

**Millersville University
School Psychology Student Portfolio**

**This is most current information.
Please check with faculty for updates.**

Portfolio Process

The School Psychology Certification Program consists of a comprehensive sequence of experiences and courses, organized around the School of Education's *Conceptual Framework*, various *Objectives*, and the development of *Professional Dispositions*, designed to enable you to meet several *Student Competencies* critical to becoming an effective school psychologist. The Portfolio showcases the development of the *Objectives*, NASP domains, and *Student Competencies* through work samples and activities, and helps you form a professional identity as a school psychologist.

Portfolio Reviews

Your Portfolio must be submitted to your academic advisor on the 5th Tuesday of the Fall and the Spring semesters each semester you are enrolled in the Program until your internship year (Psychology 686: Internship in School Psychology). You must attend the Portfolio Review meeting on the 6th week of the Fall and the Spring semesters during which your graded Portfolio will be returned and you will meet with the School Psychology Faculty and Internship students.

Components

Advisement. Your *Portfolio* will include materials to assist you and your advisor in planning your program, course sequences and registrations. Current information forms must be maintained.

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

Pre-Practicum Activities. Several activities designed to familiarize you to the culture of schools and communities, the roles that school personnel assume, and the context in which school psychologists function must be completed prior to enrolling in Practicum (Psyc 685). You must write a 2-page description of your experiences and reflection, and relate the Student Competencies to these activities. These Pre-Practicum entries will be reviewed by your advisor during the 5th week of each semester when *Portfolios* must be submitted.

**School Psychology Portfolio
STUDENT INFORMATION**

Name: _____

ID #: _____

Email: _____

Advisor: _____

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Check off items when complete

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Millersville School Psychology Objectives and Competencies linked to NASP Domains

The Program faculty has adopted eight objectives that are articulated and reiterated throughout various courses and Program activities. It is our belief that through repeated exposure to these objectives the student begins to think and act like a school psychologist and professional growth is enhanced. Students should become thoroughly familiar with these objectives until they become automatic and be applied to various courses, contexts and field experiences. The Program seeks for students to demonstrate the listed objectives.

Twenty-two competencies must be mastered before students can exit from the Program. These will be taught, supervised and evaluated as part of various course work and experiences.

The Millersville University School Psychology Program follows NASP Standards for Training and Field Experience. The following table illustrates the connection between the NASP Domains, the Program's Objectives and Courses. The following table illustrates the connection between the NASP Domains, the Program's Objectives and Courses. Table 1 shows the connection between NASP domain , program objectives and courses, and Table 2 shows the connection between the NASP 2010 domain and the competencies.

Table 1
NASP 2010 Domains Linked to Program Objectives and Courses

NASP 2010 Domains	Objectives	Courses
Domain 1: Data-Based Decision Making and Accountability	Objective 4: Make informed decisions based on data.	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	Objective 8: Assist with and monitor the development of those interpersonal and collaborative skills that will enable candidates to work effectively and cooperatively with others.	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	Objective 2: Enhance the development of cognitive and academic skills in youth.	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	Objective 1: Enhance the development of wellness, resiliency, social skills, and life competencies in youth.	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

NASP 2010 Domains	Objectives	Courses
Domain 5: School-Wide Practices to Promote Learning	Objective 3: Provide leadership in promoting effective and caring systems that support 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	Objective 1: Enhance the development of wellness, resiliency, social skills, and life competencies in youth. Objective 3: Provide leadership in promoting effective and caring systems that support learning.	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	Objective 8: Assist with and monitor the development of those interpersonal and collaborative skills that will enable candidates to work effectively and cooperatively with others.	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	Objective 7: Be aware of issues of diversity and provide sensitive quality service to diverse populations.	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
Domain 9: Research and Program Evaluation	Objective 4: Make informed decisions based on data.	PSYC 540: Classroom Discipline PSYC 612: Research Design and Statistics PSYC 685: Practicum PSYC 686: Internship
Domain 10: Legal, Ethical, and Professional Practice	Objective 5: Practice in ways that meet all appropriate ethical, professional, and legal standards and with mindfulness of social responsibility in serving others.	PSYC 600: School Psychology Seminar PSYC 685: Practicum PSYC 686: Internship

Table 2
Millersville University School Psychology Competencies Linked to NASP 2010 Domains and Related Program Objectives

NASP 2010 Domain	Competencies
Domain 1: Data-Based Decision Making and Accountability (Objective 4)	<ol style="list-style-type: none"> 1. Demonstrates knowledge of a variety of models and methods of assessment and data collection. 2. Appropriately selects assessment methods based on individual cases. 3. Accurately administers and scores traditional norm-referenced tests. (See Appendix A). 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.
Domain 2: Consultation and Collaboration (Objective 8)	<ol style="list-style-type: none"> 1. Demonstrates knowledge of varied models and strategies of consultation. 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. 3. Demonstrates ability to effectively communicate in collaborative relationships with families.
Domain 3: Interventions and Instructional Support to Develop Academic Skills (Objective 2)	<ol style="list-style-type: none"> 1. Identifies appropriate evidence based curricula across tier I, tier II, and tier III. 2. Recognizes the impact of biological, cultural, and social influences on students' academic and developmental progress 3. Recommends instructional strategies and academic interventions that are evidence based and developmentally appropriate.
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills (Objective 1)	<ol style="list-style-type: none"> 1. Recognizes the impact of biological, cultural, and social influences on students' behavior and mental health. 2. Identifies appropriate evidence based strategies to promote social-emotional functioning across tier I, tier II, and tier III. 3. Recommends behavioral and social-emotional interventions that are evidenced based and promote mental health and learning. 4. Recognizes the interplay between behavioral and emotional function and student learning.
Domain 5: School-Wide Practices to Promote Learning (Objective 3)	<ol style="list-style-type: none"> 1. Demonstrates knowledge of school organization and administrative structure and follows organizational protocol. 2. Uses appropriate technology resources (AIMSweb, DIBELS, SWIS) to assist in assessment and other decision making processes. 3. Utilizes the variety of programs, services, and related resources available within the greater school system to promote learning and mental health.

NASP 2010 Domain	Competencies
Domain 6: Preventive and Responsive Services (Objective 1, 3)	<ol style="list-style-type: none"> 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. 2. Recognizes and implements evidence-based interventions to promote wellness and appropriate student behavior. 3. Identifies the core elements of academic and behavioral multi-tiered models and practices to promote wellness and prevent problem behaviors. 4. Knows evidence-based strategies and district protocols for responding to crisis (e.g., suicide, death, natural disaster, violence, sexual harassment).
Domain 7: Family–School Collaboration Services (Objective 8)	<ol style="list-style-type: none"> 1. Establishes rapport and effectively communicates with families of diverse backgrounds (culture, language, SES). 2. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning. 3. Promotes and seeks collaboration and participation between the home and the school. 4. Demonstrates knowledge of research related to family variables and subsequent influence on children’s learning and mental health.
Domain 8: Diversity in Development and Learning (Objective 7)	<ol style="list-style-type: none"> 1. Recognizes individual differences, abilities, disabilities and other diverse student characteristics and their impact on student success. 2. Demonstrates knowledge of research related to diversity factors for children, families and schools. 3. Applies evidence-based strategies to enhance services and address potential influences related to diversity. 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).
Domain 9: Research and Program Evaluation (Objective 4)	<ol style="list-style-type: none"> 1. Provides support for classroom teachers in collecting and analyzing progress monitoring data. 2. Collaborates with others to collect, analyze, and interpret systems-level program evaluation data in applied settings. 3. Evaluates a cumulative body of research and applies it to practice for effective service delivery. 4. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels. 5. Uses technology to gather, evaluate, and enhance progress monitoring and communication of information.
Domain 10: Legal, Ethical, and Professional Practice (Objective 5)	<ol style="list-style-type: none"> 1. Practice is ways that are consistent with existing ethical and professional codes of conduct. 2. Adheres to legislation and regulations relevant to general and special education. 3. Actively seeks out mentoring and supervision to inform effective practice. 4. Formulates a personal plan for professional growth and participates in activities throughout the year. 5. Demonstrates sound and professional judgment.

Professional Dispositions

School Psychology Program Millersville University

Students will be evaluated on the following Professional Dispositions throughout the School Psychology program.

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. Is aware and involved with professional organizations, publications, and activities
9. Participates consistently and appropriately
10. Understands and respects diversity
11. Is respectful during interactions 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 Professional Codes of Ethics of MU, NASP, and APA
20. Presents data honestly
21. Follows organizational protocol

Student Portfolio Evaluation

EVALUATION SCALE
1 = Not Acceptable Portfolio exhibits inadequate organization Revisions are required on the documents/Portfolio Portfolio reflects work with only part of the range for which the student will be certified
2 = Acceptable Portfolio has an overall professional appearance Portfolio contains all the required documents Portfolio reflects the entire range for which the student will be certified
3 = Exceptional Portfolio contains all the required documents Portfolio makes a visual impact Self-reflection is evident in the documents

Evaluation – 1st year

Completed

Advising record _____

Flow chart _____

of Pre-practicum activities completed _____

Credits completed _____

Credits in progress _____

CCEs _____

Advisor's Overall Rating _____

Evaluation – 2nd year

Completed

Advising record _____

Flow chart _____

of Pre-practicum activities completed _____

Credits completed _____

Credits in progress _____

CCEs _____

Advisor's Overall Rating _____

Evaluation – 3rd year

Completed

Advising record _____

Flow chart _____

of Pre-practicum activities completed _____

Credits completed _____

Credits in progress _____

CCEs _____

Advisor's Overall Rating _____

Work Samples

<u>Course</u>	<u>Date Completed</u>	<u>Assignment Grade</u>
PSYC 600	_____	_____
PSYC 540	_____	_____
PSYC 671	_____	_____
PSYC 672	_____	_____
PSYC 675	_____	_____
PSYC 674	_____	_____
PSYC 646	_____	_____
PSYC 634	_____	_____
PSYC 685	_____	_____
PSYC 686	_____	_____

School Psychology Certification Program
Millersville University of Pennsylvania

PROFESSIONAL DISPOSITIONS CHECKLIST

Candidate _____

Date _____

Key

1 = Does not meet proficiency

2 = Partially proficient

3 = Proficient

4 = Exemplary

N/O = Not observed

Communicates Professionally	1	2	3	4	N/O
Follows appropriate channels of communication.....					
Abides by FERPA (Family Educational Rights and Privacy Act).....					
Writes and speaks to easily understood by multiple audiences.....					
Conveys professional tone.....					
Listen carefully and actively.....					

Demonstrates Professional Growth	1	2	3	4	N/O
Exhibits enthusiasm about the profession.....					
Self-regulates and modifies professional behavior based upon feedback....					
Is aware and involved with professional organizations, publications, and activities.....					
Participates consistently and appropriately.....					

Demonstrates Professional Relationships	1	2	3	4	N/O
Understands and respects diversity.....					
Respectful during interactions with school students, educational personnel, and families.....					
Works collaboratively with other colleagues, university, and field supervisors.....					
Completes high quality products in a timely manner.....					

Exhibits Attitudes Suitable to the Profession	1	2	3	4	N/O
Adapts and is flexible to change.....					
Displays excellent interpersonal skills.....					
Maintains professional appearance.....					
Displays initiative and reflective judgment.....					
Provides leadership and problem solving.....					

Displays Responsible and Ethical Behavior	1	2	3	4	N/O
Adheres Professional Codes of Ethics of MU, NASP, and APA.....					
Presents data honestly.....					
Follows organizational protocol.....					

Overall Rating _____

School Psychology Faculty Signatures

**School Psychology Self-Evaluation
Millersville University
Department of Psychology**

Name: _____

Date of Evaluation: ___/___/___

Field Supervisor: _____

School District: _____

Instructions:

Please evaluate your performance using the scale provided. If you feel it would be helpful to provide a context in which to consider your ratings, please feel free to do so below.

Answer Code for Evaluation Items:

N/O = not observed

1 = does not meet proficiency

Candidate demonstrates little or none of the basic behaviors or steps associated with the skill of a skill level that is ineffective for the student.

2 = partially proficient

Candidate demonstrates most aspects of the skill; Supervision is required for the candidate to achieve effective and independent demonstration of the skill.

3 = proficient

Candidate effectively demonstrates all aspects of the skill at the novice level.

4 = exemplary

Candidate demonstrates skills which exceed expectations.

Domain 1: Data-Based Decision Making and Accountability	1	2	3	4	N/O
5. Appropriately selects assessment methods based on individual cases.					
6. Accurately administers and scores traditional norm-referenced tests. (See Appendix A).					
7. 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.					

Overall Rating for Domain 1 = _____

Domain 2: Consultation and Collaboration	1	2	3	4	N/O
4. Engages in consultation with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes of students					
5. Displays knowledge and skills in consultative problem solving (ie, problem identification, intervention development and implementation).					
6. Demonstrates ability to effectively communicate in collaborative relationships with families.					

Overall Rating for Domain 2 = _____

School Psychology Self-Evaluation

Domain 3: Interventions and Instructional Support to Develop Academic Skills	1	2	3	4	N/O
4. Demonstrates knowledge of appropriate evidence based curricula across tier I, tier II, and tier III.					
5. Recognizes the impact of biological, cultural, and social influences on students' academic and developmental progress.					
6. Recommends instructional strategies and academic interventions that are evidence based and developmentally appropriate.					

Overall Rating for Domain 3 = _____

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	1	2	3	4	N/O
5. Recognizes the impact of biological, cultural, and social influences on students' behavior and mental health.					
6. Demonstrates knowledge of appropriate evidence based strategies to promote social-emotional functioning across tier I, tier II, and tier III.					
7. Recommends behavioral and social-emotional interventions that are evidenced based and promote mental health and learning.					

Overall Rating for Domain 4 = _____

Domain 5: School-Wide Practices to Promote Learning	1	2	3	4	N/O
4. Demonstrates knowledge of school organization and administrative structure and follows organizational protocol.					
5. Uses appropriate technology resources (AIMSweb, DIBELS, SWIS) to assist in assessment and other decision making processes.					
6. Utilizes the variety of programs, services, and related resources available within the greater school system to promote learning and mental health.					

Overall Rating for Domain 5 = _____

Domain 6: Preventive and Responsive Services	1	2	3	4	N/O
5. Recognizes and considers the impact of protective and risk factors found within the school, community, family and child, that impact learning and mental health.					
6. Recognizes (and/or implements) evidence-based interventions to promote wellness and appropriate student behavior.					
7. Knows evidence-based strategies and district protocols for responding to crisis (e.g., suicide, death, natural disaster, violence, sexual harassment).					
8. Demonstrates knowledge of community resources providing services to children and youth					

Overall Rating for Domain 6 = _____

School Psychology Self-Evaluation

Domain 7: Family–School Collaboration Services	1	2	3	4	N/O
5. Establishes rapport and effectively communicates with families of diverse backgrounds (culture, language, SES).					
6. Is sensitive to home variables and integrates evidence-based strategies for the home that support child functioning.					
7. Promotes and seeks collaboration and participation between the home and the school.					

Overall Rating for Domain 7 = _____

Domain 8: Diversity in Development and Learning	1	2	3	4	N/O
5. Recognizes individual differences, abilities, disabilities and other diverse student characteristics and their impact on student success.					
6. Applies evidence-based strategies to enhance services and address potential influences related to diversity.					
7. 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).					

Overall Rating for Domain 8 = _____

Domain 9: Research and Program Evaluation	1	2	3	4	N/O
1. Communicates (and/or applies) current research in the field to practice					
2. Incorporates techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and systems levels.					
3. Uses technology to gather, evaluate, and enhance progress monitoring and communication of information.					

Overall Rating for Domain 9 = _____

Domain 10: Legal, Ethical, and Professional Practice	1	2	3	4	N/O
6. Practices in ways that are consistent with existing ethical and professional codes of conduct.					
7. Adheres to legislation and regulations relevant to general and special education.					
8. Actively seeks out mentoring and supervision to inform effective practice.					
9. Formulates a personal plan for professional growth and participates in activities throughout the year.					

Overall Rating for Domain 10 = _____

What would you identify as areas in which you should improve?

PRE-PRACTICUM IN SCHOOL PSYCHOLOGY **Millersville University**

Conceptual Framework

The cumulative knowledge content of the Pre-Practicum experiences and Practicum in School Psychology (Psychology 685) are in accordance with two important documents; the *NASP Standards for School Psychology Training Programs (2006)* and *School Psychology: A Blueprint for Training and Practice II (1997)*.

The following *Standards* domains are addressed:

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family–School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

The following *Blueprint Foundational Competencies* are addressed:

1. Interpersonal and Collaborative Skills
2. Diversity Awareness and Sensitive Service Delivery
3. Technological Applications
4. Professional, Legal, Ethical, and Social Responsibility

I. Pre-Practicum Description

A planned sequence of supervised experiences in varied field settings which work with children of pre-school and school age. Course activities begin when the student enters the program and continues throughout all phases of the Program. Students are encouraged to develop a perspective on school psychology as an activity requiring reflective decision-making which takes place within a societal context, serves a diversity of publics, complements the services of other individuals and agencies, and assists in the process of integrating/coordinating resources on behalf of children and their families from within the school context.

II. Pre-Practicum Objectives/Competencies

- A. Develop an awareness of, and an appreciation for, cultural diversity.
- B. Develop an understanding of the organization and operation of schools.
- C. Develop knowledge of the roles and responsibilities of the school psychologist.
- D. Develop awareness of class learning experience geared towards professional development.
- E. Integrate technology and technological resources to enhance knowledge on current issues.

III. Pre-Practicum Schedule

Pre-Practicum activities must be completed and initialed by your Advisor prior to the first day of class in Psychology 685 (Practicum in School Psychology).

IV. Text

No text or readings are assigned for the pre-practicum component of your program. However, students are encouraged to read widely in the professional literature and to evaluate their readings critically.

V. Pre-Practicum Requirements

Activities:

1. Spend *one full day* with a *school psychologist* to observe her/his daily activities. Hold an in-depth discussion of how the nature of the psychologist's work environment affects his/her role in terms of assessment, consultation, and intervention.
2. *Attend a board meeting* and discuss the issues presented.
3. *Attend* a regional, state, local, or national full-day (6 hours) workshop relevant to the field of school psychology. (Examples: PPA, ASPP, NASP, IU 13 Training)
4. *Visit* a Special Classroom.
5. *Attend* a lecture on diversity.

VI. Evaluation

Your academic advisor will review your *Pre-Practicum Activities Checklist* and *Student Portfolio* according to the *Student Portfolio Evaluation Criteria*. Below satisfactory ratings will result in rewriting or redoing specified sections of your *Student Portfolio*. You must clearly state the date, person or event visited, and your observations in a concise but thorough written statement. Your statements should indicate not only what you observed, but also include your commentary, reflection, and opinions about what you observed. Whenever possible, solicit the perspectives about school psychologists of those you visit.

**Pre-Practicum Activities Checklist
School Psychology Program**

I.

Activities	Date	Supervisor's Comments/Initials
Spend day with school psychologist.*		
Attend a board meeting.		
Attend a full-day workshop.		
Visit a Special Classroom (ELL, Learning Support, Autism, Life Skills, etc.)		
Attend a lecture on diversity.		

II. Summary of Activities

For each Pre-Practicum activity, you need to write a **2 page** summary which includes:

- A description of the activity
- Your personal reflection of the activity (for example, was it a positive experience, did it meet your expectations, where there any surprises, etc.)
- Specific competencies that apply to the activity and how the activity has helped you develop that competency

In your papers, feel free to use the subheadings "Description," "Reflection," and "Competencies" to help organize your activity summary.

*For the school psychologist activity, interview the psychologist and include their responses in a brief "Interview" section.

Advisor Record
School Psychology Program
Millersville University
(64 s.h.)

Name _____
 Address _____

Advisor _____
 ID # _____
 Phone (s) _____
 E-mail: _____

Date of Admission: _____

Deficiencies: No _____ Yes _____ **Statistics:** Yes _____ No _____

Courses Needed: _____

	<u>Credits</u>	<u>Grade</u>	<u>Date Completed</u>
<u>Core (9)</u> <i>Qualifying Exam; M.S.</i>			
PSYC 530: Child Development w/in Fam. System	(3)	___	_____
PSYC 612: Research Design and Statistics	(3)	___	_____
PSYC 600: Seminar in School Psychology	(3)	___	_____
<u>Skills I: Core (6)</u> <i>Passing Grades; M.S.</i>			
PSYC 630: Group Processes/Personality	(3)	___	_____
PSYC 631: Psychotherapy/Intervention	(3)	___	_____
<u>Skills II: Assessment (12)</u> <i>Degree Candidacy</i>			
PSYC 671: Psychological Assessment I (M.S.) *	(3)	___	_____
PSYC 672: Psychological Assessment II *	(3)	___	_____
PSYC 675: Behavioral Assessment of Children and Youth (M.S.) *	(3)	___	_____
PSYC 674: Assessment of English Language Learners *	(3)	___	_____
<u>Skills III: Interventions (10)</u>			
PSYC 540: Classroom Interventions	(3)	___	_____
PSYC 634: Child Psychopathology/Therapy (M.S.) *	(4)	___	_____
PSYC 646: Consultation *	(3)	___	_____
<u>Educational Foundations (3)</u>			
Select one:	(3)	___	_____
SPED 601: Psychological Aspects of Individuals with Disabilities	(3)	___	_____
SPED 600: Orientation to Special Education	(3)	___	_____
<u>Related Courses (12)</u>			
PSYC 536: Applied Biopsychology	(3)	___	_____
PSYC 547: Applied Social	(3)	___	_____
RDED 621: Foundations of Reading/Writing	(3)	___	_____
EDUC 671: Curriculum Development	(3)	___	_____

	<u>Credits</u>	<u>Grade</u>	<u>Date Completed</u>
<u>Electives (UNDER REVIEW)</u>			
SCCN 630: Multicultural Counseling	(3)	_____	_____
PSYC 637: Family Therapy	(3)	_____	_____
SCCN 657: Brief Counseling	(3)	_____	_____
Approved Course: _____	(3)	_____	_____

Field Experiences (12)

PSYC 685: Practicum in School Psychology	(3)	_____	_____
PSYC 686: Internship in School Psychology	(9)	_____	_____

***Students are required to take and pass the three core cores (Psyc 530, 612, 600) with a B or better, as well as pass all three CCEs before enrolling in these courses.**

M.S. Degree

_____ Awarded

_____ Not Awarded

State reason if not awarded _____

Field Placements

Practicum _____
 (placement) (date)

Internship _____
 (placement) (date)

State reason if not completed _____

Certification

_____ Recommended

_____ Not Recommended

Sate reason if not recommended _____

ATTENTION

Students must pass the **Core Competency Exam** based on the three Core Courses in order to be eligible for Degree Candidacy and to progress to Skills II and Skills III courses.

A **passing grade** must be earned in Skills I courses in order to progress to Skills II and Skills III courses.

Students must be admitted to **Degree Candidacy** prior to enrolling in Skills II courses and before they may progress beyond 18 semester hours of course work in psychology.

Specified courses and a total of 42 s.h. must be completed in order to earn an M.S. degree in psychology (School Psychology Program requirements).

**FLOW CHART
STUDENT PROGRAM PLAN**

Certification Program in School Psychology

Name _____ SS# _____ Adviser _____

YEAR 1 **Fall** _____ **Spring** _____ **Summer** _____

YEAR 2 **Fall** _____ **Spring** _____ **Summer** _____

YEAR 3 **Fall** _____ **Spring** _____ **Summer** _____

YEAR 4 **Fall** _____ **Spring** _____ **Summer** _____

YEAR 5 **Fall** _____ **Spring** _____ **Summer** _____

Documentation for Master's Degree "Plus..."
School Psychology Program
Millersville University

Name _____ Certification Recommended On _____

Total Certification Program Credits: 64 semester hours

Total Master's Degree Credits: 43 semester hours

Total Post-Master's Credits: 24 semester hours

<u>Master's Degree: Required Core</u>	<u>Credits</u>
PSYC 530: Child Development w/in Family System	(3)
PSYC 612: Research Design and Statistics	(3)
PSYC 600: Seminar in School Psychology	(3)
PSYC 630: Group Processes/Personality	(3)
PSYC 631: Psychotherapy/Intervention	(3)
PSYC 671: Psychological Assessment I	(3)
PSYC 675: Behavioral Assessment of Children and Youth	(3)
PSYC 634: Child Psychopathology/Therapy	(4)
<u>Master's Degree: Additional Courses</u>	<u>Credits</u>
_____	(3)
_____	(3)
_____	(3)
_____	(3)
_____	(3)
_____	(3)
TOTAL MASTER'S DEGREE CREDITS	43 semester credits
<u>Certification: Additional Courses</u>	
_____	(3)
_____	(3)
_____	(3)
PSYC 685: Practicum in School Psychology	(3)
PSYC 686: Internship in School Psychology	(9)
TOTAL POST-MASTER'S DEGREE CREDITS	21 semester credits
TOTAL CERTIFICATION PROGRAM CREDITS	64 semester credits

NOTE: The Courses Below Must be Used to Fulfill the "Additional Courses" Requirements

PSYC 672: Psychological Assessment II	(3)
PSYC 540: Classroom Interventions	(3)
PSYC 646: Consultation	(3)
SPED 601: Psychology of Exceptional Child	(3)
PSYC 536: Applied Biopsychology	(3)
PSYC 547: Applied Social	(3)
RDED 621: Foundations of Reading/Writing	(3)
EDUC 671: Curriculum Development	(3)
Approved Elective _____	(3)

 (Signature Required)
 Director, School Psychology Certification Program

 (Date)

**SCHOOL PSYCHOLOGY
COURSE TRANSFER/NEGOTIATION/ SUBSTITUTION FORM**

Student Name: _____ Previous Institution(s): _____

TRANSFERED COURSES: Only courses taken in another institution that cover the same content as an MU course may be transferred and credited in the School Psychology Certification Program. Documentation of course content is necessary through submission of course syllabi, course descriptions in graduate catalogs or communications from professors.

<u>MU Course(s)</u>	<u>Transfer Course(s)</u>
_____	_____
_____	_____
_____	_____
_____	_____

SUBSTITUTED COURSES: In the event the student has a wealth of *current* experience which can be substantiated (by a supervisor/professor and/or transcripts, etc.), and has a degree or extensive coursework in a related field to school psychology, the Director of the School Psychology Certification Program *may* permit a substitute course to be taken at her/his discretion. For example, an individual with an undergraduate major in reading may ask to substitute a different graduate course in an area of interest or weakness for the graduate course in reading.

<u>MU Course(s)</u>	<u>Substitute Course(s)</u>
_____	_____
_____	_____
_____	_____
_____	_____

NEGOTIATED COURSES: In the event the student has a wealth of experience which can be substantiated (by a supervisor/professor, transcripts, etc.), and has completed a similar graduate course but has some gaps or needs updating in some specific competencies, the Director of the School Psychology Certification Program *may* permit the course to be counted towards the Program but require a plan to acquire specified competencies.

<u>MU Course(s)</u>	<u>Negotiated Course(s)/Plan</u>
_____	_____
_____	_____
_____	_____
_____	_____

Director of Program Signature/Date

Student Signature/Date

**Respecialization Documentation
For NCSP
(For students transferring credits from another university)**

For: _____ Date: _____

The graduate courses below represent the school psychology certification program the above-named student completed at Millersville University. Upon *syllabi and competency review and discussion with the student* certain graduate courses, as specified below, have been counted towards completion of the Program as being consistent with the most current training standards set forth by NASP.

MU Curriculum	Completed at MU	Transferred Courses	Institution
PSY 530: Child Development in the Family System			
PSY 612: Research Design and Statistics			
PSY 600: Seminar in School Psychology			
PSY 630: Group Processes and Personality			
PSY 631: Psychotherapy/Intervention			
PSY 671: Psychological Assessment I			
PSY 672: Psychological Assessment II			
PSY 675: Behavioral Assessment of Children and Youth			
PSY 540: Classroom Interventions			
PSY 634: Child Psychopathology/Therapy			
PSY 646: Consultation			
PSY 536: Applied Biopsychology			
PSY 547: Applied Social			
SPED 601: Psychology of the Exceptional Child			
RDED 621: Foundations of Reading/Writing			
EDUC 671: Curriculum Development			
ELECTIVE:			
PSY 685: Practicum			
PSY 686: Internship			

Director, School Psychology Certification Program _____

Signature

WORK SAMPLES

PSYC 600	Paper on the Role/Competencies of the School Psychologist
PSYC 540	Summary of Intervention Project
PSYC 671	Comprehensive Evaluation of a Child/Youth
PSYC 672	CBA Evaluation of a Child/Youth Ecological Evaluation of a Child/Youth Comprehensive Evaluation of a Child/Youth
PSYC 675	Comprehensive Evaluation of a Child/Youth
PSYC 674	Comprehensive Evaluation of Child/Youth
PSYC 646	Summary of Consultation with a Teacher
PSYC 634	Summary of Therapy with a Child/Youth
PSYC 685	Case Study
PSYC 686	Case Study Intervention