



**The Educational Specialist  
Program in  
School Psychology**  
(M.Ed./Ed.S. Program of Study)

**A NASP – Approved Program**

**College and Graduate School of Education,  
Health, and Human Services  
Department of Educational Foundations  
and Special Services**

*May 2008*

# The Educational Specialist Program in School Psychology

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**Frequently Asked Questions (FAQs)**  
**About the M.Ed./Ed.S. Program in School Psychology**

**Q: What undergraduate degree is required in order to apply to the program?**

A: The program does not require a specific undergraduate degree or course of study. Although most of our students have undergraduate preparation in psychology or education, individuals with other types of training have been successful.

**Q: Do I have to apply for both the College and Graduate School of Education, Health, and Human Services and the School Psychology program?**

A: Yes. There are two separate application processes. The Graduate School of Education application requires the Application for Admission form (2 copies), a statement of goals, a verification of moral character, undergraduate and (if applicable) graduate transcripts, and two letters of reference. Additional requirements for the School Psychology program include the GRE general knowledge test, the School Psychology Vita Sheet, and a sample of written work.

**Q: I'm interested in applying to the Ed.S. program, but I don't have a graduate degree. What program should I apply to?**

A: You should check the box on the Application for Admission form that says "M.Ed./Ed.S." Once you successfully complete the M.Ed. degree, you will matriculate into the Ed.S. program. The M.Ed./Ed.S. program of study is a combination of the M.Ed. coursework (generally the first year of the sequence) and the Ed.S. coursework, as illustrated on the sequence of coursework (see page 13 in this book). Applicants without a masters degree will first enter the M.Ed. program, since attainment of a masters degree is necessary before entering the Ed.S. program. When completing the application for the M.Ed./Ed.S. program of study, follow the procedures described for the Ed.S. program, including interviews with practicing school psychologists.

**Q: I am interested in obtaining a Ph.D. in school psychology, but I don't have a masters degree. How should I proceed?**

A: You should obtain the application materials for the M.Ed./Ph.D. program of study, and apply to this program. Check the box on the application marked M.Ed./Ph.D., and complete all the application requirements for this program of study. You will first be admitted into the M.Ed. program. Upon successful completion of this degree, you will matriculate into the Ph.D. program; no additional application is necessary.

**Q: What if I decide to stop the program after completing the M.Ed.?**

A: The M.Ed. is a "paper degree," and does not fulfill requirements for licensure as a school psychologist or for any other credential. You must complete all Ed.S. degree requirements in order to be eligible for licensure as a school psychologist.

**Q: I see that the program admits students three times a year. What is the preferred application cycle?**

A: The program sequence is organized so that students ideally begin as a cohort in the summer. In order to commence your graduate study in the summer, you should apply for admission in February (application deadline, January 10).

**Q: What if I can't begin in the summer? Can I begin the program at another time?**

A: Yes. Students who are admitted in November may begin coursework in January (spring semester), and students who are admitted in July may begin coursework in August (Fall semester). There are some disadvantages to beginning the program out of sequence. The major ones are that doing so will not allow you to “bond” as quickly with your cohort, most of whom will begin in the summer, and that you will be taking some coursework out of sequence. However, students successfully enter the program out of sequence nearly every semester.

**Q: What if I want to apply for November admission, but don't intend to enroll until summer; can I do this?**

A: Yes. Students who are admitted may defer enrollment for up to a year. We ask that you notify us in writing of your intended semester of enrollment if it does not immediately follow your date of admission.

**Q: Is it possible to complete the program on a part-time basis?**

A: No. Although it is possible to complete some early coursework on a part-time basis, the requirements for practicum and internship are such that it is not possible to complete the degree requirements by attending part time. In addition, students who have taken coursework on a part-time basis have reported that they have more difficulty feeling connected with their peers and staying on track academically.

**Q: I have been working for several years and don't have a sample of written work. How should I handle this for my application? Can I submit technical reports I have prepared as part of my job?**

A: This part of the application is designed to provide a sample of your professional/scholarly writing. A technical report is not a substitute for this, although you might want to include this as another sample of your written work. You may create a paper on a topic of interest to you for the application. It should be 8-10 pages, with references, following the current publication manual of the American Psychological Association.

**Q: It has been a number of years since I attended my undergraduate program, and I'm not sure my professors would remember me. May I request letters of reference from my employers?**

A: Letters of reference may be requested from any individuals who can comment about your potential for success in graduate study. If your work setting is primarily in an applied setting, consider whether your employer can provide such an assessment of you. However, letters from

such individuals may be very helpful in describing your work record and skills in a specific setting, which are also valuable to the admissions committee.

**Q: What about the School Psychology Vita Sheet? How should I respond to this?**

A: This is intended to represent information that would typically be contained in a resumé or curriculum vita, as well as some additional areas. You may either attach a copy of your resumé and respond to the prompts on a separate page, or respond to all the prompts on the School Psychology Vita Sheet and following page.

**Q: What is the cutoff score for the general knowledge GRE? Is the specialty GRE required?**

A: Only the general knowledge GRE is required. At this time, the program has not established a specific cutoff score for the GRE. However, most successful applicants obtain scores at the 35<sup>th</sup> percentile or higher in all areas. Mean GRE scores for students most recently admitted to the M.Ed./Ed.S. program are listed in this document. The program may eliminate applicants from the pool prior to the interview if two or more areas on the GRE fall below the 25<sup>th</sup> percentile. When requesting that your GRE scores be submitted to the College and Graduate School of Education, Health, and Human Services, please use this Department Code: 3999.

**Q: What about GPA? Is there a specific GPA requirement?**

A: The College and Graduate School of Education, Health, and Human Services requires an undergraduate GPA of 2.75 to be admitted. Applicants whose GPA is below this level must be admitted with special faculty recommendation. It is unlikely that applicants with GPAs below 3.0 will be admitted to the program. The mean undergraduate GPA for students typically admitted to the M.Ed./Ed.S. program is approximately 3.5.

**Q: How is the faculty interview arranged?**

A: Following the application deadline (January 10, June 15, or October 15), the faculty admission committee reviews complete applications, and invites all applicants who are not eliminated for low GPA or GRE scores for an interview with faculty. These interviews typically involve a 20 to 30-minute interview with the program faculty and interaction with current students in the program.

**Q: I live out of state and it is difficult for me to travel to Ohio for the interview. Can a telephone interview be arranged?**

A: Yes. When you are contacted about the on-campus interview, request a telephone interview, and this will be arranged for you.

**Q: How long after the interview are admission decisions made? How will I be notified?**

A: Applicants are notified about the admission decision by Graduate Student Admissions and Services within 1-2 weeks following the interview. Applicants who are admitted will receive a more detailed letter from the Program Coordinator. In order to accept admission, this letter must be signed and returned to the Program Coordinator by a designated date.

**Q: I am interested in a Graduate Assistantship. How can I obtain one?**

A: Graduate Assistantships are available to students on a competitive basis. In the past several years, most students desiring assistantships have obtained them. Opportunities may include traineeships to develop skills in specialty areas and support of programs and grants within the College and Graduate School of Education, Health, and Human Services. It is not common for students to be offered an assistantship at the time of admission, and generally “landing” an assistantship requires that you actively pursue available positions. Your advisor can assist you with this process upon admission. Assistantships are typically easiest to find during the spring and summer for the next academic year, and are generally less available when entering the program in January or August. Summer assistantship opportunities are uncommon.

**Program Philosophy--M.Ed./Ed.S. Program in School Psychology**

The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in educational settings. Throughout the Kent State University graduate-training program in school psychology, a commitment to using the science of psychology to promote human welfare of children is emphasized. Recognizing the pluralistic nature of our society, the KSU graduate program in school psychology is committed to fostering in its students sensitivity to, appreciation for, and understanding of all individual differences.

The KSU school psychology faculty has adopted a preventive mental health model of school psychological services as a context for the study of psychological and educational principles that influence the adjustment of individuals from birth to 22 years. Emphasis is on the role of school psychologists as highly qualified practitioners and also as leaders/innovators in comprehensive support services to schools.

The school psychology program emphasizes the provision of services to individual schools and children, in addition to attaining a functional understanding of systems-consultation and the ability to promote and implement primary and secondary prevention programs for school-based problems. Since the program emphasis is on the application of psychology in education, students are required to demonstrate competence in the substantive content areas of psychological and educational theory and practice. Other related areas outside the school psychology core include coursework in counseling, curriculum and instruction, or educational administration.

The KSU M.Ed./Ed.S. Program in Schools Psychology is committed to a scientist-practitioner model of training, which conceptualizes psychologists as data-oriented problem-solvers, and transmitters of psychological knowledge and skill. As such, students draw upon the scientific literature as a primary basis for professional practice and focus their research agendas so as to have meaningful implications for practice. In addition, functioning as a scientist-practitioner means that professional practice is conducted in ways that are congruent with the scientific method. That is, presenting problems are operationalized in measurable ways, data pertaining to presenting problems are collected and analyzed, analyses of these data lead to the formulation of hypotheses, resulting hypotheses form the bases for the design of interventions, the effectiveness of these interventions are monitored over time via ongoing data collection, and hypotheses and interventions are modified in light of these outcome data.

The M.Ed./Ed.S. Program in School Psychology is oriented to prepare students to work effectively as practitioners in educational settings. The mission of the Kent State University M.Ed./Ed.S. program is to train school psychologists who reflect competencies in the roles outlined by the National Association of School Psychologists as fundamental to effective professional practice.

### **Domains of School Psychology Preparation**

The major domains of school psychological practice in the M.Ed./Ed.S. training program at Kent State university were first conceptualized in *School psychologists: A blueprint for training and practice II* (Ysseldyke et al., 1997), and further refined in the *Standards for training and field placement programs in school psychology* (NASP, 2000). These domains, together with their related program objectives, are as follows:

**1.00 *Data-Based Decision-Making and Accountability:* School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.**

#### **Related Program Objectives**

- A. Demonstrate competence in applying a data-based, problem-solving process to student, group, and systems problems.
- B. Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.
- C. Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and exceptional educational needs.
- D. Demonstrate knowledge of the use of a broad range of methods for assessing children's social-emotional and adaptive behavior.
- E. Demonstrate knowledge of the use of broad range of methods for assessing children's cognitive and academic functioning.
- F. Demonstrate knowledge of assessment of curricula and instructional contexts.
- G. Demonstrate competence in integrating intervention-based and diagnostic information to make special education eligibility decisions.
- H. Demonstrate knowledge and applied proficiency in psychological and educational evaluation, assessment, and diagnoses.

**2.00 *Consultation and Collaboration:* School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.**

#### **Related Program Objectives**

- A. Demonstrate knowledge about multidisciplinary team functioning, and skill in participating on and leading such teams.
- B. Demonstrate skills for conducting consultation and clinical interviews with teachers and parents in order to conceptualize treatment goals and develop intervention plans to accomplish these goals.
- C. Demonstrate the ability to work effectively with a variety of people.

- D. Summarize and communicate results of student evaluations and reports of research in terms that are understandable to educators and parents.
- E. Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.
- F. Demonstrate knowledge of networks of child care systems and skill in interacting with diverse systems.
- G. Demonstrate knowledge of fundamental principles related to leading and managing change.

**3.00 *Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.***

**Related Program Objectives**

- A. Demonstrate knowledge of educational foundations, including special instructional, remedial and applied behavioral techniques.
- B. Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing academic and cognitive problems.
- C. Demonstrate knowledge of standard curricular and instructional foundations.
- D. Demonstrate knowledge of major learner-generated strategies or activities that enhance cognitive and academic performance.
- E. Demonstrate knowledge of the efficacy of empirically supported treatments that facilitate the cognitive and academic development of all children.
- F. Conceptualize treatment goals and develop intervention plans to accomplish these goals.
- G. Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.

**4.00 *Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these procedures, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.***

**Related Program Objectives**

- A. Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing problems in social-emotional and adaptive functioning.
- B. Demonstrate knowledge and skill in implementing individual counseling and behavioral interventions for children and youth.
- C. Demonstrate knowledge and skill in implementing group counseling and behavioral intervention for children and youth.
- D. Demonstrate knowledge of school psychological service delivery systems and evidence based interventions that facilitate the social-emotional and adaptive functioning of all students.

- E. Conceptualize treatment goals and develop intervention plans to accomplish these goals.
- F. Demonstrate command of methods for monitoring treatment progress and evaluating the effectiveness of interventions.

**5.00 *Student Diversity in Development and Learning:* School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.**

**Related Program Objectives**

- A. Demonstrate the ability to work effectively with a variety of people.
- B. Demonstrate knowledge about, sensitivity to, respect for and responsiveness to children, youth, and families from various cultural and racial backgrounds.
- C. Demonstrate knowledge and appreciation for diversity and disabilities.
- D. Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of a diverse population of students.

**6.00 *School and Systems Organization, Policy Development, and Climate:* School psychologists have knowledge of general education, special education, and other educational and related services.**

**Related Program Objectives**

- A. Demonstrate knowledge of the organization and operation of schools, including directed observations and participation in school settings.
- B. Demonstrate knowledge of systems variables that promote positive learning and behavior of all students.
- C. Demonstrate knowledge of social and political forces affecting public schools.
- D. Demonstrate knowledge of organizational change strategies.

**7.00 *Prevention, Crisis Intervention, and Mental Health:* School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.**

**Related Program Objectives**

- A. Demonstrate knowledge of psychological foundations focused on both typical and exceptional human learning and development, including biological and social bases of behavior.
- B. Demonstrate knowledge and applied proficiency in psychological and educational intervention strategies including counseling, consultation, and behavior management.
- C. Demonstrate knowledge and applied proficiency in prevention and intervention models to promote wellness.
- D. Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students, including both proactive and reactive strategies.

**8.00 *Home/School/Community Collaboration:* School psychologists have knowledge of family systems, including family strengths and influences on student development,**

**learning, and behavior, and of methods to involve families in education and service delivery.**

**Related Program Objectives**

- A. Demonstrate knowledge and applied proficiency in interdisciplinary team participation.
- B. Identify roles and activities that families, and in particular parents, can take in the enhancement of children's schooling.
- C. Demonstrate knowledge of methods to promote family-school partnerships that foster children's learning and adjustment.
- D. Demonstrate knowledge of community resources and applied proficiency in employing appropriate referrals.

**9.00 *Research and Program Evaluation:* School psychologists have knowledge of research, statistics, and evaluation methods.**

**Related Program Objectives**

- A. Demonstrate knowledge of statistics and research methodology as applied to school psychology.
- B. Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations.
- C. Conceptualize and implement assessments that facilitate the design and evaluation of interventions.
- D. Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.

**10.00 *School Psychology Practice and Development:* School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.**

**Related Program Objectives**

- A. Demonstrate an understanding of the historical, current and projected view of the professional role and function of the school psychologist, including standards for practice, legal and ethical considerations, and issues before the field.
- B. Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.
- C. Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.
- D. Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.
- E. Behave in accordance with professional, legal, and ethical guidelines.

**11.00 *Information Technology:* School psychologists have knowledge of information sources and technology relevant to their work.**

**Related Program Objectives**

- A. Demonstrate proficiency in basic computer technology operations and concepts.

- B.** Demonstrate personal and professional use of technology, including email and electronic listservs, word processing, templates for psychological reports and test data, and creation of database technology and spreadsheet applications.
- C.** Demonstrate competence in utilizing the World Wide Web for resource information and empirical research information and communication and information dissemination through email and scholarly listservs.
- D.** Demonstrate a basic understanding and material representation of website design skills through hands on experience and program requirements, through the creation of web-based student portfolios.
- E.** Demonstrate adequate presentation skills utilizing technological means of information dissemination through the use of Microsoft Powerpoint/Publisher, or comparable programs, and display proficiency in using associated technological equipment.
- F.** Demonstrate skills in critically analyzing the costs and benefits of using computerized scoring and interpretation ‘report writers.’
- G.** Demonstrate an understanding of the ethical considerations related to disseminating psychological information using email and other electronic means.

*These competencies are taught through a sequence of course work and field experiences, including opportunities to apply skills under supervision in various practicum settings, and culminating in independent school-based practice at the conclusion of an intensive internship experience.*

### ***References***

- National Association of School Psychologists. (2000). *Standards for training and field placement programs in school psychology*. Bethesda, MD: Author.
- Ysseldyke, J.E., Dawson, P., Lehr, C., Reschly, D., Reynolds, M., & Tetzrow, C. (1997). *School psychology: A blueprint for training and practice II*. Bethesda, MD: National Association of School Psychologists.

## Program Requirements and Coursework Sequence

Graduates of the Kent State University Ed.S. Program are awarded an Educational Specialist (Ed.S.) degree in school psychology. Students who begin the program without a Masters degree will first be admitted to the M.Ed. (Master of Education) degree program. The M.Ed. degree is generally awarded following satisfactory completion of the first year of coursework shown on the M.Ed./Ed.S. illustrative course sequence in this document; students then matriculate into the Ed.S. program for completion of Year 2 and 3 coursework. **The M.Ed. is not a practice degree and will not fulfill licensure requirements.** Students who enter the program with a previous Masters degree are admitted to the Ed.S. program. Depending on previous graduate preparation, these individuals must take some or all of Year 1 coursework in order to complete Ed.S. program requirements.

Year 1 coursework and some year 2 coursework may be completed on a part-time basis. However, Field Experience and Practicum requirements are such that the student must be available during daytime hours in order to fulfill clinical/field hours. Students who have taken coursework on a part-time basis have indicated that they have more difficulty feeling connected with their peers and staying on track academically. There are university requirements that limit the number of years to complete the M.Ed. and Ed.S. degrees.

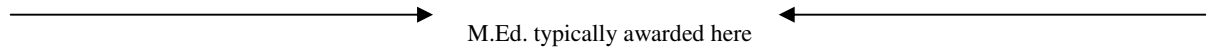
It is strongly recommended that students begin the program during the summer term. This provides the student the advantage of beginning the program with others in the student's cohort and taking the coursework in the intended sequence.

## Kent State University School Psychology Program Illustrative Sequence of Coursework for Ed.S. Degree\*\*

### Proposed Sequence for Students Entering Summer 2008 and Later

#### Year 1

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
SPSY 6/77912 Role of the School Psychologist (3) SPSY 6/77914 Field Experience in Education for School Psychologists* (2) EDPF/EDUC 6/75510 Statistics I for Educational Services (3; Also offered in Fall or Spring) EDPF/EDUC 65520 Child & Adolescent Development (3; Also offered in Fall or Spring)	SPSY 6/77920 Diagnosis of Childhood Disorders in Schools (3) SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors and School Psychologists (3) SPSY 6/77955 Instructional Assessment for School Psychologists (3) SPSY 6/77692 Practicum I in School Psychology (3) SPSY 6/77972 Social-Emotional Assessment for School Psychologists (3)	SPSY 6/77692 Practicum I in School Psychology (3) SPSY 6/77960 Interventions with Culturally Diverse Students (3) SPSY 6/77951 Cognitive Assessment of Children in Schools (3) SPSY 6/77974 Social-Emotional Interventions in School Psychology (3)
8-11 hours	15 hours	12 hours



#### Year 2

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
SPSY 6/77925 Introduction to Neuropsychology for School Psychologists (1) SPSY 6/70162 Developmental Assessment (3) SPSY 6/77965 Instructional Interventions for School Psychologists (3)	SPSY 6/77973 Consultation in the Helping Professions (3) SPSY 6/77792 Practicum II in School Psychology (3) SPSY 6/77928 Group Counseling Techniques for Rehab Counselors and School Psychologists (3)	C & I 6/77319 Diagnosis and Remediation in Reading (3) SPSY 6/77792 Practicum II in School Psychology (3) SPSY 60165 Principles of Social Learning (3) SPED 63101/ EDAD 6/76517 Administration & Supervision in Special Education (3)
7 hours	9 hours	12 hours

#### Year 3

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
SPSY 6/77980 Integrating Experience (2) SPSY 6/77970 Legal, Ethical, & Professional Issues in School Psychology (3) – <i>offered during intersession</i>	SPSY 6/77992 Internship in School Psychology (6) SPSY 6/77971 Issues & Approaches in School Psychology (3)	SPSY 6/77992 Internship in School Psychology (6) SPSY 6/77971 Issues & Approaches in School Psychology (3)
5 hours	9 hours	9 hours

\* Required for students without a current teaching license.

\*\* Depending on background and experience, additional coursework may be required in years 1 & 2

#### Notes:

1. SPSY courses are offered only in the semester shown; other courses may be offered at other times as well.
2. Specific aspects of Field Experience must be completed prior to the beginning of Practicum II.
3. Students may not enroll in Year 2 coursework prior to completion of Year 1 coursework unless an exception has been agreed to by the student's advisor and the course instructor. The student understands the ramifications of early enrollment, including an increased need for self-study in prerequisite areas.
4. Students are responsible for completing the approved course of study that is in effect at the time the approved prospectus is filed.
5. Ed.S. graduation is typically the summer at the end of the internship experience.

### ***Practica***

Practicum I in School Psychology is a 2-semester experience during the first academic year that supports the field-based components of concurrent coursework. Practicum II in School Psychology is a 2-semester experience that requires students to work with children in educational settings for approximately one full day per week in the year immediately prior to internship. Students must be available to visit public schools and other approved educational settings for selected practicum activities during regular hours of operation. Program faculty arrange students' practicum settings in order to provide comprehensive and complementary experiences.

### ***Internship***

The internship focuses on assessment and intervention functions, as well as the consultative role of the school psychologist as problem-solver. Internship placements for students intending to work in Ohio are arranged by program faculty following the *Ohio Internship in School Psychology Guidelines*. All students must have a background check and have no history of certain legal difficulties in order to be eligible for internship and subsequent licensure as a school psychologist. Concurrent with the Internship, in each of the two academic semesters, students also enroll for three semester hours of credit in SPSY 6/77971, Issues and Approaches in School Psychology. The supervised internship is completed in an approved school setting for at least 1,365 clock hours (nine months at 35-40 hours per week). To the extent these are available, state-funded internships will be provided for students who agree to employment as a school psychologist in Ohio schools. Paid internships will be awarded on the basis of date of admission to the program; Ohio internships are arranged by program faculty. Program faculty will facilitate alternative internship experiences for students who intend to seek employment in states other than Ohio; greater student involvement is necessary for obtaining an out of state internship and arranging appropriate university supervision of this experience.

## Application for M.Ed./Ed.S. Program in School Psychology

### Making Application

Please send all materials to: Office of Graduate Student Services  
418 White Hall  
Kent State University  
Kent, Ohio 44242

The materials listed below are required for application to the M.Ed./Ed.S. and Ed.S. program:

*The following materials are available on the program website (www.ehhs.kent.edu/spsy):*

1. One Complete Application Form
2. Written Statement of Personal Goals
3. Letters of Recommendation
  - Two Letters Required
4. Vita Sheet
5. Verification of Moral Character

*In addition to the materials above, you will also need to send the following:*

6. Copy of Current Resume/Vita
7. Official Transcripts with Degree Posted
  - One official transcript from each college or university (except Kent State) in which 12 quarter hours (8 semester hours) or more were earned.
8. Official GRE Scores
  - Please request your GRE scores be sent to *both* of the following codes:
    - 3999 (KSU Graduate School of Education)
    - 1367 (KSU Institution Code)
9. Sample of Written Work
10. Application Fee
  - Check or Money Order for \$30.00 non-refundable (payable to Kent State University)

*Note: Graduate Assistantship Application is optional.*

### *Dates and Deadlines*

Applications for admission to the school psychology M.Ed/Ed.S. degree program are reviewed in February, July, and November. **Complete applications are necessary approximately one month prior to these dates so that faculty interviews can be arranged.** Hence, application deadlines, admission decision dates, and typical semesters for enrollment are as follows:

#### Application deadline:

October 15  
January 10  
  
June 15

#### For admission decision in:

November  
February  
  
July

#### For enrollment in:

Spring semester (January)  
Summer semester (June; *preferred term for beginning program*)  
Fall semester (August)

Program faculty will arrange interviews with applicants whose completed files are received by the application deadline. Interviews typically are scheduled during the month of the admission decisions (i.e., November, February, and July). ***Summer is the preferred term for beginning the program.***

### ***Required Application Materials***

The following checklist summarizes the required application materials:

- |  |   |
|--|---|
| <input type="checkbox"/> Application for admission form (2 copies) | <input type="checkbox"/> Graduate Record Exam (Department Code: 3999) |
| <input type="checkbox"/> Statement of goals                        | <input type="checkbox"/> Sample of written work                       |
| <input type="checkbox"/> Verification of moral character           | <input type="checkbox"/> Letters of reference (2)                     |
| <input type="checkbox"/> Undergraduate transcript                  | <input type="checkbox"/> Graduate transcript (if applicable)          |

***We strongly encourage applicants to confirm receipt of all application materials prior to the application deadline.*** For questions about the status of application materials, contact Graduate Student Admissions & Services at 330-672-0558. In addition to these required application materials, applicants are strongly encouraged to interview or shadow practicing school psychologists.

### ***Admission Criteria and Selection***

Minimum criteria for admission to the M.Ed./Ed.S. program include:

- An undergraduate GPA of 3.0 or higher;
- Evidence of satisfactory performance on the *General Knowledge* part of the Graduate Record Exam (GRE); no specific cut-off score on the GRE, but mean scores for students most recently admitted are as follows: Verbal=439, Quantitative=543, and Writing=4.2;
- Two copies of the Graduate Application for Admission;
- Official copies of your undergraduate transcripts;
- Written statement of personal goals and professional objectives;
- Verification of Moral Character form;
- School Psychology Vita;
- Two letters of references from individuals who can speak to your potential for graduate study;
- A copy of your written work;
- Evidence of excellent interpersonal skills and ability to work effectively with people;
- A desire to work with children, parents, and educators in school and/or community settings
- Evidence of leadership traits important for school psychologists including persistence, flexibility, and positive mental attitude;

The Graduate Program in School Psychology is committed to the recruitment and retention of persons from diverse backgrounds. A holistic review of applicants' materials is conducted by

program faculty, and performance below the criterion listed in a single area will not eliminate a candidate from consideration.

Approximately 15-18 students are admitted into the M.Ed./Ed.S. program annually. This represents approximately one-fourth to one-third of the total number of individuals who apply. All applicants will receive written notification of admission decisions.

### ***Appeal of Denial of Admission to Program***

Applicants who are denied admission to the program may appeal the decision to the program faculty within one month of receiving the denial letter. This request for reconsideration must be submitted in writing (via e-mail or U.S. mail) to the Program Coordinator, who will explain the appeals process and identify any specific areas to be included in the applicant's appeal. The request for reconsideration must include: (a) a justification for reconsideration, (b) an explanation for any objective criterion (GPA, GRE) that is below the published standard, and (c) additional information specific to the applicant that may be requested by the program faculty. This information must be submitted to the Office of Graduate Student Services, who will forward the information, together with the original file, to the Program Coordinator. The request for reconsideration will be reviewed by program faculty during the first program meeting following receipt of the request. Within one week of this meeting, the Program Coordinator will notify the Office of Graduate Student Services of the program faculty's decision. The Office of Graduate Student Services will notify the applicant of the result of the request for reconsideration. Subsequent appeal, for review of procedural safeguards only, may be made to the Associate Dean of Administrative Affairs and Graduate Education.

### **Beginning the Program**

Students typically begin their program sequence during the summer immediately following admission. This schedule has several advantages, including allowing students to interact and engage as a cohort and to experience coursework designed to be taken early in the program sequence. Exceptions to this schedule are permissible, but require consultation with the student's advisor.

### **Advisement**

Each student is assigned a faculty member who will serve as advisor based upon academic interests and compatibility. Advising is facilitated by the use of an M.Ed. or Ed.S. prospectus completed soon after admission to the program. The prospectus serves as a contract specifying requirements for completion of the program. It requires the student to follow a time-line to sequence completion of requirements. Students are responsible for completing the approved course of study that is in effect at the time the approved prospectus is filed. The student-advisor relationship is critical in supporting the student's transition to graduate study.

### **Student Organization**

The KSU School Psychology Program has an active student organization, Student Affiliates in School Psychology (SASP). SASP has been formally recognized as a student affiliate chapter of

the Division of School Psychology of the American Psychological Association. All students enrolled in course work in the School Psychology Program are members of SASP. Activities of SASP include coordinating a mentorship program for new students, participating in university governance, arranging for several social and student learning events annually, and assisting in accessing university funds for attendance at professional conferences.

### **Financial Aid**

Every effort is made to assist students in securing financial assistance for full-time study. Graduate assistantships are available on a competitive basis. Students who qualify are eligible for Graduate Work-Study positions. Academic year assistantships pay a stipend plus waiver of tuition for 20 hours work per week. Whenever possible, students who receive financial aid that requires work are placed in positions that directly relate to their program of study.

- Students wishing to apply for graduate assistantships should complete the Graduate Assistant application provided during the on-campus interview or available on-line, and provide a copy of this, together with a current resume, to the assigned advisor and the administrative assistant within the Department of Educational Foundations and Special Services.
- Students wishing to apply for financial aid should contact the Financial Aid Office in Room 103 of the Michael Schwartz Center, Kent State University, P.O. Box 5190, Kent, OH 44242-0001, 330-672-2972.
- Students who have low incomes may be eligible for federal work-study funds. These applications are available from the Financial Aid Office, 330-672-2972.

### **Student Data-Base and E-mail Communications**

A database of student contact information (e.g., name, address, telephone numbers, e-mail addresses) and other data essential to program operation (e.g., date of admission, advisor) is maintained. All students in the School Psychology program are expected to:

- 1) Have a personal kent.edu e-mail account that is checked regularly, at least several times per week, throughout all phases of the program, including internship. Kent.edu e-mail accounts are available from client services located in the University Library, 330-672-2031.
- 2) Notify all program faculty and the staff members who maintain the student database of any changes in database information.
- 3) Subscribe to established electronic listservs to facilitate communication during various phases of the program.

### **Praxis Examination**

A score on the Praxis Examination for School Psychologists that meets or exceeds the passing score specified by the Ohio Department of Education is necessary to apply for the professional license as a school psychologist in Ohio. The program and SASP have adopted the following policy on passing the NTE Praxis Exam:

“It is the program's intent that graduates will be eligible for relevant credentials, including the Ohio Department of Education professional license as a school psychologist and the NSCP, both

of which require specific cut-off scores on the NTE praxis exam. However, attainment of a specific score on the NTE praxis will not be required to receive the Ed.S. degree.”

*Adopted by Program Faculty, November 9, 2000; endorsed by the Executive Committee of the Student Affiliates in School Psychology, February 7, 2001*

Praxis cutoff scores for the ODE professional license and the NCSP, as well as the mean scores of recent Kent State graduates are shown in the following table. One hundred percent (100%) of KSU graduates meet the NCSP praxis requirement.

Required Praxis Score for Ohio Five-Year Professional School Psychologist License	630
Required Praxis Score for NCSP	660
Mean Score of Recent Kent State graduates	<b>763</b>
Standard Deviation	53
Range	680-830

### Physical Facilities

Kent State University is located near the cities of Akron and Cleveland in northeastern Ohio, an area which includes one-half of the state’s population and two-thirds of the state’s wealth. The University is situated on a beautiful campus of 2,264 acres, which includes more than 100 buildings servicing more than 22,000 students. The Student Center has six acres of floor space containing dining facilities including a food court, a bookstore, bank, cinema, conference rooms, music listening center, an art gallery, and various recreational facilities. The 1.6 million volume, 12-story open-stack library is an important resource for graduate study. The library has very extensive computerized holdings, and ready access to electronic information. KSU has been listed among the top 100 "wired" universities, reflecting its commitment to emergent technologies.

The School Psychology Program is housed in White Hall, which first opened in the spring of 1966. In addition to the faculty office and graduate appointee rooms, the College also utilizes the Counseling and Human Development Center, a training and service facility located in 325 White Hall. This Center contains seven counseling rooms with one-way observation windows and a central reception area. In addition to permitting direct observation, the facilities contain extensive equipment for audio and video taping of assessment and interventions conducted under supervision as part of training. The Center for Disability Studies is an interdisciplinary institute whose mission is to conduct research, training, demonstration and outreach projects to increase awareness and understanding of the issues facing people with disabilities in all aspects of life. Academic programs affiliated with the Center include Rehabilitation Counseling, Health Education, Special Education and School Psychology. The Center is currently administering 13 federally and privately funded projects whose total budgets exceed \$6 million. Additional college facilities include a diagnostic and remedial reading center, and an instructional resource center. Located on the fifth floor of White Hall is a well-staffed research bureau capable of providing computer analysis and research design support for faculty and doctoral students carrying out specific research projects, and for students completing the dissertation requirement.

The Program also has access to and uses the Child Development Center, which has an enrollment of more than 100 preschool children, and The Family-Child Learning Center in Tallmadge, Ohio, which serves infants and toddlers with disabilities and their families. All facilities are architecturally accessible to individuals with physical disabilities.

## ***Core School Psychology Faculty***

### **Karla Anhalt**

Assistant Professor, Ph.D., 2000, West Virginia University, Child Clinical Psychology. *Major Interests:* Educational and mental health services for Hispanic and African-American children; sexual orientation issues, particularly as they apply to adolescents, families, and schools; and parent-child interaction therapy with young children with behavior problems.

### **Richard Cowan**

Assistant Professor and Program Coordinator, Ph.D., 2003, University of Nebraska, Lincoln, School Psychology. NCSP. *Major Interests:* Investigating the effectiveness, utility and social validity of positive behavior supports across settings to enhance academic and social competency in children. Investigating behavioral and social validity-based outcomes in applied conjoint behavioral consultation (CBC) as applied to individuals with autism spectrum disorders or behavior disorders.

### **Caven S. Mcloughlin**

Professor, Ph.D., 1981, University of Utah, Instructional and School Psychology: Early Childhood Education. NCSP. *Major Interests:* Cross cultural applications of psychology in schools; the impact of legislation and litigation on practice; direct and consultation services to infants and toddlers with disabilities, and their families.

### **Frank Sansosti**

Assistant Professor, Ph.D., 2005, University of South Florida, Tampa, School Psychology. NCSP. *Major Interests:* Development and implementation of behavioral and social skills interventions for young children with Autism Spectrum Disorder (ASD), best practice services for individuals with pediatric health issues and severe or low-incidence developmental disabilities, Positive Behavior Support (PBS), alternative school-based service delivery systems, and systemic educational reform.

## ***Adjunct Faculty***

### **Kristine Quallich**

Adjunct Professor, Ph.D., 2004, Kent State University, School Psychology. Certified school psychologist, NCSP. Currently employed as the Director of Student Services for Medina City Schools. *Major Interests:* Expanding school psychologists' functions, mental health in the schools, parent education groups, counseling children and families, and implementing research based interventions in the school setting.

### **Linda Neiheiser**

Adjunct Professor, Ph.D., 2000, Kent State University, School Psychology. Certified school psychologist, NCSP. Currently employed as a school psychologist for Cleveland Municipal School District. *Major Interests:* Psychological aspects of adoption and foster care; appropriate services for students diagnosed with Mood Disorders; and service delivery to minority youth and their families in urban settings.

**The Educational Specialist Program  
In School Psychology**

*...for further information* about the *M.Ed./Ed.S. degree* in school psychology, contact:

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The Ed.S. Program in School Psychology at Kent State University is approved by the National Association of School Psychologists.

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[www.nasponline.org](http://www.nasponline.org)  
Next self-study due in 2012

You are invited to visit the Kent State University  
School Psychology Program's web page at  
<http://www.ehhs.kent.edu/spsy>

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