

# Purpose of Handbook

This handbook is intended to provide information that will assist students as they progress through the Certification in School Psychology Program at Millersville University (to be referred to as the “Program” in the rest of this document). The student should use the handbook as a companion document to the policies and procedures presented in the Millersville University *College of Graduate & Professional Studies Catalog* and found on the School Psychology Program [website](#). The handbook provides policies and guidelines on a range of subjects for the school psychology student as well as descriptions of various activities and requirements. It is hoped that use of this document will inform the student of the scope of the program, important transition points, and responsibilities towards satisfactory completion of the program requirements.

The handbook is divided into the following sections: Program Overview, Advancement through the Program, Portfolio Process, Pre-Practicum, Practicum, Internship, Recommendation for Certification, Student Assessment, Department of Psychology Ethics and Remediation Policies, and Contact Information.

**\*This document reflects the most current program information and policies effective to date. Please regularly visit our website and other related links for information that pertains to you.**

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## **Program Overview**

The purpose of this overview is to provide the goals of the Certification in School Psychology Program, the general objectives upon which the program is organized, as well as specific competencies students are expected to acquire through the successful completion of the Program requirements. The specific program curriculum and curricular plans are also included.

### **Mission Statement**

The Millersville University School Psychology Certification Program ascribes to a practical ecological model which trains candidates to work effectively with the various systems that support students: the school, the family, and the community. The Program prepares candidates to function as strong advocates for all students by relying on research evidence and incorporating best practices into the training program. Our Program strives to incorporate new knowledge about the most effective practices as it emerges in the ever-changing field of school psychology. The goal of various candidate preparation activities is ultimately to facilitate appropriate student change and prevent school related problems.

### **Program Description**

The Program has received Full Approval status by the National Association of School Psychologists (NASP). It is a 64-semester hour, post- baccalaureate course of study leading to Certification in School Psychology in the Commonwealth of Pennsylvania. Students are provided with a competency-based program which moves sequentially from a strong knowledge base to acquisition of applied skills, and then, to the supervised practicum and internship experiences. Upon successful completion of a specified 43-semester hours of coursework (see *Program Curriculum*) a Master of Science in Psychology is awarded. Following successful completion of the remaining 21 semester hours that includes a practicum and a 1200, full-year internship, students are recommended to the Pennsylvania Department of Education (PDE) for certification as *Educational Specialist I School Psychologist*. Students may transfer into the program after earning a master's degree in Psychology or a related field elsewhere. The Program attempts to accommodate working adults who may desire to complete the bulk of their program on a part-time, evening basis (with the exception of several summer courses and the practicum and internship experiences).

The Program is one of three graduate programs in the Department of Psychology at Millersville University. The other programs are the Clinical Psychology and School Counseling Programs. The Department of Psychology is housed within the School of Education.

The Program has developed a consortium agreement with the Indiana University of Pennsylvania (IUP). If a student who has graduated from the Program is accepted into the Doctoral Program in School Psychology in IUP, coursework successfully completed is credited towards the doctoral degree.

The program faculty members are committed to preparing students to serve a diverse community of learners and systems. The curricular experiences meet and exceed the

requirements of the Pennsylvania School Code Chapter 49-2 Accommodations & Adaptations for Diverse Learners and English Language Learners as specified in the School Psychology Guidelines developed by PDE in collaboration with school psychology training programs in Pennsylvania.

The PDE's site Testing Requirements indicates the following relevant information for school psychology students:

*Educational Specialist candidates with a baccalaureate degree who hold a current and valid Pennsylvania license as a counselor, dental hygienist, psychologist, registered nurse, or social worker can provide a copy of this valid Pennsylvania license as part of their application for the related Pennsylvania Educational Specialist certification area. Holders of these valid appropriate licenses are not required to take any tests to receive the related certification*

### **Objectives, Competencies and Courses with NASP Domains**

The Program has eight objectives that are modeled after the NASP Blueprint III's domains of competence. Over the course of the Program, through coursework, field experiences and on-going supervision, students meet these objectives and the corresponding competencies. Students engage in Portfolio tasks (see *Portfolio Process*) that require them to associate the objectives and competencies with various course requirements and activities.

The expectation is that students will achieve sufficient mastery of the objectives and competencies to enter the field as competent, yet novice, school psychologists. Students should have the expectation that ongoing professional development is necessary to continue to develop their skills.

The Millersville University School Psychology Program follows NASP Standards for Training and Field Experience. Table 1.1 illustrates the connection between the Program's Objectives and the NASP 2010 Domains. Table 1.2 illustrates the connection between the Program courses and NASP 2010 domains, and Table 1.3 shows the connection between the NASP 2010 Domains and the program competencies

**Table 1.1**  
**Program Objectives and NASP 2010 Domains**

<b>Objectives</b>	<b>NASP 2010 Domains</b>
<b>Objective 1:</b> Enhance the development of wellness, resiliency, social skills, and life competencies in youth.	Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills  Domain 6: Preventive and Responsive Services
<b>Objective 2:</b> Enhance the development of cognitive and academic skills in youth.	Domain 3: Interventions and Instructional Support to Develop Academic Skills
<b>Objective 3:</b> Provide leadership in promoting effective and caring systems that support learning.	Domain 5: School-Wide Practices to Promote Learning  Domain 6: Preventive and Responsive Services
<b>Objective 4:</b> Make informed decisions based on data.	Domain 1: Data-Based Decision Making and Accountability  Domain 9: Research and Program Evaluation
<b>Objective 5:</b> Practice in ways that meet all appropriate ethical, professional, and legal standards and with mindfulness of social responsibility in serving others.	Domain 10: Legal, Ethical, and Professional Practice
<b>Objective 6:</b> Apply technology to improve outcomes and support efforts in serving others.	Domain 5: School-Wide Practices to Promote Learning
<b>Objective 7:</b> Be aware of issues of diversity and provide sensitive quality service to diverse populations.	Domain 8: Diversity in Development and Learning
<b>Objective 8:</b> Assist with and monitor the development of those interpersonal and collaborative skills that will enable candidates to work effectively and cooperatively with others.	Domain 2: Consultation and Collaboration  Domain 7: Family–School Collaboration Services

**Table 1.2**  
**NASP 2010 Domains Linked to Courses**

<b>NASP 2010 Domains</b>	<b>Courses</b>
Domain 1: Data-Based Decision Making and Accountability	PSYC 540: Classroom Discipline PSYC 671: Psychological Assessment I PSYC 672: Psychological Assessment II PSYC 675: Behavioral Assessment of Children and Youth PSYC 685: Practicum PSYC 686: Internship
Domain 2: Consultation and Collaboration	PSYC 600: Seminar in School Psychology PSYC 540: Classroom Discipline PSYC 646: Consultation PSYC 685: Practicum PSYC 686: Internship
Domain 3: Interventions and Instructional Support to Develop Academic Skills	PSYC 530: Child Development PSYC 540: Classroom Discipline PSYC 646: Consultation PSYC 672: Psychological Assessment II PSYC 685: Practicum PSYC 686: Internship RDED 621: Foundations of Reading and Writing EDUC 671: Curriculum Development
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	PSYC 530: Child Development PSYC 540: Classroom Discipline PSYC 634: Child Psychopathology PSYC 675: Behavioral Assessment of Children and Youth PSYC 685: Practicum PSYC 686: Internship
Domain 5: School-Wide Practices to Promote Learning	PSYC 600: Seminar in School Psychology PSYC 685: Practicum PSYC 686: Internship EDUC 671: Curriculum Development RDED 621: Foundations of Reading and Writing RDED 623: Diagnosis of Reading Disabilities (under review) SPED 600: Orientation to Special Education SPED 601: Psychological Aspects of Students with Disabilities
Domain 6: Preventive and Responsive Services	PSYC 530: Child Development PSYC 630: Group Process and Personality PSYC 631: Psychotherapy and Intervention PSYC 634: Child Psychopathology PSYC 685: Practicum PSYC 686: Internship
Domain 7: Family–School Collaboration Services	PSYC 530: Child Development PSYC 646: Consultation PSYC 672: Psychological Assessment II PSYC 674: Assessment of English Language Learners PSYC 685: Practicum PSYC 686: Internship
Domain 8: Diversity in Development and Learning	PSYC 600: Seminar in School Psychology PSYC 536 Applications of Biopsychology PSYC 547: Social Psychology PSYC 674: Assessment of English Language Learners PSYC 685: Practicum PSYC 686: Internship SPED 600: Orientation to Special Education SPED 601: Psychological Aspects of Students with Disabilities

<b>NASP 2010 Domains</b>	<b>Courses</b>
Domain 9: Research and Program Evaluation	PSYC 540: Classroom Discipline PSYC 612: Research Design and Statistics PSYC 685: Practicum PSYC 686: Internship
Domain 10: Legal, Ethical, and Professional Practice	PSYC 600: School Psychology Seminar PSYC 685: Practicum PSYC 686: Internship



Table 1.3  
**Millersville University School Psychology Competencies Linked to NASP 2010 Domains**

<p><b>Domain 1:</b> Data-Based Decision Making and Accountability</p>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of a variety of models and methods of assessment and data collection.</li> <li>2. Appropriately selects assessment methods based on individual cases.</li> <li>3. Accurately administers and scores traditional norm-referenced tests. (See Appendix A).</li> <li>4. Uses obtained data to recommend evidence-based and practical interventions for the individual (or program) that are based on strengths and needs identified through the assessment process.</li> </ol>
<p><b>Domain 2:</b> Consultation and Collaboration</p>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of varied models and strategies of consultation.</li> <li>2. Engages in consultative problem solving (i.e., problem identification, problem analysis, plan implementation, plan evaluation) with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes of students.</li> <li>3. Demonstrates ability to effectively communicate in collaborative relationships with families.</li> </ol>
<p><b>Domain 3:</b> Interventions and Instructional Support to Develop Academic Skills</p>	<ol style="list-style-type: none"> <li>1. Identifies appropriate evidence based curricula across tier I, tier II, and tier III.</li> <li>2. Recognizes the impact of biological, cultural, and social influences on students' academic and developmental progress</li> <li>3. Recommends instructional strategies and academic interventions that are evidence based and developmentally appropriate.</li> </ol>
<p><b>Domain 4:</b> Interventions and Mental Health Services to Develop Social and Life Skills</p>	<ol style="list-style-type: none"> <li>1. Recognizes the impact of biological, cultural, and social influences on students' behavior and mental health.</li> <li>2. Identifies appropriate evidence based strategies to promote social-emotional functioning across tier I, tier II, and tier III.</li> <li>3. Recommends behavioral and social-emotional interventions that are evidenced based and promote mental health and learning.</li> <li>4. Recognizes the interplay between behavioral and emotional function and student learning.</li> </ol>
<p><b>Domain 5:</b> School-Wide Practices to Promote Learning</p>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of school organization and administrative structure and follows organizational protocol.</li> <li>2. Uses appropriate technology resources (AIMSweb, DIBELS, SWIS) to assist in assessment and other decision making processes.</li> <li>3. Utilizes the variety of programs, services, and related resources available within the greater school system to promote learning and mental health.</li> </ol>

<p><b>Domain 6:</b> Preventive and Responsive Services</p>	<ol style="list-style-type: none"> <li>1. Recognizes and considers the impact of protective and risk factors found within the school, community, family and child, that impact learning and mental health.</li> <li>2. Recognizes and implements evidence-based interventions to promote wellness and appropriate student behavior.</li> <li>3. Identifies the core elements of academic and behavioral multi-tiered models and practices to promote wellness and prevent problem behaviors.</li> <li>4. Knows evidence-based strategies and district protocols for responding to crisis (e.g., suicide, death, natural disaster, violence, sexual harassment).</li> </ol>
<p><b>Domain 7:</b> Family–School Collaboration Services</p>	<ol style="list-style-type: none"> <li>1. Establishes rapport and effectively communicates with families of diverse backgrounds (culture, language, SES).</li> <li>2. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning.</li> <li>3. Promotes and seeks collaboration and participation between the home and the school.</li> <li>4. Demonstrates knowledge of research related to family variables and subsequent influence on children’s learning and mental health.</li> </ol>
<p><b>Domain 8:</b> Diversity in Development and Learning</p>	<ol style="list-style-type: none"> <li>1. Recognizes individual differences, abilities, disabilities and other diverse student characteristics and their impact on student success.</li> <li>2. Demonstrates knowledge of research related to diversity factors for children, families and schools.</li> <li>3. Applies evidence-based strategies to enhance services and address potential influences related to diversity.</li> <li>4. Establishes rapport and demonstrates cultural competence in their interactions with parents, children, and youth of diverse backgrounds (i.e., modifies behavior and/or comments to facilitate communication).</li> </ol>
<p><b>Domain 9:</b> Research and Program Evaluation</p>	<ol style="list-style-type: none"> <li>1. Provides support for classroom teachers in collecting and analyzing progress monitoring data.</li> <li>2. Collaborates with others to collect, analyze, and interpret systems-level program evaluation data in applied settings.</li> <li>3. Evaluates a cumulative body of research and applies it to practice for effective service delivery.</li> <li>4. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels.</li> <li>5. Uses technology to gather, evaluate, and enhance progress monitoring and communication of information.</li> </ol>
<p><b>Domain 10:</b> Legal, Ethical, and Professional Practice</p>	<ol style="list-style-type: none"> <li>1. Practice is ways that are consistent with existing ethical and professional codes of conduct.</li> <li>2. Adheres to legislation and regulations relevant to general and special education.</li> <li>3. Actively seeks out mentoring and supervision to inform effective practice.</li> <li>4. Formulates a personal plan for professional growth and participates in activities throughout the year.</li> <li>5. Demonstrates sound and professional judgment.</li> </ol>

## Conceptual Framework

The Program is a part of the Professional Education Unit (PEU) at Millersville University whose members include all faculty preparing professional educators, as well as graduate and undergraduate students seeking certification in the professional education areas. A conceptual framework has been adopted by the PEU that has as its vision that all participants will create learning communities of inquiry and action, focus on students and demonstrate exemplary professional practices. Students in the Program are expected to articulate this framework and recognize its relationship to their coursework, activities and development as school psychologists. Table 1.4 links the Program Objectives with the conceptual framework outcomes. Reference to the conceptual framework is made in the Program syllabi.

**Table 1.4  
Program Objectives by Conceptual Framework Outcomes Matrix**

Program Objectives	Conceptual Framework Outcomes						
	Knowledge of Content	Application To Practice	Pedagogical Knowledge	Understanding Students	Assessment of Student Learning	Professional Personal Dispositions	Learning Communities Inquiry/
Enhance the development of wellness, resiliency, social skills, and life competencies in youth.		X				X	
Enhance the development of cognitive and academic skills in youth.		X					
Provide leadership in promoting effective and caring systems that support learning.	X						
Make informed decisions based on data.					X		
Practice in ways that meet all appropriate ethical, professional and legal standards.						X	
Apply technology to improve outcomes and support efforts in serving.			X				
Be aware of issues of diversity and provide sensitive quality service.				X			
Develop interpersonal and collaborative skills to work effectively and cooperatively with others.							X

## **Program Curriculum**

The 64 semester-hour program is made up of 17 content courses, a three-credit Practicum and nine-credit Internship. Students also participate in non-credit Pre-Practicum activities beginning the first semester. Program coursework begins with introductory courses and builds to the full-year internship where students integrate previously learned competencies and knowledge bases to serve children and youth in the schools. The following list includes the coursework grouped by type but not necessarily in chronological order. Students must complete the Core, PSYC 530, 612, and 600, with a grade of “B-” or better in order to take the Core Competency Exam (See *Advancement through the Program: Core Competency Exam*). Courses designated with a (\*) may not be scheduled until the student has passed this exam. Courses designated with (M.S.) must be included in the 43 credit hours that comprise the Masters Degree.

## Course List

### School Psychology Certification in School Psychology

Core (9 credits)		Credits	
PSYC 530	Child Development in the Family System	3	M.S.
PSYC 612	Research Design and Statistics	3	M.S.
PSYC 600	Seminar in School Psychology	3	M.S.
 Skills (6 credits)			
PSYC 630	Group Processes/Personality	3	M.S.
PSYC 631	Psychotherapy/Intervention	3	M.S.
 Skills: Assessment (12 credits)			
PSYC 671*	Psychological Assessment I	3	M.S.
PSYC 672*	Psychological Assessment II	3	
PSYC 675*	Behavioral Assessment of Children and Youth	3	M.S.
PSYC 674 *	Assessment of English Language Learners	3	
 Skills: Intervention (9 credits)			
PSYC 540	Classroom Discipline and Modification of Problem Behavior	3	
PSYC 634*	Child Psychopathology and Intervention	4	M.S.
PSYC 646*	Consultation	3	
 Educational Foundations (3 credits) select one:			
SPEd 600	Orientation to Special Education	3	
SPEd 601	Psychological Aspects of Students with Disabilities	3	
 Related Courses (12 credits)			
PSYC 536	Applications of Biopsychology	3	
PSYC 547	Applied Social Psychology	3	
RDED 621	Foundations of Reading and Writing	3	
RDED 623	Diagnosis of Reading Disabilities	3	
EDUC 671	Curriculum Development	3	
 Elective (UNDER REVIEW)			
SCCN 630	Multicultural Counseling	3	
 Field Experiences (12 credits)			
PSYC 685	Practicum in School Psychology	3	
PSYC 686	Internship in School Psychology	9	

\* Students must successfully pass the core courses with a “B-“ or better and pass the CCEs in order to register for these courses.

The Program is designed to allow students to progress full-time (three courses per semester) or part-time (minimum of two courses per semester recommended). Full-time students can complete the program in three years, inclusive of the full-year internship. Part-time students may take four years to complete the program, depending on their course load each semester. Some courses are offered several times a year (e.g., PSYC 530, PSYC 671, etc.) while others only once a year. Using the Advisor Record and schedules (samples listed below), students meet with their advisors at the outset of the Program and develop a plan (Student Flow Chart) that will allow timely completion. Students should be mindful of the Graduate Studies policy that students must complete a minimum of two-thirds of their graduate degree or certification program at Millersville University in order to meet residency requirements (*College of Graduate & Professional Studies Catalog*, p.14).

The schedules listed below are samples of how to complete the Program on a full-time or part-time basis. Courses listed in bold face must be taken during the designated semester in order to complete the Program in the timeline desired. There is some flexibility in scheduling the remaining courses that depends on course schedules and meeting of prerequisites. The advisor assists the student in making those scheduling decisions.

**Full-Time Schedule  
(Three courses per semester)**

	Fall	Spring	Summer (Preferred)	Summer (Alternate)
Year 1:	<b>PSYC 530</b>	PSYC 630	RDED 623/621	PSYC 547
	<b>PSYC 612</b>	PSYC 631	PSYC 634	PSYC 634
	<b>PSYC 600</b>	PSYC 536	SPED 601	SPED 601
Year 2:	PSYC 671	<b>PSYC 672</b>	<b>PSYC 547</b>	RDED 623/621
	<b>PSYC 540</b>	<b>PSYC 675</b>	EDUC 671	EDUC 671
	<b>PSYC 646</b>	<b>PSYC 685</b>	PSYC 674	PSYC 674
Year 3:	<b>PSYC 686</b>	<b>PSYC 686</b>		

**Part-Time  
(Two courses per semester)**

	Fall	Spring	Summer (Preferred)	Summer (Alternate)
Year 1:	PSYC 530	PSYC 612	PSYC 631	
	<b>PSYC 600</b>	PSYC 630	SPED 601	
Year 2:	PSYC 671	PSYC 536	PSYC 634	
	PSYC 540	<b>PSYC 672</b>	PSYC 547	
Year 3:	PSYC 646	<b>PSYC 675</b>	EDUC 671	
	RDED 623/621	<b>PSYC 685</b>	PSYC 674	
Year 4:	<b>PSYC 686</b>	<b>PSYC 686</b>		

## Professional Dispositions

Successful practice as a school psychologist requires not only the demonstration of knowledge and skills, but also values, beliefs and attitudes, i.e., dispositions, which supports effective delivery of services. Through the *Professional Disposition Checklist*, Program faculty members regularly evaluate and provide feedback to students on the following:

1. Follows appropriate channels of communication
2. Abides by FERPA (Family Educational Rights and Privacy Act)
3. Writes and speaks to easily understood by multiple audiences
4. Conveys professional tone
5. Listen carefully and actively
6. Exhibits enthusiasm about the profession
7. Self-regulates and modifies professional behavior based upon feedback
8. Shows involvement with professional organizations, publications, and activities
9. Participates consistently and appropriately
10. Understands and respects diversity
11. Respectfully interacts with school students, educational personnel, and families
12. Works collaboratively with other colleagues, university, and field supervisors
13. Completes high quality products in a timely manner
14. Adapts and is flexible to change
15. Displays excellent interpersonal skills
16. Maintains professional appearance
17. Displays initiative and reflective judgment
18. Provides leadership and problem solving
19. Adheres to Professional Codes of Ethics of MU, NASP, and APA
20. Presents data honestly
21. Follows organizational protocol

In the following sections, students will be guided through program requirements, timelines, and contact information. The section, *Advancement through the Program*, provides an overview and timeline of the activities and requirements that students need to engage in to make satisfactory progress towards certification. In the section entitled, *Portfolio Process*, students are instructed in development of the portfolio that will help them integrate program experiences. Field experiences are detailed in the *Pre-Practicum, Practicum, and Internship* sections. While enrolled in the Program, students are engaged in formative and summative assessments as described in *Student Assessment*. During the last phase of the program, students apply for certification that is detailed in *Recommendation for Certification*. The handbook continues with information concerning the department's ethics policy and procedures for remediation planning. The handbook concludes with a listing of important contact information.



# Advancement through the Program

Successful navigation towards the goal of certification requires the student to be mindful of course sequence, required activities and other program characteristics designed to provide the students with a carefully designed set of learning experiences. This section of handbook focuses on important activities that students must engage in before embarking on the culminating experience of the full-year internship. It begins with an overview of admission requirements, a discussion of the role of advisement, reviews required meetings, introduces the Portfolio process and reviews other important transition points. Relevant documents for each activity will be highlighted.

## Admission Requirements

Entrance into the Program is guided by the policies of the Millersville University's Graduate College and Professional Studies but also includes additional requirements. The Graduate Catalog governing all the graduate programs at the university states the following:

*Admission to a graduate program is granted without regard to race, color, national origin, sex or religious creed, but with regard to ability reflected in a record sufficiently strong to support confidence that the applicant can participate effectively in the graduate community and creditably complete the program of study for which the application is made. (p12).*

Applicants must also have earned a bachelor's degree from a regionally accredited four-year college or university and must have achieved at least a 2.75 undergraduate grade point average in all course work attempted. The university also requires official copies of undergraduate and if relevant, graduate transcripts, three letters of recommendations written by professors or others capable of assessing the applicants potential for success, a written statement of academic and professional goals, and an official score report from the appropriate standardized test.

The Department of Psychology and the Program further expands upon these requirements. Applicants to the Program must have 18 undergraduate semester hours in psychology and have taken the general Graduate Record Examination scoring within the 40<sup>th</sup> percentile on the verbal, quantitative, and analytical writing components. Applicants who earn below the minimum GREs or the undergraduate grade point average are required to write a letter of explanation to the Psychology Department Graduate Program Coordinator. The Program faculty members interview all eligible applicants in both a group and individual format. The interviews are considered an essential component to the decision –making process as it gives the program faculty an opportunity to delve deeper into the information contained in the application packet and to observe skills that are essential for students to successfully complete the Program.

Decisions about admission are made based on how well a candidate meets the admission requirements. The Program does not have a cap for enrollment; however, cohorts average around fifteen to twenty students.

## Advisement

The advisor/advisee relationship is an important and valuable aspect of graduate training. Course selection, possible deficiencies in preparation, adjustment to graduate life, clinical competency, administrative paperwork and red tape, personal issues, etc. are all concerns with which the advisor can be helpful.

Upon notification of admission to the program, the student will be asked to return a form indicating his or her acceptance of our offer of admission. Before registering for courses, the student must contact his or her advisor, the name of whom appears in the letter of acceptance. In consultation with the advisor, the student plans a first semester course schedule and a tentative plan for the entire program. Students may take up to three courses each semester; the three Core courses (see *Course List*) should be scheduled at the beginning of the Program as they lay the foundation for later coursework. One of these courses, PSYC 600, *Seminar in School Psychology*, should be taken during the first Fall semester in which the student is enrolled.

Students enter our program with various levels of relevant graduate coursework. Students who have completed previous graduate coursework may request a transcript review with the School Psychology Program Coordinator. Students should present documentation (e.g., syllabi, course projects, texts) of the types of competencies covered in the coursework and a determination will be made whether substitutions can be made and the *Course Transfer/Negotiation Substitution Form* is completed. Documents can be found on the School Psychology website under “Portfolio.”

### New Graduate Student Orientation

An orientation for new students across the graduate programs in Psychology is held annually in September. New and prospective students meet the graduate faculty and a specific period is devoted to the School Psychology program. Enrolled students are informed of the meeting by mail.

### Registration

Students should enroll in classes as determined through consultation with their advisor. Students access the graduate schedule of classes online through the Registrar’s Office webpage. Students use MAX, an online registration system, to register for classes. When registering, students should attend to possible enrollment restrictions as listed in a specific course as found in the schedule of classes and *Graduate Student Catalog*.

### ACT 34, ACT 151, FBI Clearances, Tuberculosis (TB) Test

The federal government requires all individuals who come in contact with agencies that serve children to have both a criminal record check and child abuse history check. Students are required to request an Act 34, *Request for Criminal Record Check* and *Act 151 Child Abuse History Clearance* yearly, and **prior to the start of their first semester**. These clearances take three to four weeks once the application is received by the regulating body. Students are required to perform the additional check of a FBI Fingerprint Card which takes approximately ten weeks to process. (See *Criminal Record Check-Child Abuse History Checklist* handout for contact information.) Students are required to register clearances with the Field Services Office in Stayer Hall. A TB test can be obtained through the University Health Center or the student’s private

physician. New students are required take a TB test upon entering the program and before the start of the first semester. This test is required yearly before the start of the fall semester.

## **Criminal Record Check-Child Abuse History Checklist**

### **Professional Associations**

Important information and services are provided by several school psychology associations at both the national and state level. Students are required to belong to one or more associations. The National Association of School Psychologists (NASP) and the Division of School Psychology in the American Psychological Association (Division 16) are national organizations that provide relevant information and advocate for school psychology at the national level. At the state level, important advocacy work and professional development opportunities are provided by the Pennsylvania Psychological Association and the Association of School Psychologists of Pennsylvania. Students are eligible for discounted memberships.

### **Liability Insurance**

Students are required to obtain liability insurance when they are enrolled in the program, **prior to the start of the first semester**. Insurance is purchased once an academic year and covers the student for that period. For example, insurance purchased in the Fall semester, considered the first semester of the academic year, would cover the student for all skills courses taken that semester, and the subsequent Spring and Summers semesters. Students typically purchase liability insurance through:

American Professional Agency, Inc.  
95 Broadway  
Amityville, NY 11701, (800) 421-6694  
<https://www.americanprofessional.com/>

## **Prior to Field Experience**

### **Portfolio Process**

Progress towards Certification in School Psychology involves completing coursework and relevant experiences. In order to organize the breadth of activities in the context of the goals of the Program and to provide feedback to students and program faculty, students engage in a Portfolio Process through the internship year. Students are directly taught this process during their first semester in PSYC 600, *Seminar in School Psychology*.

### **Portfolio Review Meeting**

All students turn in their Portfolios to their academic advisor, on the 5<sup>th</sup> Tuesday of each semester. Students attend a meeting on the 6<sup>th</sup> Tuesday each semester where their portfolios are returned following evaluation by a Program faculty member.

### **Pre-Practicum Activities**

Beginning with the first semester, students are expected to engage in out-of-classroom activities that are intended to broaden their knowledge of school systems, education personnel, community resources and additional information relevant for work in the schools.

## **Core Competency Exams**

Following completion of the three Core courses, PSYC 530: *Child Development in the Family System*, PSYC 612: *Research Design and Statistical Analysis*, and PSYC 600: *Seminar in School Psychology* students are evaluated on their skills in applying their knowledge through answering an integrated question for each course. The Core Competency Exam (CCE) is given three times a year on a Saturday morning at the end of the semester following the completion of their third core course. Currently, the tests are given on the first Saturday on or after January 4<sup>th</sup>, Saturday after spring commencement, and late August. Students should contact the psychology office for specific dates and times. An hour is given for each question and all three questions are taken at one sitting. Students must register for the CCE during the semester in which they anticipate completing the Core courses. Students must take and successfully pass the CCE before enrolling in courses that have CCE completion as a prerequisite. Students in the School Psychology program who have completed graduate coursework at another institution will take the CCE for Core courses completed at Millersville University.

In the event of a failure of one or more CCE sections, students must retake the failed section(s) immediately during the next administration of the CCE. For the first retake (second attempt), the student will meet with both faculty member scorers to gather information about deficiencies in the response. The student will compose a letter describing plans for mastering the material and address it to the Program Director. Subsequent failures will be addressed on a case-by-case basis. Significant remediation may be required and may include: retaking a course, not registering for a semester to allow for preparation, or sitting in the course. A second retake (third attempt) is not guaranteed, and if taken, will be the student's final opportunity.

## **Advancement to Degree Candidacy**

Students who enter the program without a Master's Degree in Psychology or a related field must be advanced to degree candidacy after completion of required coursework, passing of the CCE and review by the Department Graduate Committee. Students must meet the following requirements:

1. Pass all with a "B-" or better.
2. Pass the Core Competency Exam.
3. Receive a satisfactory evaluation from the Department Graduate Committee.

The School Psychology Program Coordinator informs the office of the College of Graduate & Professional Studies when students successfully meet these requirements.

## **Application for the Master of Science Degree**

For students to earn a Master's Degree in Psychology, they must have been advanced to degree candidacy and have completed 43-semester hours of required graduate classes that include the following eight psychology courses: 530, 612, 600, 630, 631, 634, 671, and 675. Students complete an Application for Graduation form available in the Department office or from the College of Graduate & Professional Studies, obtain the signatures of their advisor and School Psychology Program Coordinator, and submit the completed form to the Graduate Studies Office. Forms must be submitted by the deadline listed on the Registrar's webpage during the semester in which the degree is to be conferred.

## Field Experiences

### Practicum

In anticipation of the year-long internship, students must complete a 120-hour practicum in the schools. Typically students enroll in PSYC 685, *Practicum in School Psychology*, during the Spring semester that immediately proceeds the internship year. Prior to practicum, students must have completed or currently be enrolled in the following seven psychology courses: 540, 631, 646, 671, 672 & Behv. Students are asked to complete a Practicum Application which is due the 3<sup>rd</sup> week of the semester prior to going on practicum. Practicum placements are arranged by the Field Services Office in the School of Education and **students are not to seek their own placements**. Students will be informed of their placements by the Field Services Office. Students are required to attend a practicum class bi-monthly at the University during the semester in which they are enrolled in PSYC 685. Further information is found in the PSYC 685 syllabus and related documents.

In order to ensure that students have the requisite skills and dispositions to engage in the practicum field experience, the School Psychology faculty and Graduate Committee meet monthly in order to review student progress and readiness for practicum experience. Students deemed not recommended for practicum may be required to engage in a remediation program to ready them for the practicum experience.

### Internship

Students are required to complete a 1200 (minimum) hour internship in a school setting as the capstone experience. Typically students complete this experience serving as a full-time intern for the entire school district year. Many but not all of the internships are paid, with stipends typically ranging from \$5,000 to \$15,000. As most students begin their internship in late August (corresponding to the school district calendar), their pursuit of an internship placement begins no later than the beginning of the preceding Spring semester. Students should first consider the approved recommended internship sites as found in the Approved Directory of Internships posted online and check the School Psychology bulletin board for updates. If a student wishes to contact an internship site that is either: non-local, unpaid, or not included in the directory or on the bulletin board, he or she **MUST** first consult with the school psychology faculty member(s) in charge of internships before entering into contract with that site. Internships that are unpaid and/or not local will only be considered for approval under extenuating circumstances. The internships are competitive and students are interviewed at the field sites during the Spring semester. In choosing an internship site, students should keep in mind the requirement of university-based supervision that occurs bi-monthly. Students who choose internship sites that preclude making these meetings due to distance must arrange alternate university supervision.

Students register for PSYC 686, *Internship in School Psychology*, during the Spring semester prior to the full year internship. Nine credits are assigned to PSYC 686 and students register for a portion of that credit amount in the Fall ranging from 3 credits to 9 credits with the remainder taken in the Spring semester. Those students who enroll for the full 9 credits in Fall earn an Incomplete for that semester until all the requirements of the course are completed through the Spring semester.)

## FORMS AND DOCUMENTS

### Advancement through the Program

#### **Criminal Record Check, Child Abuse History Checklist, Fingerprinting**

Students are required to obtain clearances immediately upon entrance into the program. Validated copies of these clearances are required to be in your School Psychology Portfolio at the time of your Portfolio Review, the fifth week of the semester. You must give copies of your FBI, Child Abuse, Criminal Record Check, and TB test clearances to the Field Services office in Stayer Hall within your first semester of entering the program.

#### **Act 34, Request for Criminal Record Check (Form SP4-164), State Police**

Request background check electronically through: <https://epatch.state.pa.us/Home.jsp>

Have credit card and printer available.

Processing time – approximately four weeks.

#### **Act 151, Child Abuse History Clearance (Form CY-113), PA Department of Public Welfare**

Download from:

<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/DPWchildabuse.pdf>

Print legibly in black or blue ink, or type.

Use your permanent address.

“Purpose of Clearance” – Check “*School Employment*”

Fee- \$10.00 **money order**, Payable to “Department of Public Welfare.”

Processing time- approximately three weeks

#### **FBI Fingerprinting**

Visit <http://www.pa.cogentid.com/index.htm> to register.

Click on *Department of Education*.

Click *Register Online* and follow remaining instructions. (Have a credit card available for payment).

Find a “Printing” Location close to you and its hours. Be sure to bring all necessary forms and information to the fingerprinting site.

Processing time- approximately 10 weeks.

#### **TB Test**

Obtain a TB test through the University Health Center or your private physician. New students are required take a TB test upon entering the program and before the start of the first semester. This test is required yearly before the start of the fall semester.

# The Portfolio Process

The School Psychology Certification Program consists of a comprehensive sequence of experiences and courses designed to develop the knowledge base, student competencies and professional dispositions needed to become an effective school psychologist. The *Portfolio Process* involves the collection of materials, reflections, and evaluations to document the acquisition of these competencies and dispositions as well as serve as an aid in advisement and feedback to the student. Students engage in this process beginning with entrance into the program until they are ready to enter their final field experience, internship. Information and forms are available on the School Psychology website.

## Understanding the Portfolio

The Portfolio serves several purposes: (1) helping students understand how student activities are linked to the Program objectives, (2) assisting student advisement, (3) monitoring student acquisition of skills and competencies and (4) illustrating professional growth and accomplishments to prospective employers.

### Getting the Big Picture

It is the hope of the Program Faculty that as students emerge through the Program they develop “big pictures” that will guide their behaviors and activities as school psychologists. Through repeated exposure in various formats to the concepts found in the *Objectives*, *Competencies*, *Conceptual Framework* and *Professional Dispositions*, it is believed that the student will integrate experiences and form a professional identity as a school psychologist. The Portfolio requires students to match their specific work samples and reflections of activities to the Program’s objectives and competencies, assisting them in the integration of these guiding principles.

### Assisting in Student Advisement

Careful record keeping and ongoing review of plans allows the student to make sound educational decisions concerning their progress through the program. The Portfolio contains sections key to advisement.

### Monitoring Skill Acquisition

The Program Faculty believes that careful monitoring of the development of student competencies and dispositions and acquisition of knowledge of the objectives and a conceptual framework is beneficial to student personal and professional growth. Towards the goal of monitoring skill development, students will include examples of evaluations:

## Types

Grades/Ratings

Reflection and application

## Examples

Grades for courses; graded work samples;  
Graded case studies; Portfolio evaluation.

Pre-practicum entries; completion of  
Objectives and Student  
Competencies Matrices

### **Demonstrating Accomplishment to Prospective Employers**

The Portfolio includes valuable information that will be of interest to prospective employers of school psychologists. In addition to seeing the objectives and competencies emphasized by the program, the Portfolio contains actual work samples that are relevant to the performance as a school psychologist. A well-organized document may also convey positive work habits.

### **Components**

The following areas are addressed by the Portfolio:

Advisement. The Portfolio includes materials to assist the student and the advisor in planning the program, course sequences and registrations. Current information forms must be maintained (addresses, phone numbers, e-mails addresses, grades, program modifications, placements, etc.).

Work Samples. Selected graded work samples from specified courses must be included in the *Portfolio*.

Pre-Practicum Activities. Several activities, known as the Pre-Practicum are designed to familiarize the student with the culture of schools and communities, the roles that school personnel assume, and the context in which school psychologists function. The Pre-practicum must be completed prior to enrolling in Practicum (Psychology 685). Students write a short description of the experiences and include reflection and critical commentary for each of the specified activities. These Pre-Practicum entries are reviewed by the student's advisor during the 5<sup>th</sup> week of each semester when Portfolios are submitted.

Objectives. Students must indicate which pre-practicum activity and/or work sample has helped them understand or meet each Objective. The purpose of this matrix exercise is to help students to think about their experiences and how they have facilitated understanding of the Objectives. Pre-practicum activities and/or work samples may be listed several times or not at all depending upon student judgment.

Student Competencies Matrices. Students must indicate which pre-practicum activity and/or work sample has helped them understand or meet each Student Competency. The purpose of the matrix exercise is to enable students to think about their experiences and how they have facilitated understanding of the Student Competencies. Pre-practicum activities and/or work samples may be listed several times or not at all depending on student judgment.



## **Portfolio Review**

Students submit the portfolio to their academic advisor on the 5<sup>th</sup> Tuesday of the Fall and the Spring semesters each semester of enrollment in the Program until the internship year (Psychology 686: Internship in School Psychology). Students attend the Portfolio Review meeting on the 6<sup>th</sup> week of the Fall and the Spring semesters during which the graded Portfolio will be returned and students meet with the School Psychology Faculty and Internship students.

## **Establishing the Portfolio**

This section will instruct students on how to assemble the Portfolio. Each section will be described along with the appropriate forms and materials that will be placed in each section.

Students need to purchase a large, hard cover three-ring binder and several file dividers. Using the handouts and file dividers, students should organize the Portfolio as follows:

Student Information Page  
Table of Contents and Checklist

### **DIVIDER 1: Portfolio Process**

Process Description  
Objectives, Competencies, Domains Table  
Professional Dispositions  
Clearances

### **DIVIDER 2: Evaluation Forms**

Student Portfolio Evaluation  
Professional Dispositions Checklist

### **DIVIDER 3: Matrices**

Objectives and Activities Matrix  
Self-Evaluation: Objectives  
Self-Evaluation: Competencies

### **DIVIDER 4: Pre-Practicum**

Syllabus  
Activities Checklist  
    Commentary/Summary of Activities  
    Day with School Psychologist  
    Board Meeting  
    Full Day Workshop  
    Technology Application  
    Diversity Lecture

## **DIVIDER 5: Advisement**

Advisor Record  
Student Program Plan Flow Chart  
Documentation for Master's Degree Plus  
Course Transfer/Negotiation/Substitution Form  
Respecialization Documentation

## **DIVIDER 6: Work Samples**

List of Work Samples /Actual Work Samples/Reports/etc.

Psyc 600  
Psyc 540  
Psyc 671  
Psyc 672  
Psyc 675  
Psyc 674  
Psyc 646  
Psyc 634  
Psyc 685  
Psyc 686

## **Maintaining the Portfolio**

Once the student has set up the Portfolio binder with the appropriate dividers, he or she may begin to complete and place relevant materials into the appropriate sections. The following section provides specific information to guide students about the inclusion of appropriate information and completion of the necessary matrices.

### **Collecting Forms and Documents**

Students access Portfolio forms and documents in PSYC 600, *Seminar in School Psychology*. These forms and documents are also found on the School Psychology website. Other documents to be placed in the binder are generated as part of course work (work samples) or are associated with pre-practicum (logs and commentaries). Work samples placed in the Portfolio should be the originals with evaluator comments.

### **Completing the Matrices:**

Prior to going on to practicum a primary activity for students is the completion of two matrices (1) *Objectives: Activities* and (2) *Student Competencies Matrix: Activities*. Students match collected work samples and their pre-practicum activities with the objectives and competencies in the following manner:

Students collect the specified work samples and the log entries/commentary for each pre-practicum activity as soon as they complete them and insert them in the appropriate section of the binder. Using the Objectives, each work sample and pre-practicum activity is then listed next to the objective(s) that was better understood because of that particular activity. Work samples and pre-practicum activities may be listed several times or not at all according to student judgment.

Example (Work Sample): The student believes that the paper completed on the roles and competencies of the school psychologist (Psychology 600) addressed the objective pertaining to multiculturalism. The student writes “PSYC 600 Paper” next to that objective under the “Activities” column of the *Objectives: Activities*.

The student repeats this process to complete the *Student Competencies matrices*, linking the competency (competencies) with the work sample and pre-practicum activities that helped the student gain that skill or competency. Work samples and pre-practicum activities may be listed with several competencies or not at all according to student judgment

Example (Pre-practicum activity): The student believes that an interview with a school administrator addressed the competency of establishing rapport with administrators and school personnel. The student writes “Visit to School Administrator” next to that competency under the “Activities” column of the *Student Competencies Matrix: Activities*.

## Pre-Practicum Overview

Beginning with their first semester in the Program, students are expected to engage in out-of-classroom activities that are intended to broaden their knowledge of educational systems, community resources and additional information relevant for work in the schools. Students do not register for a specific course to begin these activities but use the relevant documents contained in the portfolio to guide them in successful completion and documentation of guidelines. Information and forms are available on the School Psychology website.

The Pre-Practicum is comprised of five activities including shadowing of school psychologists in different settings and attending professional conferences and lectures. In a concise but thorough manner, students document each activity in a type-written commentary that includes the date, event or person visited, and observations. The statement should indicate not only what the student observes, but also include a critical analysis, i.e., opinions and reflections about what was observed. Students should relate their reflections as well as the perspectives of individuals interviewed about the role of the school psychologist. These activities are especially geared towards the development of Program competencies 9 (understanding how systems work which the students learn) and 14 (practicing ethically as school psychologists).

Students place the typed-written commentaries in the appropriate section of their Portfolio along with the *Pre-Practicum Activities Checklist* which is updated after each activity. When students turn in their Portfolios each semester, their advisor will review the commentaries and initial the checklist. These commentaries will serve as one of the bases for evaluating the Portfolio.

### **Important!**

**Pre-Practicum activities must be completed and initialed by the advisor prior to the first day of class in PSYC 685, *Practicum in School Psychology*.**

## Practicum Overview

The Practicum is a 120-hour, 3-semester hour field experience in the schools where students begin to engage in the activities of school psychologist under the supervision of both university and field supervisors just prior to beginning the internship. Information and forms are available on the School Psychology website.

Students need to apply for Practicum by the 3<sup>rd</sup> week of the Fall semester prior to Practicum to alert the faculty of their intention to engage in this activity (*Application for Practicum Field Experience*). For a Practicum application to be considered complete, students must have submitted all clearances to the Field Services office. The Field Services Office will assign Practicum placements to all students. Following a satisfactory review (all pre-practicum activities completed, no course incompletes, and no dispositional issues), students may register for PSYC 685, *Practicum in School Psychology*.

Once a practicum setting is determined, the student presents the Field Supervisor with the *Agreement for Practicum*. These forms are signed by both the student and the field supervisor and handed in during the first university supervision class. Guidelines for Practicum supervisors and the Practicum Agreement are sent by the School of Education Field Services Coordinator to the districts upon their agreement to take a practicum student.

The syllabus for PSYC 685, *Practicum in School Psychology Course Plan*, provides a detailed account of the objectives and requirements of this experience. Students are required to perform a case study to be reviewed by the University Supervisor. The documents *Case Study Guidelines* and *Case Study Grading Rubric* support the completion of this activity.

Students are also expected to keep a binder known as the Practicum Resource Binder which contains a quantitative account of their practicum activities as well as a collection of sample of student work, and resources obtained in Practicum. Following the guidelines set out in the syllabus students record the number of hours they spend in the various Practicum activities using the *Activity Log for Practicum*.

Several evaluation measures provide feedback about the Practicum performance. The University Supervisor provides specific feedback to the student about the case study (*Case Study Grading Rubric*) and the quality of the Practicum Resource Binder, (*Evaluation Criteria for Practicum Resource Binder*). The Field Supervisor evaluates the student on dispositions and competencies twice during the practicum (*Evaluation of Practicum Student by Field Supervisor*). Students complete a self-assessment of their acquisition of skills and knowledge base to have met the Program's Objectives and Student Competencies (*Self-Evaluation by Practicum Student*). These assessments are used to help students determine a plan for internship which specifically targets the competencies and objectives that need further development (*Internship Student Plan*). The completed plan is signed by the student, University Supervisor, and eventual internship Field Supervisor.

## Internship Overview

The Internship is a 1200 (minimum) hour, nine-semester-hour field experience that encompasses an entire school year and is the culminating experience for students in the Program. This section reviews the procedures for securing an internship, lists the forms and documents needed to complete the Internship experience, and describes other activities that students complete while in their internship year. Information and forms are available on the School Psychology website.

Working anywhere from a semester to a full year ahead with the University Supervisor for Field Experiences, students arrange an internship placement. Placement sites are posted on the School Psychology Bulletin Board (outside Rm. 118, Byerly) and on the School Psychology website. Internships in addition to these will require approval from the department. Students should be aware that the certification application process and certification requirements may vary with out-of-state internships. Following a satisfactory review by Program faculty, students are permitted to register for PSYC 686, *Internship Seminar in School Psychology*. Students are required to have professional liability insurance throughout their internship placement. Various scheduling options are possible which may be considered for financial or other personal reasons.

Option 1: Students may enroll for nine credits in the Fall semester and be given a grade of “Incomplete” until the internship is completed at the conclusion of the Spring semester. At that time the grade of “Incomplete” will be changed to the appropriate letter grade.

Option 2: Students may split the 9 credits into any workable combination (e.g., Fall-5 credits, Spring-4 credits; Fall-3 credits, Spring-6 credits, etc.). A grade is earned for each semester enrolled.

Option 3: Instead of serving a year-long, full-time internship, students may opt to serve a half-time internship over the course of two consecutive years.

Once the internship placement is determined, the student presents the Field Supervisor with the *Agreement for Internship (Part I: General Conditions, and Part II: Activities Checklist)*. These forms are signed by both the student and the Field Supervisor and handed in during the first university supervision class. Field Supervisors are provided with *Guidelines for Internship Field Supervisors*.

The syllabus for the Internship, *Psychology 686: Internship Seminar in School Psychology*, provides a detailed account of the objectives and requirements of this experience. Students are required to attend a bi-monthly meeting at Millersville University with their fellow interns and University Supervisor. Students complete multi-tiered intervention projects, including a case study to be reviewed by the University Supervisor, using available guidelines and rubrics for Tier I, Tier 2 and Tier 3 intervention projects.

Students are also expected to keep a binder known as the Internship Journal which contains a quantitative account of their field experience activities. Students record the number of hours they spend in the various Internship activities using the Excel Internship Log. Contained within the Journal are also samples of student products, internship plans, and field and university evaluations.

Several evaluation measures provide feedback about the Internship experience. The University Supervisor provides specific feedback to the student about the course projects (Tier I, II, III Grading rubrics) and the quality of the Internship Log (*Evaluation Criteria for Internship Journal*). The Field Supervisor evaluates the student on dispositions and competencies twice during the internship (*School Psychology Internship Evaluation*). Students also complete an evaluation of the field supervision experience which is turned into the University Supervisor (*Student Evaluation of Supervisor*).

In addition to activities directly related to their internship, students must have completed other activities during their internship year in order to be recommended for certification to the Pennsylvania Department of Education (PDE). These include:

1. Taking the School Psychology Praxis Exam ( required by PDE and the National Association of School Psychologist for NCSP, national certification )
2. Completing the online Certification application available through PDE website in the TIMs (Teacher Information Management System) <https://www.education.pa.gov/Educators/Certification/Application/Pages/default.aspx>
3. Scheduling Exit Assessment Interview with the University Supervisor.
4. Completing the Exit Survey.

# Student Assessment

The Millersville University graduate faculty members have an ethical obligation to monitor the skills and competencies of future mental health professionals both on an objective as well as a subjective level. The School Psychology Program has an ethical responsibility to the larger society to protect the public welfare by graduating competent students qualified to do as entry-level school psychologists. The Program faculty members are committed to developing competent school psychologists who will possess the technical and interpersonal skills to be an asset in their work settings.

Student progress in the Program is carefully monitored with multiple points of assessment including both internal and external reviews. At designated points in the Program, the competence levels of students are reviewed and decisions are made about the readiness of the student to proceed to the next level of training.

The following section reviews specific information about grading policies, Program examinations and reviews and external evaluations. Student and faculty responsibilities are described.

## Internal Performance Review

### Course Grades

The first method of evaluation is the course grade. In content courses, grades are determined by the student's ability to demonstrate to the instructor's satisfaction that the subject has been mastered. In addition, several courses are skill-oriented; grades are based not only on mastery of academic content, but also on the instructor's evaluation of the student's demonstration of appropriate clinical skills and professional dispositions. Satisfactory grades fall within the range of A to B-; specific details for requirements to earn the grades are outlined in each course syllabus. Students are required to maintain a GPA of 3.0. The reader is referred to the Graduate Studies Catalog for university policies concerning grades.

In order to identify students who may be experiencing academic difficulties, the Department of Psychology Graduate Committee convenes monthly to discuss student concerns. The committee is composed of Program faculty and other department faculty members who teach students in the psychology graduate programs. For students identified as experiencing academic difficulties, a plan is developed, and the student's advisor and other faculty members as appropriate are assigned to work with the student.

Grades of C. If a student receives a grade of "C+" or below, that student is automatically placed on departmental probation, and the student's overall performance is reviewed by the graduate faculty. A student receiving a grade of "C" should first have a conference with the instructor who gave the grade. The purpose of this conference is to reach an understanding of the reasons behind the "C" grade. Additionally, the student is required to write a letter to the School Psychology Program Coordinator indicating (a) the student's perception of the problems (s) that led to his/her poor grade, and (b) what he/she intends to do to correct those problems and prevent recurrence. A remediation plan will then be developed by the Graduate Committee. If the grade of C+ or below is received in one of the Core Courses (PSYC 530, 600, 612) or skills courses



(PSYC 540, 634, 646, 671, 672, and 675) the course must be retaken with an earned grade of “B-” or better. If the student receives a second “C,” the student is subject to dismissal from the Department following review by the Graduate Committee. (Please refer to *Ethical Guidelines* for more information.)

Grades of Incomplete. A grade of “incomplete” will be given only to provide the student with the opportunity to complete unfinished work. Students will be informed in advance, if at all possible, about the pending grade of “incomplete.” A mutually acceptable written agreement between the instructor and the student receiving the grade must be created to specify the deadline to complete the requirements, content of the requirements and default grade in the event that requirements are not met by deadline.

Grades of “F.” A grade of “F” will be given to any student found guilty of plagiarism or other academic dishonesty. Students who receive an “F” in any course in the Program may be dismissed from the Department. Additionally, an incomplete (I) grade when not completed within the prescribed time period also reverts to a grade of “F.” Students who earn an “F” in any course must contact their advisor immediately to determine future action.

### **Core Competency Exam**

Students sit for the Core Competency Exam (CCE) in all three Core Courses, PSYC 530, 612, and 600. Each student must take the relevant CCE at the end of the semester following the successful completion of each appropriate core course. The exams reflect content specific to the course. Students in the School Psychology program who have completed graduate coursework at another institution will take the CCE for Core courses completed at Millersville University. The tests are given on the first Saturday on or after January 4th, Saturday after spring commencement, and late August. One hour is given for each question. This assessment provides feedback to the individual and faculty about the student’s ability to integrate information from the foundation courses. The student’s responses to three essay questions, one for each Core course, are evaluated by two faculty members who are blind to the identity of the student. Each question is evaluated as Honors, Pass or Fail. For the semester in which the third/final CCE is taken, students may enroll in advanced courses that have CCE completion as a prerequisite. However, students are limited to no more than 27 completed credits without passing all of the CCEs. Also, students may not take therapy or assessment courses. If a failure occurs, the student must disenroll from any course that is restricted to only students who have passed the CCE.

In the event of a failure of one or more CCE sections, students must retake the failed section(s) immediately during the next administration of the CCE. For the first retake (second attempt), the student will meet with both faculty member scorers to gather information about deficiencies in the response. The student will compose a letter describing plans for mastering the material and address it to the Program Director. Subsequent failures will be addressed on a case by-case basis. Significant remediation may be required and may include: retaking a course, not registering for a semester to allow for preparation, or sitting in the course. A second retake (third attempt) is not guaranteed, and if taken, will be the student’s final opportunity

### **Professional Dispositions Review**

In addition to technical skills, students need to demonstrate the necessary professional dispositions, i.e., attitudes and behaviors, to perform satisfactorily in the Program and ultimately

as school psychologists. The following dispositions correspond to those identified in the National Certification of School Psychologist process and include those found in the School of Education Conceptual Framework: good communication skills, effective interpersonal relationships, ethical responsibility, respect for human diversity, flexibility, initiative and dependability, and personal stability. In the course of the Program, students demonstrate these dispositions through specific course activities as well as interactions with fellow students, faculty, and the community in which the student engages in professional activities. Individual faculty members provide formal and informal feedback to students within the context of a course or other interactions. The monthly Graduate Committee Meeting provides a forum for faculty to report concerns about specific students whose dispositions are not commensurate with the expectations of the Program. Students' dispositions are evaluated at different points in their program in several courses: PSYC 600, PSYC 685 and PSYC 686. When a student's professional dispositions are inadequate, faculty members (often including the advisor) meet with the student to discuss the deficiency. Based on this discussion the student submits a letter to the School Psychology Graduate Coordinator. A remediation plan is then developed by the graduate faculty and the student's advisor and/or other faculty members as appropriate are assigned to work with the student.

The Professional Education Unit (PEU) of the university has a disposition accounting system for all students enrolled in teacher or advanced professional programs. All students are given a default rating of "3" signifying "proficient" in terms of dispositions. Guidelines describe the criteria and procedures for a program to alter the rating for a particular student to "1" Does not meet proficiency, "2" Partially meets proficiency, or "4" "Exemplary."

### **Advancement to Degree Candidacy**

Students who have all the requirements for advancement to degree candidacy are identified each semester and their names are forwarded to the College of Graduate & Professional Studies. (See Section *Advancing through the Program* for further information about requirements for advancing to degree candidacy.)

### **Portfolio Review**

Students submit their portfolio binder to their advisor by the 5<sup>th</sup> Tuesday of each semester. The advisor will review the entries of the Portfolio using the *Portfolio Evaluation* form (See *Portfolio* section) with ratings of 3 (Exceptional), 2 (Acceptable), or (1) (Not Acceptable). Students attend a mandatory Portfolio Review meeting scheduled for the 6<sup>th</sup> Tuesday of the semester where the Portfolios are returned and feedback is provided by the faculty reviewer. Portfolios rated as not acceptable must be revised and resubmitted.

### **Advancement to Practicum Review**

By the 3<sup>rd</sup> week of the semester preceding the student's anticipated practicum, the student is required to submit an *Application for Practicum Field Experience* (available on School Psychology website). Program faculty members review each application and determine the readiness of the student to advance to Practicum, based on course grades, professional dispositions and skills. On the basis of the review, students will be designated as Approved, or Not Approved. Student contact is initiated as needed.

### **Advancement to Internship Review**

A similar review is conducted before students may proceed to internship. Program faculty members will review students going on internship and determine the readiness of the student to advance to Internship, based on course grades, professional dispositions and skills. Students are contacted by faculty as needed for feedback.

### **Exit Assessment Interview**

A direct assessment process, the *Exit Assessment Interview*, was developed to provide a snapshot of the student's culminating Program experience, i.e., the internship. It is intended to demonstrate the student's ability to integrate the Program objectives (formally known as program themes) when performing a comprehensive student assessment. The purpose of this assessment is two-fold. Students are given feedback about areas that still need to be developed and if necessary remediation of deficiencies may need to occur for the student before he or she can be recommended for certification. A second function is to provide feedback to the Program about how the interns perform as a group in understanding and applying the objectives (themes).

In the interview the student orally presents to the Program faculty a Case Study Intervention Report he or she has completed while on internship. Students present a Power Point presentation that includes a review of relevant information about the referred student, referral questions, and results of the intervention. The students are then asked to describe how their Case Study addressed the Program objectives (themes). Briefly, students describe how they use data to make decisions about the referred student, develop appropriate referral questions, collect information across sources and methods, recognize relevant multicultural issues, link all forms of assessment to effective interventions, and use a consultation model as part of the intervention process. The assessment also requires that students demonstrate how their work and interventions benefit children and schools. Students are rated on each objective on the following scale: 3-Superior, 2-Adequate, and 1-Poor and are provided feedback about their performance. This interview occurs during the second semester of internship.

## **External Performance Review**

### **Field Supervisor Evaluations**

In addition to evaluations by the university field supervisor, practicum and internship students are evaluated by field supervisors. These supervisors provide regular feedback to the student according to the conditions of the practicum and internship agreements as well as completing rating forms to provide both the student and the Program faculty information concerning student performance. (See *Practicum* and *Internship* sections about specific forms and procedures).

### **Required Examinations**

As of Spring 2013, two external examinations are required of all who seek an education certification. Students are required to check the PDE website for updates and changes.

[www.education.state.pa.us](http://www.education.state.pa.us)

### **Pre-Service Academic Performance Assessment (PAPA)**

Students are required by PDE to take the PAPA exam, consisting of three tests: Reading, Writing and Mathematics. Students may take one or all three tests at one test appointment. Students are required to check the PDE website due to frequent changes.

## **School Psychologist Praxis Exam**

Students typically take the *School Psychologist Praxis Exam* during their internship year. This multiple choice exam yields a total score as well as a breakdown of raw scores for each of the following areas: Data-Based Decision Making; Research Based Academic Practices; Research Based Behavioral and Mental Health Practices; Consultation and Collaboration; Applied Psychological Foundations; Ethical, Legal, and Professional Considerations. The student receives information concerning his or her score relative to the average total score range and the average ranges for each of the areas. Students are required to forward results of performance on the praxis exams to the Program Director.

A passing score on the specialty exam is required by the Commonwealth and also for students seeking to qualify for the designation as a Nationally Certified School Psychologist (NCSP). The cut-off scores differ. In Pennsylvania, the minimum score established by the Pennsylvania Department of Education ranges from 146 to 150, depending on the student's GPA. Students should visit the PDE website before exam to determine individual minimum passing scores. The cut-off score set for the NCSP is 165.

Students may go to the ETS website [www.ETS.org](http://www.ETS.org) in order to obtain registration information and practice materials. Practice materials are also available at this site. Students are to indicate that results of their Praxis exams be reported to Millersville University.

## **Program Evaluation**

In order to monitor the ability of the Program to develop the skills and professional dispositions of our students, formal and informal data collection methods are in place. When doing whole Program evaluation, assessments that provide specific information about student performance are aggregated to see how well our students do as a group and to provide input for program improvement.

Sources of data for aggregation begin with course grades. Additional indicators include the Praxis exams, both subject and area, as they provide a relative comparison to national norms for students in certification programs. Summative evaluations of Program effectiveness are provided by the Exit Assessment Interview where students present an internship case study and describe how the program objectives were related. Not only are students given individual feedback, but this information is aggregated across students to yield a group score for each program objective. In Program faculty meetings, the implications of these ratings are discussed and program changes are made, as appropriate. The Exit Survey is another summative Program evaluation where students rate the program on how well they feel prepared in terms of Objectives and Program Competencies.

Assessments of internship and practicum placement performance and satisfaction also provide information that drives program modifications to benefit students. Students rate their supervisors in their ability to provide opportunities to develop skills and provide necessary supervision. The field and university supervisor ratings for internship and practicum provide additional information about the Program's ability to prepare entry level school psychologists.

# Application for Certification in School Psychology

The goal of the Program is to have students earn the recommendation to the Pennsylvania Department of Education (PDE) certification as *Educational Specialist I School Psychologist*. The Program provides coursework and planned experiences that meet or exceed the Commonwealth's requirements as specified by the Pennsylvania Department of Education (PDE). Once the student has completed all the requirements, the Program recommends the student to PDE through the Certification Office at Millersville University. Once PDE receives the recommendation from the Certification Office, they award the certificate, usually within one month of receiving the recommendation. The certificate granted is valid for three years at which time the school psychologist applies for a permanent certificate through the local education agency in which he or she is employed. In order to keep the permanent certification active, the school psychologist must earn 180 Act 48 credits every five years.

In order for the Program to recommend a student for the school psychology certificate, the following conditions must be met:

1. All coursework must be completed and grades awarded (including successful completion of the internship intervention projects).
2. Apply for educator certification through the Teacher Information Management System (TIMS). <https://www.education.pa.gov/Educators/Certification/Application/Pages/default.aspx>
3. The following completed forms and test results must be submitted to the Program University Supervisor:
  - a. Results from PAPA and School Psychology Praxis exams
  - b. Internship logs showing documentation of 1200 hours
  - c. Program Exit Survey
  - d. Two (2) supervisor evaluations
  - e. Complete Tier Projects
4. Exit Assessment Interview where the student selects and presents a case to the Program faculty that demonstrates how objectives were evidenced in the case study.

# Ethical Guidelines

## Certification in School Psychology Program

The Department of Psychology endorses and agrees to abide by the American Psychological Association (APA) and American Counseling Association (ACA) codes of ethics. In addition, the Certification Program in School Psychology abides by the National Association of School Psychologists Ethical Code.

Students are expected to demonstrate ethical behavior in all facets of their work as students in the graduate programs including coursework and work with clients. Students are expected to refer to the relevant codes of ethics when appropriate to guide behavior and to consult with faculty member when unsure of the appropriate course of action in any given situation. Students who are found to engage in unethical behaviors will be subject to a review by the department Graduate Committee with sanctions ranging from engaging in a remediation plan to dismissal from the program.

### Sanctions

As discussed in the beginning of *Student Assessment*, the faculty has an “ethical responsibility for the larger society to protect the public welfare by graduating competent students qualified to do work of psychological nature.” If through the student assessment process it is determined that the student demonstrates behaviors that are incompetent or lacking dispositions that are not in the best interest of the public it is our responsibility to intervene with the student through use of sanctions. The following lists the events that could result in sanctions and their possible outcomes (for more information on any sanctions, please see the Graduate Catalogue):

1. Grade of “C” or below. A grade of “C” indicates below satisfactory levels of skill acquisition and such levels need to be addressed through a remediation plan. Two or more C’s may result in dismissal from the Program. (Please refer to *Student Assessment: Internal Performance Review* for more information about required student action when earning a “C” in any course).
2. Failure to develop appropriate dispositions. The work of a school psychologist requires consistent application of appropriate interpersonal skills when dealing with fellow educators, children, their families, and member of the community. In addition, students are expected to demonstrate appropriate work habits. Occasionally students fail to demonstrate the appropriate professional dispositions and this will be directly addressed with the student by his instructor, advisor, and/or graduate program coordinator and a remediation plan may be developed. In the event that the student does not develop the appropriate dispositions, he or she may be dismissed from the program. (Please refer to *Student Assessment: Internal Performance Review* for more information on dispositions).
3. Failure of Core Competency Exam (CCE). Students who fail any portion of the Core Competency Exam are required to follow a remediation plan and to take the failed portions before advancing to skills and therapy courses as well as enrolling in more than 18 credits in the

program. (Students are referred to *Student Assessment: Internal Performance Review* for more information about the CCE and course restrictions when failed).

4. Academic Honesty. The Program abides by the Millersville University Code of Conduct Acts that violate academic honesty include plagiarism, cheating, fabrication, and academic misconduct. More information on the Academic Honesty Policy can be found in the Graduate Catalogue.

### **Remediation Plan**

It is the belief of the Program faculty that many students who encounter difficulties in attaining skills or dispositions have the potential to be competent school psychologists given additional guidance and a plan that allows them to develop the necessary competencies. The object of the remediation plan is to identify activities that will help students remediate deficiencies and demonstrate the necessary behaviors important to the profession of school psychology. The remediation plan involves input from the student but is ultimately guided by decisions made by Program faculty and other members of the department's Graduate Committee. Elements of a remediation plan may include but are not limited to retaking or auditing courses, receiving tutoring, writing assistance, and/or counseling.

Students who encounter academic difficulties as signaled by grades of "C+" or below, failure of the CCE, or weak demonstration of dispositions are required to comply with a complete a remediation plan. In each case, the student is required to write a letter to a designated program faculty member (see *Internal Performance Review* for contents of letter). The following are actions required of students when in situations requiring a remediation plan:

#### **Grade of C+ or below.**

1. Conference with instructor.
2. Write letter to the School Psychology Program Coordinator.
3. Disenroll from restricted classes (see *Student Assessment: Internal Performance Review*)
4. Retake course at next opportunity.

#### **Failure to develop dispositions.**

1. Meet with faculty members and advisor to discuss disposition concerns.
2. Submit letter to the School Psychology Program Coordinator.
3. Follow remediation plan developed by Graduate Committee.
4. Schedule appointment (s) with Program Faculty to discuss progress towards development of dispositions.

#### **Failure of Core Competency Exam.**

1. Meet with each reviewer or CCE exam to determine performance deficiencies and complete a remediation plan.
2. Follow remediation plan developed by Graduate Committee.
3. Retake the failed portions of the CCE the next time the test is given.

It is the expectation of the Program Faculty that students will view the remediation plan as an opportunity to improve their performance to an acceptable level. Failure to follow the

remediation plan and to develop the necessary skills and dispositions will result in dismissal from the Program.

### **Grievance Procedures**

Procedures have been developed that allow students to grieve a grade or sanction. Students who wish to challenge a course grade should first meet with the instructor. If the student wishes to proceed, he or she should meet with the Program Director. The next step is meeting with the Graduate Program Coordinator followed by the Department Chair if necessary. Students who feel at this point that their concerns have not been satisfactorily addressed are referred to the *Graduate Catalogue* for further information.



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College of Graduate & Professional Studies	872-3030
Registrar, 1 <sup>st</sup> Floor, Lyle Hall	872-3035
Registration Help Line	871-2400
Bursar's Office, 1 <sup>st</sup> Floor, Dilworth	872-3641
Financial Aid, 1 <sup>st</sup> Floor, Lyle Hall	872-3026
Student Payroll, 1 <sup>st</sup> Floor, Dilworth	872-3020
Ganser Library Front Desk, <a href="http://library.millersville.edu">http://library.millersville.edu</a>	872-3612
Reference	872-3611
Computer Help Desk, Boyer Hall	872-2371
Student ID Office	872-3448
Learning Services, 3 <sup>rd</sup> Floor Lyle Hall	872-3177
Witmer Infirmary	872-3250
Counseling Center, 3 <sup>rd</sup> Floor, Lyle Hall	872-3122

Graduate Student Association	872-3030
Bookstore, Student Memorial Center	872-3263
Copy Shop, Student Memorial Center	872-2679
Fitness Center, Student Memorial Center	872-2167
Student Memorial Center, Front Desk	872-3510
University Police, Lebanon House	872-3433
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