

School Psychology Specialist Program Student Handbook

2025-2026





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Welcome to the Department of Psychology and the School Psychology Specialist Program at Central Michigan University. We are excited that you chose our program to achieve your professional goals. Our program is approved by the National Association of School Psychologists (NASP). This Student Handbook is designed to serve as a resource, reference, and guide as you progress through the program. The handbook summarizes a number of policies and procedures that will be directly applicable to you and your graduate education. These policies have been approved by the School Psychology Specialist Program faculty. If you have any questions, please discuss them with your advisor and/or the Program Director.

From time to time, while you are a student and after you graduate, we will be asking you about your experiences in our program. We hope you will assist us in our program evaluation efforts so that we can improve the quality of training we have to offer you and future students. At all times, we welcome your suggestions on ways to improve the program.

As you prepare to begin this program, please consider the following thoughts. We think of our program as a community with a shared goal of providing excellent research and services for children and families. As you complete your graduate education, we will be spending a lot of time together. We work hard to ensure our program provides excellent training and we expect that you will work hard to meet (and exceed) our expectations. You have chosen to pursue a Specialist Degree in a challenging and important area. Once you complete the program, you will be making important decisions to help enhance the lives of children and families. To do this with the care it deserves, there is a lot to learn, research, and practice over the next few years. We hope that you will embrace the opportunity and enjoy the experience of learning and interacting with our faculty and university community.

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TRAINING MODEL AND PROGRAM GOALS

The School Psychology Program at CMU began in 1965, and at that time was the only program that offered the specialist degree (at that time the highest degree offered by the University). We have had hundreds of students graduate from the Specialist Program, and our graduates span the continent.

The School Psychology Specialist Program is approved by the National Association of School Psychologists. Our program aims to prepare school psychologists capable of and committed to improving schools and the lives of children, families, and educators. School psychologists, by working with students, teachers, parents, administrators, community specialists, and programs, promote learning environments in which all children and adolescents can achieve their potential.

Training Model

School Psychology involves the systematic study of the effects of social and psychological variables on students' achievement and behavior for the purposes of a) aiding in decision making regarding academic intervention, b) preventing and intervening with academic, behavioral, and emotional problems, and c) advancing the field. Training is based on the scientist-practitioner tradition. Scientific knowledge enables psychologists to have confidence and skill in their practice of School Psychology and in their research. Thus, training requires the development of increasingly complex skills initially through lectures, discussion, modeling, and practice under supervision in the classroom. Later training involves practice under supervision in the field, use of self-monitoring, and evaluation of outcomes to plan future action. The ability to consider multiple factors that may affect learning and behavior is critical including student characteristics, classroom and instructional variables, and home support (i.e., an ecological approach to assessment, intervention, prevention, and research). Training includes various theoretical orientations such as learning theory, cognitive psychology, and systems/ecological approaches as well as providing a strong background in the foundational areas of the science. Data-based decision-making is strongly emphasized along with ethical decision-making and accountability. Finally, the program is committed to fostering sensitivity to, appreciation for, and understanding of diversity.

Program Goals

Consistent with its training model, the School Psychology Specialist Program seeks to prepare school psychologists who:

- Use scientific knowledge as a basis for systematic problem solving, and view data collection and analysis as integral to service delivery.
- Apply knowledge of assessment, instruction, learning, behavioral theory, human development, psychotherapeutic techniques, and positive mental health practices to prevent and remediate students' learning and adjustment problems.
- Use professional ethical reasoning skills to make informed choices in resolving and preventing problems, respect the dignity and worth of all persons, and ensure fairness and nondiscrimination.

Program Values

Our program has four broad values that help guide what we do:

1. Scientific orientation (empiricism, objectivity, curiosity, skepticism, critical thinking,

- epistemic humility [humility regarding one's knowledge])
2. Professional behavior (integrity, initiative, dependability, responsiveness, confidentiality)
 3. Non-discrimination (fairness, diversity, openness)
 4. Kindness (compassion, empathy, encouragement)

COURSE OF STUDY

The Specialist Program in School Psychology is a three year, full-time, 64-hour graduate program designed specifically to meet NASP accreditation standards, leading to the Master of Arts degree in Psychology and the Specialist degree in Psychological Services. This program meets the Michigan requirements for certification as a school psychologist as defined by the State Board of Education and graduates are encouraged to seek National Certification in School Psychology (NCSP). In addition, completion of the program fulfills the requirements for certification as a school psychologist in most states. Specialist degree students are expected to complete both the master's and specialist degrees within five years of admission to the program. The Specialist Program does not accept part-time students.

The Specialist Program prepares school psychologists who can consult with teachers, administrators, and parents concerning learning and behavior difficulties; who can develop and implement interventions to prevent or remediate learning/behavior difficulties; and who can assess the nature of such learning/behavior difficulties using reliable and valid methods that yield instructionally useful information. Formal field experiences begin in the second year, providing both a laboratory for the application of coursework, as well as an orientation to educational institutions and services.

Although this is a three-year graduate degree, applications will be accepted from students who already have taken graduate work, including the master's degree, at Central Michigan University or at other approved institutions. Credit will be given for such work in accordance with university regulations, provided it is consistent with the School Psychology curriculum. A maximum of 15 semester hours may be transferred as a credit toward the master's degree and a maximum of 12 semester hours may be transferred as a credit toward the specialist degree.

On a specialist's degree program, a maximum of 12 semester hours beyond the master's degree may be transferred if the master's degree was earned at CMU. If the master's degree was earned elsewhere, eight semester hours beyond the master's degree is the maximum which may be transferred.

Course substitutions can be made with the approval of the student's advisor and the Program Director. Students must complete a minimum of 22 credit hours at the 600 level or above for the credit to count towards the master's degree requirements. Students must complete a minimum of 26 credit hours at the 600 level or above for the credit to count towards the specialist degree requirements.

At the master's degree level, there are two options. Plan A involves a thesis and oral exam over the thesis. Plan B requires a score of 155 or higher on the Praxis School Psychologist exam. At the specialist degree level, the student must demonstrate professional competencies in working with students, parents, and school personnel. This requirement will be met by the student's satisfactory completion of a supervised internship (PSY 795-796).

Courses

Our program emphasizes breadth of training in the foundation of psychology, assessment, intervention, consultation and applied research skills related to the application of behavioral science to school systems. Electives must be approved by the advisor.

Required Course for Master's Degree

Required Courses I

PSY 570- Behavioral Assessment and Treatment Planning 3
PSY 655- Introduction to Intelligence Testing 2
PSY 656- Advanced Intellectual Assessment 2
PSY 667- Assessment and Development of Academic Skills I 3
PSY 767- Assessment and Intervention for Developmental Disabilities 3

Required Courses II

PSY 571- Research Methods in Behavior Analysis 3

Required Courses III Social Basis of Behavior

SPE 550- Teaching Culturally Diverse Students 3 **OR** SPE 662- Culturally Responsive Instruction and Collaboration 3

Required Courses IV Human Development

PSY 624- Advanced Developmental Psychology 3

Required Courses V Cognitive Basis of Behavior

PSY 680- Learning 3

Required Courses VI Biological Basis of Behavior

PSY 687- Physiological Foundations 3

Additional Required Courses for the Specialist Degree

PSY 586- Applied Behavior Analysis in Education 3
PSY 653- Intervention I: Adult **OR** CED 660- Counseling Techniques
PSY 660- Intervention II: Child and Adolescent 3 **OR** CED 651- Counseling Children and Adolescents
PSY 760- Seminar: School Services 3
PSY 780- Behavior Therapy 3
PSY 766- Seminar: Consultation Skills 3
PSY 790S- Practicum I A: Professional Services 3
PSY 791S- Practicum I B: Professional Services 3
PSY 795- Internship in School Psychology A 3
PSY 796- Internship in School Psychology B 3

Electives (6 hours)

All elective selections must be approved by your academic advisor prior to enrollment in course. Students may complete a thesis with their elective hours.

Total: 64 semester hours

Typical Sequence of Courses

The following chart represents the typical sequence of courses. However, individual course of study plans will be developed with your advisor. Sequences may change based on progress, faculty teaching loads and sabbaticals. It is important to meet regularly with your advisor prior to registering for classes.

1 st Year			2 nd Year		
Fall	Spring	Summer	Fall	Spring	Summer
PSY 570 (3) PSY 667 (3) PSY 680 (3) PSY 760 (3)	PSY 571 (3) PSY 586 (3) PSY 655 (2) PSY 767 (3)	PSY 656 (2) SPE 662 (3) Elective (3)	PSY 653 (3) PSY 687 (3) PSY 780 (3) PSY 790 (3)	PSY 624 (3) PSY 660 (3) PSY 766 (3) PSY 791 (3)	Elective (3)
3 rd Year					
Fall		Spring			
PSY 795 (3)		PSY 796 (3)			

Sequencing of Specialist Milestone Events

First Year

Fall Semester Complete coursework
 Receive formal feedback on progress

Spring Semester Complete coursework
 Receive formal feedback on progress
 Secure practicum site and complete background check*

Second Year

Fall Semester Complete coursework

Spring Semester Complete coursework
 Receive formal feedback on progress
 Apply for, interview for, and secure internship
 Take the Praxis School Psychologist exam*
 Submit application for Preliminary School Psychologist Certificate*

Third Year

Complete internship
 Receive formal feedback on progress
 Petition for graduation*

*Additional fees required

STUDENT REVIEW POLICY

Introduction

The *Graduate Bulletin* for the Office of Graduate Studies discusses the Academic and Retention Standards for all graduate programs. This policy authorizes specific departmental requirements and particularly recognizes the special responsibilities of clinical programs. The school psychology program thus has the authority to evaluate students on the basis of their academic performance and their ability to develop and demonstrate appropriate professional behaviors. Key training goals are ensuring that students acquire the knowledge and skills needed to provide effective services, to demonstrate appropriate professional conduct, and to maintain public trust in the discipline.

The program faculty are committed to helping students achieve competence in key professional behaviors (e.g., effective communication and interpersonal skills, critical thinking and problem solving, the use of constructive feedback for professional growth) and educating trainees to engage in responsible and appropriate professional conduct (see Appendix A). Furthermore, the faculty emphasize education and remediation of difficulties in academic performance and professional behaviors. However, if students do not meet the professional standards established by the program, the Office of Graduate Studies authorizes the program to place a student on probation, or suspend or dismiss the student from the program. The following policy provides detailed information about the expectations for student progress and review procedures for students pursuing graduate degrees in School Psychology. Student rights to respond to, and provide input, regarding progress reviews (Appendix A) are discussed under Student Review Procedures. Student rights to appeal faculty program actions that affect them (e.g., program recommendations regarding probation, suspension, or dismissal) are discussed under “Faculty Program Actions and Student Rights,” “Academic Integrity Policy and Student Rights,” and under “Student Grievances.”

Student Review Procedures

Students will receive written feedback regarding their progress at the end of each semester during their first year and upon completion of the spring semester for subsequent years. As noted above, because of the nature of school psychology work, the evaluation process associated with training relies not only on academic proficiency as a gauge of competence, but ethical behavior, good judgment, and other personal and professional factors associated with clinical work. The latter includes positive interactions with clients and peers, the ability to cope with work demands, and the ability to utilize supervision effectively. These ordinarily involve judgments by the student’s supervisors and instructors. Student review measures will include core faculty ratings of academic and interpersonal skills via the *School Psychology Student Review Form* (see Appendix A) and Practicum/Internship Supervisor ratings via the *Competency Evaluation Performance Review* (see Appendix B). In addition, student progress on milestones including thesis and their performance as a graduate assistant (if applicable) are discussed and evaluated.

Expectation of Progress

Students are expected to complete the program in three successive years. They are encouraged to work with their advisor to ensure proper progress and course selection. Progress through the program is based upon satisfactory grades, practica and internship evaluations and timely development, and completion of PRAXIS Exam (second year). Detailed descriptions of the PRAXIS exam, practica and internship are provided later in this handbook. For students who choose to complete a thesis with their elective credits, a description of the thesis process is also provided. Students must complete all requirements for graduation within 5 years from the date of the first class completed.

In terms of academic performance, students are expected to maintain between 9 and 12 hours a semester and must maintain a “B” or better overall grade average. In addition, a B or better in all assessment, intervention, consultation, practica, and internship courses; and a B- or better in all other classes. For further details, see the Academic Probation and Dematriculation as part of Academic and Retention Standards in the *Graduate Bulletin* (<https://cmich.smartcatalogiq.com/en/2024-2025/graduate-bulletin/policies-and-general-information/academic-policies-and-information/graduate-academic-and-retention-standards/>) Grades in these courses are based upon satisfactory supervisor ratings and turned in materials. Courses may only be repeated a total of 2 times and the final grade received from the final attempt will be used in a student’s GPA (see **Graduate Repeat Course Policy** in the *Graduate Bulletin*). Timeliness of research projects and performance as a graduate assistantship is led by the student’s advisor and include factors such as regular communication, timeliness of drafts, data collection and analysis. Further, students must achieve satisfactory evaluations of pre-professional functioning (e.g., appropriate interpersonal skills, ethical, and professional conduct) by faculty and field supervisors. Serious and persistent difficulties in pre-professional functioning may result in recommendation for dismissal from the program. The program director is responsible for checking academic performance in all courses and for composing the letters describing the review.

Scheduling of Student Reviews

A formal review of students is scheduled twice a year for the first year of the program and involves the School Program faculty who have taught courses to enrolled students. The review takes place at the end of each semester. It focuses on general preparation and suitability for responsibilities in practicum. Students will complete a self-assessment using the *School Psychology Student Review Form* (Appendix A) and submit to the advisor. The advisor will then complete the form and meet with the student to discuss the results. Faculty will conduct a formal review of student progress using the *School Psychology Student Review Form* and the program director will provide written feedback to students. A copy of the *School Psychology Student Review Form* will be placed in the student’s file.

Further reviews are scheduled at least once during each of the remaining years of the program. An unscheduled review may occur whenever a faculty member is concerned about a student’s skill, ethical behavior or suitability (i.e., personal and professional factors associated with applied work). A student may request a review of their own work at any time.

Remediation Plans

If concerns are identified about a student’s skill development, academic performance, or professional behavior as a result of the review, the review letter composed by the program director will instruct the student to schedule a meeting with the program director and/or their academic advisor to develop a written remediation plan. This written plan will identify areas in need of improvement, strategies for improvement, and expected outcomes and timelines. A copy of the remediation plan will be placed in the student’s file and progress will be discussed by the unit at scheduled student reviews or earlier if determined by the program director or academic advisor. If the student is not making adequate progress with supports, changes may be made in collaboration with the student or one of the actions listed below may be initiated.

If, however, the student has engaged in egregious conduct (e.g., conduct that suggests the student poses a risk to clients; gross scientific misconduct), the program faculty will follow the procedures outlined below for possible dismissal of the student from the program.

Failure to Make Satisfactory Progress-Dismissal from Program

All students are required to show satisfactory progress through the programs as described under “Expectation of Progress.” Satisfactory progress is defined as: Achieving all program requirements on a timely basis including academic, professional skills, involvement in the program and profession, field-based experiences, and Praxis School Psychologist exam. Additional requirements are described in the *Graduate Bulletin* under **Academic and Retention Standards** and in the Student Review Policy. Failure to maintain satisfactory progress in any of the above areas may result in dismissal from the program.

Program Faculty Actions and Student Rights

Following a scheduled or unscheduled review, if in the judgment of the majority of the full time School Psychology faculty, the student's professional behavior or academic functioning indicates serious difficulties, one of the following actions will be considered:

1. Letter of advisement signed by the Director of the School Psychology Program
2. Letter deferring practicum for a period of one year or more, and/or requiring other preparation, signed by the Director of the School Psychology Program
3. Letter placing the student on probation
4. Letter of intent to have the Department Chair write a letter suspending the student from the program
5. Letter of intent to have the Department Chair write a letter dismissing the student from the program

Student Rights

If actions 2, 3, 4, or 5 are under consideration, the student is asked to be present at a School Psychology faculty meeting prior to any decision. At this meeting, the student may present any relevant materials. He/she also may be accompanied by another student, faculty member, or other person in presenting their position.

At any meeting, between the program faculty and the student, the student will be informed of the faculty's concern and the reasons for it. The student will then be provided an opportunity to respond to these concerns and to tell their side of the story. The school psychology program secretary will take notes of what was discussed and any decisions made at the meeting. All notes and supporting documents will be scanned into a password-protected confidential file accessible only to the student, program faculty, the Department Chair, and the Director of the Office of Graduate Studies. This file will be maintained for a period of 3 years after the student exits the program.

After hearing whatever relevant information is available, the faculty will come to a decision based on the reasons and evidence presented at the meeting. If there is a recommendation to dismiss or suspend the student, a letter of intent described in number 4 or 5 will be forwarded to the Department Chair. In all instances, students will be informed of any faculty decision.

A decision to suspend or dismiss a student is recognized as an extraordinary action and is undertaken where, in the opinion of the faculty, there are indications of substantial difficulties in academic performance or professional behaviors that cannot be remedied by additional training or supervision, or if the student has

engaged in egregious conduct (e.g., conduct that suggests the student poses a risk to clients; gross scientific misconduct).

Appeals Procedure

If the student wishes to appeal any program faculty action, the student may ask the Department of Psychology Chair (or their designee if there is a conflict of interest) to review the School Psychology faculty's recommendation and supporting documentation within ten days of the student's receipt of the faculty decision described above. The student may schedule a meeting with the Department Chair (or their designee) who conducts an impartial appeals hearing. One faculty member from the school psychology program (selected by the program) will attend this meeting. The student may be accompanied by another student, faculty member, or other person in presenting their position.

The school psychology program secretary will take notes of what was discussed at the meeting. All notes and supporting documents will be scanned into a password-protected confidential file accessible only to the student, program faculty, the Department Chair, and the Director of the Office of Graduate Studies. This file will be maintained for a period of 3 years after the student exits the program.

After the meeting of the Department Chair (or their designee), the faculty member from the school psychology program, the student and their advocate, the Department Chair (or designee) will take one of the following actions: a) forward the letter suspending or expelling the student to the Director of the Office of Graduate Studies or b) recommend the school psychology program faculty review and re-consider their recommendation to suspend or dismiss the student. The Department Chair may recommend that the school psychology program faculty re-consider their decision if, in the opinion of the Department Chair or their designee, the sanction is too severe in relation to the student's academic performance or misconduct or the recommendation for suspension or dismissal appears to be a significant violation of the school psychology program's own policies and procedures. The Department Chair's concerns along with the school psychology faculty's re-considered, but final, decision regarding suspension or dismissal will be forwarded to the Director of the Office of Graduate Studies.

ACADEMICS

Advisors

Upon admission, the Program Director serves as the temporary advisor for the first semester. A final determination of academic advisor will occur at the end of the fall semester. Each student is encouraged to schedule periodic meetings with their advisor to review academic progress and planning.

Academic Integrity Policy and Student Rights

Because academic integrity and ethical behavior are vital to an academic environment and to the development of qualified psychologists, graduate students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in psychology. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes plagiarism, cheating and other forms of dishonest behavior, is prohibited. Ethical standards, as articulated in the standards of the American Psychological Association and American Psychological Society, must be observed by all graduate students. Allegations of

academic dishonesty or unethical behavior will be handled according to the policies given here. Appeals of decisions are processed according to the policies set forth in the **Academic Integrity Policy for Graduate Students**, which is published in the *Graduate Bulletin*. Any appeal decision reached pursuant to this section shall be final and not subject to further review.

Although no specific timelines are included in this policy, it is understood that matters should be handled expeditiously.

1. In cases where an instructor, supervisor, or fellow student believes a student has demonstrated academic dishonesty or professionally unethical behavior, the instructor, supervisor, or fellow student should report the incident to the Program Director.
2. The Program Director will discuss the allegation(s) with the person(s) making them. If the Program Director believes that there is evidence to support the allegation(s), the Director will notify the student of the allegation(s), in writing.
3. In the letter to the student, he or she will be told the allegation(s) and told that the Program faculty will be asked to review the allegation(s) and the evidence presented. The student will be offered the opportunity to admit to the violations, remain silent, meet with the committee to share his/her perceptions of the incident, or submit a written rebuttal to the charges. The student will be given a response deadline, at least two weeks in the future.
4. The Program faculty will review the allegation(s) of academic dishonesty or unethical behavior. In any case, where a member of the Program faculty made the original allegation(s), the faculty member will be excluded from judging the particular case.
5. If the student elects to meet with the school psychology program faculty to present their version of the events under investigation, the student may bring another person (i.e., an advocate) to the meeting to provide support and advice.
6. The faculty's decision on appropriate disposition of the concern will be communicated in writing to the student. If the student is found not culpable, the faculty's decision will be communicated in writing to the Department Chair. If the following sanctions are imposed, the faculty's decision will be communicated in writing to the Department Chair: The faculty may (a) require the student to engage in additional educational activities, training, or supervision; (b) require the student to provide restitution to, or apologize in writing to, an individual or organization harmed by their inappropriate behavior; (c) place the student on probation for a specified period, or (d) any combination of these.
7. If there is recommendation to dismiss or suspend the student, a letter of intent will be forwarded to the Department Chair. If the student wishes to appeal this or any program faculty action, the student may ask the Department of Psychology Chair (or their designee if there is a conflict of interest) to review the School Psychology faculty's recommendation within ten days of the student's receipt of the faculty decision. The student may schedule a meeting with the Department Chair (or their designee) who conducts an impartial appeals hearing. One faculty member from the school psychology program (selected by the program) will attend this meeting. The student may be accompanied by another student, faculty member, or other person in presenting their position. After the meeting of the Department Chair (or their designee), the faculty member from the school psychology program, the student and their advocate, the Department Chair (or designee) will take one of the following actions: a) forward the letter suspending or expelling the student to

the Director of the Office of Graduate Studies or b) recommend the school psychology faculty review and re-consider their recommendation to suspend or dismiss the student. The Department Chair may recommend that the school psychology program faculty re-consider their decision if, in the opinion of the Department Chair or their designee, the sanction is too severe in relation to the student's academic performance or misconduct or the recommendation for suspension or dismissal appears to be a significant violation of the school psychology program's own policies and procedures. The Department Chair's concerns along with the school psychology faculty's re-considered, but final, decision regarding suspension or dismissal will be forwarded to the Director of the Office of Graduate Studies.

8. The school psychology program secretary will take notes of what was discussed and any decision made at meetings regarding allegations of student misconduct. All notes and supporting documents will be scanned into a password-protected confidential file accessible only to the student, program faculty, the Department Chair, and Director of the Office of Graduate Studies. This file will be maintained for a period of 3 years after the student exits the program.

Registration for Classes

Students should register for classes during Phase I registration to ensure course requests can be honored. The Department of Psychology has no obligation to honor course requests when students fail to pre-register and classes are full. When enrolled in the program, students must have, and use, an activated CMU email address.

Waiving Courses

Please be informed that course "waiver" means that the student has previously taken course(s) deemed equivalent to those required by CMU's School Psychology Specialist program (see Graduate Bulletin, "Waiver of a Program Requirement"). If a course is approved for waiver, then the student is not required to complete the course deemed equivalent that is required for CMU's school psychology specialist program. However, the student does not receive credit for a waived course towards CMU's specialist degree minimum program credit requirements. In contrast, the university allows a limited number of transfer course credits towards a specialist degree. The procedure and forms for evaluation of a request for a course waiver or transfer are similar; however, unlike a waiver, transfer credit (maximum 6 semester hours) can be counted towards specialist degree course credit requirements (see **Transfer Credit Policy** in the *Graduate Bulletin*).

PSY 767 must be completed at Central Michigan University. The requirements for waiving a course follow: 1) Students first discuss the likelihood of waiving the required course with the Program Director. 2) A Graduate Transfer/Waiver Credit request, available from the School Psychology secretary, and supporting materials (e.g., course outline, texts used, bulletin description) are submitted to the current course instructor. 3) The instructor must approve the prior course as equivalent to the required course. "Equivalent" means that the student received a "B" or better grade in a course or courses and the content appears to cover at least 85% of the required course. 4) Students submit the Graduate Transfer/Waiver Credit request to the Program Director. 5) The Program Director presents the request to the School Psychology faculty. The school psychology program faculty consider whether evidence exists (e.g., time since completion of prior coursework and relevant professional experience) that the student has maintained competency and currency in the content domain for the requested course waiver. 6) The School Psychology faculty must vote to approve a course waiver. 7) Copies of waiver decisions are placed in the student's file. The Director of the Office of Graduate Studies must approve the Transfer Credit request.

Requesting a Leave

Students who would like to request a leave from the program for up to one year should submit their request in writing to the program no later than April 1st for the following academic year (see **Continuous Registration** in the *Graduate Bulletin*). It is important to note that students become inactive after 3 years of no enrollment and will need to re-apply to the program to enroll in courses (see **Period of Inactivity** in the *Graduate Bulletin*).

Continuous Enrollment and Extended Access

A graduate student requiring continuous and ongoing access to student resources (e.g., remote access to library, data storage on servers, email access) associated with a CMICH global ID requires enrollment in at least one course per academic year. Reinstatement of access to these services commences upon reenrollment.

In addition, a program/department may require a graduate student to enroll in at least one CMU graduate credit hour each fall or spring semester for one or more of the following reasons:

- Continuous registration is part of the program curriculum (e.g., student has completed the required coursework, but does not have an approved prospectus);
- Significant university resources (e.g., faculty time) are necessary.

The Continuous Registration credit (course 619) within the student's home department can fulfill this one graduate credit hour requirement. Regardless of whether the student has registered for Continuous Registration credit(s), the student must still complete the degree within the time-to-degree limitations set forth under the degree requirements.

Students may also apply for Extended Access <https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms> for a period of exactly one semester in lieu of registering for the Continuous Registration credit (course 619). Extended Access may only be granted once during a student's course in the program.

Financial Support

The *Graduate Bulletin* provides a description of financial aid opportunities for graduate students. You may also obtain information on financial aid from the **CMU Scholarships & Financial Aid Office**.

Students with Disabilities

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the office of Student Disability Services (120 Park Library, telephone 989-774-3018, TDD #2568), and then contact the individual instructors as soon as possible.

Student Grievances

CMU has university-wide procedures to safeguard the rights of students to be heard and treated fairly when student-faculty disagreements arise. Such disagreements may trigger university procedures to resolve disagreements concerning issues such as grades (grade grievance policy), academic and research integrity (of the student or the faculty), sexual harassment, and discrimination, among others. However, the school psychology program also has procedures to address complaints about the conduct of a faculty member in their professional role (i.e., in the classroom or other academic role such as thesis chair or advisor). It is not the intent of school psychology program's complaint procedures to intrude on or limit the academic freedom of faculty. However, students must be given an opportunity to express their concerns and have those concerns

considered if students believe the conduct of a faculty member is incompetent, unprofessional, and/or substantially interferes with their ability to make progress in the program.

University-level grievances often must be filed in writing within certain time limits after the alleged misconduct. These time limits should be considered when making a decision whether to pursue informal remedies through the school psychology program or to follow official university-wide grievance policies, if applicable.

A student may present their concerns in writing and/or via face-to-face meetings. In any face-to-face meetings, a person of their own choosing (e.g., their graduate student mentor) may accompany the student. Students with a complaint and/or grievance should first attempt to resolve the concern with the appropriate faculty member, if feasible. It is recognized, however, that a student may not be comfortable expressing a complaint to a faculty member who has grading authority over the student.

If the student does not pursue informal resolution directly with the faculty member against whom they have a complaint, or if informal resolution is unsuccessful, the student may discuss their concern with the school psychology program director. If the program director is the subject of the complaint, the student may select an alternative school psychology faculty member to chair an informal problem resolution meeting with all parties involved.

If, at the level of the program director (or their substitute), informal resolution of the problem is unsuccessful, the student should discuss their concern with the Department Chair (or their designee if there is a conflict of interest). At this meeting, another student, faculty member, or other supporter may accompany the student or other person in presenting their position.

The outcome of the meeting with the Department Chair shall be binding. However, if the Department Chair perceives the situation to be egregious, the Department Chair may take further independent action or assist the student in filing a written university-level grievance.

FIELD EXPERIENCES

Specialist Program Field Experiences

Specialist students complete several field experiences during the program. Students who enter without previous supervised School Psychology experience complete PSY 790-791 during the second year of the program. This amounts to 6 semester hours of class credit (PSY 790-791). In addition, a full year (1200 hour) supervised internship in a school setting is required during the third year. The internship is 6 semester credit hours (PSY 795-796). The goal of these formal field experiences is to provide both a laboratory for the application of coursework as well as an orientation to educational institutions and services. In addition, during the third-year internship, students learn to self-assess their professional competencies, and plan learning experiences for continued professional growth.

Psychology 790-791. This 600-hour practicum experience requires two days a week in the public schools under the direct supervision of an accredited school psychologist. Practicum sites are selected by university faculty members with a preference for sites that are relatively close to campus. Recently, the State of Michigan has provided funds to local school districts to provide funding for students in approved school psychology programs while they are working in the schools. As funding is controlled by the school districts and not CMU, we cannot guarantee a funded placement. However, we will work collaboratively with students and school districts to obtain and facilitate paid placements when possible.

In addition to the school hours, the practicum includes a 3-hour class seminar each week taught by a CMU faculty member. In addition to completing assigned readings and discussions, students are required to provide regular oral and written updates on required activities to their university supervisor. Individual consultation with the university supervisor will be scheduled as needed. Students receive 2 hours of face-to-face supervision with their accredited field supervisors each week. Details of the 790-791 requirements are provided in the practicum manual.

Evaluation of student performance is based in part on the *Competency Evaluation Performance Review* (see Appendix B). These forms are reviewed with the student by the field supervisor and the university supervisor at least once each semester. Successful completion of PSY 790-791 satisfies the field experience requirement for a Preliminary School Psychology Certificate in Michigan. PSY 790-791 may satisfy the field experience requirement for a State of Michigan Limited License Psychologist if supervised by a licensed psychologist (see licensure guidelines).

Psychology 795-796. The specialist internship experience is a full year; full-time (1200 clock hours) supervised experience that occurs in the last year of formal training. The internship experience is more intensive and varied than the second-year practicum. Students are typically paid by the school district during PSY 795-796.

Internships sites are selected jointly by the student and the program faculty internship coordinator. Sites must have appropriate supervision available and be willing to sign an internship plan with CMU identifying a minimum of 2 hours/week of on-site supervision by a certified school psychologists and the availability of appropriate activities/experiences. Students entering the third year of the program typically qualify for the Preliminary School Psychologist Certificate. Consequently, they are eligible for employment as an entering school psychologist, and may be able to combine an employed position with their internship experience. Successful completion of PSY 795-796 satisfies the field experience requirement for the School Psychology Certificate. The internship site must be approved by the PSY 795 faculty supervisor prior to enrollment in the course. Additionally, an affiliation agreement and individual internship plan must be submitted prior to beginning the internship.

NOTE: Interns are enrolled in PSY 795-796 during the academic year. The CMU supervisor will communicate regularly with the internship site and meet with the field site supervisor at the start of internship. . Interns are required to attend scheduled seminar meetings and regularly upload required assignments for faculty review. The internship must be completed under the supervision of an on-site certified school psychologist and appropriate training opportunities must be available or the internship will not be approved. Students are encouraged to locate a site that provides a balanced exposure to general and special education programs. Details regarding the internship requirements are provided in the Internship Manual.

Malpractice Insurance

The Affiliation Agreement entered into between the Department of Psychology, School Psychology Program and field-based experience sites (practica, internship) contains the following provision:

- The Parties mutually agree on this section:
- Both parties agree to maintain Comprehensive General Liability Insurance or its equivalent, which covers employees and students whenever the liability might exist.
- Coverage from the University does not include malpractice insurance against suits stemming from the field experience because supervision from CMU faculty is not provided on a day-to-day basis. If malpractice insurance is not provided by the site for the student, we strongly recommend purchase of such insurance.

▪Malpractice insurance can be obtained from the American Psychological Association (must be a student member of APA) or National Association of School Psychologists (must be a student member of some professional organization). See your advisor for more information.

THESIS

Students may choose to complete a thesis. An overview of the thesis process is provided below.

Students self-select their thesis chairs based upon research interest. They begin the process by discussing ideas with faculty members. Once a faculty member agrees to serve as a chair of the project, the student can register for the first three credits (PSY 798 for thesis) to design the project.

Typical projects include: traditional research investigations via group or single case designs, program evaluation projects, systematic reviews (e.g., meta-analyses), and development and evaluations of a new assessment or intervention technique. A common theme to all projects, however, would be scholarly competence in research methodology.

The thesis committee is composed of a minimum of three faculty members from the graduate faculty at Central Michigan University. They are responsible for acceptance of the final document. The chair must have full graduate faculty status. The other committee members must have full or associate graduate faculty status. Most regular faculty in the Department of Psychology have graduate faculty status. However, a student might wish to have a school psychologist from their internship or job site serve on their thesis committee. In such cases, on request, the Department of Psychology can grant associate graduate faculty status for individuals who meet membership requirements for the purpose of serving on a thesis.

General Comments

Students are encouraged to confer with faculty members about their ideas for a thesis before developing a prospectus, however; students should have their Thesis Prospectus approved by Fall of their second year. The student is responsible for obtaining a chair and members of the committee for the thesis. University procedures for thesis preparation is described in the *Guidelines for the Preparation of Theses and Dissertations*, available from the Office of Graduate Studies. Your research progress will be evaluated at each student review meeting. Thesis chairs will document student progress by completing the Research Skill Development Through Thesis and Dissertation (Appendix C) form.

The following general steps are usually followed:

1. Students should obtain and review a copy of the Thesis and Dissertation Guidelines from the Office of Graduate Studies website (<https://www.cmich.edu/offices-departments/office-research-graduate-studies/student-services/thesis-dissertation>).
2. Student generates an idea and discusses it with a faculty member who is knowledgeable and interested in that area. The faculty member will decide whether or not they are able and available to chair a project in that area at that time. If they agree to do so, the process begins. If not, the student must find another chair.
3. Once a chair has agreed, the student completes a form (available from the program secretary) that the chair signs to enable the student to enroll in Thesis development credits. Thesis credits will be marked as “Z” (deferred) until the completed project is approved by the committee. See CMU’s policy on Incomplete and Deferred Grades (<https://cmich.smartcatalogiq.com/en/2024-2025/graduate-bulletin/policies-and-general-information/academic-policies-and-information/grade-incomplete-and-deferred/>).
4. Student works collaboratively with the chair to develop a timeline for project completion. During this development stage, students should meet regularly with their chair and provide either in-person or

- electronic updates and drafts. Chairs may require participation in weekly lab meetings.
5. Student writes a prospectus incorporating feedback from the chair. The prospectus includes the following topics:
 - a. Introduction to the problem (a case is made for the importance of the area of study).
 - b. Review of the literature.
 - c. Statement of the problem (research questions or hypotheses).
 - d. Methods (as appropriate)
 - i. Sample
 - ii. Measures
 - iii. Procedures
 - iv. Data Analysis
 6. As the prospectus nears completion, student and chair discuss potential committee members. The student then contacts prospective committee members with a description of the project and anticipated timeline. Once two members agree to serve on the committee, the student sends the chair-approved prospectus to the committee members and asks for potential meeting times, providing committee members at least 10-14 days to read the prospectus prior to the meeting.
 7. Once a mutually agreed upon meeting time is set, student obtains and completes the online Prospectus Form available on the Office of Graduate Studies Website (<https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/thesis-dissertation>).
 8. At the prospectus meeting, the student provides an overview of the prospectus and committee members ask questions of the student. If changes are required prior to approval, the committee members decide on the method to review and approve changes.
 9. Once the Prospectus Form is electronically signed by committee members it must be filed with the Graduate Office and Department of Psychology. If needed, approval from CMU's Institutional Review Board (IRB) is obtained for research involving human subjects. Students should work with their chair to complete required IRB forms in a timely manner. A copy of IRB approval must accompany the Prospectus Form(<https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms>), in addition to the Title, Technical Synopsis, and Layperson summary, before the prospectus will be approved by the Office of Graduate Studies. Details on requirements of the technical synopsis can be found here: https://www.cmich.edu/docs/default-source/academic-affairs-division/research-and-graduate-studies/graduate-studies/2024-2025prospectusguidelines.pdf?sfvrsn=26c75282_7 Timely submission of prospectus is important! 'Projects undertaken prior to final approval of prospectus may be denied, the project deemed invalid, and the student will have to begin the process anew.
 10. Student enrolls in the Thesis implementation credits and the project is implemented.
 11. Student works, with regular discussion and feedback on drafts, to update the prospectus and complete the Results and Discussion sections.
 12. Once the chair approves the complete paper, student sends the thesis to committee members and asks to schedule a defense no sooner than 10-14 days after the committee members receive the paper.
 13. Once the committee agrees upon a meeting time, the student works with the program secretary to establish a meeting place and provide public notification of the defense. Students obtain and complete the Thesis Sign-Off form (<https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/thesis-dissertation>).
 14. Defenses will be publicly announced by the program secretary and may be attended by university members or others invited by the student or faculty. At the defense, the student presents their paper while committee members and others in attendance ask questions. Once the student has responded to the questions, the committee will confer in private. After discussing the paper and oral defense, the committee may approve the paper as is or require changes. If changes are required, the committee will determine a method of approving changes. A second oral defense may be required. The committee decision regarding the outcome will be communicated to the student by the chair.

15. Following satisfactory completion of the defense or required changes, the committee members will approve and sign the approval form/ At that time, the “Z” (deferred grade) for thesis credits will be changed to “CR” (credit).
16. The final, signed, original manuscript must be submitted to the Office of Graduate Studies by the deadline published by the Office of Graduate Studies to meet graduation deadlines. The student is responsible, with consultation from the chair, for making any changes required by the Office of Graduate Studies.

Thesis Requirements

Journal Article and Book-style documents

- A. Requirements for submitting a Journal Article or Book-style thesis or dissertation
 - Each journal article/chapter needs to be content that has either been published, or you intend to submit the work for publication AND the student or faculty member is the lead author. See NOTE in B for co-authored articles.
 - You may use the (intended) journal’s formatting requirements in a journal article/chapter. Graduate Studies tries to be flexible; students should let the Graduate Studies reviewer know if revisions are requested that are contrary to the requirements of their publisher or journal(s).
- B. How many ‘journal articles’ are needed?
 - One or more journal articles can replace a traditional thesis.
 - Two or more journal articles can replace a traditional dissertation.
 - NOTE: Articles co-authored but not written by the student may be included in an Appendix, but they do not count towards this requirement.
- C. An introduction and/or discussion section can be included in addition to the journal article(s), depending on your program requirements.

Formats of Traditional Theses and ALL Preliminary Pages

- A. What is the format for Traditional Theses?
 - APA format: most current edition of the Publication Manual of the American Psychological Association.
 - Exceptions to APA style requirement may include references, footnotes and endnotes where students can use discipline-appropriate styles.
- B. What is the format of Preliminary Pages for ALL theses/journal articles/books?
 - Use APA style for the Preliminary Pages, e.g. title page, abstract, table of contents.
- C. APA Formatting Resources
 - APA Style Website (<https://apastyle.apa.org/>)
 - Style and grammar guidelines: <https://apastyle.apa.org/style-grammar-guidelines/>
 - Handouts and guides: <https://apastyle.apa.org/instructional-aids/handouts-guides>
 - Tutorials: <https://apastyle.apa.org/instructional-aids/tutorials-webinars>
 - Purdue OWL Website (<https://owl.purdue.edu/>)
 - APA Style Introduction: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
 - APA Style Overview and Workshop: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_overview_and_workshop.html
 - YouTube Videos- APA Style-Professional Paper Formatting: https://youtu.be/jDd_tiDaY4E

Preliminary Pages Requirements

- A. Every thesis/ book(s)/journal article(s) must include: title page, abstract, table of contents, list of tables/figures (if they appear within the chapters), and bibliography. Use APA format as described above.
- B. The title page must include the title, student name, document type, program, and month and year of oral defense.
- C. The following pages are optional and may be included: copyright, dedication, acknowledgements, list of tables/figures (if they appear after the chapters at the end of your document), and appendix.
- D. Please review the example/template paper available on the Graduate Studies website (<https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/thesis-dissertation>) for a visual on how these requirements should appear.

Policy on the use of AI

Review of iThenticate/Plagiarism and Copyright Permissions

- A. The CMU Academic Integrity policy states: “Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics.” Therefore, all Theses are expected to be written by the graduate student without the use of any generative AI model (e.g. ChatGPT) assistance.
 - An additional consideration before using generative AI is the risk of uploading sensitive or confidential scholarly data that are subject to ethical or legal requirements.
- B. Ask your committee chair to run your document through iThenticate to check for plagiarism before your oral defense (or sooner).
 - If your committee chair needs an iThenticate account, they should contact Graduate Studies at cgstheis@cmich.edu or 989-774-1318.
 - How to interpret iThenticate reports:
 - The overall Similarity percentage is not helpful or used by OGS to determine plagiarism. You need to click on the % in the gray box to see the detailed report and scroll through the entire report.
 - Of highest concern are two or more sentences in a row that are identical/nearly identical to a source or multiple sources (patchwork plagiarism). Multiple, scattered sentences that are identical/nearly identical to a source are also a problem. To avoid plagiarizing, significant changes in wording and sentence structure are required, i.e. sufficient paraphrasing is needed.
- C. Ask your committee chair to review your document for Copyright issues.
 - If you include any image(s) from any publications, including your own, you must reference the author AND include the copyright permission to use the image(s) from the publisher.
 - Include all permission emails or memos as an appendix in your document.

Service of a Typist

- A. A typist is allowed to produce the final draft of a thesis/dissertation/book(s)/journal article(s) for formatting purposes only.
- B. All arrangements, including the financial aspect, are handled directly between the typist and the student.
- C. Revisions required by Graduate Studies are sent directly to the typist. The student and typist will receive confirmation when the thesis/dissertation/book(s)/journal article(s) is finalized. Any possibility of using an editor is a decision to be made by the program or department. A list of available typists is available on the Graduate Studies website: <https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/thesis-dissertation>

Financial Support for Thesis

The Anne K. Miller-Quimper Scholarship Award was established in 1991 by friends and family in memory of Anne K. Miller-Quimper (1940-1980) to support thesis or dissertation research of School Psychology graduate students. See the program director for more information.

The Office of Graduate Studies also awards financial support for completion of theses. Applications are reviewed once early in the Fall Semester and once in the Spring Semester by a committee at the Office of Graduate Studies.

PRAXIS SCHOOL PSYCHOLOGIST EXAM

All students are required to take the Praxis School Psychologist exam in spring of their second year in the program. Achieving a score of 155 or higher can serve as the Plan B requirement for the Master’s degree. This exam is offered by the Educational Testing Service (ETS). Students should register for the exam in the Spring semester of their second year. To register, go to www.ets.org. Click on “PRAXIS” and look for the School

Psychologist exam. There is a charge to take the Praxis exam. Information about test content is available at the ETS website.

Students who achieve a passing score on the Praxis School Psychologist exam will be eligible to become Nationally Certified School Psychologists (NCSP) after completion of their degree program and one-year successful work experience. We use PRAXIS scores for program evaluation and accreditation purposes only; no student is penalized in any way for failure to pass the exam. Students are required to provide documentation of their scores to the School Psychology Program secretary

SCHOOL PSYCHOLOGY CERTIFICATION

General Information:

School psychologists in Michigan are required to hold a valid Michigan **Preliminary School Psychologist Certificate** or a **School Psychologist Certificate** (section 1251 of Act No. 451 of the Public Acts of 1976, as amended, being 380.1251 of the Michigan Compiled Laws). A person employed under the Preliminary School Psychologist Certificate must have local supervision provided by a fully certificated school psychologist. Full rules for Michigan certification as a school psychologist are found on the Michigan Department of Education Website.

Once the student has earned grades in the required coursework (see below), the students complete the online application process (<https://mdoe.state.mi.us/MOECS/Login.aspx>). Once the application is submitted, the Program Director is notified to verify the application. The Michigan Department of Education charges a fee for the School Psychologist Certificate. If recommended for certification, you will be billed by the Department of Education for the current certification fee. Payment of the fee is a certificate requirement that must be met prior to the issuance of the Michigan Preliminary School Psychologist Certificate and the School Psychologist Certificate.

Applicants are advised that the State Board of Education may deny or revoke school psychology certification for the following reasons: (a) Fraud, material misrepresentation, or concealment in the application for a certificate; (b) Conviction, as an adult, of an act of immoral conduct that involves a child or that contributes to the delinquency of a child or a felony that involves moral turpitude.

Preliminary School Psychology Certificate

What are the CMU requirements for the Preliminary Certificate?

Students must have successfully completed the following coursework (or equivalent) to be eligible for the preliminary school psychologist certificate: PSY 570, 571, 653, 655, 656, 660, 667, 760, 766, 767, 780, 790, 791 and one course from each of the foundation areas (cognitive, social, developmental, physiological). Students do not need to have completed their thesis or elective coursework to be eligible for the preliminary certificate. The most recent certification requirements can be found on the Michigan Department of Education's website.

When does the Preliminary Certificate Expire?

A preliminary school psychologist certificate is **valid for 3 years**. It **expires on June 30** of the expiration year indicated on the certificate. It is not necessary to re-apply for approval with each change in employer; the Preliminary Certificate follows the practitioner from one school setting to another.

How do I apply for the Preliminary Certificate?

To apply for the preliminary certificate, complete the application form online at

<https://mdoe.state.mi.us/MOECS/Login.aspx>. For the preliminary certificate, students must submit a completed application form that includes an “Experience Report Form for Preliminary School Psychologist Certification” signed by the fully certified school psychologist who supervised their PSY 790-791 practicum experience on site (not the university supervisor). Students also must include a copy of the school psychologist certificate of their supervising school psychologist. Along with their application, students must submit official transcripts from universities other than CMU if courses necessary for the certificate were completed elsewhere. Students should not submit their application for certification until the grades for all necessary coursework appear on their transcripts. CMU transcripts will be obtained by the Certification Administrator. The application can be approved only if it is complete and the transcripts show satisfactory grades for all courses required for the Preliminary certificate. A recommendation for the certification is then made to the Michigan Department of Education.

School Psychologist Certificate

What are the requirements for the School Psychologist Certificate?

An applicant for a school psychologist certificate must meet all of the following requirements: (1) Hold a valid Michigan Preliminary School Psychologist Certificate; (2) Possess a Specialist's Degree or its equivalent in school psychology from an institution with an approved program; (3) have completed a minimum of 60 graduate semester hours in school psychology; (4) have completed a 1200 hour internship, 600 hours of which must be completed in a school setting. Complete the application form available online at <https://mdoe.state.mi.us/MOECS/Login.aspx>. The most recent certification requirements can be found on the Michigan Department of Education's website.

When does the School Psychology Certificate Expire?

A school psychologist certificate is valid for five years. It expires on **June 30** of the expiration year indicated on the certificate. The renewal of a School Psychologist Certificate requires the completion of 6 semester hours of credit in an approved School Psychology Program or the equivalent in approved State Board continuing education units. All renewal credit must be completed after the date of issuance of the School Psychologist certificate and within the five-calendar-year period before applying for renewal.

UNIVERSITY STUDENT SUPPORT SERVICES

University Libraries. Several academic support services are located in the library: the Writing Center, the Mathematics Assistance Center, the Statistical Consulting Center, and Student Disabilities Services.

Counseling Center is located in Foust Hall 102 Telephone (989) 774-3381 or visit their website at <https://www.cmich.edu/ess/studentaffairs/CounselingCenter/Pages/default.aspx>

Campus Health Clinic is located in 200 Foust Hall and is open Monday-Friday from 8:00 a.m. to 5:00 p.m. To schedule an appointment (same day or future appointment) call 989-774-6599.

We hope you have the opportunity to participate in other campus activities that may enhance your experience at Central Michigan University. The Office for Institutional Diversity and Inclusion offers campus-wide programs and activities for students, faculty, and staff that foster better understanding across diverse groups (<https://www.cmich.edu/offices-departments/institutional-diversity-equity-inclusion>). There are also a number of registered student organizations that may be of interest to you ranging from academic and recreational to cultural and multicultural (<https://cmich.campuslabs.com/engage/organizations>).

APPENDIX A

School Psychology Student Review Form (Specialist)

Name: _____

Date: _____

Year in Program: _____

Directions: 1. Read the description of each area of professional development below.

2. Self-assess your performance.

3. By April 22 complete this form and give to your advisor. Advisor will then complete the form and meet with you to discuss the results and your goals. Faculty advisor will bring the completed form to student review meeting at the end of the semester. If the form is used by interns, it would be completed by the intern and the internship supervisor.

Advanced Beginner: the student requires less direct instruction and can work more autonomously

Competent: the student can function independently in most situations and access appropriate supervision as needed

Advanced Competent: the student can function independently with complex cases and can recognize and acquire advanced skills as needed

a) First year students are expected to achieve Advanced Beginner.

b) Second year students are expected to achieve Competence.

c) Third year students are expected to achieve Advanced Competence.

d) Within your Professional Development Plan below, identify goals and specific actions to accomplish the goals.

1. Academics and Milestone Events

Performance in courses and achieving milestone events in a timely manner. [Scoring for this item is different from the ones below. Scoring: 1= below expectations; 3=meeting expectations; 5=exceeding expectations]

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

1	2	3	4
Not Acceptable	Advanced Beginner	Competent	Advanced Competent

1. Data-Based Decision Making (CAEP Applications of Data Literacy)

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

2. Consultation and Collaboration (CAEP Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents):

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

3. Academic Interventions and Instructional Supports (CAEP Employment of data analysis and evidence to develop supportive school environments):

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

4. **Mental and Behavioral Health Services and Interventions (CAEP Employment of data analysis and evidence to develop supportive school environments):** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

5. **School-Wide Practices to Promote Learning (CAEP Employment of data analysis and evidence to develop supportive school environments):** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

6. **Services to Promote Safe and Supportive Schools (CAEP Employment of data analysis and evidence to develop supportive school environments):** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote

preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

7. Family, School, and Community Collaboration (CAEP Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents):

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

8. Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

9. Research and Evidence-Based Practice (CAEP Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies):

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

10. Legal, Ethical, and Professional Practice (CAEP Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization):

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

11. Other Work Skills and Personal Resources:

Organizational ability, motivation, initiative, determination, timeliness, reliability, independence, interest in discovery, resiliency, openness to supervision, other relevant personal characteristics.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

12. Technology (CAEP Supporting appropriate applications of technology for their field of specialization):

School psychologists demonstrate proficiency in appropriate applications of technology to their field.

Student self-assessment: _____

Faculty assessment: _____

Student comments:

Faculty comments:

Professional Development Plan

Based on my self-assessment and the areas I have identified for improvement, I am setting the following goals:

To accomplish these goals, I will take the following specific actions:

Signatures below indicate that the student has completed this self-assessment and received written and oral feedback from faculty.

Student Signature: _____ Date _____

Faculty feedback/suggestions:

Faculty Signature: _____ Date: _____

APPENDIX B

Competency Evaluation Performance Review

Supervisor: Thank you for supervising our student this semester. Your feedback regarding their performance is essential. Please complete ratings on the following competencies and share them with both your student and the university supervisor. We require ratings three times a year, but encourage you to review the competencies throughout the semesters to structure the practicum/internship opportunities.

Ratings: Please use the following rating scale to provide feedback regarding the intern's performance. Interns are expected to become more independent in these activities as the school year progresses.

By the end of the experience, students are expected to have all competencies rated as "Developing Independence with Guided Support" for practicum and "Independent" or "Accomplished Application" for internship. For internship, our goal is that students will be demonstrating the skill at the level expected for a professional entering the workforce at the end of the year. For the items specific to Advanced Practicum, students are expected to achieve "Developing Independence with Guided Support."

For items rated as "Needs Improvement," students please work with your field supervisor and university supervisor to develop a plan for improvement.

Date of Performance Review 1:

Student Signature (electronic signature is fine):

Field Supervisor Signature (electronic signature is fine):

Field supervisor overall impressions of supervisee:

Date of Performance Review 2:

Student Signature:

Field Supervisor Signature:

Field supervisor overall impressions of supervisee:

Date of Performance Review 3:

Student Signature:

Field Supervisor Signature:

Field supervisor overall impressions of supervisee:

Feedback to CMU's School Psychology Program. Please write here any feedback you have for our program. What aspects of training, based on your experiences with the practicum student or intern, are strong and any areas where additional training may be needed.

SCALE

No Opportunity – The student has not had the opportunity to engage in this activity or demonstrate this skill at this point during his/her experience.

Needs Improvement

The student demonstrates a limited level of knowledge, competence, and understanding in regards to this skill within school psychology. At this time, their performance falls well below the performance expected of a student at this level of training, with minimal competency evidenced, despite various supports provided.

Supported

The student demonstrates a limited level of knowledge, competence, and understanding in regards to this practice of school psychology. The student 1) Defines the skill, 2) Describes multiple examples of the skill with prompting from the supervisor, 3) Gives multiple non-examples of the skill through questioning and discussion with the supervisor, and 4) Demonstrate the skill in role-play with the supervisor

Developing Independence with Guided Support

The student demonstrates an appropriate level of knowledge, competence, and understanding in regards to this practice of school psychology. One or more of the following may be relevant to demonstrating the skill: The student 1) Defines the skill, 2) Describes multiple examples of the skill, 3) Gives multiple non-examples of the skill and explains how a non-example could be

converted into an example, and 4) Demonstrates the skill with a client, parent, staff member, or training delivered to others with supervisor prompting.

Independent

The student demonstrates a high level of knowledge, competence, and understanding in regards to the practice of school psychology. Student demonstrates the ability to conduct this task accurately with minimal guidance and appropriate feedback from the supervisor.

Accomplished Application

The student demonstrates a significantly high level of knowledge, competence, and understanding in regard to the practice of school psychology. Student is demonstrating the ability to maintain previously learned skill and apply the skill to new cases.

NASP Data-Based Decision Making (CAEP Applications of Data Literacy)

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Practicum (PSY 790-791) & Internship (PSY 795-796)

1. Given a referral, student uses ecological assessment approach that considers multiple factors that affect learning and behavior including instruction, curriculum, environment and characteristics of the learner.
2. Student designs and conducts multi-method and multi-source assessments.
3. Selects, administers, and interprets assessment methods that are appropriate considering child's age, culture, disabilities, and language skills.
4. Selects assessment procedures that meet high professional standards for reliability and have empirically demonstrated validity for the purpose used.
5. Uses systematic direct observation procedures to record, graph, and analyze environmental variables affecting interfering behavior.
6. Obtains information regarding the relationship between environmental events and problem behavior through functional behavior assessment.
7. Analyzes and interprets individual, class, grade, and/or school-wide data to intervene to improve individual, class, grade, or school-wide outcomes.
8. Designs and implements empirically supported interventions for academic and behavior difficulties based on assessment data.

9. Makes appropriate changes to intervention based on formative evaluation and progress monitoring data plan.
10. Uses data-based techniques to chart, monitor and evaluate the effectiveness of academic interventions.
11. Conducts and interprets comprehensive assessments for multiple disabilities (e.g., autism spectrum disorder, specific learning disability, cognitive impairment, emotional impairment)

NASP Consultation and Collaboration (CAEP Leading and/or Participating in Collaborative Activities): School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Practicum: PSY 790-791 & Internship PSY 795-796

1. Establishes collaborative problem-solving relationships with parents and family members when working with students.
2. Establishes collaborative problem-solving relationships with professionals within the school buildings.
3. When collaborating regarding a referred pupil, demonstrates behavioral and communication skills required for effective consultation.
4. When collaborating regarding a referred pupil, involves parents, teachers, pupils, and other professionals in a team problem-solving process.
5. Effectively communicates individual assessment information and intervention recommendations orally and in writing.
6. Uses data-based techniques to monitor outcomes of collaboration.
7. Demonstrates knowledge of community, state, and national resources for children and families.
8. Identifies needs and strengths of stakeholders and organizational structure of school system.

Internship (PSY 795-796) or Advanced Practicum (890-891 only)

9. Contributes to the development, implementation and/or evaluation of school-wide or clinic-wide academic and/or behavior plans.

10. Establishes collaborative problem-solving relationships with professionals in community agencies.

Academic Interventions and Instructional Supports (Employment of data analysis and evidence to develop supportive school environments): *School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.*

1. Considers curricular, instructional, environmental and individual learner factors when evaluating and developing academic intervention services from a multi-tiered system of supports perspective.

(For the following item: The expectation for practicum is competency in three areas while for internship competency in all areas is expected)

2. Considers biological, cultural, and developmental factors to recommend interventions based on the best available evidence at different levels of support in the following areas:
 - A. Phonological Awareness
 - B. Basic Reading Skills
 - C. Reading Comprehension
 - D. Written Expression
 - E. Math Calculation
 - F. Math Reasoning
 - G. Oral Language Skills
3. Recommends methods to monitor acceptability, integrity and effectiveness of academic interventions.
4. Completes an academic intervention documenting each stage of the problem-solving process (Problem Identification, Problem Analysis, Goal Setting, Intervention Development and Implementation, and Evaluation).

Mental and Behavioral Health Services and Interventions (Employment of data analysis and evidence to develop supportive school environments): *School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.*

Practicum (PSY 790-791) & Internship PSY 795-796

1. Describes and analyzes the school's mental health and behavioral services from a multi-tiered system of supports perspective. -34-

2. Provides research-based accurate information to parents, teachers, or other professionals regarding developmental and culturally appropriate emotional functioning for pupils of various ages.
3. Provides research-based information regarding mental health issues and social-emotional learning to parents and school personnel.
4. Recommends research-based instructional methods and materials for students with disabilities that are effective in improving adaptive behavior/social skills.
5. Recommends effective management strategies for reducing problem behavior and increasing appropriate behavior.

Internship (PSY 795-796) or Advanced Practicum (890-891 only)

6. Identifies strengths and areas for improvement in disruptive classrooms in terms of structure, scheduling, and teacher tactics and makes data-based recommendations. If in a clinic setting, identifies strengths and needs in home environments and makes data-based recommendations.
7. Works with teachers or families in establishing behavior management programs such as contracting and token economies and uses data-based measures to evaluate their impact.

School-Wide Practices to Promote Learning (Employment of data analysis and evidence to develop supportive school environments): *School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.*

Practicum (PSY 790-791) & Internship PSY 795-796

1. Describes the school's tiered academic and behavioral support services and applies this information to their school psychology practice.
2. Describes the goals, organization, and operation of schools in which they provide services.

3. Identifies stakeholders and opinion leaders in developing and evaluating school wide services.
4. Uses state and local curriculum to develop appropriate assessments and intervention goals.

Internship (PSY 795-796) or Advanced Practicum (890-891)

5. Collaborates with others to help develop school or clinic policies, regulations, services, and accountability systems to ensure effective services for students or clients.
6. Analyzes the school's or clinic's tiered academic and behavior support services in terms of its strengths and opportunities for potential improvement in data collection, analysis and decision-making, and implementation of services.

Services to Promote Safe and Supportive Schools (Employment of data analysis and evidence to develop supportive school environments): *School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.*

Practicum (PSY 790-791) & Internship PSY 795-796

1. Responds to individuals and groups in crisis using school and community resources consistent with NASP and APA guidelines. (if applicable).

Internship (PSY 795-796) or Advanced Practicum (890-891) only

2. Conducts a needs assessment, develops resources or programs to address identified
3. Uses data-based problem-solving and collaborative consultation to promote learning and improve mental health services in the schools, home, or clinic settings.
4. Uses data to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.
5. Participates in review and revision of systems of support and crisis response.

Family, School, and Community Collaboration (Leading and/or Participating in Collaborative Activities): *School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.*

Practicum (PSY 790-791) & Internship PSY 795-796

1. Identifies family factors that might enhance or interfere with school functioning and incorporates findings into the intervention.
2. Incorporates concerns and strengths of caregivers into intervention plans.
3. Identifies appropriate community resources to assist families.
4. Collects and utilizes social validity data from relevant parties.

Internship (PSY 795-796) or Advanced Practicum (890-891) only

5. Works effectively with families to monitor and implement strategies at home.
6. Uses evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.
7. Identifies sources of conflict among families, schools, and agencies and works to reduce conflict.

Equitable Practices for Diverse Student Populations: *School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.*

Practicum (PSY 790-791) & Internship PSY 795-796

1. Demonstrates ability to accurately self-assess one's multicultural competence, including knowledge of when circumstances (personal biases, lack of requisite knowledge, skills, or language fluency) may negatively influence professional practice and adapt accordingly (e.g., obtain needed information, consultation, or supervision, or referring the student to a better qualified professional).
2. Seeks knowledge of the origins, family structure, child-rearing practices, values, beliefs, worldview, language, and interactional style of groups the practitioner encounters in their schools.

3. Demonstrates ability to conduct a valid psychoeducational assessment with students including selecting tools appropriate to the student's characteristics, culture, and background and administering and interpreting assessment information in a culturally sensitive manner.
4. Demonstrates skill in explaining psychoeducational assessment and intervention to parents and students from diverse backgrounds to promote meaningful participation in the process.
5. Identifies areas of social justice strengths and needs in the schools.
6. Advocates for inclusion and equity in the schools.

Internship (PSY 795-796) or Advanced Practicum (890-891) only

7. Develops plans for improving inclusion and equity in the schools or mental health settings.

Research and Evidence-Based Practice (CAEP Use of research and understanding of research methods): *School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for servicedelivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.*

Practicum (PSY 790-791)

1. Demonstrates knowledge of descriptive statistics and psychometrics in explaining test results to parents and others.
2. Assists in the collection or analysis of individual or group data to evaluate the impact on student learning using a variety of measures (e.g., evaluates changes in level, slope, and variability, PND, and effect size).

Internship (PSY 795-796) or Advanced Practicum (890-891) only

3. School psychologists, in collaboration with others, collect, analyze, and interpret program evaluation data in applied settings.
4. Assists in the collection, analysis, or dissemination of evidence-based class-wide, grade-wide, or clinic-wide data to facilitate tiered support of students or clients.

Legal, Ethical, and Professional Practice (CAEP Application of professional dispositions, laws and policies, codes of ethics and professional standards): *School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional*

standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Practicum (PSY 790-791) & Internship PSY 795-796)

1. Demonstrates an awareness and knowledge of the content of ethical codes, professional standards, and law pertinent to the delivery of services.
2. Shows commitment to proactive stance, namely using knowledge of ethical codes, professional standards, and law along with ethical reasoning skills to anticipate and prevent problems from arising.
3. Demonstrates an ability to analyze the ethical and legal dimensions of a situation and ability to reason about ethical issue.
4. Demonstrates knowledge of state and federal rules and regulations regarding identification of students with disabilities.

Internship (PSY 795-796) or Advanced Practicum (PSY 890-891) only

5. Demonstrates awareness of the impact of legislation and systems-level policies and practices can hinder or promote student learning and wellbeing and can identify strategies to advocate for change.

Technology (CAEP Supporting appropriate applications of technology for their field of specialization): *School psychologists demonstrate proficiency in appropriate applications of technology to their field.*

Practicum (PSY 790-791 and 795-796)

1. Uses internet to locate resources pertinent to School Psychology.
2. For students with sensory or motor disabilities, identifies adaptive equipment appropriate to disability.
3. For software programs for assessment, evaluates the technical adequacy of the program.
4. Effectively uses computers to make case management and accountability efforts efficient.
5. Uses appropriate safeguards to ensure electronic transmission and storage of student information.

APPENDIX C

Research Skill Development Through The Thesis and Dissertation

Instructions: Thesis and dissertation chairs complete this form for annual student reviews.

Student Name:

Faculty reviewer:

Year in program:

Current Date:

Circle: Thesis or Dissertation

	Yes	Partially Met	No	Not yet
1. The student has become highly knowledgeable in a particular area of school psychology by conducting a literature review.				
2. The student effectively analyzed and synthesized the extant research literature. <ul style="list-style-type: none"> a. Existing research was critically analyzed by carefully considering the participants, setting, experimental design, results, and conclusions of each study. b. Related studies and findings were synthesized c. Gaps or further questions in the literature were identified. 				
3. The student developed appropriate research questions or hypotheses based on gaps in the extant research literature.				
4. The student designed or chose reliable and valid measurement and observational methods.				
5. The research methods were appropriate to answer the research questions.				
6. The data analysis and presentation of results were appropriate and informative.				
7. The student followed appropriate ethical standards in conducting the research (e.g., participant selection, informed consent, confidentiality, etc.).				
8. The data were interpreted objectively given the constraints of the experimental design.				

Faculty Comments: