains the definition and categories of impairment, subsequent procedures for professional intervention, and due process.

Impairment

For purposes of this document impairment is broadly defined as an interference in professional functioning, which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards and ethical principles into one's repertoire of attitudes and behaviors;
2. An inability to acquire professional skills in order to reach competency; and/or
3. An inability to control personal attitudes or behaviors which interfere with professional functioning.

Due Process Procedures

Due process ensures that decisions made by educational programs are not arbitrary. The following due process procedures apply to all students and incorporate appropriate appeal procedures available to the student so s/he may challenge the program's action. The procedure used to address an impaired student and/or advise the student regarding their career choice is:

1. Student evaluations are continuous. If the faculty member believes that a student's attitude or behavior fits within the definition of impairment and this impairment is not alleviated through initial goal setting and strategizing procedures, step two of the due process procedure will be implemented.
2. Any faculty member who believes a student is displaying impairment, and has attempted unsuccessfully to resolve it through goal setting and strategizing procedures, will discuss the problem with the entire school psychology faculty. If the student's attitude or behavior is identified as impaired, the faculty will move to step three. If not, the faculty will formulate alternative strategies designed to facilitate student growth.
3. The student and faculty member will develop a remediation contract and timeline. The contract will be finalized in writing with a copy given to the student, a copy for the student's file, and a copy for all members of the faculty. If the student meets the contract agreement, he/she will receive a letter from the faculty member notifying him/her of such resolution.
4. If the student does not satisfactorily fulfill the contract by the agreed upon date, further action will be determined by the school psychology faculty. The student will be notified, in writing, that such a review is occurring and the faculty will receive any information or statement from the student related to his/her response to the review. The faculty may take any appropriate action to resolve the issue.

5. The student may choose to accept the conditions or may choose to challenge the decision. The grievance procedures for challenging the decision are outlined in the Graduate Catalog in force at the time of the student's admission.

Academic Honesty

See the SDBOR Policy Manual 2:33 on Student Academic Misconduct (<https://www.sdbor.edu/policy/Documents/2-33.pdf>) for more information.

- A. The phrase "Academic Misconduct" means Cheating or Plagiarism:
- B. The term "Cheating" includes, but is not limited to, the following:
 1. Using any unauthorized assistance in, or having unauthorized materials while, taking quizzes, tests, examinations or other assignments, including copying from another's quiz, test, examination, or other assignment or allowing another to copy from one's own quiz, test, examination, or other assignment;
 2. Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 3. Acquiring, without permission, tests or other academic material belonging to the instructor or another member of the Institutional faculty or staff;
 4. Engaging in any behavior prohibited by the instructor in the course syllabus or in class discussion;
 5. Falsifying or misrepresenting data or results from a laboratory or experiments; or
 6. Engaging in other behavior that a reasonable person would consider to be cheating.
- C. The term "Plagiarism" includes, but is not limited to, the following:
 1. Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement;
 2. Using materials prepared by another person or agency engaged in the selling of term papers or other academic materials without prior authorization by the instructor; or
 3. Engaging in other behavior that a reasonable person would consider plagiarism.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

E-mail Policy

Program e-mail communication will be conducted using the University of South Dakota e-mail systems. Students are responsible for checking their university e-mail accounts regularly. They are also responsible for all information communicated through that mechanism.

School Psychology Program Faculty

Daniel B. Hajovsky, PhD, LP, NCSP

Dr. Daniel Hajovsky is an Assistant Professor and the Program Director of School Psychology. Dr. Hajovsky earned his doctorate in educational psychology with an emphasis in school psychology and a minor in quantitative methods from the University of Kansas. His research interests consist of the study of individual differences in educational achievement. He studies how individuals differ in their rates of learning and how that relates to the acquisition of reading, writing, and math achievement. He typically uses confirmatory factor analytic techniques including longitudinal modeling to examine psychological trait and social dyadic variables important for core areas of school learning. He has published his research in numerous peer-reviewed journals including the *Journal of School Psychology*, *School Psychology Review*, and *School Psychology Quarterly*. Dr. Hajovsky also serves on the editorial boards for *Journal of School Psychology*, *School Psychology Review* and *Journal of Psychoeducational Assessment*.

Kari A. Oyen, PhD, LP, NCSP

Dr. Kari Oyen is an Assistant Professor of School Psychology. Dr. Oyen earned her doctorate in school psychology from the University of South Dakota. Her primary focus of research is the identity and unique practice of rural education. Her research investigates the role of the provision of services in rural settings and how that relates to student outcomes. She also examines the impact of trauma and child maltreatment on student outcomes in rural settings. She engages in quantitative methods to examine the role of rural education and variables that impact a comprehensive role and access to services. Dr. Oyen is the past President of the *South Dakota Association of School Psychologists* and the Co-Chair of the *National Association of School Psychologists* Government Professional Relations Committee. Dr. Oyen is on the writing team for the 2020 revision of the NASP practice model. She has published research in *Contemporary School Psychology* and *Psychological Services*.

Kate A. Helbig, PhD

Dr. Kate Helbig is an Assistant Professor of School Psychology. Dr. Helbig earned her doctorate in school psychology from the University of Southern Mississippi. She is particularly interested in increasing the frequency in which school personnel are able to implement evidence-based behavioral interventions to improve the lives of students in meaningful ways. Her research can be categorized into three specific areas, including social skills training for students with autism spectrum disorder (ASD), peer-management interventions, and transition services for individuals with developmental disabilities. She has published her research in numerous peer-reviewed journals, such as *Psychology in the Schools* and *Behavior Modification*.

USD School Psychology Association

All students in the program are expected to join the School Psychology Association at USD. The current officers of the association are as follows:

President: Shanel Goranowski (Shanel.Goranowski@usd.edu)

Vice President: Amanda Parr (Amanda.Parr@coyotes.usd.edu)

Treasurer: Brandon Frick (Brandon.M.Frick@coyotes.usd.edu)

Secretary: Kelsey Lunneborg (Kelsey.Lunneborg@coyotes.usd.edu)

Media Manager: Indra Grebin (Indra.Grebin@coyotes.usd.edu)

Cohort Liaison: David Kocisko (David.Kocisko@coyotes.usd.edu)

Community Service Outreach: Brittany Thompson (Brittany.Thompson@coyotes.usd.edu)

Students are also strongly encouraged to join SDASP (South Dakota Association of School Psychologists) and NASP (National Association of School Psychologists). Doctoral students should also consider joining APA (American Psychological Association).

External Advisory Committee

The USD School Psychology Program maintains an external advisory composed of two practicing school psychologists and two educational administrators. This committee collaborates with program faculty on a wide variety of issues related to the program. The committee meets annually to review program data and participate in decisions related to the development, implementation, and revision of the program. In this way competencies of program graduates continue to evolve to meet the ever-changing needs of our schools and communities.

Appendix A: Student Evaluation Forms

Student Progress Evaluation Form (Ed.S) University of South Dakota School Psychology Program

Student's Name: _____ Program Advisor: _____

Year Entered the Program: _____

Year 1

To be completed December-January of year 1 Date of Preliminary Interview: _____

1. Performance on Preliminary Exam (circle one): Pass Pass w/ Conditions Fail
(Attach a copy of Notification of Preliminary Exam Results)

2. Cumulative GPA:

3. SPSY 761 Assessment of Intelligence Grade:

4. COUN 786 Pre-Practicum in Counseling Grade:

5. Overall Professional Dispositions Assessment (PDA) Rating:

To be completed May-June of year 1 Date of Review: _____

6. Current Cumulative GPA:

Overall Progress (circle one): Satisfactory Unsatisfactory

Comments:

If unsatisfactory, attach a copy of Remediation Plan:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Year 2

To be completed May-June of year 2 Date of Review: _____

1. Current Cumulative GPA:

2. SPSY 795 Practicum Grades: Fall_____ Spring_____

3. Overall Professional Dispositions Assessment Ratings: Fall_____ Spring_____

Overall Progress (circle one): Satisfactory Unsatisfactory

Comments:

If unsatisfactory, attach a copy of Remediation Plan:

Student Signature:_____ Date:_____

Advisor Signature:_____ Date:_____

Year 3

To be completed May-June of year 3

Date of Exit Interview:_____

1. Overall GPA:

2. Praxis II Score:

3. SPSY 894S Internship Grades: Fall_____ Spring_____

4. Overall Professional Dispositions Ratings: Fall_____ Spring_____

5. Performance on Comprehensive Exam (circle one): Pass Pass w/ Conditions Fail

(Attach a copy of Notification of Comprehensive Exam Results)

Overall Progress (circle one): Satisfactory Unsatisfactory

Comments:

Approval for Graduation (circle one): Yes No

Student Signature:_____ Date:_____

Advisor Signature:_____ Date:_____

Student Progress Evaluation Form (Ph.D)
University of South Dakota
School Psychology Program

Student's Name: _____ Program Advisor: _____

Year Entered the Program: _____

Year 1

To be completed January-February of year 1 Date of Preliminary Interview: _____

1. Performance on Preliminary Exam (circle one): Pass Pass w/ Conditions Fail
 (Attach a copy of Notification of Preliminary Exam Results)

2. Cumulative GPA:

3. SPSY 761 Assessment of Intelligence Grade:

4. COUN 786 Pre-Practicum in Counseling Grade:

5. Overall Professional Dispositions Assessment (PDA) Rating:

To be completed May-June of year 1 Date of Review: _____

6. Current Cumulative GPA:

Overall Progress (circle one): Satisfactory Unsatisfactory

Comments:

If unsatisfactory, attach a copy of Remediation Plan:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Year 2

To be completed May-June of year 2 Date of Review: _____

1. Current Cumulative GPA:

2. SPSY 795 Practicum Grades: Fall_____ Spring_____

3. Overall Professional Dispositions Assessment Ratings: Fall_____Spring_____

Overall Progress (circle one): Satisfactory Unsatisfactory

Comments:

If unsatisfactory, attach a copy of Remediation Plan:

Student Signature:_____Date:_____

Advisor Signature:_____Date:_____

Year 3

To be completed May-June of year 3

Date of Review:_____

1. Current Cumulative GPA:

2. COUN 795 Counseling Practicum Grade:

3. SPSY 895 Clinic Practicum Grades: Fall_____ Spring_____

4. Overall Professional Dispositions Assessment Ratings: Fall_____Spring_____

Overall Progress (circle one): Satisfactory Unsatisfactory

Comments:

If unsatisfactory, attach a copy of Remediation Plan:

Student Signature:_____Date:_____

Advisor Signature:_____Date:_____

Year 4

To be completed May-June of year 4

Date of Exit Interview:_____

1. Overall GPA:

2. Praxis II Score:

3. SPSY 894D Internship Grades: Fall _____ Spring _____

4. Overall Professional Dispositions Ratings: Fall _____ Spring _____

5. Performance on Comprehensive Exam (circle one): Pass Pass w/ Conditions Fail
(Attach a copy of Notification of Comprehensive Exam Results)

6. Successful oral defense of the dissertation (circle one): Yes No
Date defended:

Overall Progress (circle one): Satisfactory Unsatisfactory

Comments:

Approval for Graduation (circle one): Yes No

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Appendix B: Professional Dispositions Assessment

University of South Dakota
School Psychology Program

Student's Name: _____
Class: _____ Semester _____ Yr. _____

	CRITERIA	N	1	2	3
Human Diversity	1. demonstrates awareness of own values and beliefs.				
	2. respects all persons and is sensitive to the value systems of diverse groups.*				
	3. understands group and within-group differences.				
	4. relates appropriately and professionally with persons of diverse backgrounds.				
	5. demonstrates ability to recognize the limits of own multicultural competency.				
	* e.g., physical, mental, emotional, economic, social, cultural, ethnic, & racial characteristics; gender; sexual orientation; and religion Comments:				
Communication Skills	6. is aware of own communication style and its impact on others.				
	7. demonstrates active listening skills.				
	8. demonstrates effective and reflective communication skills.				
	9. has ability to communicate effectively in writing.				
	10. articulates with clarity and fluency.				
	Comments:				
Interpersonal Relationship	11. demonstrates respect for the feelings, opinions, knowledge, and abilities of others.				
	12. is genuine and authentic in relationships.				
	13. displays the ability to handle conflicts in a constructive manner.				
	14. accepts suggestions and/or constructive criticisms from others and is willing to make necessary changes.				
	15. collaborates and cooperates effectively in group or team settings.				
	Comments:				
Personal/Professional Responsibility	16. organizes time efficiently and meets obligations and deadlines.				
	17. is punctual and dependable.				
	18. demonstrates professional behaviors and expectations.				
	19. demonstrates the ability to initiate and complete appropriate tasks.				
	20. considers self as an advocate for children/clients				
	Comments:				

Personal Growth & Adaptability	21. displays appropriate affect and emotions.				
	22. recognizes own strengths and weaknesses.				
	23. reflects upon and takes responsibility for own behavior				
	24. solicits and considers alternative view points				
	25. demonstrates consistent enthusiasm for position/profession				
	Comments:				

Rating Scale:

- N no opportunity to observe
- 1 unacceptable
- 2 acceptable
- 3 target

Scoring Rubric

UNACCEPTABLE	ACCEPTABLE	TARGET
Student is not familiar with the professional dispositions delineated above. S/he does not model these dispositions in class and outside class as well as in his/her work with clients, families, and other professionals.	Student is familiar with the dispositions expected of professionals. His/her conduct in and outside class as well as in professional capacity generally reflects the dispositions delineated above.	Student's conduct consistently demonstrates the dispositions delineated in all settings. S/he recognizes when his/her own dispositions may need to be adjusted and are able to develop plans to do so.

OVERALL RATING OF STUDENT'S DISPOSITIONS (Circle one):

Below 2

2

Above 2

If the overall rating is "Below 2", list the specific characteristics that must be addressed by the student:

Appendix C: Transfer of Graduate Credit Request Form

University of South Dakota
School Psychology Program

Student's Name: _____
ID #: _____
Email: _____

Requirements

- An official transcript from the institution at which the student completed the requested course(s) is required.
- Only courses completed at the graduate-level with a grade of "B" (3.00) or better can be considered for transfer.
- A course syllabus and/or an official course description must be provided.
- The requested course(s) must be reviewed and approved by a committee consisting of at least two faculty members of the School Psychology Program.

Institution Where Course Completed	Semester Course Completed	Grade Earned in Course	Course Title and Number	Credits Earned in Course

Committee Member Signature (Required)

Date

Committee Member Signature (Required)

Date

Committee Member Signature

Date

Committee Member Signature

Date

Appendix E: Content Matrices

School Psychology (Ed.S) Content Matrix

Syllabi NASP Standard	SPSY 752	SPSY 761	SPSY 768	SPSY 771	SPSY 772	SPSY 780	SPSY 782	SPSY 784	SPSY 795	SPSY 850	SPSY 866	SPSY 894S	EDER 711	EDER 761	EDER 762	EPSY 741	EPSY 776	COUN 761	COUN 786	Sch Psy Symposium
II		P			S		P	S	S		S	P	P							
III			P			S		P	P			P								
4.1		S			S		P		P			P				P	S			
4.2			S		S	S		P	P	P	S	P					S	S	S	
5.1			S	P		P	S	P	S			P				S				
5.2			S			P		P	P	S		P				S		S	S	
VI	S		P	S		P			P			P					S			
VII	P	S	S		S	S	S		S	P	S	P	S				P	S	S	
8.1						S	S		S			P	P	P	P					
8.2			S	P					P			P		S					P	S

Notes. **P** = Primary; **S** = Secondary;

- II Data-Based Decision-Making and Accountability
- III Consultation and Collaboration
- 4.1 Interventions and Instructional Support to Develop Academic Skills
- 4.2 Interventions and Mental Health Services to Develop Social and Life Skills
- 5.1 School-Wide Practices to Promote Learning
- 5.2 Preventive and Responsive Services
- VI Family-School Collaboration Services
- VII Diversity in Development and Learning
- 8.1 Research and Program Evaluation
- 8.2 Legal, Ethical, and Professional Practice

School Psychology (Ph.D.) Content Matrix

Syllabi \ NASP Standard Standard	SPSY 752	SPSY 761	SPSY 768	SPSY 771	SPSY 772	SPSY 780	SPSY 782	SPSY 784	SPSY 795	SPSY 850	SPSY 861	SPSY 866	SPSY 888	SPSY 894D	SPSY 895D	SPSY 898D	EDER 711	EDER 761	EDER 762	EDER 860	EDER 861	EDER 862	EPSY 741	EPSY 776	COUN 725	COUN 761	COUN 786	COUN 795	Sch Psy Symposium
II		P			S		P	S	S		P	S		P	S		S												
III			P			S		P	P					P	S														
4.1		S			S		P		P		P			P	S								S	S					
4.2			S		S	S		P	P	P		S		P	S									S	S	S	S	S	
5.1			S	P		P	S	P	S					P	S								S						
5.2			S			P		P	P	S				P	S								S		S	S	S	S	
VI	S		P	S		P			P					P	S									S	S				
VII	P	S	S		S	S	S		S	P	S	S		P	S		S							P	S	S	S	S	
8.1						S	S		S				S	P		S	P	P	P	S	S	S							
8.2			S	P					P					P	S			S									P	S	S

Notes. **P** = Primary; **S** = Secondary;

- II Data-Based Decision-Making and Accountability
- III Consultation and Collaboration
- 4.1 Interventions and Instructional Support to Develop Academic Skills
- 4.2 Interventions and Mental Health Services to Develop Social and Life Skills
- 5.1 School-Wide Practices to Promote Learning
- 5.2 Preventive and Responsive Services
- VI Family-School Collaboration Services
- VII Diversity in Development and Learning
- 8.1 Research and Program Evaluation
- 8.2 Legal, Ethical, and Professional Practice

Appendix F: School Psychology Practicum Student Evaluation

Supervisor's Name: _____ Position: _____
 Certification # _____ State Where Certified: _____
 Practicum Placement: _____
 Practicum Student Evaluated: _____ Date: _____

Please write the number in the far right column to show the level of competence of the student for each item. If the student was not expected to complete a task, write N/A in the column for the item. Please carefully review the rubric below before evaluating the student.

Rubric (On a scale of 1-5)
5 = Outstanding. The student's knowledge/skills in this particular area are as well developed as a school psychologist with several years of experience. The practicum student can perform this task competently with no supervision or support.
4 = Exceeds Expectations. The student's knowledge/skills exceed expectations for this stage of practicum experience. The student can perform this task competently with minimal supervision and support.
3 = Meets Expectations. The student's knowledge/skills are emerging and are expected at this stage of practicum experience. The student performs the task with a reasonable level of supervision and support.
2 = Below Expectations. The student's knowledge/skills are deficient and he/she requires extensive supervision.
1 = Unsatisfactory. Even with extensive supervision, the student's knowledge/skills are not acceptable for a practicum student.

Demonstration of Knowledge and/or Skill	Score
1. Identifies the nature of the referral problem and plans assessment accordingly.	
2. Selects appropriate assessment methods tailored to referral concerns and language/cultural factors.	
3. Knows the strengths and limitations of various assessment instruments and techniques.	
4. Reviews school records to gather pertinent information.	
5. Conducts adequate behavioral observations of referred individuals and of their instructional environments.	
6. Interviews parents, teachers, students, and others as needed to identify needs and strengths of referred individuals.	
7. Conducts norm-referenced psychoeducational tests according to standardization.	
8. Scores various protocols in an accurate manner and, when appropriate, using computer scoring programs.	
9. Accurately interprets the results of various assessment measures.	
10. Integrates test and non-test data from multiple sources in a coherent and meaningful manner.	
11. Translates assessment results into empirically based decisions about service delivery.	
12. Uses data to select research-based interventions to meet the individual's needs.	
13. Uses data to determine the effectiveness of interventions.	
14. Writes reports that are thorough, concise, and understandable by parents and related professionals.	
15. Effectively communicates assessment results and recommendations orally.	
16. Develops appropriate cognitive and academic goals for individuals with different ability, disabilities, strengths, and needs.	

17. Formulates academic interventions that are empirically validated.	
18. Uses curriculum-based measurement when appropriate.	
19. Develops appropriate behavioral, affective, and social goals for individuals with different ability, disabilities, strengths, and needs.	
20. Understands and accurately applies principles of behavioral change in the schools.	
21. Conducts functional analysis of behavior.	
22. Formulates behavioral interventions that are empirically validated.	
23. Demonstrates skills to provide counseling.	
24. Applies a systematic problem-solving process to consultation.	
25. Collaborates effectively with teachers, administrators, parents, and other professionals in various situations and settings.	
26. Participates and contributes during team meetings aimed at meeting students' needs.	
27. Displays sensitivity to bias when selecting, administering, and interpreting assessment techniques.	
28. Demonstrates sensitivity and understanding of individual differences, abilities, and disabilities and how diversity might affect an individual's education.	
29. Understands educational agency policies and organizational structure and procedures.	
30. Understands procedures for referrals, accessing student records, contacting parents, etc.	
31. Demonstrates understanding of schools and other settings as systems.	
32. Recognizes the symptoms and/or precursors of emotional, behavioral difficulties of students.	
33. Demonstrates knowledge of various preventive strategies to promote the mental health of students.	
34. Demonstrates knowledge of crisis intervention and applies it when needed.	
35. Promotes prevention programs and participates in their development.	
36. Promotes partnerships between families and schools.	
37. Collaborates with others in the development of educational and support programs that assist parents.	
38. Is familiar with and appropriately utilizes community resources.	
39. Understands and adheres to state and federal rules and regulations.	
40. Adheres to ethics and practices consistent with the National Association of School Psychologists.	
41. Participates in professional development activities.	
42. Uses technology to enhance effectiveness and quality of work.	
43. Demonstrates the ability to access and utilize information technology.	

Additional Comments: _____

Signature of Site Supervisor



Appendix G: Post Graduation Surveys
Survey of Graduates
School Psychology Program

Name and title (person completing form): _____

Organization/agency: _____

Date survey completed: _____ Date of Graduation: _____

Overall, rate your preparation as a USD school psychology graduate for employment within your organization/agency.

Exceptional	More than adequate	Adequate	Less than adequate	Unprepared

Comment: _____

Please complete the following survey examining how successful you feel the school psychology program was in preparing you to enter your profession by rating the quality of training you received on each of the following areas of competence or skill:

Areas of Competence or Skill	Above average	Average	Below average	Comment
1. Data-Based Decision-Making and Accountability: Have knowledge of various assessment and evaluation methods as well as the skills needed to define problems, identify student needs and assets, and estimate current functional status. Possess skills needed to link assessment data to the development of effective interventions and utilize formative and summative assessment to inform future intervention decisions.				
2. Consultation and Collaboration: Have knowledge of consultation and collaboration models and methods and the abilities needed to apply these skills at individual, group, and system levels. Utilize communication, consultation, and collaboration skills to facilitate the design, implementation, and evaluation of services and programs.				
3. Interventions and Instructional Support to Develop Academic Skills: Have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Possess skills needed to assess cognitive abilities, academic skills, and environmental variables and, in collaboration with others, utilize results to develop appropriate cognitive and academic goals, support the integrity of service delivery, and evaluate the effectiveness of services used to support cognitive and academic skills.				

<p>4. Interventions and Mental health Services to Develop Social and Life Skills: Have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Possess skills needed to collaborate with others in the process of utilizing assessment and data-collection methods to select, implement, and evaluate empirically supported models and strategies designed to promote children’s mental health, socialization and life skills.</p>				
<p>5. Diversity in Development and Learning: Have knowledge of individual differences, abilities, and disabilities and of the potential influence of social, cultural, ethnic, socioeconomic, gender-related, and linguistic factors in development and learning. Have respect for diversity and advocacy for social justice. Possess the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics.</p>				
<p>6. School-Wide Practices to Promote Learning: Have knowledge of school and systems structure and organization and of general education and regular education. Facilitate and/or contribute to the development of policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>				
<p>7. Preventive and Responsive Services: Have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. Possess the skills needed to collaborate with others to design, implement, and evaluate prevention and intervention programs that promote the mental health and physical well-being of children and youth and prevent disease, disability, or harm (e.g., crisis intervention, stress management, teenage pregnancy, AIDS prevention, etc.).</p>				
<p>8. Family-School Collaboration Services: Have knowledge of family systems, strengths, needs, and culture; methods to involve families in education; and strategies to support family influences on children’s learning, socialization, and mental health. Can apply this knowledge and collaborate with others to design, implement, and evaluate programs that promote school, family, and/or community partnership. Work effectively with families, educators, and others in the community.</p>				
<p>9. Research and Program Evaluation: Have knowledge of research, statistics, and evaluation methods. Possess skills needed to evaluates research, translates research into practice (e.g., research based interventions and progress monitoring), and conducts program evaluations to support effective practices at the individual, group, and/or systems levels.</p>				
<p>10. Legal, Ethical, and Professional Practice: Understand the history and foundations of school psychology. Have knowledge of ethical, professional, and legal standards; engage in responsive ethical and professional decision making; and practice in ways that are consistent with ethical, professional, and legal standards. Have the knowledge and skills needed to acquire career-long professional development.</p>				

Thank you for your participation in this survey.



Survey of Employers of Graduates
School Psychology Program

Name and title (person completing form): _____

Organization/agency: _____

Date survey completed: _____ Employee's name: _____

Number of USD School Psychology graduates hired within the past five years: _____

Overall, rate the preparation of the USD school psychology graduate(s) for employment within your organization/agency.

Exceptional	More than adequate	Adequate	Less than adequate	Unprepared

Comment: _____

Please rate the employee on each of the following areas of competence or skill:

Areas of Competence or Skill	Above average	Average	Below average	Comment, particularly if below average
1. Data-Based Decision-Making and Accountability: The employee demonstrates knowledge of various assessment and evaluation methods as well as the skills needed to define problems, identify student needs and assets, and estimate current functional status. The employee links assessment data to the development of effective interventions and utilizes formative and summative assessment to inform future intervention decisions.				
2. Consultation and Collaboration: The employee demonstrates knowledge of consultation and collaboration models and methods and the abilities needed to apply these skills at individual, group, and system levels. The employee utilizes communication, consultation, and collaboration skills to facilitate the design, implementation, and evaluation of services and programs.				
3. Interventions and Instructional Support to Develop Academic Skills: The employee demonstrates knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. The employee possesses the skills needed to assess cognitive abilities, academic skills, and environmental variables and, in collaboration with others, utilize results to develop appropriate cognitive and academic goals, support the				

integrity of service delivery, and evaluate the effectiveness of services used to support cognitive and academic skills.				
<p>4. Interventions and Mental Health Services to Develop Social and Life Skills:</p> <p>The employee demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Possess skills needed to collaborate with others in the process of utilizing assessment and data-collection methods to select, implement, and evaluate empirically supported models and strategies designed to promote children's mental health, socialization and life skills.</p>				
<p>5. Diversity in Development and Learning:</p> <p>The employee demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of social, cultural, ethnic, socioeconomic, gender-related, and linguistic factors in development and learning. The employee demonstrates respect for diversity and advocacy for social justice. The employee demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics.</p>				
<p>6. School-Wide Practices to Promote Learning:</p> <p>The employee demonstrates knowledge of school and systems structure and organization and of general education and regular education. The employee facilitates and/or contributes to the development of policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>				
<p>7. Preventive and Responsive Services:</p> <p>The employee demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. The employee possesses the skills needed to collaborate with others to design, implement, and evaluate prevention and intervention programs that promote the mental health and physical well-being of children and youth and prevent disease, disability, or harm (e.g., crisis intervention, stress management, teenage pregnancy, AIDS prevention, etc.).</p>				
<p>8. Family-School Collaboration Services:</p> <p>The employee demonstrates knowledge of family systems, strengths, needs, and culture; methods to involve families in education; and strategies to support family influences on children's learning, socialization, and mental health. The employee can apply this knowledge and collaborate with others to design, implement, and evaluate programs that promote school, family, and/or community partnership. The employee works effectively with families, educators, and others in the community.</p>				
<p>9. Research and Program Evaluation</p> <p>The employee demonstrates knowledge of research, statistics, and evaluation methods. The employee possesses the skills needed to evaluate research, translate research into practice (e.g., research based interventions and progress monitoring), and conducts</p>				

<p>program evaluations to support effective practices at the individual, group, and/or systems levels.</p>				
<p>10. Legal, Ethical, and Professional Practice: The employee understands the history and foundations of school psychology; has knowledge of ethical, professional, and legal standards; engages in responsive ethical and professional decision making; and practices in ways that are consistent with ethical, professional, and legal standards. The employee has the knowledge and skills needed to acquire career-long professional development.</p>				

Thank you for your participation in this survey.

APPENDIX H: MONOGRAPH TOPIC DECLARATION FORM
PH.D. PROGRAM IN SCHOOL PSYCHOLOGY

STUDENT NAME: _____ **ADVISOR:** _____

MONOGRAPH TITLE*: _____

Monograph Due Date (note term and date due): _____

Note to Student: The monograph must be approved by your advisor the semester before the monograph is due. Your Plan of Study **MUST BE APPROVED** by the Graduate School before your monograph will be approved.

Eligibility Criteria

- _____ Regular Admission
- _____ 3.5 cumulative GPA
- _____ Passed essay and multiple choice sections of the comprehensive exam
- _____ Program of Study on file at the Graduate School

Advisor Signature (indicating approval): _____

Student Signature _____

*Monograph proposal must be attached.