

JOHN CARROLL UNIVERSITY



SCHOOL PSYCHOLOGY PROGRAM HANDBOOK 2018-2019

**JCU School Psychology Program
Program Handbook**

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Program Philosophy

The JCU School Psychology Program embraces a scientist-practitioner training model that engages and develops students' knowledge of evidence-based practices, research methodologies, theoretical explanations, and variables in diverse school and home environments that impact learning and adjustment. Importantly, the model permits an emphasis on structured inquiry and use of empirical research to inform applied practices. Throughout the program, students learn and practice communication, collaboration, and consultation skills, and how to gather systematic data to make informed decisions.

Foundational and applied coursework enable students to be critical consumers of psychological and educational research to inform the decisions they make. The scientist role is apparent in such courses as ED502 Research Methods, ED533 Statistics, ED543 Practicum Experience, ED590 Practicum: Psychoeducational Experience, ED592 Consultation Skills, and ED593 (Seminar in School Psychology). Additionally, some students participate in activities throughout the year that facilitate and model the scientist role. These include participation in faculty research projects, participation as both presenters and/or attendees at local, state, and national conferences, and participation in the annual JCU Celebration of Scholarship. In the practicum courses, students are required to research and present empirical studies of interventions and their practicum case studies (i.e., ED543 Practicum Experience I: School Psychology and ED590 Practicum Experience II: School Psychology). At the conclusion of their second year in the program, all students are required in the ED592 Consultation Skills course to conduct a comprehension literature review of consultation practices, create a field-tested data gathering tool, and develop a research proposal to conduct a study using a national sample. In addition, they develop and submit both IRB and NASP conference proposals. This research project gains momentum during the first semester of the internship year when the student research teams share responsibility for sampling, data collection and analyses, and preparation of a poster presentation. Students present their research at either the NASP convention during the second semester of the internship year or the OSPA spring conference.

The practitioner/applied emphasis shares equal importance with the foundational coursework preparation. Coursework and practicum experiences provide the building blocks from which students learn to integrate their understanding of theory, research, and applied knowledge in field settings. The program provides students with graduated experiences during the practicum year to develop the necessary skills to become effective problem solvers from a data-driven advantage. During the first practicum course (ED543 Practicum Experience) students learn how to conduct a comprehensive functional behavior assessment (FBA) through guided class lectures and an FBA case assignment under the supervision of a licensed school psychologist. Teacher and parent consultation, systematic data collection, intervention development, and effectiveness determination are critical components of this project. During the second semester practicum, students gain hands-on experience with multitiered services, intervention design and implementation, and psychoeducational evaluations requiring knowledge of eligibility criteria and how to use information derived from the evaluations to identify needs and instructional implications.

Cultural and individual diversity are addressed throughout the program. The JCU program has retained a multicultural education course (see ED453 Multicultural Education syllabus) while continuing to substantively address cultural issues in several other courses (see pg. 29). All students gain experience with individual diversity through their practicum and internship experiences. During the internship year, students are required to have experience with all disabilities and grade levels. Several students are placed in districts with culturally diverse populations. The larger urban areas of Cleveland and Akron frequently serve as internship sites for some students in the program if geographically feasible. Experience with students and families from different cultural, ethnic, and racial backgrounds outside these urban centers in the past was more limited, but in recent years, increasing diversity in several suburban districts in Northeast Ohio has created more diverse training experiences for our practicum students and interns.

Program Goals and Objectives

The NASP domains of training serve as the guiding framework for the program's overarching goal structure. Specific objectives address these goals by serving to reinforce our emphasis on data-based decision making, problem solving, collaborative consultation, and research-based practices to identify and respond to the needs of a diverse student population. The JCU School Psychology Program goals and objectives are as follows:

Goal A : To use data to define current problem areas, strengths, and needs at the individual, group, and systems levels through comprehensive multimethod and multisource assessments, inform intervention planning and implementation aligned with student needs, and to measure response to provided services. (Standard II; NASP Domain: Data-Based Decision Making and Accountability).

Program Objectives

- A-1 Select and apply appropriate assessment methods in a problem-solving context.
- A-2 Demonstrate knowledge of systematic data collection procedures to identify student needs, inform appropriate intervention design and implementation, and monitor progress.
- A-3 Demonstrate knowledge of varied methodologies for assessing children's cognitive, social-emotional, behavioral, & academic functioning.
- A-4 Utilize a comprehensive assessment system to obtain information needed to make informed instructional decisions.
- A-5 Understand how to select, conduct, and interpret assessments of students with diverse strengths and needs.
- A-6 Engage in data-based decision making to plan and deliver effective and culturally responsive services.

Goal B: To engage in productive consultations and collaborations to design, implement, and evaluate services for students, parents/caregivers, and educators. (Standard III; NASP Domain 2.2: Consultation and Collaboration; Standard VIII, Element 8.2; NASP Domain 12.10: Legal, Ethical, and Professional Practice).

Program Objectives

- B-1 Engage in collaborative consultation with parents and teachers to effect positive changes at the individual, group, and systems levels.
- B-2 Develop relationship-building and information gathering skills with teachers and parents to inform the development of intervention plans.
- B-3 Model a shared expertise approach through active listening, encouraging input from others, conveying a sense of shared ownership for the problem solving process, conveying accurate information, harnessing resources, and contributing evidence-based ideas at individual, group, and systems levels.
- B-4 Display appropriate interpersonal communication skills when working with educators and parents/caregivers.
- B-5 Demonstrate knowledge of multicultural consultation practices and issues.

Goal C: To use a data-based approach to identify academic and behavioral goals for a diverse community of learners, develop and implement interventions, and monitor progress toward goal attainment. (Standard IV, Elements 4.1 & 4.2; NASP Domains: Interventions and Instructional Supports to Develop Academic Skills, Interventions and Mental Health Services to Develop Social and Life Skills)

Program Objectives

- C-1 Demonstrate knowledge of child development, comprehensive assessment methods, evidence-based instructional practices, psychosocial interventions, and environmental variables that influence academic and social-emotional development when planning interventions for students with academic and mental health problems.
- C-2 Demonstrate skills in the planning, implementation, and evaluation of counseling interventions.
- C-3 Demonstrate awareness and sensitivity to provide appropriate and effective assessment and intervention services to students with diverse characteristics.
- C-4 Use decision-making models that consider the antecedents, consequences, functions and potential causes of behavioral problems experienced by students which may impair learning or socialization.

Goal D: To promote student welfare by collaborating with others within a multitiered system of supports, demonstrating knowledge of prevention and responsive approaches that strengthen resilience and mitigate learning and mental health risks. (Standard V, Element 5.2; NASP Domain 2.6: Prevention and Responsive Services; Standard IV, Element 4.2; NASP Domain 2.4: Interventions and Mental Health Services)

Program Objectives

- D-1 Demonstrate knowledge of school and community prevention and risk-reduction resources
- D-2 Demonstrate knowledge of child and adolescent development, psychopathology, biological influences, and environmental variables that influence adjustment.
- D-3 Develop effective prevention and mental health interventions in collaboration with educators, parents/caregivers, and community supports for students manifesting a wide range and intensity of mental health concerns.
- D-4 Know school services and policies that are positioned to support multitiered prevention and evidence-based strategies for effective crisis response.
- D-5 Apply knowledge of how behavioral and emotional health impact learning and life skills.

Goal E: To demonstrate the professional attitudes and behaviors that establish credibility, respect, and acceptance of contributions needed for effective delivery of school psychological services. (Standard VIII; Domain 2.10: Legal, Ethical, and Professional Practice.)

Program Objectives

- E-1 Understand the historical, legal, and ethical foundations of the school psychology profession.
- E-2 Understand the roles and functions of school psychologists.
- E-3 Accept responsibility for own professional interpersonal competencies by evaluating the delivery of services through solicited feedback and self-evaluation practices across multiple domains of professional functioning.
- E-4 Engage in practices that meet all appropriate professional, ethical, and legal standards to enhance the quality of services and protect the rights of others.

Goal F: To utilize the current professional literature to remain abreast of empirically-based educational and mental health advancements, translate research into practice through the problem-solving process, and use research methodologies and statistical methods of analysis to conduct investigations for the purpose of contributing to educational and childrearing practices that support learning and healthy adjustment. (Standards IV, VI, & VIII – Interventions & Mental Health Services, Family-School Collaboration Services, Research and Program Evaluation; Domains: 2.4, 2.7, & 2.9)

Program Objectives

- F-1 Conduct a study of school psychological services and disseminate the results in both written and oral formats.
- F-2 Plan, present, and evaluate parent/caregiver education to strengthen parenting skills and connections to schools.
- F-3 Plan, present, and evaluate a teacher in-service to strengthen pedagogical practices that support student learning.
- F-4 Disseminate current knowledge of educational and childrearing practices.

Goal G: Understand human diversity, development, and learning in ways that promote the well-being of students from all backgrounds.

Program Objectives

- G-1 Identify needs and appropriate modifications for children from diverse backgrounds.
- G-2 Promote acceptance and understanding of human differences through consultation, assessment, professional development, and communication practices.
- G-3 Demonstrate an understanding of typical vs. atypical development to guide an intervention approach.
- G-4 Demonstrate knowledge of physical, cultural, developmental and social influences on learning and behavior.
- G-5 Incorporate knowledge of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.

Goal H: Understand family influences that affect students' physical, social-emotional, and academic well-being, and promote stronger partnerships between parents, educators, and community service providers to better serve the learning and emotional needs of students. (Standard VI; Domain 2.7: Family-School Collaboration Services)

Program Objectives

- H-1 Assist parents and other caregivers in the development, implementation, and evaluation of behavior and academic home-based change programs to facilitate the learning and behavioral growth of their child.
- H-2 Know the local system of care and related community services available to support students and their families.
- H-3 Help create linkages between schools and families through positive communications, information sharing, and inclusive decision making practices.
- H-4 Develop, implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students.
- H-5 Empower parents to confidently participate as members of school-based problem solving teams.

Diversity

Throughout the program, by means of coursework, practicum and internship experiences, students in the school psychology program develop an appreciation for the fact that students in today’s schools come from a variety of backgrounds. The content of ED453, Multicultural Education, directly addresses diversity, providing the knowledge base and sensitivity to various backgrounds and their effects on learning. Students are expected to recognize their own cultural biases and to understand the way their backgrounds influence decision-making, behavior, and expectations for students. The opportunity to apply this knowledge of individual differences and cultural diversity is addressed in several courses. During the culminating internship experience, school psychology students are expected to support, integrate and assist the expression of the diverse skills of all students into educational settings and instructional programs.

Conceptual Framework of the Department of Education & School Psychology

The mission of the Department of Education and School Psychology, built upon the key ideas of a Jesuit Educator, prepares educators with the knowledge and character to lead and to serve. The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department’s professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal*. The conceptual framework that grounds and guides the department’s professional education programs is illustrated below.



Figure 1. Conceptual Framework of the *Jesuit Ideal*

The figure illustrates the centrality of the educator as a person who through an effective program of professional education develops the knowledge, skills and dispositions that further develop the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the “satisfying power to take meaningful action and to see the results of our decisions and choices”.

Murray, J. H. (1997). *Hamlet on the holodeck: the future of narrative in cyberspace* (p126). New York: Free Press.

Program Domains of the Jesuit Ideal in Advanced Programs

Domain	Desired Results
I. Contexts	I-1. Understands the contexts of professional practices.
	I-2. Demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals.
	I-3. Contributes to the school, district, and the broader professional community.
	I-4. Engages in systematic inquiry.
II. Learner Development	II-5. Assumes responsibility in data-based decision-making and helps to ensure that decisions are based on the highest professional standards
	II-6. Demonstrates knowledge of clients/students.
III. Practice	III-7. Demonstrates knowledge of content and pedagogy.

	III-8. Demonstrates knowledge of resources.
	III-9. Designs coherent, evidence-based interventions.
	III-10. Establishes favorable conditions for instruction and intervention.
	III-11. Uses knowledge of communication techniques to foster collaboration and supportive interactions.
IV. Person	IV-12. Takes initiative in assuming leadership roles.
	IV-13. Initiates activities that contribute to the profession.
	IV-14. Seeks out opportunities for professional development and growth.
	IV-15. Actively participates in professional events and projects.
	IV-16. Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues.
	IV-17. Assists and supports fellow professionals

School Psychology Program Description

The JCU School Psychology Program is a *full-time program* approved by the National Association of School Psychologists. It is located in the Department of Education and School Psychology. Students who have undergraduate degrees in professional education or psychology are eligible to apply.

The specialist level program is designed to prepare students to meet the State of Ohio licensure requirements and the National Association of School Psychologists certification requirements. The Ohio Department of Education requires a master's degree, successful completion of a 9-month, full-time internship in an approved school setting, and passing score of 147 on the PRAXIS Series II exam for certification/licensure as a school psychologist. <https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations/July2015webchart.pdf.aspx>.

Additional information regarding the state of Ohio's credentialing requirements for school psychologists may be found online at: <https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements/states/ohio>

The JCU School Psychology Program consists of 78 semester hours of prescribed coursework and field experiences. Students without teacher licensure take one additional course, ED503 Orientation to the Educational Environment. Students with a valid teaching license take one additional course, PS 457 Psychopathology or ED 451 Theories of Personality. *Upon beginning the program, students are required to first meet with their advisor, review the "Curriculum Contract," and obtain and APR form from the advisor. The APR is required the first semester to register for classes. A new student orientation is held during the summer months each year to acquaint students with the program and to review the program coursework schedule and requirements.* Typically, the program is completed following three years of full-time study. **The program must be completed in a maximum of five years.** At the conclusion of the first year of full-time study and after having successfully completed all required coursework for the M.Ed. as specified in the Graduate Bulletin and herein, students take the master's comprehensive examination.

Two practicum courses (ED543 and ED590) are required to be taken the year prior to internship (Year II). Students spend a minimum of 16 hours per week each semester and also during Summer I for their consultation class (ED592) in a school setting supervised by a state licensed school psychologist. The JCU program is fortunate to collaborate with many exceptional school psychologists in the greater Cleveland and Akron areas.

The one year paid internship follows satisfactory completion of all required coursework and the master's comprehensive examination. It occurs in public school districts jointly approved by the university and the Ohio Department of Education, Office of Exceptional Children. During the internship year, students take the Praxis specialty area test in School Psychology. A passing score on this examination is required to become licensed in the state of Ohio and work in the public schools as a school psychologist. **A passing score is also required to complete the program and be recommended for state licensure.** At the successful completion of the internship year and Praxis, students are recommended for state licensure. With a minimum score of 147, student are also eligible to apply for the N.C.S.P.

Program of Study

Candidates accepted in the School Psychology Program must complete the following program:

1. ED 419 The Exceptional Learner
2. ED 530 Tests and Measurements
3. ED 532 Developmental Psychology
4. ED 534 Learning-Teaching
5. ED 536A Psycho-Educational Evaluation
6. ED 536B Psycho-Educational Evaluation
7. ED 540 The Role and Function of the School Psychologist
8. CG 561 Counseling Theories
9. CG 562 Counseling Techniques & Practice

Candidates who do not hold a valid teaching license must also take:

ED 503 Orientation to the Educational Environment

Candidates who hold a valid Ohio Teacher License must also take the following in addition to the courses listed in 1-9 above.

ED 451 Theories of Personality or
PS 457 Psychopathology

The Master of Education (M.Ed.) degree is conferred upon the satisfactory completion of the above courses and a comprehensive examination.

In addition to the above courses leading to the M.Ed. degree, candidates must complete the following courses to be eligible to receive the Educational Specialist (Ed.S.) degree:

11. ED 453 Multicultural Education
12. ED 502 Research Methods
13. ED 533 Introductory Statistics
14. ED 541 Child Psychopathology
15. ED 543 Practicum Experience I: School Psychology
16. ED 578 Literacy Diagnosis and Intervention Models
17. ED 590 Practicum Experience II: School Psychology
18. ED 592 Consultation Skills
19. ED 593 Seminar in School Psychology (A & B)
20. ED 597 Supervised Experience in School Psychology (A, B, & C)
21. CG 535 Group Dynamics, Processing, and Counseling

Course Descriptions

ED419. The Exceptional Learner 3 cr. The learning problems of the exceptional child, including intellectual, physical, emotional, and social exceptionalities. Emphasis on the professional educator's responsibilities in light of inclusion legislation.

ED451. Theories of Personality 3 cr. Major personality theories with critical consideration of research support, clinical and counseling applications, and guides to self-management.

ED453. Multicultural Education. 3 cr. Builds the personal and professional development of education and counseling practitioners through studying the sociological, historical, and philosophic scholarship on the cultures, races, and ethnic groups that constitute the diverse student body of American schools. Considerations of racism, sexism, exceptionality and other diversity issues are applied to various educational, counseling and agency settings. ED453 will have one section for community counseling, school counseling, and school psychology.

ED502. Research Methods. 3 cr. Introduces methods in both quantitative and qualitative educational research. Topics include creating research problem statements and questions, creating a literature review to address those

questions, and developing a research design to answer the research questions. Students will learn to evaluate existing research and to make informed, research-based decisions in educational settings.

ED503. Orientation to the Educational Environment. 3 cr. Primarily a field experience for Post-Bac M.Ed. with licensure candidates, school-psychology and school-counseling candidates who are not licensed teachers. An introduction to education and applied practices in educational settings. Broad coverage of educational foundations, issues impacting education, school district policies and procedures, educational personnel roles and functions, state-mandated district requirements, classroom management, ecological assessment, and pedagogical practices. Includes a five hour per week field experience for school psychology and school counseling students who are not certified teachers. Placement will be in school settings across grade levels.

ED530. Tests & Measurement. 3 cr. Introduction of basic measurement concepts and review of basic descriptive statistics followed by an in-depth study of test score interpretation, reliability, and validity. Application of major tests employed by clinical mental health and school counselors, and school psychologists, such as intelligence tests, standardized achievement tests, personality tests, interest inventories, and neuropsychological assessment. General assessment skills and ethical and legal issues in school and non-school settings.

ED532. Developmental Psychology. 3 cr. Survey of current theory and research regarding typical and atypical human development from infancy to young adulthood. Emphases include the biological, psychological, cognitive, cultural, social, and emotional influences on development.

ED533. Introductory Statistics. 3 cr. Focuses on the skills of handling data, including data entry, data cleaning, visualizing data, and data analysis and interpretation. Introduction to basic concepts such as descriptive statistics, hypothesis testing, statistical power, and effect size. Use of statistical software to perform analyses such as t-test, analysis of variance, chi-square test, and multiple regression; also, interpretation of the analysis results.

ED534. Learning-Teaching. 3 cr. Contemporary teaching, learning, cognitive, and motivational theories as they apply to education and other professional settings. Also investigates these issues as they apply to a variety of different types of learners.

ED536A. Psycho-Educational Evaluation (A). 3cr. First course in the assessment sequence for school psychology students only. Intensive study of individual psychological tests for use with diverse student populations. An emphasis is placed on the major intelligence, achievement, and visual-motor instruments used with school-aged children. Theoretical and practical treatment of cognitive and academic assessment. Intensive study of individual psychological tests and other assessment methods with a focus on their use with diverse populations including exceptionalities. Requires a minimum of 15 practice hours using the major intelligence tests studied with children of various ages. Practice experiences are arranged by the student and in class.

ED536B. Psycho-Educational Evaluation (B). 3cr. Second course in the assessment sequence for school psychology students only. Intensive study of individual psychological tests for use with diverse student populations. An emphasis is placed on the major intelligence, adaptive behavior, and social-emotional instruments used with school-aged children. Requires a minimum of 15 practice hours using the major intelligence tests studied with children of various ages. Practice experiences are arranged by the student and in class.

ED540. The Role and Function of the School Psychologist. 3 cr. Prerequisite: acceptance into the School Psychology Program. Analysis of the role and function of the school psychologist, including legal, ethical and professional issues. Introduction to an intervention-focused, problem-solving model.

ED541. Child Psychopathology. 3cr. Prerequisites: ED 536A and ED 536B. Reviews the major psychological disorders of childhood and adolescence. Focus on assessment and intervention within the educational environment.

ED543. Practicum Experience: School Psychology. 3 cr. Prerequisites: all required coursework for the M.Ed. in School Psychology. Instruction and practice in the design of behavioral interventions and observational methods of assessing children's behaviors that interfere with learning and the development of socialization skills. Includes a two-day-per-week field experience in the schools under the supervision of a licensed school psychologist.

ED578. Literacy Assessment and Intervention Models. 3 cr. Advanced study of processes and procedures of reading diagnosis and the application of findings to instruction. Candidates develop skills in observing, analyzing, and interpreting reading behaviors and design instructional intervention plans. Examination of current intervention models: classroom, school-wide, and community-based.

ED590. Practicum Experience II: School Psychology. 3 cr. Prerequisites: all coursework for the M.Ed. in School Psychology; ED 543. Advanced supervised experience in the diagnosis of children with disabilities including recommendations for classroom management and instructional interventions. Includes a two-day-per-week field experience in the schools under the supervision of a licensed school psychologist.

ED592. Consultation Skills. 3 cr. Theory and practice in school-based consultation. Addresses the skills of effective communication and problem solving, in the context of major models for school-based consultation. Requires a weekly field experience in the schools under the supervision of a licensed school psychologist and a culminating project.

ED593A&B. Seminar in School Psychology. 3 cr. each. Co-requisite: ED597A and ED 597B. Topics germane to the internship experience. Critical examination of issues related to the practice of school psychology, including case study, contemporary service delivery, implementation of current state standards, and the role and function of the school psychologist.

ED597A, B, &C. Supervised Experience in School Psychology. 15 cr. total. Prerequisite: acceptance into the school psychology program and successful completion of all coursework in the school psychology licensure program; corequisite: ED 593A/B (fall and spring). Candidate must successfully complete three consecutive semesters of a 1400-hour internship in a public school district approved by the Office of Exceptional Children Ohio Department of Education and the University. The candidate is under the direct supervision of a licensed school psychologist with a minimum of three years' experience. The candidate is provided with experiences to develop competencies in the areas aligned with program and professional association (NASP) goals.

CG535. Group Dynamics, Processing, and Counseling. 3 cr. The types of groups, styles of group leadership, and techniques used by group counselors. Group theories, the dynamics of group processes, and the developmental stages of group counseling. Counselor skills in the management of group process from initial interview to termination as well as consultation and ethical concerns in group procedures and the use of technology are included. Supervised group sessions and debriefings comprise a major portion of the course.

CG561. Counseling Theories. 3 cr. Systematic study of selected historical and contemporary theories of counseling and psychotherapy, including the nature of psychological disturbance, theoretical assumptions and concepts, and techniques for effecting therapeutic change. Emphasizes counselor behavior and its effect on counseling outcomes.

CG562. Counseling Techniques and Practice 3 cr. Prerequisite: CG 561 or permission. Emphasis on the application of the theoretical principles involved in individual, group, and family counseling, consulting and psychotherapy, skill-building, and interviewing. Seminar format with role-playing, practical experience, basic interviewing, assessment, and counseling skills Lectures, experiential exercises, discussion, small-group work, demonstrations, role-plays, and videotaping with critiquing and audiovisual aids.

PS457. Psychopathology 3 cr. Historical theories and controversies about psychopathology and the etiology and symptoms of selected categories of emotional disturbance, with special reference to the current Diagnostic and Statistical Manual.

Admissions Process and Criteria

Admissions Process

The JCU School Psychology Program welcomes applications from all qualified individuals. We encourage individuals with from diverse backgrounds to apply to the program.

1. Interested individuals must hold a bachelors degree from an accredited institution of higher learning in the areas of psychology or education.
2. Application materials are obtained by contacting the Graduate Studies (216-397-4284) and requesting an application packet for the School Psychology Program. The application packet will contain the application, personal statement request, school psychology questionnaire, requests for current tests scores (GRE), and letters of recommendation. Application deadline dates are specified in the Graduate School Bulletin. Current test scores must be received prior to materials being submitted to the department for further review.

3. Once all application materials are received and approved by the Graduate School, the applicant's folder is forwarded to the Department of Education and School Psychology. Applicants will be informed of the receipt of their materials.
4. Applicants meeting the minimum admissions criteria specified below are invited to interview with the program faculty. Qualified applicants applying in the fall should expect to be contacted for a personal interview in late October or early November. Fall applicants are typically interviewed in November. Individual interviews with Spring applicants occur from February through April. If slots are still available after the Spring admission period, applicants may also be considered during the summer. As part of the interview process, applicants will also be required to provide a spontaneous written sample. *Due to the limited number of internship positions available, the program is restricted in the number of applicants that can be admitted each year.* Consequently, the application process is competitive. Approximately nine to twelve applicants are admitted to the full-time program each year. This helps to ensure a high quality of training and availability of internship positions.

Admissions Criteria

1. An undergraduate major in psychology or a valid Ohio teaching license or professional education degree (equivalent to the training necessary for Ohio teacher licensure).
2. An undergraduate cumulative GPA of at least 3.00.
3. Graduate Record Examination (GRE).
4. A written statement indicating personal interest, goals, and expectations from a graduate program.
5. At least two letters of recommendation from individuals who can attest to the applicant's ability to succeed in an advanced studies graduate program. Applicants are strongly encouraged to seek recommendation letters from faculty who are familiar with their academic performance and professional characteristics.
6. Evidence of ability to work effectively with people.
7. Evidence of strong written and oral communication skills.
8. Willingness to accept assigned field placements.

Prior Graduate Work

The following "Advanced Standing" and "Transfer of Credit" requirements can be located in the current Graduate Studies Bulletin (p. 11). http://webmedia.jcu.edu/graduatestudies/files/2014/09/2014_2016-Graduate-Bulletin.pdf

Advanced Standing. Credit for previous study at accredited graduate schools (ordinarily within the past three years) may be transferred subject to the following conditions:

- A. The courses in question must be acceptable for a graduate degree from the university at which they were completed.
- B. The request for advanced standing should be made at the time of first admission to matriculated status, and it must be approved by both the chair of the academic department concerned and the appropriate dean.
- C. The maximum allowance will be the equivalence in semester hours of two comparable courses at John Carroll University.
- D. Courses used to complete requirements for other degrees will not be accepted toward advanced standing.

3. Transfer of Credit. A graduate student at John Carroll University may transfer graduate credit earned concurrently as a transient or visiting student at another graduate school under the following conditions:

- A. Approval of the advisor, the chair of the department, and the appropriate dean is required prior to enrollment in the course or courses concerned.
- B. The maximum allowance will be the equivalence in semester hours of two comparable courses at John Carroll University.
- C. A combination of Advanced Standing and Transfer of Credit may not exceed the equivalence in semester hours of two comparable courses at John Carroll University.
- D. Courses used to complete requirements for other degrees will not be accepted for transfer.
- E. A letter grade of B or better (does not include B-) must be obtained in any course considered for transfer credit.
- F. Official transcripts must be submitted for all credits considered for transfer.

If students wish to have their graduate coursework from another university or JCU graduate program reviewed for determination/recommendation of transfer credit, the following needs to be completed at the onset of the program:

- Write your name, phone number, and email address at the top of the “School Psychology Program Cohort Schedule.” Students are provided with this sequenced coursework schedule during the initial meeting with their advisor.
- Highlight the courses you are requesting to be accepted. Please do not list employment or field experiences, as they cannot be substituted for graduate level coursework. Carefully review the Graduate Studies requirements for Advanced Standing.
- Record the substituting course number next to the JCU course number.
- Attach syllabi for each course you are requesting to have evaluated (the highlighted courses), or the Graduate Bulletin course description if you cannot locate the original syllabus. The course description should be from the Graduate Bulletin during the period you were enrolled in graduate school.
- Complete a petition form obtained from the department and submit to your advisor.

Note: Coursework can only be petitioned following formal admission to the JCU School Psychology Program

Criteria for Evaluating Prior Graduate Coursework

Prior graduate coursework must be from an accredited 4 year university, have been taken no more than 3 years ago, earned a grade no lower than a “B”, and be directly comparable (course objectives, assignments, and credit hours) with the JCU courses. Practicum, internship, assessment, and seminar courses must be taken in the JCU School Psychology Program. The only exception considered would be current coursework from another NASP approved school psychology program.

Financial Assistance

The School Psychology Scholarship, which is a tuition scholarship available to all students admitted to the John Carroll University School Psychology Program, provides a 33% reduction in the cost of tuition effective June 1, 2008.

Graduate appointments are also offered annually as research assistants. These typically are competitive and limited, so early application is encouraged. Each appointment remits most tuition and fees, except the graduation fee, and provides both a scholarship and a stipend for service to the university. Graduate assistants are required to work 20 hours per week during the academic year.

The Office of Financial Aid helps students with information on loans and veteran’s benefits or Stafford loans. Student employment awards may also be available for work on campus or with a community service agency off campus.

Field Experiences

Orientation to Education

During the second semester of the first year, students without a valid teaching credential participate in a minimum five hour per week field experience in public school building. Students have an opportunity to work with a diverse group of children. Processing these experiences in class is intended to help students become sensitized to the life circumstances of children and reflect upon ways schools can intervene on a daily basis to provide stable, nurturing learning environments. This experience is supervised by the instructor teaching ED503, Orientation to the Educational Environment. Class meetings held at the university provide substantive coverage of a wide range of relevant topics pertaining to school operation and the education of children.

Practicum

The year prior to internship, students follow a practicum sequence. ED543 must precede ED590 and be taken during the same academic year. ED592 “Consultation Skills” is taken during the Summer I session of Year II and has a practicum component. Students continue to gain experience working with diverse populations of students in public school settings.

The second year practicum sequence is highly structured, with practice experiences in the field only occurring following university instruction and in-class practice. This didactic and experiential approach is intended to facilitate the transition from practicum to internship. The Year II practicum sequence begins in the fall with a predominantly academic focus (ED543) and shifts in the spring semester to a behavioral emphasis (ED590). Continuing into the Summer I session, the ED592 Consultation class provides continued experience, but with more

emphasis on consultation with teachers and families. The comprehensive coverage of the practicum sequence affords students the opportunity to build skills and knowledge in intervention-based assessment, behavioral and academic interventions, progress monitoring, traditional assessment practices, and collaborative consultation. Integrating multisource data is an important outcome of this practicum sequence. Students are evaluated via feedback on structured field-based assignments, site supervisory evaluations, and exams or practice exercises.

At the conclusion of Year II (on the three year plan), students are required to complete a consultation practicum as part of course requirements for ED592 Consultation Skills, with a special focus on prevention and family involvement with intervention implementation. Students remain in their ED543 and ED590 practicum placement for this experience. Assignments are structured such that time can be maximized during the more condensed summer session to permit opportunities for practicing skills and integrating knowledge learned in the course.

The practicum represents a formal entry to the profession under the close guidance of a licensed, practicing school psychologist. Students are required to complete a minimum of 480 clock hours of practicum field experience in school psychology prior to the internship year. This excludes the minimum 30 hours involved in outside testing experiences required for the assessment sequence (ED536A and ED536B). The latter experiences are arranged by the student.

Practicum placements are arranged by the university instructor and program coordinator. To avoid role conflicts and ensure appropriate supervision of required experiences, practicum placements cannot occur at the student's place of employment. Consideration is given to students' geographic location to the extent possible. Students should be prepared to spend at least two full days per week at their practicum placement from September through early June.

Internship

The John Carroll University School Psychology Program culminates in a one year, 1400 clock hour paid internship following successful completion of all specified coursework (A or B grades only). The student must also hold the master's degree and receive the program faculty's recommendation for an internship experience. The latter recommendations will be based on performance evaluations. Recommendations for continuation to the internship can only be provided following evidence of a successful practicum year (supervisors' positive evaluations and passing grades in ED543 & ED590) and successful completion of all required coursework.

If a student is unable to accept the internship as scheduled in his or her plan of study, it is the student's responsibility to notify the Program Coordinator in writing by the conclusion of the first year in the program or sooner with an explanation for the need to defer the internship by one year. It is understood that by relinquishing a reserved slot, an internship placement the year following the scheduled year is not guaranteed since the internships are state funded. The program must be completed within a maximum four consecutive year period.

During the internship year, the school psychology student is provided with a wide range of experiences to practice skills, integrate previously learned knowledge, and develop new competencies. The program's training model and objectives are properly aligned with national standards, as are the established competency areas for the internship year. Under the close supervision of an experienced, highly trained practicing school psychologist, the intern is provided the structure and guidance needed to fulfill the expectations of the internship training experience.

Internship sites are carefully chosen so as to provide our students with the best possible training experiences. Each site must be approved by the Ohio Department of Education, Office of Exceptional Children and the university to ensure a comprehensive range of experiences in both regular and special education. Critical to site approval is the district's ability to provide the intern with adequate intervention-based assessment experiences and ample exposure to a problem solving model that operates effectively to foster positive academic, behavioral, and emotional outcomes for children.

All internship placements are arranged by the School Psychology Program Coordinator. To optimize the intern's training experience and eliminate any possible conflict concerning role perceptions, the internship placement cannot be the student's place of employment. Student preferences are obtained during the first semester of the year prior to internship. While consideration is given to these preferences, placement in a preferred district is not guaranteed. Similarly, an internship placement cannot be guaranteed due to the nature of the funding and the district's right to not offer an internship placement. In the event the district refuses to offer the student an internship placement, the university coordinator will review reasons for denial of the placement with the prospective intern and attempt to seek one additional placement if the problem appears correctable. The university is under no obligation to pursue additional placements if, in the judgment of

the School Psychology Program Coordinator and faculty, the reasons for placement denials warrant significant corrective actions (behavioral, attitudinal, and/or skill) on the part of the student. The student will be informed of reasons for placement denials and recommendations will be forthcoming. If a student is offered a placement, the Program Coordinator assists the student in processing the appropriate paperwork. Details of this process are provided in the Internship Handbook. Once the placement is secured, the university, intern, and supervising district enter into an agreement to facilitate development of essential skills and competencies for the professional practice of school psychology. Following approval for the internship placement, students must enroll in ED597 A (fall semester), ED597 B (spring semester), and 597 C (summer semester) "Supervised Experience in School Psychology." Additionally, students are required to participate in concurrent seminars which meet monthly on-campus and online. Enrollment in ED593 in the fall and spring is required. Registration for the internship and seminar courses should occur no later than July 15.

Throughout the internship year, students are provided university supervision a minimum of twice each semester and field-based supervision a minimum of twice each week. Daily activity, case, and supervision logs are maintained by the intern detailing the type of school psychological services and supervision provided. Formal evaluations of the intern's progress involving the field supervisor, university supervisor, and intern are conducted a minimum of twice each semester or more frequently as needed. A portfolio is also required. During the internship year, students are required to attend all scheduled on-campus and on-line seminars.

Program Field Hours

Course	Clock Hours	Synopsis of field requirements (not inclusive of class assignments)
*ED503	5 hrs. @ 13 days = 65 hrs.	YEAR I. Ecological assessment, individualized academic tutorial instruction, small group instructional support, classroom assistance, observation (This course is required for students without a valid Ohio teaching license and who hold an undergraduate degree in psychology or closely related discipline.)
ED543	8 hrs @ 30 days = 240 hrs.	YEAR II. Comprehensive re-evaluations including complete evaluation team reports requiring current norm- referenced and intervention-based assessment data; Re-evaluation cases require comprehensive data review, evaluation of IEP goals, alignment of current specialized instruction with identified areas of academic and/or behavior need, & additional assessment if warranted as recommended by IAT. Students also co-design and assist with the implementation and progress monitoring of a Tier I or II academic intervention; intervention assistance team participation
ED590	8 hrs. @ 30 days = 240 hrs.	YEAR II. Functional behavior assessment, direct systematic behavior observations, behavioral interventions, progress monitoring of behavioral interventions, comprehensive behavioral report; intervention assistance team participation
ED592	8 hrs. @ 10 days = 40 hrs.	YEAR II. Consultation case requiring several structured teacher and parent consultations following a collaborative problem solving model; reviews of recent or current intervention plans; co-design of a comprehensive summer intervention plan with materials for parent and student implementation.
ED597 A,B,&C	1400 clock hours	Year III: Culminating paid internship experience under the supervision of a certified school psychologist with a minimum of two years experience. Refer to "Internship Plan and Evaluation

Form” located in the Internship Handbook for competency requirements aligned with the NASP standards.

Professional Liability Insurance

It is recommended that students obtain professional liability insurance. Below are some of the more well-known insurers. All rates posted here are subject to change and are for \$1 million each incident, and \$3 million aggregate (the total coverage for one year). These minimum coverages are recommended. When visiting the sites, please verify the student costs and associated coverage in the event they have changed			
Provider	Coverage	Link	
APA (American Psychological Association)	\$1 million/incident	http://www.apait.org/products/studentliability/	
	\$3 million/aggregate		
NASP (National Association of School Psychologists)	\$ 1 million/incident	http://www.ftj.com/products/detail/78	
	\$3 million/aggregate		

Performance-Based Assessment

School Psychology Student Assessment

Students in the JCU School Psychology Program are assessed on an ongoing basis and at defined intervals in the program. Performance-based assessments are conducted throughout the program. The majority of assessments are designed to be consistent with the major components of the NASP standards. Throughout the program, students' acquisition of knowledge and skills are evaluated using examinations, projects, and presentations. Final course grades of B or better are required. The application and integration of knowledge and skills learned in the classroom setting is evaluated during the field experiences. Additionally, the faculty meet monthly to review student progress and discuss any student issues or concerns. The faculty advisor will follow-up with the student as appropriate.

Entrance

Admission: Individuals seeking admission to the JCU School Psychology Program should contact Graduate Studies for an application packet. Upon receipt and processing of the individual's application file, the School Psychology faculty review each application and discuss each applicant's credentials in relation to the program admissions criteria (specified elsewhere in this document). Qualified applicants are invited for an interview. During the interview, applicants participate in group and individual meetings with the faculty. Selection for admission to the program is based upon a combination of the undergraduate record, any graduate coursework, GRE scores, letters of recommendation, work experiences, written and verbal communication skills, professional goals and objectives, and the interview.

Selection criteria include a commitment to full-time coursework preparation and practice (agreements on file), strong interpersonal skills, appropriate undergraduate background, and clear evidence of the ability to succeed academically.

Year I

Master's Comprehensive Examination

- At the conclusion of the coursework for the M.Ed., which typically occurs on the 3-year schedule toward the end of the Yr. I summer sessions, students take the master's comprehensive examination. If the student fails the exam, the student may be given another opportunity to retake the exam. Passing the master's comprehensive examination is a requirement which must be met prior to internship. Two examination failures constitutes sufficient cause for the program faculty to consider the candidate's ability and preparedness to continue in the program. Recommendations for remediation or dismissal will be forthcoming following review of the candidate's academic record, program involvement, interpersonal skills, and understanding of the role and function of the school psychologist.

Year II

Practicum Evaluations

- Students are evaluated by their field and university supervisors at the midpoint and conclusion of each practicum experience (ED543 and ED590). A structured evaluation form assessing skill development, professional characteristics, and interaction with school personnel is used. The midpoint evaluation is also reviewed on-site by the university supervisor. To be recommended for the internship experience, students must receive positive evaluations from their supervisors, A or B grades only, and recommendation from the faculty to proceed to the internship.

Year III

Internship Evaluation of Competency Development

- During the internship year, students are evaluated across all competency areas a minimum of four times. Students are responsible for developing a portfolio that documents the competencies specified on the Internship Plan and Evaluation Form. Based on student performance as determined by the supervisor's input, quality of the portfolio products and ratings, grades are assigned for the first and second semester internship experiences (ED597A and ED597B), as well as the last phase of the internship that occurs during the Summer I session(ED597B/C). Students must receive an A or B grade for ED597A, ED597B, and ED 597C in partial fulfillment of the recommendation for the Ed.S. degree and state licensure.
- Students take the Praxis II School Psychologist exam during the internship year. A recommendation for state licensure and program completion is contingent upon passing the Praxis exam at the state level. However, students are also strongly encouraged to strive for the national standard on the Praxis exam to be eligible to apply for the N.C.S.P. Upon successful completion of all program coursework and the Praxis exam, students receive the Educational Specialist (Ed.S.) degree.

ENTRANCE Admission Assessments	YR I Assessments	Year II Assessments	Year II Approval for Internship	Year III Assessments	Recommendation for Program Completion and Licensure	Post-graduate Follow-up & Program Assessment
Holistic consideration of application materials in relation to specified criteria Standard interview protocol with assessment rubric for all applicants	A or B grades in all required coursework Masters comprehensive examination at the conclusion of all required coursework for the masters degree and prior to internship	Students evaluated by their field supervisors at the midpoint and conclusion of each practicum experience (ED543 and ED590). A or B grades in all required coursework PBA's in each course	Evaluation of preparedness for internship based on evaluations from supervisors, course grades (A or B only), and faculty recommendations.	Early internship self-assessment of competencies as outlined in the School Psychology Plan and Evaluation Protocol. Formative evaluation of competency attainment during intern site visits End of semester grades of B or better for ED597A,B,&C Presentation & evaluation of Intern. Portfolio at site-visits	Successful completion of all required coursework. Score on Praxis exam meeting or exceeding state requirements. NASP score strongly encouraged.	Survey of former internship supervisors Survey of first year employers First year post-graduate evaluation of preparedness and perceptions of competencies

Internship Portfolio

Internship Portfolio

The Internship Portfolio represents the student's work throughout the internship year. It serves to document the indicators of competency attainment, aligned with program goals and national standards. Serving as an accountability tool, the "e-Portfolio" provides evidence of the intern's work and service to the assigned district.

The JCU School Psychology Intern is required to compile an organized, cross-referenced "e-Portfolio" in accordance with the competencies as outlined in the Internship Plan and Evaluation Form. During the on-site planning and evaluation meetings, the intern will discuss activities with his or her supervisors that can be planned to assist with the attainment of competencies. Additional activities and opportunities planned by the intern and his or her field supervisor should occur throughout the year. These activities should be documented in the applicable sections of the Internship Portfolio. All identifying information should be concealed. First names are permissible.

Dismissal Policy

The dismissal of a student from the School Psychology Program is a serious event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of professional conduct. Recommendation for dismissal of a student by the program is generally the final outcome of informal and formal communications with the student regarding his or her unsatisfactory progress through the program or critical aspects of the program (e.g., practicum, assessment sequence) and, when appropriate, special efforts at helping the student meet program requirements and training objectives. The final program decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the program faculty. The School Psychology Program is committed to principles of fairness in the implementation of dismissal actions.

Reasons for Dismissal from the Program

A student's advancement through his or her academic program from one semester to the next is contingent upon satisfactory progress each semester. Student advancement in the program is intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Program faculty reviews student progress once each academic year. This includes coursework reviews and review of any additional information brought to the attention of the program faculty. However, faculty retains the right and responsibility to review at any time any circumstances or behaviors by students that could affect the student's status in the program. They also maintain the right to review at any time those competencies for individual professional practice that may impact whether a student should continue in the program. Finally, faculty has the right and responsibility to review a student whose behavior might threaten the welfare of a child, parent, teacher or the welfare of other clients. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. Failure to maintain minimum academic standards (Grade of A or B in all classes)
2. Unsatisfactory performance in school psychology field experiences (e.g. practica, other arranged field experiences, or internships)
3. Academic misconduct or dishonesty
4. Criminal conviction of misconduct
5. Failure to comply with established university or program timetables and requirements
6. Unethical practices or unprofessional conduct
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten the welfare of others

The following subsections are offered to clarify the above conditions for student dismissal.

1. Failure to maintain minimum academic standards. Graduate Studies stipulates that students must achieve "A" or "B" grades to earn graduate credit in 400-500 level courses. A student who receives any combination of two "C" or lower grades at any course level receives an academic warning from Graduate Studies.

2. Within the School Psychology Program, students also must attain a grade of at least B in each of several specific clinical courses (ED543, ED536A, ED540, ED 541, ED590, ED536B, ED578, ED592). Students achieving a “C” grade in these courses may be recommended for dismissal from the program.
 3. Students receiving two (2) or more C’s in the program may be recommended for immediate dismissal from the program. Students receiving an “F” grade in any course will be recommended for dismissal from the program.
 4. Students are expected to maintain a minimum “Incomplete” and “In Progress” grades are not permitted to accrue. More than one will be regarded as a reflection of the student’s inability to manage the course load requirements and may result in a recommendation for dismissal from the program, unless serious circumstances exist in the judgment of the program faculty to justify more than one course extension. Under no circumstances will a student be permitted to proceed to or with a practicum or internship placement until prerequisite coursework is satisfactorily completed. Any enrollment in a practicum or field experience is contingent on a student maintaining a satisfactory graduate GPA of 3.0 or better.
2. Unsatisfactory performance in school psychology practicum courses or internships. Upon the recommendation of the student’s supervisor and a performance review by the program faculty, a student may be dismissed from the program for failure to meet the program’s expectations for the quantity or quality of clinical work or supervision during the field experiences, including the internship.
 3. Academic dishonesty. Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments, or knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another’s work, violation of regulation or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research. An instructor may, with due notice to the student, treat as unsatisfactory any student work, which is a product of academic misconduct. If an instructor deems other judicatory action for academic misconduct by a student to be advisable, or if a student wishes to protest a grade based upon work judged by an instructor to be a product of academic misconduct, the case shall be reported to the Dean of the School in which the course is offered. Each school establishes, at the department level where feasible, appropriate mechanisms for action upon such reports.

The following sanctions may be imposed upon a student for academic misconduct:

- a. Admonition: An oral statement that his or her present action constitutes academic misconduct.
- b. Warning: An oral or written statement that continuation or repetition, within a stated period of action which constitutes academic misconduct may be the cause for a more severe disciplinary sanction.
- c. Censure: A written reprimand for actions which constitute academic misconduct. Censure may include a written warning.
- d. Reduction of Grade: Treating as unsatisfactory any work which is a product of academic misconduct. Reduction of grade may include the awarding of an F in the course.

Criminal conviction of misconduct. A student whose conduct, within or outside of the program, has resulted in the conviction of a crime, even if it would not preclude licensure in Ohio as a school psychologist may be recommended for dismissal from the program by action of the faculty.

5. Failure to comply with established university or program timetables and requirements. Graduate Studies policy permits students five (5) years from the time of their admission to complete their degree. The School Psychology Program requires students complete the program in a minimum of three (3) and maximum of four (4) years. Program faculty recommendation for a one year extension will be based on evidence of continuous progress, currency of knowledge, dispositions evaluations, positive field supervisor evaluations, information provided to the advisor and program coordinator at least two semesters in advance of the request for extension, and demonstrated compliance with the program schedule provided by the student’s advisor or program coordinator at the onset of the program.

Leaves of absence also may be granted because of illness or other serious emergency. Ordinarily a leave of absence will be granted for one (1) year. Once the four year timeframe has elapsed since program admission, the student must apply for readmission to the program.

6. Unethical practices and/or unprofessional conduct. Students are referred to the APA Ethical Principles of Psychologists and the Code of Conduct (APA, 1993); and the National Association of School Psychologists Principles for Professional Ethics (NASP, 1992).
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten the welfare of others. Student conduct which in the opinion of the faculty and/or student's supervisors, is the result of cognitive, affective or behavioral impairment and which obstructs, interferes with or threatens the training of fellow students or the welfare of students, faculty, or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that he/she is able to return to the program without impairment. Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse; dual relationships, passive-aggressive behavior; anti-social behavior, lying or misrepresenting oneself to school personnel, students, parents, or supervisors; practicing outside of one's area(s) of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; , depression or emotional distress; impulsive behavior, emotional reactions that interfere with or jeopardize the well-being of other students in the program, faculty, or supervisors.

Dismissal Procedures

Unless otherwise provided for in departmental or university codes, instances of dismissal for academic reasons, such as the failure to maintain minimum academic standards or failure to comply with the time and requirements established for the degree, are not appealable beyond the university. To protect student due process rights, as well as the right and responsibility of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as a part of the dismissal review process. Nothing in these steps is intended to conflict with the department's or university's Grievance Procedures and Grade Appeal Procedures.

1. The student will be informed by the department chair of any charge, event, performance, or circumstance that may threaten the student's immediate status and advancement within the program. Such charges or complaints may emanate from members of the program faculty, faculty in other departments, clinical supervisors, child, parent, or teachers, or professionals and agents outside of the university community.
2. As part of the above notification, the department chair may initially advise the student to seek an informal resolution of the charge or complaint with accusing party, and to inform the chair of the outcome of this action within 30 days.
3. If however, the informal methods at problem resolution, are inappropriate or unsatisfactory, the department chair will inform the student that a formal meeting of the program faculty will be necessary to review the nature of the student's status and to determine whether dismissal is appropriate. The department chair may invite any persons judged to have relevant information to submit such information either in person at the meeting or in writing prior to the meeting.
4. The program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. This decision may result in either (a) a dismissal of the charges or threats against the student and a restoration of the student's good standing in the program, or (b) a judgment to allow the student to continue in the program pending satisfactory completion of, or compliance with, specified conditions, or (c) immediate dismissal of the student from the program. The student will be provided with prompt, written notices of the faculty's decision.

Student Retention Policies

1. Students must maintain a minimum grade point average of 3.0 at all times in the program.
2. All graduate students are expected to achieve "A" or "B" grades consistently. A student who receives a "C" or lower grades at any course level receives an academic warning. Students must meet with their advisor to review their progress. The student may be permitted to continue in the program only with written permission from the advisor, program coordinator, and department chairperson provided there exists a compelling, rectifiable reason for the substandard academic performance with a favorable prognosis for immediate improvement. The student may be required to repeat the course. Students receiving two (2) or more C's in the program may be recommended for immediate dismissal from the program. Students receiving an "F" grade in any course will be recommended for dismissal from the program.
3. Students entering without an approved master's degree must meet all degree requirements, including successfully passing the master's comprehensive examination.

4. Students must regard themselves as professionals at all times. Therefore, student behaviors, in and out of class, are important indices of professional conduct. If at any time student behavior breaches APA or NASP ethical and professional standards, students are advised that they may be dismissed from the program.
5. Dispositional assessments are incorporated into the field evaluations and courses. Concerns based on these assessments will be brought to the student's attention, documented in writing, and corrective recommendations will be provided **once**. If the behaviors or characteristics do not show marked improvement, program dismissal may be recommended.

JCU School Psychology Program Evaluation

In an effort to maintain continuous improvement in the program, the School Psychology Program seeks and utilizes input from a variety of sources. These include an advisory committee of professionals, intern supervisors, first year employers, and recent graduates of the program.

Student Input

A formative assessment occurs throughout the program in the more traditional form of course/instructor evaluations. These evaluations are summarized and submitted for review by the department chairperson and college dean each fall semester as part of the faculty evaluation process. The results of these ongoing assessments are also utilized for course improvement purposes.

Student input is regarded as critical for program growth and vitality. First year students evaluate the quality of the Orientation to Education field experiences through the course evaluation process. Students in the second year of the program complete a mid-semester feedback form requesting information concerning their field experiences. This information helps the program determine the quality of early practicum experiences. Interns are also required to submit a reflective written evaluation of the internship training experience at the conclusion of internship and participate in an exit interview.

Practicum and intern logs serve a dual purpose in the JCU School Psychology Program. While the logs are used foremost as a means of monitoring student activities and time management, the JCU Program also analyzes the logs to monitor the quality of field experiences and supervision. Logs are evaluated on an annual basis to determine any needed areas of experience or supervisory interactions to nurture professional development.

External Review

In the fall of 2002, an advisory committee was formed for the purpose of considering training needs based on (1) present and anticipated needs in the field, (2) knowledge of the JCU School Psychology Program curriculum, and (3) experiences with JCU School Psychology field experiences. This committee is comprised of pupil service directors, school psychologists, and a recent graduate. This group makes recommendations based on a thoughtful consideration of program, student, and professional needs.

Supervisors Feedback

On an annual basis, internship supervisors are sent an e-questionnaire requesting information concerning the preparedness of recent JCU students during the internship year. The data is helpful in determining what changes may be needed earlier in the program.

Praxis II Examination Scores

Scores on the Praxis examination are examined each year as one indicator of program effectiveness. Students submit scores for each area of the exam to help the program determine which areas require further development. As the final exit examination, the Praxis scores serve as a helpful barometer of how well the program is meeting student training needs.

Communication within the Program

It is the practice of the program faculty and staff to use e-mail messaging as the primary means of communication within the Department and Program, such as for making announcements, contacting students, and setting appointments and meetings. All students in the program are expected to check their messages frequently (at least

once per day). Students will be provided with a JCU e-mail account and receive e-mail and can receive support through Information Technology Services (216-397-3005 or helpdesk@jcu.edu).

Faculty Contact Information

Program Faculty

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Department Faculty Teaching School Psychology Courses & Specialization

Dr. Nathan Gehlert (Counselor Education)	Counseling techniques, relationship counseling, spirituality
Dr. Martina Moore (Counselor Education)	Addiction and chemical dependency, diversity, relationship counseling
Dr. John Rausch	Research methods, educational psychology, educational assessment
Dr. Yi Shang	Educational research, measurement, evaluation, statistics
Dr. Lisa Shoaf	Educational administration

Emergency or Urgent: Contact the Department of Education and School Psychology (216-397-3080) to have your message conveyed immediately to Drs. Jenkins or Allen.



FAQ's

Question: **Are courses offered in the evening?**

Answer: Most courses are offered in the evening from 5:00 – 7:40. However, some courses could be offered during the late afternoon. The practicum courses require a daytime commitment of two days per week.

Question: **Is the program full-time or part-time?**

Answer: The JCU School Psychology Program is full-time, to be completed in 3 or 4 years of continuous study.

Question: **How many students do you accept?**

Answer: Admission rates vary somewhat from year to year. Typically, we admit between seven and twelve applicants each year.

Question: **How large are your classes?**

Answer: Several courses are restricted to only school psychology students. The typical cohort size ranging from 7 to 12 students, provides an excellent student-to-teacher ratio. Other required graduate courses, which include students from other disciplines, will be larger.

Question: **Are there assistantship opportunities?**

Answer: Yes. However, these positions are competitive and applicants are strongly encouraged to apply for assistantships in several departments. For further information, please contact the John Carroll Office of Graduate Studies.

Question: **Will I have an opportunity to do research?**

Answer: Yes. Several faculty have active research agendas and encourage student participation.

Question: **If accepted, do I have to wait until the Fall semester to begin?**

Answer: No. Students are strongly encouraged to begin as soon as possible, which will likely reduce their summer coursework load.

Question: **Can I do my internship in the district where I work?**

Answer: No. Students in the program are placed in an approved district other than their place of employment or that of a close family member

Question: **I have taken graduate coursework at another institution. Will you accept my coursework?**

Answer: Once accepted into the program, students can petition to have their coursework accepted. Content comparisons and age of the coursework are carefully considered in rendering a decision as to whether the coursework is directly comparable and current. Coursework must be recent (within 3 years). Students wishing to determine first if their coursework would transfer should compare the content of their courses to those of JCU's.

Question: **Will I learn more than just how to test?**

Answer: Absolutely! While the JCU School Psychology Program offers a rigorous assessment sequence, it also embraces a comprehensive training model with a strong emphasis on collaborative problem solving, intervention-based assessment, and data-based decision making. Throughout the program, students learn a wide range of skills applicable to their work in the schools. The one year practicum sequence helps to ensure that students are well-prepared to enter the internship year.

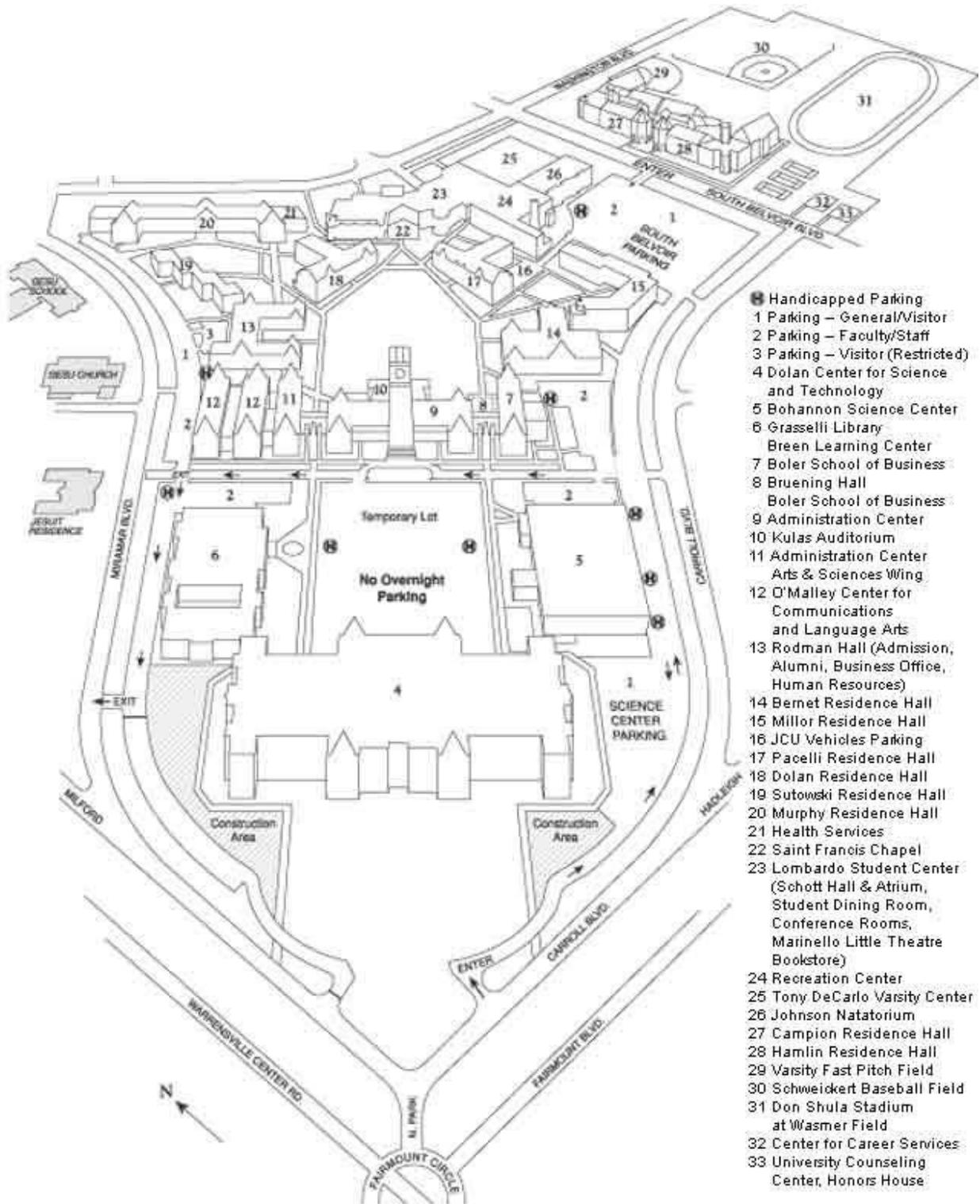
Question: What is John Carroll like?

Answer: Steeped in the Jesuit tradition, John Carroll offers an environment well-suited to the study of School Psychology. As a helping profession, we are at home among a community of scholars, teachers, and students who embrace the Jesuit ideals.



Campus Map

A campus map may be found on the following webpage: <http://webmedia.jcu.edu/campus-maps/files/2012/05/CampusBuildingsMap.pdf>



**AGREEMENT TO TERMS OF ACCEPTANCE FOR ADMISSION
TO THE SCHOOL PSYCHOLOGY PROGRAM**

As indicated in the Graduate School Bulletin, criteria for acceptance into the School Psychology Program include the candidate's willingness to accept an internship when and where offered. Given the unpredictability of state funding, internship unit allocations cannot be known with certainty from year to year. However, for several decades, the John Carroll School Psychology Program has been fortunate to receive enough units for all internship candidates.

By signing this form, you understand that an internship placement is not guaranteed and may not be available at the time it is scheduled in your plan of study. You also acknowledge that, in addition to the program faculty recommendation, your coursework and examination requirements must be met in order to qualify for the internship. While the program coordinator locates an internship placement and arranges an interview, the district is under no obligation to accept a school psychology intern. The university is not responsible if your interview does not result in a desired placement, although efforts are made on your behalf to secure another internship placement.

The School Psychology Program at John Carroll has a strong field-based component, which commences the second academic semester upon entry into the program with ED503 for individuals without a valid Ohio teaching license. Prior to the internship year, all students are also required to enroll in two practicum courses (ED543 and ED590), each requiring a minimum of 16 hours per week in the field. The program coordinator and/or faculty teaching the courses will locate and assign placement sites. You understand that you will be required to participate in these courses without modification to accommodate personal circumstances. Previous experience in the schools cannot be used as a substitute for these required field experiences. Students will not be permitted to use their employment location for the field experience requirement concurrent with their full-time responsibilities to their employer.

Your signature constitutes an agreement to the terms of this acceptance into the School Psychology Program. Please sign below and return this form to the Program Coordinator, by _____.

Signature of Student

Date

JOHN CARROLL UNIVERSITY
Department of Education and School Psychology
School Psychology Program

Testament and Verification of Moral Character

The School Psychology Program requires affirmation of the moral character of its students. This signed statement must become part of each student's record before the student can be officially admitted to the School Psychology Program.

Have you ever had a criminal conviction sealed or expunged?

Yes No

Have you ever had a teaching or other professional certificate/license limited, suspended, or revoked?

Yes No

Have you every surrendered a teaching or other professional certificate, license, or permit?

Yes No

If yes, attach explanation.

I hereby declare that I possess good moral character and that I have never pleaded guilty to or been convicted of any felony or misdemeanor, other than minor traffic offenses, in Ohio or another state.*

Print Full Name

SS#

Signature of Student

Date

Witnessed

*Any student in the School Psychology Program who cannot attest to the above statement should immediately contact the Program Coordinator. Falsification of information is grounds for dismissal and non-certification.

JOHN CARROLL UNIVERSITY SCHOOL PSYCHOLOGY
Cohort Coursework Schedule: 3 YR. PLAN

	FALL	SPRING	SUMMER I	SUMMER II	SUMMER III
1st Summer Entering Program				ED530 (MTWR) Tests & Measurements CG561 (MTWR) – Counseling Theories	
	FALL	SPRING	SUMMER I	SUMMER II	SUMMER III
YR I	ED536A (T) Psychoeducational Eval. I ED540 (W) Role/Function of School Psychologist ED534 (M) Learning-Teaching	ED536B (T) Psychoeducational Eval. II CG562 (W) Counseling Techniques *ED503 (R) Orientation to Ed. Environment	ED419 Exceptional Learner **ED541 Child Psychopathology	ED532 Developmental Psych.	August: Comprehensive Exam
	FALL	SPRING	SUMMER I	SUMMER II	SUMMER III
YR II	ED543 (T) 4-6:40 Practicum I CG535 (W) 6-8:40 Group Counseling ED502 (R) 6-8:40 Research Methods	ED590 (T) 4-6:40 Practicum II ED533 (W) 6:00-8:40 Introductory Stats. ED578 (R) 6-8:40 Literacy Assessment & Intervention	ED592 (MWR) 3:30-6:30 Consultation Skills	ED453 (8-10:40) Multicultural Ed.	
	FALL	SPRING	SUMMER I	SUMMER II	SUMMER III
YR III	ED597A (6 cr.) Internship I ED593A (3 cr.) (TBA) 4-6:40 Seminar in School Psychology A	ED597B (6 cr.) Internship II ED593B (3 cr.) (R) 4-6:40 Seminar in School Psychology B	ED597C (3 cr.) TBA) Internship III		

*Students with an undergraduate education background and valid teaching license do not take ED503. Instead, they must register for either ED451 (Theories of Personality) or PS457 (Psychopathology).

**Applies toward Ed.S.

Note: The department master schedule may be modified affecting the program schedule above. Times denoted above are not guaranteed. Students must carefully monitor semester and summer course offerings. Written approval by your advisor is needed prior to any modifications of your schedule.

How to Register for Classes: You must meet with your advisor for the first registration; For the course schedule, go to https://web4.jcu.edu/pjcu/twbkwbis.P_GenMenu?name=homepage

COURSE SCHEDULING

- Retain this personal schedule as your scheduling guide throughout your course of study.
- Students are responsible for petitioning graduate coursework they wish to substitute for any courses listed above. Petitions should be completed **only after** formal admission to the program and are completed online. Retain copies of petition approvals. **Approval from your faculty advisor MUST be documented in writing using the online process.**
- **Students are responsible for knowing their program of study. You should have received your program of study (i.e., evaluation form) via mail upon admission to the program. Your courses could differ from other students in your cohort depending on your undergraduate academic background.**
- Carefully monitor the **University Course Offerings** each semester for any changes & notify your advisor immediately regarding any conflicts. The School Psychology Program is a 78 semester hour program and

consequently, there is little flexibility in scheduling to complete coursework in two years prior to the third year internship.

- Contact your advisor **prior to the conclusion of second semester** each year for scheduling assistance as needed.
- Students are required to begin coursework during the summer terms immediately following admission.

SCHOOL PSYCHOLOGY INTERNSHIP

- To be provided a state-paid internship, the ODE Office of Exceptional Children requires that students agree in writing to provide at least one year's service following the internship as a school psychologist in the State of Ohio. You will be asked to sign this agreement during Year II in the program.
- Funding for the internship is not guaranteed since funding is provided by ODE (Ohio Dept. of Educ).
- Deviation from the above schedule may result in loss of an internship placement due to limited availability. Students are required to complete the program as a full-time student in 3 yrs. but no more than 4 years. Students needing to complete the program in 4 years must contact their advisor and the program coordinator at least a year in advance to reschedule coursework. While the program coordinator will make efforts to secure an internship, there is no guarantee on a 4-year plan due to the limited number of pre-assigned internship slots allocated.
- Internship and practicum placements occur in Northeast Ohio and are arranged by the program coordinator. Students are not to contact districts in search of their own placements. **Any special circumstances that require an out-of-area placement must be discussed with the program coordinator at least one semester in advance of the internship fall semester.**

IMPORTANT – PLEASE READ

- **At the end of Year I, students must register for winter graduation (Jan.) by the 2nd Mon. in July. It is imperative to monitor email notices from Graduate Studies so as to receive information about the exact deadline date to register. Failure to register by the deadline date will delay your graduation until May of the following year and your Year II coursework will appear on the transcript as occurring prior to degree conferral. This could have an adverse effect on your beginning salary as a school psychologist.**
- **Coursework and exam accommodations for personal events (e.g., marriages, vacations) will not be made by the program faculty.**

Please read the following and sign. You should retain a copy for your records.

I agree to follow the schedule of coursework as specified above unless I have written approval from my advisor to take a course at another time. I further understand that any deviation from this cohort curriculum plan that prevents completing required coursework for the internship may result in a lost internship placement. I also understand that I must complete the program in three years as specified above. A one year extension for a compelling reason must be requested in writing and cannot guarantee a rescheduled internship placement. I further understand that I am responsible for knowing my program requirements, when courses are to be taken, and when to register for the comprehensive examination and graduation.

Advisor Signature _____ Student Signature _____

Date _____

Date _____

NASP Standards, Elements, and Domains Alignment to JCU School Psychology Courses

STANDARDS	II	III	IV		V		VI	VII	VIII	
ELEMENTS			4.1	4.2	5.1	5.2			8.1	8.2
DOMAINS	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
ED 419 The Exceptional Learner	X		X	X	X			X		
ED 503* Orientation to the Educational Environment										
ED 530 Tests & Measurements								X	X	
ED 532 Developmental Psychology				X				X		
ED 534 Learning-Teaching		X	X		X			X		
ED 536A Psychoeducational Evaluation I	X						X	X		X
ED 536B Psychoeducational Evaluation II	X		X					X		X
ED 540 The Role & Function of the School Psychologist			X		X	X	X	X	X	X
CG 561 Counseling Theories	X						X	X	X	X
CG 562 Counseling Techniques & Practice	X	X		X						
ED 453 Multicultural Education								X	X	
ED 502 Research Methods									X	
ED 533 Introductory Statistics									X	X
ED 541 Child Psychopathology	X			X				X		X
ED 543 Practicum Experience I: School Psychology	X	X	X	X		X	X	X		X
ED 578 Literacy Diagnosis and Intervention Models	X	X	X				X			
ED 590 Practicum Experience II: School Psychology	X	X	X	X	X	X	X	X	X	X
ED 592 Consultation Skills	X	X	X	X	X	X	X		X	X
ED 593 Seminar in School Psychology (A & B)	X	X	X	X	X	X	X	X	X	X
ED 597 Supervised Experience in School Psychology (A, B, & C)	X	X	X	X	X	X	X	X	X	X
CG 535 Group Dynamics, Processing, & Counseling				X					X	X
PS457 Psychopathology										