

# SCHOOL PSYCHOLOGY

**Telephone**  
**(216) 397-4656**

**Program Coordinator**  
**Dr. Jeanne Jenkins**  
**[jjenkins@jcu.edu](mailto:jjenkins@jcu.edu)**

**Visit us at:**  
**[www.jcu.edu/graduate](http://www.jcu.edu/graduate)**

## School Psychology Program

The School Psychology Program is a full-time nationally approved 78 semester hour program. Students complete the program in three years. Selected applicants will be invited to meet with faculty once their files are complete and received by the Department of Education and Allied Studies. Applications must be received by February 1st for the summer session and October 15th for the spring semester admission. Applications may be considered on a rolling basis prior to the established deadlines. A limited number of candidates can be accepted.

Successful completion of a written comprehensive examination is a requirement for the Master of Education degree.

## Accreditation

- National Association of School Psychologists
- National Council for the Accreditation of Teacher Education (NCATE): Initial and Advanced Programs
- North Central Association of Colleges and Schools
- Ohio Department of Education

## Admission Requirements

- An Undergraduate degree from an accredited institution with a major in psychology or education.
- An undergraduate cumulative GPA of at least 3.00.
- A written statement indicating personal interests, goals, and expectations from the degree program.
- Two favorable letters of recommendation from persons who are able to assess the applicant's ability to succeed with graduate studies.
- Miller Analogies Test (MAT) – or – Graduate Record Examination (GRE) score(s).
- Evidence of ability to work effectively with people.

## MASTER OF EDUCATION

- Evidence of strong oral and written communication skills.
- Acceptance of assigned internship.
- Program Questionnaire.

## Educational Philosophy & Goals

The mission of the Department of Education and Allied Studies, built upon the key ideas of a Jesuit Educator, prepares educators with the knowledge and character to lead and to serve. Five key areas focus all programs.

- **The Formation of the Total Person** develops the total person through self-discovery and learning.
- **The Personal Influence of the Educator** develops students through a personal dialectical process.
- **Utilizing Educational Settings as Communities of Influence** utilizes a school as a community in which to personally engage students and begin their own process of self-development.
- **Accepting Education as a Vocation** begins a life of dedicated service to-wards the growth and development of student.
- **Integrating Disciplines to Extend and Synthesize Knowledge** cultivates ideal educators by combining human and spiritual experience found in the integration of the arts and sciences.

Graduate programs are organized around four additional strands.

- **Scholarship** immerses students in their fields and engages them in scholarly inquiry by applying research methods to practice.
- **Personal and Professional Development** addresses ethical principles including honesty, a sense of justice, and dealing humanely with other individuals.
- **Specialization** incorporates theoretical and empirical work in communities of practice and addresses the differences between experts and novices.
- **Leadership** addresses the dimensions of one person influencing the behavior of another.

## Full Time Faculty

- **Ryan A. Allen, Ph.D.** (Ball State University). Assistant Professor
- **Jeanne E. Jenkins, Ph.D.** (Cornell University). Associate Professor
- **Kathleen M. Manning, Ph.D.** (University of Toledo). Associate Professor
- **John Rausch, Ph.D.** (Kent State University). Associate Professor.
- **Kathleen A. Roskos, Ph.D.** (Kent State University). Professor.
- **Mark G. Storz, Ph.D.** (Cleveland State University). Associate Professor
- **Yi Shang, Ph.D.** (Boston College). Assistant Professor.

## Course of Study for Masters of Education

ED 419 The Exceptional Learner  
ED 503\* Orientation to the Educational Environment  
ED 530 Tests and Measurements  
ED 532 Developmental Psychology  
ED 534 Learning-Teaching  
ED 536A  
Psychoeducational Evaluation I  
ED 536B  
Psychoeducational Evaluation II  
ED 540 The Role and Function of the School Psychologist  
CG 561 Counseling Theories  
CG 562 Counseling Techniques and Practice

\*For incoming students without a valid Ohio teaching license. PS 457 (Psychopathology) or ED 451 (Theories of Personality) should be taken in place of ED 503 (Orientation to the Educational Environment). for those with a valid teaching license.

The master's degree in School Psychology is conferred upon the satisfactory completion of the above courses and a comprehensive examination.

NOTE: A master's degree or doctoral degree in another area cannot be accepted in lieu of the M.Ed. in School Psychology. Graduate coursework to be considered for transfer credit should be petitioned by the student following admission to the program. Consult Graduate Studies for information regarding

procedures and policies for transferring coursework.

In addition to the above courses leading to the M.Ed. degree, candidates seeking School Psychology licensure must also complete the following courses:

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

The number and availability of internships is restricted by various circumstances from year to year. Criteria for determining placements are available in the placement policy statement. Students accepting a paid internship must agree in writing to provide one year of service as a School Psychologist in the State of Ohio. Failure to accept an appointment as planned may result in losing the opportunity for this experience.

\*Note: A paid internship is contingent upon state funding for the Ohio internship.

Successful completion of this sequence and the appropriate PRAXIS assessment will lead to licensure as a school psychologist in the State of Ohio.

## Financial Assistance

- Tuition scholarships are available to candidates who have been admitted to the John Carroll University School Psychology program. The

scholarship will reduce tuition for graduate courses in School Psychology by 33%.

- A limited number of graduate assistantships are available. Graduate assistants are given a tuition waiver for 15 credit hours per year. Students are expected to spend 15-20 hours per week working for the Department. Assistants assist professors with courses and research.
- The University's Office of Admissions and Financial Aid offer assistance on student loans.