



Minot State
UNIVERSITY

**College of Education
& Health Sciences**

School Psychology

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Introduction

Welcome to the School Psychology Program at Minot State University (MSU). This Handbook is designed to provide you with important information you will need while a student in the program. It describes the policies and procedures to which you will be expected to adhere. You are also strongly encouraged to consult with your advisor on a regular basis to ensure optimal progression toward your degree completion.

The School Psychology Program is housed in the Department of Addiction Studies, Psychology and Social Work within the College of Education and Health Sciences at MSU. Education related programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). The School Psychology Program is fully accredited by the National Association of School Psychologists (NASP) at the Education Specialist (Ed.S) level.

Mission of Minot State University

Minot State University is a public university dedicated to excellence in education, scholarship, and community engagement achieved through rigorous academic experiences, active learning environments, commitment to public service, and a vibrant campus life.



Mission of the College of Education and Health Sciences

“The College of Education and Health Sciences prepares quality professionals and pre-professionals in education, human service, and health science to meet the needs of others within a changing society. “

In keeping with the mission of the MSU College of Education and Health Sciences is to prepare professional educators by developing their reflective decision-making and leadership skills through a systematic integration of theory and research in collaboration with professional practices and experiences. The mission is continually being refined and up-dated in order to be current, and to educate professionals who will be responsive to the needs of all learners. The College of Education and Health Sciences reaffirms its primary focus of excellence in teaching, research, and service.

In line with the mission of the College of Education and Health Sciences, the mission of the School Psychology Program is to prepare professional leaders who possess competencies in knowledge, skills, and dispositions to

meet the educational and mental health needs of children of diverse backgrounds.

Vision of the College of Education and Health Sciences

The College of Education and Health Sciences has a regional, national and international reputation as a college:

- With graduates whose standards of performance are sought after by employers.
- With faculty who are sought after for their expertise as scholars and teachers and for their contributions to the community.
- With first class facilities including state-of-the-art technology and equipment.

Program Philosophy

The theme of *Preparing Leaders who are Reflective Decision Makers* is a guide to the mission of the School Psychology Program at Minot State University. This theme prepares students to become competent leaders in the field of school psychology with the knowledge, skills, and dispositions to make effective professional decisions via reflective decision-making.

The conceptual framework that supports the theme of "Reflective Decision Making + Leadership" includes the following thematic strands:

- Professional and Content Standards
- Diversity
- Technology Integration
- Partnerships
- Learning Environments

Underlying the conceptual framework is the belief that preparation for all professional educators must be aligned with state content, national and professional standards. This includes the following: a strong emphasis on the development of the student's knowledge, skills, and dispositions, inclusion of all learning environments, relevance to diversity and technology integration, and the development and enhancement of partnerships.

Decision-making is viewed as an on-going interactive process in which a myriad of factors must be understood and balanced in making sound professional decisions. Using the scientist-practitioner approach, students are trained to consider input from a variety of sources, synthesize the information after reflection, and make data based decisions, which result in positive changes for children and their learning environments. Also inherent in the theme are teamwork efforts and promoting collaboration with other individuals; this prepares students to become professional leaders who are "Reflective Decision-Makers" following the three major aspects of the Action Reflection Knowledge (ARK) model.

Program Goals and Objectives

The goals of the School Psychology Program at Minot State University are to prepare competent school psychologists who possess the knowledge base, necessary clinical skills and dispositions to serve the educational and mental health needs of children of diverse backgrounds and to function as leaders within the educational context who promote problem solving through team work and collaboration.

Graduates of the school psychology program are prepared to provide direct and indirect school psychological services for children, parents, teachers, related personnel, administrators, and community agencies. Continuing professional development is also offered annually to area professionals in education and mental health fields (e.g. School Psychology Symposium).

Anchored in the mission, philosophy, and goals stated above, the program subscribes to the following objective for students enrolled in the Minot State University School Psychology Program:

1. To provide students with knowledge of school organization and operations, which promotes their understanding of educational settings as systems.
2. To familiarize students with the roles and functions of school psychologists as well as current professional standards and issues.
3. To acquire data-based reflective decision-making skills that facilitate outcome-based service delivery.
4. To acquire knowledge of human learning and development of cognitive, academic, social, behavioral, affective, and adaptive skills of children.
5. To develop clinical skills in the assessment of human learning and developmental processes pertinent to serving the educational and mental health needs of children, using various models and techniques.
6. To prepare professional who are familiar with techniques and strategies for remediation and evaluating intervention efficacy, academic and behavioral interventions, counseling, and consultation.
7. To develop communication, collaboration, and consultation skills and the ability to positively engage in teamwork efforts.
8. To acquire the ability to work effectively with families , educator, and others in the community and to promote partnerships in providing comprehensive service to children and their families.
9. To prepare students with awareness and sensitivity to human diversity and to acquire skills to work with children from diverse backgrounds.
10. To develop awareness of and adherence to laws, ethical standards, and professional

dispositions.

11. To acquire knowledge of research, statistics, and evaluation methods and enable students to integrate theoretical knowledge, empirical research, and professional experience in practice.
12. To prepare professionals who incorporate technology throughout school psychology practice.
13. To prepare students for continuing professional growth through membership in professional organizations, participation in state and national conventions, and attendance at workshops, seminars, and service learning opportunities.

Degree Offered

Ed.S School Psychology

A minimum of 70 (non-thesis option) or 73 (thesis option) semester hours beyond the baccalaureate degree with emphasis on the professional practice model.

Minimum Requirements for Admission

Ed.S An earned Bachelor's degree with a GPA of 3.00 or above from an accredited institution, GRE aptitude scores with a minimum total of 286 across the two areas of Verbal and Quantitative, three letters of recommendation, and a personal statement of professional goals. These requirements will be evaluated in by School Psychology Graduate Faculty and will be recorded using the Admission Evaluation Form Appendix G.

Minot State University and the School Psychology Program, in particular, value human diversity. Therefore, applicants with diverse backgrounds are strongly encouraged to apply.

Requirements for Residency

For degree of Education Specialist, a full-time continuous residency is required for all students. This means students must carry a minimum of 9 graduate credit hours per semester in fall and winter, and 6 graduate credit hours during one summer semester in order to maintain full-time student status with the exception of their internship year.

School Psychology Symposium and Continuing Professional Development

The program offers a continuing professional development opportunity for practicing school psychologists and other professionals in education and mental health fields. This opportunity is the school psychology symposium, which is offered annually, at which various current professional issues are presented and discussed. All students in the program are required to attend these symposiums.

Student Program Progression Criteria

Each year, student progress in the program and professional dispositions are carefully monitored and evaluated by the School Psychology Graduate Faculty, using the **Student Progress Evaluation Form for Ed.S (Appendix A) and Professional Dispositions Assessment (Appendix B)**. The criteria for student retention and progression in the program are as follows:

1. Students must successfully complete a written preliminary examination during the first 12 graduate hours attempted in the program. This exam will consist of four essay questions written and graded by the core faculty. Successful passage of the preliminary exam, demonstration of professional dispositions, and the maintenance of a grade point average of 3.0 or above allow the student to maintain full admission status and to become a candidate for degree. The preliminary interview with the School Psychology Committee, consisting of all core program faculty, takes place at the beginning of the second semester of the first year. Failure to establish and maintain full admission status may result in 1) dismissal from the program or 2) continuation with a remediation plan (see Procedures for Remediation on page 8).
2. Students must maintain a grade of "B" or better in Psy 514 Individual Cognitive Assessment, Psy 584/Psy 585 Practicum I and II, and Psy 598/599 Internship I and II in order to continue in the program. A student may repeat only one of these courses in which he or she obtained a "C" or below, and the failure to obtain a grade of "B" or better the second time will result in dismissal from the program (Students may appeal the decision and make a request for exception with the School Psychology Graduate Faculty).
3. Students who fail to maintain a minimum of a "B" average in all academic work completed during their first academic year or who earn a "C" or below in Psy 514 Cognitive Assessment will not be allowed to enter practicum (until the course is retaken and the grade improved to at least a "B"). Failure to meet the aforementioned criteria will result in review of their status in the program. Upon completion of the review, the School Psychology Graduate Faculty may recommend 1) dismissal from the program or 2) continuation with a remediation plan.
4. Students who fail to maintain a minimum of a "B" average in all academic work completed during their second year of study, or who earn a "C" or below in Psy 584/585 Practicum I and II, or who receive an overall rating of "below or well below average" on Professional Dispositions Assessment (PDA) during practicum will not be allowed to enter internship. Failure to meet the aforementioned criteria will result in review of their status in the program. Upon completion of the review, the School Psychology Graduate Faculty may recommend 1) dismissal from the program or 2) continuation with a remediation plan.
5. Students must consider themselves as practicing professionals at all times. Therefore, student professional dispositions are monitored in and out of class. If at any time, a student's behavior breaches APA and NASP ethical and professional standards, the student is advised that he or she may be dismissed from the program through due process (see Professional Intervention and Due Process for Impaired School Psychology Students on page 21).

Procedures for Remediation

For those students who do not meet the criteria for progression and retention, the following procedures will be implemented with all steps documented in writing and communicated to the students during an annual conference with their advisor and/or other appropriate program faculty.

1. The student will be notified in writing of the specific problem areas by his or her advisor (e.g., Student Progress Evaluation Form, Appendix A).
2. A written plan to remediate the problem will be developed by the School Psychology Graduate Faculty. The plan will specify problem areas, courses of action, and a date for re-evaluation. During the remedial period, the student will be on probation.
3. Upon completion of the re-evaluation, the committee will recommend one of the following options: Determine that remediation has been successful and the student is allowed to continue in the program; Continue remediation with an updated remedial plan and a new date set for re-evaluation; Or dismissal from the program. The student may appeal the decision and make a request for exception with the School Psychology Graduate Faculty.

Requirements for Graduation

1. Students must obtain an overall GPA of 3.0 or above. Students must obtain a grade of "B" or better in all academic coursework.
2. Successful completion of the comprehensive exam. The comprehensive exam must be taken during the last semester prior to internship (PSY 598/599).
3. Students must take the Praxis II exam and obtain a passing score (147) prior to graduation. An official copy of the exam results must be submitted to their advisor.
4. Successful completion of all course requirements at the Ed.S level.

Transfer of Intellectual Assessment Credits

Students who have a Master's in school psychology or related areas from other universities and who intend to transfer their previous course work in assessment of intelligence must submit a tape of an administration of the WISC-V, its protocol, and a written psychological report of the test results. The tape, protocol, and report will be reviewed by the School Psychology Graduate Faculty with respect to the skill competency of the student to determine if the requirement of Psy 514 Individual Cognitive Assessment can be waived. If deemed necessary, the committee may request that the student take Psy 514 Individual Cognitive Assessment to remedy his or her deficiencies in basic testing and interpretive skills.

Transfer of Internship Credits

Students who have a Master's school psychology from other universities and who have completed a year

internship as part of their degree requirements shall be allowed to transfer no more than a total of 750 clock hours, of the 1200 hours required, toward their internship hours at the Ed.S level.

Transfer of Credits from Master's and Specialist Work from Other Universities

Students who desire to transfer their graduate credits from other universities toward their Specialist degree in School Psychology at MSU must submit to their program advisor a course syllabus and/or an official course description of each course that they intend to request for transfer to verify the equivalence of the course content. The grade for each course must be at least a B (3.0) and earned within the last seven years. The evidence of course equivalence will be forwarded to the School Psychology Graduate Faculty for final decisions. The maximum number of credits for transfer is 9, see page 23 Graduate Catalog.

Program of Study

The program requirements are developed in terms of core and supporting areas of study. They reflect *NASP Standards for Graduate Preparation of School Psychologists* (NASP, 2010) and are consistent with the program's goals/objectives (Appendix H). The alignment of course work with the NASP Domains of School Psychology Training and Practice is demonstrated in the School Psychology Ed.S Content Matrix (Appendix I).

Typical Schedule for Ed.S Program

After admission to the program, the student must file an approved Program of Study in the Graduate School Office prior to the end of his/her first semester. A copy of the Program of Study must also be filed with the Director of the School Psychology Program. The student should keep a copy for his/her records.

If a student wants particular courses waived, the requested modifications must be submitted in writing to the Director of the School Psychology Program. The petition should include supporting documents (transcripts, course syllabi, and rationale). The Program Director brings that petition to the consideration of the Dean of the Graduate School. If course work is being transferred in from another institution, it must be current (taken within the last seven years). If the course work is not current, the Minot State University School Psychology faculty member who teaches in that subject area must certify to the Graduate School that the applying student's skills are appropriate to current best practice.

This Program of Study is used by the University to check that all requirements have been fulfilled by the student in order to receive his/her degree. The maximum time limit for completion of a graduate program is seven years. This is calculated from the date the student first enrolls in course work for graduate credit which is

required for the degree. Should any of the course work (resident or transfer) exceed the time limit, the classes would have to be repeated.

Student Program of Study - Regular Sequence

First Year - Fall

PSY 503 Statistics.....	3
PSY 512 Research Design and Measurement.....	4
PSY 525 Role and Function of the School Psychologist	3
Total	10 semester hours

Spring

PSY 511 Human Growth and Development	3
PSY 518 Psychopathology of Children	3
PSY 514 Individual Cognitive Assessment	4
PSY 533 Social and Behavioral Interventions in School.....	3
Total	13 semester hours

Summer

PSY 592 Special Topics: Diversity in the Schools.....	3
ED 540 Reading: Advanced Diagnosis and Remediation	2
ED 541 Clinical Practice in Remedial Reading.....	2
PSY 590 Counseling Skills.....	3
Total	10 semester hours

Second Year - Fall

PSY 594 Consultation and Collaboration	3
PSY 584 School Psychology Practicum I.....	3
PSY 586 Clinical Experience	3
PSY 515 Academic Assessment	4
Total	13 semester hours

Spring

SPED 561 Classroom Management and Positive Behavior Support	3
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PSY 585 School Psychology Practicum II.....	3
SPED 572 Methods of Teaching the Learning Disabled.....	3
PSY 593 School Safety, Crisis Preparation, and Crisis Response.....	3
Total	12 semester hours

Third Year - Fall

PSY 598 Internship.....	6 semester hours
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Spring

PSY 599 Internship.....	6 semester hours
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PSY 597 Thesis Credits (Optional).....	Variable
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Can be taken any time during the second or third year.

Course Description

ED 540 Reading: Advanced Diagnosis and Remediation (2 SH)

Students learn to evaluate and remediate children's reading problems within a Response-to-Intervention framework.. This course includes a practicum experience (ED 541) in which students must administer a formal and informal reading test to a child and formulate recommendations for instruction based on the results.

ED 541 Clinical Practice in Remedial Reading (2 SH)

This course focuses on applying concepts from Ed 540 to actual clinic work with a student experiencing difficulties with reading. It is complementary to ED 540.

PSY 503 Statistics (3 SH)

This course provides instruction in the tools necessary for understanding contemporary educational research, including probability, measures of central tendency, sampling theory, and simple parametric and nonparametric methods of analysis.

PSY 511 Human Growth and Development (3 SH)

Theory and research in the areas of sensorimotor, language, cognitive, emotional, social, and moral behavior of the normal child. The interaction of the biological and environmental factors influencing growth and development are stressed.

PSY 512 Research Design and Measurement (4 SH)

A variety of research methodologies, as pertains to school psychology, will be examined, as well as the advantages and disadvantages of their use. Nature and type of measurement in school psychology are also examined. Social controversies about measurement and the construction of measuring devices will be discussed.

PSY 514 Individual Cognitive Assessment (4 SH)

Concerned with theory and methodology as well as procedures and techniques of administering a wide range of group and individually administered tests of intelligence. Some of the tests the students will learn are the SB-V, WISC-V, WAIS-IV, WJ-IV COG, etc. The students will be required to complete 20 test administrations and protocols and ten written reports, one of which will be a cap-stone report where some child has been administered at least three tests.

PSY 515 Academic Assessment (4 SH)

This course will prepare students with the skills necessary to properly administer and interpret the most commonly used measures of academic achievement in school settings. Particular emphasis will be placed on the Woodcock-Johnson-IV ACH, Wechsler Individual Achievement Test - Third Edition, and other diagnostic reading, writing, and mathematic assessments. Students will also learn how to translate assessment results into meaningful evidenced-based interventions.

PSY 518 Child Psychopathology (3 SH)

Behavior problems are considered from the point of view of genetic abnormalities, teratogens, deviations in normal development, effects of social and family stressors, and failure to develop appropriate social skills. The major theories and research related to the development of deviant behavior in children are examined within this framework.

PSY 525 Role and Function of the School Psychologist (3 SH)

This course is survey of historical and current topics, related issues, and professional problems relative to the practice of school psychology. Emphasis is given to the roles and functions of the school psychologist, to professional standards, and to legal and ethical considerations.

PSY 533 Social and Behavioral Interventions in School (3 SH)

Using the Response-to-Intervention framework, measurement of social, emotional, and behavioral issues, and the application of research-based interventions to the social and behavioral problems of children and adolescents in the school setting will be discussed. Mental health issues in the schools are also considered.

PSY 584 School Psychology Practicum I (3 SH)

The practicum provides an opportunity for students to apply their learning from content courses to elementary and secondary students who are at the Universal, Strategic, and Intensive levels of service in the Response-to-Intervention framework. Practicum I gives school psychology students hand-on experience with students, faculty, and parents in the school setting.

PSY 585 School Psychology Practicum II (3 SH)

This is a cap-stone course wherein the students apply information learned and skills acquired in previous courses in evaluation and intervention planning to actual school-based cases. It is a continuation of Practicum I, in which theory and techniques are applied to assisting school children at the Universal, Strategic, and Intensive

levels of service. Emphasis will be placed on deciding whether an intervention or consultative role will best meet a particular child's needs.

PSY 586 Clinical Experience (3 SH)

This course provides the didactic experience in counseling which accompanies participation in the Minot State University School Psychology Clinic.

PSY 590 Counseling Skills (3 SH)

This course will equip the students with the counseling micro skills of active listening, and will help the students explore various counseling modalities within a Response-to-Intervention framework. The students will understand the background and rationale of these skills and modalities. Moreover, they will develop beginning level skills through practice with supervised feedback. Opportunities to observe these skills being applied and supervised implementation in the public school will be provided during the second year.

PSY 592 Special Topics in School Psychology – Diversity in the Schools (3 SH)

This course provides school psychology students with a study of diversity in America and world cultures, with a distinct focus on the cultures of the Native American people of the Great Plains region. Within the parameters of school psychology best practices, this course will examine instructional and mental health issues that relate to all learners, regardless of gender, class, ethnicity, culture, religion, or exceptionality.

PSY 593 School Safety, Crisis Preparation, and Crisis Response (3 SH)

This course is designed to promote knowledge related to preventing school crises and responding appropriately if a school crisis occurs. It emphasizes current research to help inform school psychological practices and promotes recovery efforts to regain school stability. In addition, it examines risk and resilient factors necessary for safe and healthy schools.

PSY 594 Consultation and Collaboration (3 SH)

This course is designed to promote knowledge of various consultation and collaboration methods utilized by school psychologists. It emphasizes that ability to consult and collaborate with school personnel, families, and communities to design, implement, and evaluate specific programs and interventions.

PSY 598 Internship (6 SH)

The internship will involve spending 600 hours in schools or appropriate community setting. The internship will involve an integrative experience where the individual will demonstrate competencies in assessment, programming, consultation and counseling.

PSY 599 Internship (6 SH)

The internship will involve spending 600 hours in schools or appropriate community setting. The internship will involve an integrative experience where the individual will demonstrate competencies in assessment, programming, consultation and counseling.

SPED 561 Classroom Management and Positive Behavior Support (3 SH)

This is an exploratory course in the application of effective and practical positive behavior support principles for special education teachers and pre-service school psychologists. Principles and strategies introduced in this course are derived from an extensive research base in positive behavior supports and effective teaching with learners who have special needs and with those who are typically developing learners.

SPED 572 Methods of Teaching the Learning Disabled (3 SH)

This course focuses on the application of instructional methods for students with – or at risk for – high incidence disabilities. Students enrolled in the course will be expected to demonstrate knowledge of the theoretical framework underlying instructional practices that have been shown effective for students with mild disabilities, to select and implement appropriate modifications that support learners with special needs in content-area classes, develop appropriate lessons based on assessment information and models of effective instruction, and correctly apply instructional techniques and curricular materials associated with positive outcomes for students with learning disabilities.

Practicum

The School Psychology Program embeds practicum experiences throughout the student's course work. Student experiences such as job shadowing, attending school board meetings, attending local, regional, and national conferences, and participating in the Minot State University School Psychology Clinic are all considered practicum experiences, in that they represent the kinds of activities undertaken by practicing school psychologists. However, the bulk of your practicum experiences will take place in a two-course Practicum series during the second year of residency (Psy 584/585).

During your second year of residency, you will be required to enroll in Practicum I (Psy 584) in the fall and Practicum II (Psy 585) in the spring for 3 SH each. The purpose of the practicum experience is to meet program goals and to also help prepare students for their internship. To accomplish this, the School Psychology Program works closely with approved regional sites to develop professional knowledge and skills needed to perform the roles and functions of a school psychologist in a school setting. These closely monitored experiences require the direct oversight and supervision of both the university instructor and a practicum supervisor. The practicum supervisor must be an appropriately credentialed school psychologist and must be approved by the School Psychology Graduate Faculty to perform supervisory duties. At a minimum, you can expect your course instructor and practicum supervisor to communicate approximately every two weeks throughout the entire school year.

Practicum students will be expected to be available to the practicum supervisor a minimum of one school day a week across the length of the entire school year. This allows the practicum student to experience the ebbs and flows of the academic school year. Additionally, this allows the practicum student to follow through on school-

based projects from beginning to end. As a result of your practicum involvement, you can expect to accumulate approximately 250 hours of school-based experiences throughout the school year (i.e. 125 per semester).

In addition to the time you spend at your practicum site, you will also be required to attend a regularly scheduled practicum class on-campus at the university. This class meets one day a week for three hours throughout both the fall and spring semester. There are several purposes of the on-campus class meetings. First, this allows time for direct group supervision from your university instructor. Second, this allows time for practicum students to not only share case studies, but also problem solve situations with the oversight of the university instructor. Third, this allows time for sharing progress towards the assignments required by the university instructor. Fourth, this keeps the university instructor abreast regarding any potential areas that may need remediation.

In order to assess student practicum performance, several methods will be utilized. First, your practicum supervisor will fill out the Minot State University Practicum Evaluation Form (see Appendix C) each semester. During the fall semester, only six domains of practice will be measured as those domains will have been explicitly taught during the first year of residency. During the spring semester, all ten domains of practice will be measured to ensure you are making progress towards internship. We expect to see the minimum competencies met (but preferably exceeded) and also growth across evaluations. Second, you will have several graded assignments due to your university supervisor. It is imperative to have good collaboration and communication with both your university and practicum supervisor to ensure that these assignments can be completed. Finally, during Psy 584/585 (Practicum I/II) each student will also be required to submit a Weekly Contact Log (Appendix D) to the course instructor. This log is a brief accountability of practicum experiences and other activities related to these experiences. In addition to the Weekly Contact Log, you must submit a brief reflection regarding your experiences at your practicum site. Weekly contact logs should be submitted each Friday. Excessive delinquency in submitting this form in a timely manner will be reflected in one's student evaluation.

Performance-Based Program Assessment

In accordance with the *NASP Standards for Graduate Preparation of School Psychologists* (NASP, 2010), the school psychology program at MSU employs a comprehensive, performance-based assessment system to evaluate program quality via the assessment of candidate competencies throughout the program of study. The purpose of the comprehensive and systematic assessment of candidate performance is twofold: 1) to ensure that candidates at the completion of their training demonstrate professional competencies which reflect the knowledge, skills, and dispositions that a new professional should possess; and 2) to use the resulting information to monitor candidate progression as well as to evaluate and improve program quality. At each point

of assessment, data are aggregated to monitor program quality and to determine strengths and weaknesses of the program. The school psychology faculty members meet on a regular basis, including the scheduled fall, spring, and year-end retreat meetings, to discuss the assessment results and, if appropriate, consider possible changes to any aspect of the program. As stated earlier, the goals of the School Psychology Program at MSU are to prepare competent school psychologists who possess the knowledge, skills and dispositions to serve the educational and mental health needs of children of diverse backgrounds and to function as leaders within the educational context. These goals are achieved via continuous performance-based assessment of both individual candidates and program outcomes.

The following details the sequence of performance assessment, various methods for assessing and documenting outcomes, and the data used to monitor and improve program quality.

Program Assessment

First Year

During the fall semester of the first year, students must take the preliminary exam, typically given in November. The exam consists of 4 essay questions that are designed to tap into the students' broad knowledge base pertinent to school psychology and their ability to write in a coherent, organized manner.

The Professional Dispositions Assessment (PDA, Appendix B) is given to at least two of the course instructors at or near the end of the first semester to evaluate the students' professional dispositions.

During the spring semester of the first year, preliminary interviews take place in the last week of January or the first week of February. The purpose of these individualized interviews is to provide students with feedback on their progression in the program based on their preliminary exam results, instructors' ratings on the PDA, and their first semester GPA's. A copy of the Student Progress Evaluation Form (Appendix A) is provided, along with written notification of the preliminary exam results. If warranted, specific recommendations for improvement are given, followed by a copy of the remediation plan being sent to the student and his/her advisor.

Second Year

During the second year, students' performance is evaluated via field placement for their practicum. Students are placed in school settings in and around Minot. The students continue to acquire field experiences at the same sites during the spring semester. Near the end of both the fall and spring semester, students' performance is evaluated by the site supervisors, using the School Psychology Practicum Evaluation Form (Appendix C) and the PDA. The class meets on a weekly basis and the course instructor provides on-going feedback.

Supervisor ratings on the School Psychology Practicum Evaluation Form for the fall and spring semester are aggregated across students, specific to the NASP domains of training, to evaluate and improve the components of the program at the year-end faculty meeting. PDA ratings are also aggregated for faculty review. Upon completion of practicum, students are provided with a copy of the Student Progress Evaluation Form and, if warranted, specific recommendations for improvement are given, followed by copy of remediation plan being sent to the student and his/her advisor.

In addition, during the spring semester of the second year, students are required to take the comprehensive exam, typically offered in April (see Graduate Student Handbook for specific dates). The exam incorporates core and supporting area course work consisting of essay questions and case vignettes pertinent to the goals and objectives of the program. A written notification of the results is sent to students. Students who fail the exam or pass it with conditions will be notified of a meeting date and time with the School Psychology Committee to discuss the results and develop a remediation plan.

Third Year

During the third year, internship takes place over a period of the entire academic year. The Internship Evaluation Form-Site Supervisor's (see Internship Manual) is completed by the site supervisor on two separate occasions. The first evaluation occurs approximately halfway through the internship, preferably during the last week of the first semester. The final evaluation occurs at or near the end of the internship.

Students are also required to develop an electronic portfolio of internship experiences to document a full range of professional competencies. The guidelines for developing a professional portfolio are included in the Internship Manual. The Portfolio is to be turned in near the end of the internship and is rated by the university supervisor(s).

Student ratings on the Internship Evaluation Form as well as ratings on Portfolio are aggregated specific to the NASP domains of training to evaluate and improve the components of the program at the year-end program meeting. In addition to the Portfolio each student is required to submit two case studies to their supervising faculty member (one during fall semester and one during spring semester). Although there is often overlap between behavioral and academic difficulties, students are required to submit one behavioral and one academic focused case study. The purpose of the case study is to demonstrate the ability to integrate knowledge from NASP domains and apply it to real world applications. Further, the case study serves as the opportunity to document measurable positive impacts on student learning and behavior. The case studies are then reviewed by core school psychology faculty and rated using the Case Study Rubric. To pass the case study requirements for internship, students must meet expectations on all four sections. If a student does not achieve a rating of meets

expectation the candidate is required to schedule an oral defense for each section(s) rated as 'needs development' with the school psychology graduate faculty.

Internship feedback is provided through telecommunication, email, and the on-campus School Psychology Symposium. All interns are required to return to campus on the first Friday of February to attend a morning symposium. Student/faculty meetings are scheduled in the afternoon following the symposium. During these meetings, feedback is provided in groups and/or on an individual basis.

All students must take the Praxis II exam and obtain a passing score (147) for graduation. Students are strongly encouraged to take the exam during the first semester of internship or the summer prior to the internship to avoid unnecessary delay in graduation. That is, if the student fails to obtain a passing score, he/she must retake the exam, which will usually take a period of several months for re-registration for the exam. For program evaluation and improvement, the Praxis II exam results are aggregated across students specific to the areas assessed and are reviewed at a spring or year-end program meeting.

Post Program Assessment

Approximately one year following graduation, the Graduate Survey (Appendix E) and the Employer Evaluation forms (Appendix F) are mailed to all graduates and their employers to solicit their feedback on the program's training quality. It is, therefore, important to keep your mailing addresses up to date with the graduate office. Ratings on the Graduate and Employer Survey forms are aggregated specific to the NASP domains of training to inform program quality and be used for program improvement.

For those students with a master's degree in School Psychology from an accredited program, the course sequence typically starts at the 3rd year level. However, the students must take the preliminary exam during the first semester of study at MSU. The comprehensive exam is taken prior to completion of internship.

Professional Intervention and Due Process for Impaired School Psychology Students

Most students who enter a graduate program believe they are embarking on their chosen profession. Some discover that this is not what they desire, or that they lack the talent to perform effectively in their chosen field, and drop out of their program. Because school psychologists continuously intervene in the lives of others, it is very important that only competent beginning-level clinicians be allowed to graduate. It is, therefore, the ethical responsibility of the school psychology faculty to identify, alert, and advise those students who are severely lacking in academic, personal, and clinical skills.

Dismissing an impaired student from the school psychology program is a very difficult situation for both faculty and students. Because of the seriousness of this action, the following document contains the definition

and categories of impairment, subsequent procedures for professional intervention, and due process.

Impairment

For purposes of this document impairment is broadly defined as an interference in professional functioning, which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards and ethical principles into one's repertoire of attitudes and behaviors:
2. An inability to acquire professional skills in order to reach competency; and/or
3. An inability to control personal attitudes or behaviors which interfere with professional functioning.

Due Process Procedures

Due process ensures that decisions made by educational programs are not arbitrary. The following due process procedures apply to all students and incorporate appropriate appeal procedures available to the student so she or he may challenge the program's action. The procedure used to address an impaired student and/or advise the student regarding their career choice is:

1. Student evaluations are continuous. If the faculty member believes that a student's attitude or behavior fits within the definition of impairment and this impairment is not alleviated through initial goal setting and strategizing procedures, step two of the due process procedure will be implemented.
2. Any faculty member who believes a student is displaying impairment, and has attempted unsuccessfully to resolve it through goal setting and strategizing procedures, will discuss the problem with the entire school psychology faculty. If the student's attitude or behavior is identified as impaired, the faculty will move to step three. If not, the core faculty will meet with the student as a formal committee to formulate written alternative strategies designed to facilitate student growth.
3. The student and faculty member will develop a remediation contract and timeline. The contract will be finalized in writing with a copy given to the student, a copy for the student's file, and a copy for all members of the faculty. If the student meets the contract agreement, she will receive a letter from the faculty member notifying him or her of such resolution.
4. If the student does not satisfactorily fulfill the contract by the agreed upon date, further action will be determined by the school psychology faculty. The student will be notified, in writing, that such a review is occurring and the faculty will receive any information or statement from the student related to his or her response to the review. The faculty may take any appropriate action to resolve the issue.
5. The student may choose to accept the conditions or may choose to challenge the decision. The grievance procedures for challenging the decision are outlined in the Graduate Catalog in force at the time of the student's admission.

Academic Honesty

The integrity of the University community is contingent upon fulfillment of a trust-that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. The Minot State University School Psychology handbook defines academic dishonesty in this way:

1. Cheating, which is defined as, but not limited to the following: a) use or giving of any unauthorized assistance in taking quizzes, tests, or examination; b) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or c) acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
2. Plagiarism, which is defined as, but is not limited to the following: a) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with accepted practices of the discipline; b) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Therefore, no credit can be given for a dishonest assignment.

At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

Furthermore, violation of the University Academic Honesty Policy could result in the University taking disciplinary action, including expulsion from school (see MSU Student Handbook).

Americans with Disabilities Act Policy

In accordance with the Americans with Disabilities Act (ADA), any MSU student with a disability is eligible for services. Written documentation of the disability, usually in the form of a diagnostic report, should be provided by the student to the Disability Services (DS) coordinator prior to receiving any accommodations. Also, students who suspect they have a disability should meet with the DS coordinator to discuss his/her concerns. If appropriate, a referral for formal evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific area of disability. For more information on DS, please call 701-858-3371 or go to www.minotstateu.edu/disability_services.



Program Advisor _____

Year Entered the Program _____

Year 1

To be completed January - February of Year 1

Date of Preliminary Interview _____

1. Performance on Preliminary Exam (circle one): Pass Pass w/conditions Fail (Attach copy of Notification of Preliminary Exam Results)
2. Cumulative GPA: _____
3. Overall Professional Dispositions Assessment (PDA) Rating: _____

To be completed May - June of Year 1

Date of Review _____

1. Current Cumulative GPA: _____
2. **Overall Progress** (circle one): Satisfactory Unsatisfactory
(If unsatisfactory, attach copy of Remediation Plan)

Comments _____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Year 2

To be completed May - June of Year 2

Date of Review _____

1. Current Cumulative GPA: _____
2. PSY 584 – 585, Practicum: _____
3. Overall Professional Dispositions Assessment Ratings: Fall _____ Spring _____
4. **Overall Progress** (circle one): Satisfactory Unsatisfactory
(If unsatisfactory, attach copy of Remediation Plan)



Graduate Student Expectations and Performance Evaluations

Student: _____

Date: _____

4-Exceeds Expectations: at the level of advanced Ed.S. students

2-Below Expectations: below the level of most Ed.S. students

3-Meets Expectations: at the level of most Ed.S. students

1-Well Below Expectations: well below the level of most Ed.S. students

Progress towards Degree

Coursework: Students are expected to maintain a 3.0 GPA throughout all coursework. Students are advised that a grade of “C” in a required course for the Education Specialist in School Psychology degree is considered a failing grade.

- List of courses taken this semester and grade earned:

	Exceeds	Meets	Below	Well Below
Coursework	Student’s GPA is between 4.0 and 3.5 for all coursework	Student’s GPA is between 3.5 and 3.0 for all coursework	Student’s GPA is between 3.0 and 2.8 for all coursework	Student’s GPA is below 2.8 for all coursework

Preliminary/Comprehensive Exams: Student are expected to complete all preliminary/comprehensive exams as scheduled and on time with no more than 2 attempts. If first attempt is not successful, student must rewrite the preliminary/comprehensive exams. If second attempt is not successful, the student may be dismissed from the program.

	Exceeds	Meets	Below	Well Below
Comps	Student completes all comps on 1 st attempt	Student completes all comps in no more than 2 attempts	Student must petition faculty for 3 rd attempt on one comp.	Student must petition faculty for 3 rd attempt on both comps.

Knowledge of Psychology (Breadth and Depth): From coursework and research activities, students are expected to develop an understanding of the field of school psychology that demonstrates depth and breadth. Breadth is defined as the ability to integrate information from a variety of psychology fields into a cohesive understanding of topics. Depth is defined as the ability to provide detailed explanations of and empirical support for school psychological topics.

	Exceeds	Meets	Below	Well Below
Knowledge of Psychology	Student’s knowledge demonstrates	Student’s knowledge demonstrates	Student’s knowledge demonstrates	Student’s knowledge demonstrates

	breadth and depth of an advanced Ed.S. candidate.	breadth and depth of an average Ed.S. candidate.	breadth and depth of an advanced undergraduate student.	breadth and depth of an average undergraduate student.
--	---	--	---	--

Thesis Progress (if applicable): Students are expected to make progress towards their thesis every semester to complete the degree on time.

For full-time students: During the first year, students must obtain a thesis advisor and develop a preliminary topic, as well as produce a working draft of the introduction and methodology in conjunction with the thesis advisor. In the second year, students must complete the IRB application, collect and analyze data, and finish the thesis document. Following this timeline, student should propose no later than early fall of their second year and defend spring of their second year.

	Exceeds	Meets	Below	Well Below
Thesis Progress	Student is on path to complete thesis early the estimated time.	Student is on path to complete thesis in estimated time.	Student is on path to complete thesis with extra time	Student is on path to complete thesis in double the estimated time.

Professional Development

Students are expected to continue their professional development both in and out of the classroom. Professional development is defined as engaging in a variety of activities that have potential for enhancing both student knowledge and skills. Examples of professional development may include but are not limited to:

- Attendance at professional conferences
- Engaging in collegiality with both peers and faculty
- Enhancing professional demeanor

	Exceeds	Meets	Below	Well Below
Professional Development	Student shows great development in all categories	Student shows some development in most categories	Student shows some development in a few categories	Student shows little to no development in all categories

Research Development

Students are expected to use the scientific method for gaining knowledge, as well as problem solving. That is, students must critically think through and analyze current problems within their discipline. Consequently, students will be prepared to enter their field of study and make an immediate impact. To do so, students are expected to have strong written and oral communication skills as even the most well thought out plan is thwarted with the inability to effectively communicate. Additionally, when applying the scientific method to problem solving, students are expected to follow the current ethical codes set forth by their national governing boards (i.e. APA and NASP). Examples of research development may include but are not limited to:

- Development of Scientific Thinking
- Development of Research Ideas
- Research Ethics Skills and Adherence
- Written and Oral Communication Skills

	Exceeds	Meets	Below	Well Below
Research Development	Student shows great development in all categories	Student shows some development in most categories	Student shows some development in a few categories	Student shows little to no development in all categories

Graduate Teaching Assistantship (if applicable)

Students serving in a graduate teaching assistantship role are expected to develop and maintain a productive working relationship with their faculty supervisor. This means that each student should seek out expectations from their faculty supervisor at the beginning of the semester to make sure that expectations are clear. When performing their duties, students will be evaluated on the following:

- Production of work on time
- Communication with *both* students and faculty
- Efficiency
- Development of teaching skills

	Exceeds	Meets	Below	Well Below
Graduate Teaching Assistantship	Student shows great development in all categories	Student shows some development in most categories	Student shows some development in a few categories	Student shows little to no development in all categories

Disposition & Interpersonal Skills

Professional dispositions are very important within the field of school psychology. Therefore, students are not only expected to perform well academically in the classroom, but also continually strive to develop interpersonal skills needed to effectively perform their future job duties. At Minot State University, we strive to provide constructive feedback in relation to professional dispositions. Thus, students are expected to engage in the following:

- Openness to feedback
- Professionalism
- Clarity in communication
- Respectfulness to others
- Timeliness
- Pleasantness
- Personal responsibility

	Exceeds	Meets	Below	Well Below
Disposition & Interpersonal Skills	Student shows great development in all categories	Student shows some development in most categories	Student shows some development in a few categories	Student shows little to no development in all categories



Minot State
UNIVERSITY

School Psychology

**Practicum Evaluation
Form
Site Supervisor's**

(Appendix C)

Directions to Practicum Site Supervisor:

Thank you for your continued investment in Minot State University's school psychology program, our graduate students, and the profession. The Practicum Evaluation Form is way to seek supervisor's input regarding ability to apply knowledge to specific skills needed to perform the roles and functions of a school psychologist. This information is valuable as a feedback tool for individual student development, our program evaluation, and assuring competent professionals are entering internship. Please read each item carefully and rate the student's skill on the following scale:

3-Advanced Beginning Intern: Demonstrates skills effective at a moderate level without supervision. The role of the supervisor is becoming more consultative in nature. Some evaluative/additive supervision is still necessary.

2-Advanced Beginning Practicum Student/Beginning Intern: Demonstrates skills effective at a minimum level without supervision. The role of the supervisor is more evaluative/additive than directive.

1- Beginning Practicum Student: Demonstrates foundational knowledge to effectively perform skill with full, direct supervision

0-Not Competent Practicum Student: Does not demonstrate the foundational knowledge to effectively perform skill even with full, direct supervision

It is our expectations that by the end of the fall semester, practicum students should receive a minimum average score of 1 across each domain. By the end of the spring semester, practicum students should receive a minimum average score of 2 across each domain. Failure to obtain minimum scores will result in a remediation plan specific to the area(s) of deficit. If you assign a rating of 0 on any of the items, please make notes in the comments section as to why this rating was assigned. That information will be valuable in the remediation planning.

*Data-Based Decision Making and Accountability:	0	1	2	3
1. Demonstrates the ability to identify various sources of data (e.g. cumulative file review, interviews, observations, testing instruments, etc.)				
2. Appropriately selects the most relevant source(s) of data/testing instruments when given a referral question.				
3. Systematically collects data with fidelity and integrity				

4. Demonstrates the ability to interpret available data to guide the educational decision-making process.				
5. Systematically integrates data from multiple sources to answer referral questions.				
6. Utilizes the data-based decision making process throughout various roles (e.g. assessment, counseling, consultation, etc.)				
TOTAL				

Comments:

Consultation and Collaboration:	0	1	2	3
1. Ability to identify various consultation/collaboration models depending on situation.				
2. Demonstrates the skills necessary to appropriately define roles and responsibilities within consultation/collaboration models.				
3. Consults and collaborate at the individual, family, group, and systems level.				
4. Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others.				
5. Effectively communicate results of consultation and collaboration to parents, teachers, school personnel, community leaders, and/others.				
TOTAL				

Comments:

*Intervention and Instructional Support to Develop Academic Skills:	0	1	2	3
1. Understands biological, cultural, social, and developmental influences on academic skills				
2. Identifies various sources for identification of academic skill/performance deficits (e.g. curriculum				

based measurement, work samples, grades, standardized tests, screening measures, failure to respond to intervention, etc.)				
3. Appropriately selects evidence-based practices that address suspected areas of academic skill/performance deficits				
4. Implements methods to assure interventions are implemented with fidelity and integrity				
5. Evaluates outcomes of evidence-based practices through progress monitoring and collaboration with parents, teachers, and administration.				
6. Demonstrates understanding and appropriateness of academic interventions at an individual, group, and school-wide model.				
TOTAL				

Comments:

*Interventions and Mental Health Services to Develop Social and Life Skills:	0	1	2	3
1. Demonstrates the skills needed to determine whether something is a social, behavioral, or emotional concern				
2. Identifies various types of evidence-based practices that are commonly used to promote healthy social, emotional, and behavioral functioning (e.g. counseling, medication, behavioral contracting, etc).				
3. Appropriately selects evidence-based practices to address social, emotional, and behavioral concerns in the school to enhance functioning within the classroom, school, and home.				
4. Uses appropriate assessments to collect data to accurately identify and measure social, emotional, and behavioral development				
5. Demonstrates the ability to evaluate the effectiveness of services related to the social, emotional, and behavioral development of children.				
TOTAL				

Comments:

School-Wide Practices to Promote Learning:	0	1	2	3
---	----------	----------	----------	----------

1. Collaborates with administration, school boards, and teachers to promote evidence-based practices and policies regarding discipline, instructional support, staff training, school improvement activities, and/or program evaluation.				
2. Demonstrates the skills necessary to evaluate the effectiveness of school-wide policies.				
3. Creates and maintains effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services.				
4. Identifies and works to implement school policies, regulations, services, and accountability systems to ensure effective services for all children.				
TOTAL				

Comments:

Preventive and Responsive Services:	0	1	2	3
1. Identifies common risk factors associated with resilience to promote healthy school functioning.				
2. Promotes evidence-based Social-Emotional Learning curriculum at a school-wide level				
3. Collaborates in the design, implementation and evaluation of preventative programs to promote healthy school climate and psychological well-being				
4. Contributes to the development/review of the school safety and crisis plan				
5. Promotes collaboration between school and community resources in the event of a crisis				
6. Provides crisis response services to school community members in the event of a crisis				
TOTAL				

Comments:

Family-School Collaboration Services:	0	1	2	3
1. Identifies diversity within the community which may impact successful family-school collaboration				
2. Understands how family systems contribute to the development and learning of children				
3. Promotes and implements activities that connect				

family and school (e.g. parent trainings, parent support groups, flexible scheduling to meet family needs)				
4. Effectively communicates school procedures/processes while being sensitive to family needs				
5. Demonstrates familiarity with community, state, and federal services and provides those resources to families				
TOTAL				

Comments:

*Diversity in Development and Learning:	0	1	2	3
1. Identifies the impact of diversity on development and learning				
2. Demonstrates and promotes cultural competence in assessment and across a multi-tiered continuum of supports				
3. Provides culturally competent and effective practices in all areas of school psychology service delivery.				
4. Advocates for social justice policies and procedures at the individual, family, school and community level				
5. Understands and incorporates self-reflection on the influence of our own personal culture and biases on professional practices				
TOTAL				

Comments:

*Research and Program Evaluation:	0	1	2	3
1. Demonstrates the ability to use research as a foundation for effective service delivery.				
2. Synthesizes and evaluates research regarding is application within a school system				
3. Appropriately selects and implements research design (e.g. single-subject, group design, program evaluation) consistent with individual and/or school need.				
4. Appropriately selects and implements statistical and other data analysis techniques consistent with individual and/or school need.				
5. Evaluates and synthesizes the results of statistic and other data analyses to inform decision-making				

practices at the individual, group, and school level.				
6. Effectively communicates the results of research/program evaluation consistent with the targeted audience (e.g. parent, school board, teacher, administrator, community stakeholder).				
TOTAL				

Comments:

*Legal, Ethical, and Professional Practice:	0	1	2	3
1. Provides services consistent with current ethical, legal, and professional standards in school psychology.				
2. Applies an ethical decision-making process in situations when ethical violations arise				
3. Actively participates in continuing profession development through involvement in local, state, and national organizations				
4. Advocates for the school psychologist role across the NASP Practice Model at the local, state, and national level.				
5. Engages in self-reflective and self-evaluative practices in order to maintain and advance professional growth				
6. Facilitates active communication and seeks constructive feedback from supervisor				
TOTAL				

Comments:

*Domains given in Fall semester only

(Minutes) Previous Total _____ Total this Week _____ Cumulative Total

for meeting academic needs of students, how to collect and analyze data, select and implement evidence-based interventions, and evaluate outcomes.				
4. Interventions and Mental Health Services to Develop Social and Life Skills. Has knowledge of behavioral, affective, social and life needs, selects and implements evidence-based interventions, and evaluate outcomes.				
5. School-Wide Practices to Promote Learning. Has knowledge of history, policies, and systems of school organization/agency, understand how the organization/agency operate, and facilitate policies that promote positive learning environments.				
6. Preventive and Responsive Services. Has knowledge of resiliency and risk factors. Uses tiered preventative practices to alleviate academic and behavioral difficulties.				
7. Family-School Collaborative Services. Able to work effectively with families, educators, and others in the community in meeting individual and family needs of students and actively promote parent involvement.				
8. Diversity in Development and Learning. Able to identify individual differences and diverse characteristics (i.e. culture, contextual variables and role differences) and use evidence-based strategies to increase school success.				
9. Research and Program Evaluation. Use data from scholarly literature or local data collection to implement and evaluate intervention for collection to implement and evaluate intervention for individual as well as systemic programs.				
10. Legal, Ethical, and Professional Practice. Practice in ways that are consistent with professional and ethical standards and participates in opportunities for professional development in order to increase knowledge and skills.				

Thank you for participation in this survey.



Minot State UNIVERSITY

School Psychology

Survey of Employers of Graduates

(Appendix F)

Name and title (person completing form): _____

Organization/agency: _____

Date survey completed: _____ Employee's name: _____

Number of MSU School Psychology graduates hired within the past five years: _____

Overall, rate the preparation of the MSU school psychology graduate (s) for employment within your organization/agency. Circle one:

Exceptional More than Adequate Adequate Less than Adequate Unprepared

Comment: _____

Please rate the employee on each of the following areas of competence or skill:

Areas of Competence or Skill	Above Average	Average	Below Average	Comment, particularly if below average
1. Data-Based Decision-Making and Accountability. The employee understands and uses various methods of assessment and uses collected data to make decisions regarding individual and program needs.				
2. Consultation and Collaboration. The employee has knowledge of consultative and collaborative models and methods and demonstrates effective skills in regards to academic and behavioral concerns.				
3. Interventions and Instructional Support to				

<p>Develop Academic Skills. The employee understands processes for meeting academic needs of students, how to collect and analyze data, select and implement evidence-based interventions, and evaluate outcomes.</p>				
<p>4. Interventions and mental Health Services to Develop Social and Life Skills. The employee has knowledge of behavioral, affective, social and life skills development and uses this knowledge to assess needs, select and implement evidence-based interventions, and evaluate outcomes.</p>				
<p>5. School-Wide Practices to Promote Learning. The employee has knowledge of history, policies, and systems of school organization/agency, understand how the organization/agency operate, and facilitate policies that promote positive learning environments.</p>				
<p>6. Preventive and Responsive Services. The employee has knowledge of resiliency and risk factors. Uses tiered preventative practices to alleviate academic and behavioral difficulties.</p>				
<p>7. Family-School Collaboration Services. The employee is able to work effectively with families, educators, and others in the community in meeting individual and family needs of students and actively promote parent involvement.</p>				
<p>8. Diversity in Development and Learning. In conjunction with other areas of competence and skills, the employee understands how diversity (including but not limited to race, culture, ethnicity, SES, gender, and disability) may impact decisions regarding individuals and programs.</p>				
<p>9. Research and Program Evaluation. The employee uses data from scholarly literature or local data collection to implement and evaluate intervention for individual as well as systemic programs.</p>				
<p>10. Legal, Ethical, and Professional Practice. The employee practices in ways that a consistent with professional and ethical standards and participate in opportunities for professional</p>				

development in order to increase his or her knowledge and skills.				
--	--	--	--	--

Thank you for participation in this survey.



Minot State UNIVERSITY

School Psychology

Admission Evaluation Form

(Appendix G)

Applicant's Name _____

Bachelor's received from _____ Date _____

GPA _____

	3.00-3.5	3.51-3.74	3.75-4.00
_____	5	10	10

GRE _____

Verbal	_____	Quantitative	_____	Total
Minimum 286 Required	0	<286	287-291	292+
		10	15	

GRE Analytic Writing Minimum of 3.5 -----

Recommendations*:

1. _____	Average	Good	Outstanding
2. _____	Average	Good	Outstanding
3. _____	Average	Good	Outstanding
	0	5	10

*a poor recommendation removes the applicant from consideration

Personal Statement

Poor	Average	Good	Outstanding
	0	5	10

Bonus Points, up to 7, for field, minority status, experience

TOTAL POINTS

Decision Made to Interview?	YES	NO	
	Average	Good	Outstanding

	0	5	10

Goal Orientation	Average	Good	Outstanding
	0	5	10

Accepted Rejected
 Comments:



Program Goals/Objectives	NASP Domains									
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
1. To provide students with knowledge of school organization and operation, which promotes their understanding of educational settings as systems.										
2. To familiarize students with the role and function of school psychologists as well as current professional standards and issues.										
3. To acquire data based reflective decision-making skills, which facilitate outcome-based service delivery.										
4. To acquire knowledge of human learning and development of cognitive, academic, social, behavioral, affective, and adaptive skills of children.										
5. To develop clinical skills in the assessment of human learning and developmental processes pertinent to serving the educational and mental health needs of children, using various models and techniques.										
6. To prepare professionals are familiar with techniques to evaluate academic and behavioral interventions.										
7. To develop communication, collaboration, and consultation skills and the ability to positively engage in team work efforts.										
8. To acquire the ability to work effectively with families, educators, and others in the community and to promote partnerships in providing comprehensive services to children and their families.										
9. To prepare students with awareness and sensitivity of human diversity and acquire skills to work with children of diverse backgrounds.										
10. To develop awareness of and adherence to laws, ethical considerations and professional dispositions.										
11. To acquire knowledge of research, statistics, and evaluation methods and enable students to integrate theoretical knowledge, empirical research, and professional experience in practice.										
12. To prepare professionals to incorporate technology throughout										

school psychology practice.										
13. To prepare students for continuing professional growth through membership in professional organizations, participation in state and national conventions, attendance at workshops/seminars, and service learning opportunities.										



NASP Domain Standard	Syllabi																						
	ED 540	ED 541	SPED572	SPED561	PSY 503	PSY 511	PSY 512	PSY 514	PSY 515	PSY 518	PSY 525	PSY 533	PSY 584	PSY 585	PSY 586	PSY 590	PSY 592	PSY 593	PSY 594	PSY 597	PSY 598	PSY 599	
2.1 Data-Based Decision-Making and Accountability																							
2.2 Consultation and Collaboration																							
2.3 Interventions and Instructional Support to Develop Academic Skills																							
2.4 Interventions and Mental Health Services to Develop Social and Life Skills																							
2.5 School-Wide Practices to promote Learning																							
2.6 Preventive and Responsive Services																							
2.7 Family-School Collaboration Services																							
2.8 Diversity in Development and Learning																							
2.9 Research and Program Evaluation																							
2.10 Legal, Ethical, and Professional Practice																							

