



**The Doctoral Program
In
School Psychology**

An APA Accredited and NASP-Approved Program

Program Handbook

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

September 2008

The Doctoral Program in School Psychology

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A Brief History

The graduate program in School Psychology at Kent State University is rich in history and tradition. Reflecting Ohio's early position as a leader in the development of the school psychology specialty, the master's program began in 1947. Students were first admitted for doctoral study in the mid-1960s. The program's faculty and graduates have had a longstanding record as leaders in the field of school psychology. The KSU doctoral program was initially accredited by the American Psychological Association in 1984 and approved by the National Association of School Psychologists in 1991; accreditation and approval have been continuous since that time.

Program Philosophy and Competencies

Professional school psychologists are applied psychologists who incorporate knowledge of development (e.g., biological, cognitive, social, affective) and of the contexts that facilitate development (e.g., families, schools, peers, communities) to perform a variety of functions. These include: (a) conducting psychological assessment of children, youth, and systems within contextual settings; (b) providing direct and indirect services in such areas as health promotion, prevention, and intervention; (c) coordinating resources to enhance school, family, and community functioning; and (d) developing and evaluating programs in educational, family, and community settings. Advanced school psychological preparation within the doctoral program at Kent State University emphasizes the development of leadership skills, the use of recognized instrumentation, and the application of evidence-based interventions to enhance individual and system performance. The Ph.D. program in school psychology at Kent State University is oriented to prepare students to work effectively as leaders in applied practice in educational and mental health settings.

The KSU school psychology program 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 and systems. Throughout the graduate training program, a commitment to using the science of psychology to promote human welfare is emphasized. In addition, recognizing the pluralistic nature of our society, the program is committed to fostering in its students sensitivity to, appreciation for, and understanding of all individual differences.

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 to optimize adjustment. Since the program's emphasis is on the application of psychology in applied educational and mental health settings, students are required to demonstrate competence in the substantive content areas of psychological and educational theory and practice; the scientific, methodological, and theoretical foundations of practice in school psychology; data-based decision-making and intervention design and evaluation; and cultural and individual diversity. The Ph.D. program in school psychology is committed to a scientist-practitioner model of

training, which conceptualizes school 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 training paradigm of the graduate program in school psychology at Kent State University was derived from the following sources:

- *Archival Description of School Psychology* (American Psychological Association, February 1998)
- *School psychologists: A blueprint for training and practice II* (Ysseldyke et al., 1997)
- *Standards for training and field placement programs in school psychology* (NASP, 2000)

The program’s training paradigm is reflected in the following broad competencies; specific objectives associated with each of these competencies are outlined in the Appendix.

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.

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.

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.

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.

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.

- 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.**
- 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.**
- 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.**
- 9.00 *Research and Program Evaluation:* School psychologists have knowledge of research, statistics, and evaluation methods.**
- 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.**
- 11.00 *Information Technology:* School psychologists have knowledge of information sources and technology relevant to their work.**

These competencies are taught through:

- A sequence of course work focused on educational and psychological theory; research methods, design, and data analytic techniques; and professional school psychology;
- Application of skills through practica of graduated intensity and a comprehensive internship experience; and
- Sequenced research activities progressing from faculty-guided individual research projects through the dissertation.

References

Archival Description of School Psychology (American Psychological Association, February 1998; retrieved December 29, 2003 from <http://www.apa.org/crsppp/schpsych.html>).

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., & Telzrow, C. (1997). *School psychology: A blueprint for training and practice II*. Bethesda, MD: National Association of School Psychologists.

Application Procedure

The Doctoral Program in School Psychology at Kent State University provides advanced training in school psychology, with an emphasis on research and leadership in applied educational and mental health settings. Individuals considering making application to the Doctoral Program in School Psychology are strongly encouraged to interview or shadow doctoral level school psychologists. Applicants to the program include:

1. Individuals with a Bachelors degree who wish to apply directly to the M.Ed./Ph.D. program of study; these students will be admitted initially into the M.Ed. program, and upon successful completion of the M.Ed. will matriculate into the Ph.D. program;
2. Individuals who are enrolled in the M.Ed./Ed.S. program of study in school psychology, who elect to apply for the Ph.D. program upon completion of the M.Ed. Degree;
3. Individuals who have completed specialist-level training 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./Ph.D. and Ph.D. 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 Ph.D. degree program (including the M.Ed./Ph.D. program of study) are reviewed in November, February, and July. **Complete applications are necessary approximately one month prior to these dates so that faculty interviews can be arranged.** Application deadlines are as follows:

For admission decision in:
November
February
July

All materials due by:
October 15
January 10
June 15

Program faculty will arrange to interview with applicants when completed files have been received. For questions about the status of application materials, contact Graduate Student Services, Kent State University, 418 White Hall, Kent, OH 44242, 330-672-0558.

Admission Criteria and Selection

Students with relevant employment experiences and undergraduate or graduate degrees in fields related to psychology and education are encouraged to apply to the doctoral program in school psychology. Prior coursework and experience will be evaluated based upon quality, relevance, and recency. Students whose undergraduate or graduate degrees are in unrelated areas may be required to complete additional coursework *prior* to admission. Admission to the program is competitive; minimal admission requirements to the doctoral program include:

- An undergraduate GPA of 3.0 or higher; a graduate GPA of 3.5 or higher (if applicable);
- A Graduate Record Examination (GRE) verbal score of 550; the complete General Knowledge GRE is required;
- Evidence of excellent interpersonal skills and ability to work effectively with people;
- Evidence of leadership traits important for school psychologists, including persistence, flexibility, and positive mental attitude;
- Interviews with program faculty (arranged by the Program Coordinator when all other application materials have been received).

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 3-4 students are admitted into the Ph.D. program annually. This represents approximately 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 Students 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.

Full-time vs. Part-time Study

The Doctoral Program in School Psychology is committed to the recruitment and retention of persons from diverse backgrounds. As a result, flexibility in fulfilling program requirements is provided when possible, including part-time study in selected instances.

Part-time study may be possible under some circumstances for applicants who have previously completed specialist level training in School Psychology. Students should be aware of the following issues when considering pursuit of the Ph.D. in School Psychology on a part-time basis:

- The majority of courses offered within the College and Graduate School of Education, Health, and Human Services during the academic year, including SPSY courses, are scheduled in the late afternoon/evening (4:25–7:05 p.m. and 7:20–10:00 p.m.).
- Some required courses are offered only during summer sessions; these classes are generally scheduled during daytime hours.
- The majority of courses offered within the Department of Psychology are scheduled during daytime hours during the academic year only.
- There are residency requirements necessitating a period of concentrated study. For further information about options for fulfilling residency requirements, consult *The Doctoral Handbook for Students and Advisors*.
- Practica and internship require students to be available during daytime hours for multiple days each week.

The College and Graduate School of Education, Health, and Human Services requires that all doctoral level coursework be completed in four years, and that the dissertation be completed in five years, for a total of nine years maximum to complete all doctoral requirements, including graduation.

Program Requirements

The program requirements outlined in this section fulfill competencies established by accrediting bodies and licensing agencies, and provide advanced leadership and research experiences that are essential for persons acquiring the doctorate in school psychology. The following requirements satisfy:

- the Psychology Minor (required of all students in the doctoral program in school psychology);
- the Ohio Department of Education requirements for licensure as a school psychologist for practice in the schools of Ohio, and;
- the State Board of Psychology doctoral degree in school psychology, necessary for admission to the examination for the psychologist license.

The following program of study reflects doctoral requirements for individuals entering without previous graduate training in school psychology. ***Individuals who have completed recent training in school psychology prior to admission will have reduced requirements in one or more of the major areas.*** An individual student's specific program of study will be specified by the Advisory Phase Committee, reflected in the student's prospectus, and approved by the Program Coordinator, the Department Chair, and the Associate Dean for Administrative Affairs and Graduate Education.

Note: The following requirements apply to students entering Summer 2008 and later.

I. Psychological and Educational Foundations (27 hours if no previous graduate coursework)

A. Biological Aspects of Behavior (3)

PSYC 71350 Physiological Psychology

Or

PSYC 71054 Learning and Conditioning

B. Cognitive Aspects of Behavior (3)

PSYC 70453 Introduction to Cognitive Psychology

Or

PSYC 70413 Cognitive Neuropsychology

Or

PSYC 70604 Cognitive Development

C. Social Aspects of Behavior (3)

PSYC 71580 Social Psychology

Or

PSYC 70313 Community Psychology

D. Developmental/Affective Aspects of Behavior (3)

PSYC 70615 Social and Personality Development

Or

PSYC 71260 Theories of Personality

E. History and Systems of Psychology (3)

PSYC 70950 History and Contemporary Systems

F. Elective (Minimum of 3)

A minimum of one additional course in Psychology, chosen in consultation with major and minor advisors, to enhance the student's specialization and research focus. Note: instructor permission is required to enroll in Psychology courses.

G. Educational Foundations (6-8)

EDPF/EDUC 6/75520 Child and Adolescent Development (3)

SPSY 77914 Field Experience (2) (required for students without a current Ohio teaching or school psychologist license)

EDAD 76517/SPED 63101 Administration & Supervision in Special Education (3)

II. Research Methodology, Design, and Data Analytic Techniques (14 hours if no previous graduate coursework)

A. Basic Research (9)

EDPF/EDUC 6/75510 Statistics I for Educational Services

EDPF/EDUC 85515 Quantitative Research Design and Application for Educational Services

Or

PSYC 71651 Quantitative Statistical Analysis I

EDPF/EDUC 85516 Qualitative Research Design and Application for Educational Services

B. Advanced Research (3)

EDPF/EDUC 85517 Advanced Quantitative Research in Educational Services

Or

EDPF/EDUC 85518 Advanced Qualitative Research in Educational Services

Or

PSYC 71654 Quantitative Statistical Analysis II

C. Applied Research (2)

SPSY 77998 Individual Research in School Psychology (minimum of two semesters)

III. Professional School Psychology Core (42 hours if no previous graduate coursework)

A. Assessment and Intervention (27)

SPSY 6/77920 Diagnosis of Child Disorders in Schools

SPSY 6/77955 Instructional Assessment for School Psychologists

SPSY 6/77972 Social Emotional Assessment for School Psychologists

SPSY 6/76965 Instructional Interventions for School Psychologists

SPSY 6/77960 Interventions with Culturally Diverse Students

SPSY 6/77974 Social-Emotional Interventions in School Psychology

SPSY 6/77951 Cognitive Assessment

SPSY 6/70162 Developmental Assessment

C&I 6/77319 Diagnosis and Remediation in Reading

B. Counseling and Consultation (9)

SPSY 6/77929 Individual Counseling Techniques for Rehab Counselors and School Psychologists

SPSY 6/77928 Group Counseling Techniques for Rehab Counselors and School Psychologists

SPSY 6/77973 Consultation in the Helping Professions

C. Professional Role and Practice (6)

SPSY 6/77912 Role of the School Psychologist

SPSY 6/77970 Legal, Ethical, & Professional Issues

IV. Advanced School Psychology Foundations and Application (14 hours if no previous graduate coursework)

SPSY 70093 School Psychology Seminar Series

SPSY 80090 Doctoral Residency Seminar in School Psychology

Three additional Seminars from the following topical research and professional seminars; at least one Research Seminar and one Professional Seminar is required.

SPSY 87998 Research Seminar in School Psychology

SPSY 87987 Professional Seminar in School Psychology

V. Practica (18 hours if no previous graduate coursework)

A. Practicum (12)

SPSY 77692 Practicum I in School Psychology (two semesters, 3 hours each)

SPSY 77792 Practicum II in School Psychology (two semesters, 3 hours each)

B. Advanced Practicum (6)

SPSY 77892 Advanced Practicum in School Psychology (minimum of two semesters, 3 hours each)

VI. Internship (12-20 hours)

SPSY 87992 Doctoral Internship in School Psychology (minimum of 2 semesters, 6 hours each)

SPSY 77971 Issues and Approaches in School Psychology (2 semesters, 3 hours Each; required for all students completing a state funded school based pre-doctoral internship in Ohio)

SPSY 77980 Integrating Experience in School Psychology (Required for all students completing a state-funded school-based pre-doctoral internship in Ohio; 2 credit hours)

VII. Dissertation (minimum of 2 semesters, 15 hours each)

SPSY 80199 Dissertation I
SPSY 80299 Dissertation II

Illustrative Sequences of Coursework

Illustrative course sequences are provided for the two most common applicants to the doctoral program: (a) individuals who enter an M.Ed./Ph.D. program of study following completion of a bachelors degree, and (b) individuals who have previously completed specialist-level training in school psychology. These course sequences are provided for illustration only; an individual student's course of study will depend upon his/her prior coursework, and will be determined by the student's advisory phase committee.

Illustrative Sequence of Coursework for Individuals Entering M.Ed./Ph.D. Program of Study Following Completion of Bachelors Degree

Year 1

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
SPSY 6/77912 Role of the School Psychologist (3) EDPF/EDUC 6/76510 Statistics I for Educational Services (3) EDPF/EDUC 6/75520 Child & Adolescent Development (3) SPSY 6/77914 Field Experience in Education for School Psychologists* (2)	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 6/77972 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) EDPF/EDUC 6/75520 Child & Adolescent Development (3) SPSY 6/77974 Social-Emotional Interventions in School Psychology (3) SPSY 6/77692 Practicum I in School Psychology (3)

9-11 hours

15 hours

15 hours

M.Ed. typically awarded here and student matriculates into the Ph.D. program

Year 2

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
SPSY 6/76965 Instructional Interventions in School Psychology (3) SPSY 70162 Developmental Assessment of Preschool, Kindergarten, & Primary Grade Children (3) PSYC 60895 Psychopharmacology (3) (elective; summer III)	SPSY 6/77910 Consultation in the Helping Professions (3) SPSY 77928 Group Counseling Techniques for Rehab Counselors and School Psychologists (3) PSYC 70615 Social and Personality Development(3) SPSY 77792 Practicum II in School (3) SPSY 77998 Individual Research in School Psychology (1)	C & I 77920 Diagnosis and Remediation in Reading (3) SPSY 87987 Professional Seminar in School Psychology (3) SPSY 77792 Practicum II in School Psychology (3) SPSY 77998 Individual Research in School Psychology (1) EDAD 76517/SPED 63101 Administration & Supervision Special Education (3)

9 hours

13 hours

10-13 hours

... Illustrative sequence continues

**Illustrative Sequence of Coursework for Individuals Entering M.Ed./Ph.D. Program of Study
Following Completion of Bachelors Degree, continued**

Year 3

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
SPSY 77970 Legal, Ethical, & Professional Issues in School Psychology (3) (offered during intersession)	EDPF/EDUC 85516 Quantitative Research Design and Application for Educational Services (3) SPSY 70615 Social and Personality Development (3) SPSY 70093 School Psychology Seminar Series (2) SPSY 77892 Advanced Practicum in School Psychology (3)	EDPF/EDUC 85515 Quantitative Research Design & Application for Educational Services (3) PSYC 71350 Physiological Psychology (3) PSYC 71580 Social Psychology (3) SPSY 87987 Professional Seminar in School Psychology (3)
3 hours	14 hours	12 hours

Year 4

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
	EDPF/EDUC 85517 Advanced Quantitative Research in Educational Services (3) SPSY 80090 Doctoral Residency Seminar (3) PSYC 70950 History and Contemporary Systems (3)(odd years only) SPSY 77892 Advanced Practicum in School Psychology (3)	SPSY 87998 Research Seminar in School Psychology (3) PSYC 70413 Cognitive Neuropsychology (3)
	12 hours	6 hours
→	Comprehensive exams may be taken at this point	←

Year 5

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
SPSY 87992 Doctoral Internship in School Psychology (2)	SPSY 87992 Doctoral Internship in School Psychology (5)	SPSY 87992 Doctoral Internship in School Psychology (5)

Year 6

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
Dissertation I (15)	Dissertation II (15)	Dissertation II (15)

* Required for students without a valid Ohio teacher or school psychologist license
Note: Students are responsible for completing the approved course of study that is in effect at the time the approved prospectus is filed.

**Illustrative Sequence of Coursework
for Individuals who Have Previously Completed Specialist-Level Training in
School Psychology**

(Some course waivers or substitutions are possible depending on previous coursework)

Year 1

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
PSYC 60895 Psychopharmacology (3) (elective)	EDPF/EDUC 85515 Quantitative Research Design and Application for Educational Services (3) SPSY 87998 Research Seminar in School Psychology (3) SPSY 70093 School Psychology Seminar Series (2) PSYC 70615 Social and Personality Development(3) SPSY 77892 Advanced Practicum in School Psychology (3) SPSY 77998 Individual Research in School Psychology (1)	EDPF/EDUC 85516 Qualitative Research Design and Application for Educational Services (3) PSYC 71580 Social Psychology (3) SPSY 87998 Research Seminar in School Psychology (3) SPSY 77998 Individual Research in School Psychology (1) EDAD 76517/SPED 63101 Administration & Supervision in Special Education (3)
3 hours	15 hours	10-13 hours

Year 2

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
	EDPF/EDUC 85518 Advanced Qualitative Research in Educational Services (3) PSYC 70950 History and Contemporary Systems (3)(odd years only) SPSY 80090 Doctoral Residency Seminar (3) SPSY 77892 Advanced Practicum in School Psychology (3)	SPSY 87987 Professional Seminar in School Psychology (3) PSYC 70413 Cognitive Neuropsychology (3) PSYC 71350 Physiological Psychology (3)
	15 hours	9 hours
<p style="text-align: center;">Comprehensive exams may be taken at this point</p>		

Year 3

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
Dissertation I (15)	Dissertation I (15)	Dissertation II (15)

Year 4

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
Doctoral Internship in School Psychology (2)	Doctoral Internship in School Psychology (5)	Doctoral Internship in School Psychology (5)

Note: Students are responsible for completing the approved course of study that is in effect at the time the approved prospectus is filed.

Advisement

Each student is assigned a faculty member who will serve as advisor based upon academic interests and compatibility. The student–advisor relationship is critical in supporting the student’s transition to graduate study. Advising is facilitated by an Advisory Phase Committee and the use of a Ph.D. 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.

Student Organization

The KSU School Psychology Program has an active student organization, the 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.

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 and dissertation.
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.

Annual Review of Student Progress and Performance

Students in the School Psychology Ph.D. program are required to submit a self-assessment and current curriculum vitae annually. This information is used by program faculty in conducting an annual review of student progress and performance.

Residency

Residency is designed to encourage interaction with fellow students, collaboration with professors, and the opportunity to focus on research and issues germane to the field of school psychology. Residency is considered more than accumulation of credit hours. It is a set of experiences that combines credit hours, professional activities, and participation in two semesters of seminars. Further information regarding residency requirements is available in *The Doctoral Handbook for Students and Advisors*.

Practica

The Doctoral Program in School Psychology incorporates a series of practicum experiences of graduated intensity that are designed to: (a) integrate the practicum component of the students' education and training with other elements of the program; (b) provide a wide range of training and educational experiences through applications of evidence-based practice; and (c) ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's training goals and objectives. For students who enter without specialist-level training in school psychology, three separate practica are required.

Minimum required credit hours and clock hours for each practica are as follows:

SPSY 77692 *Practicum I in School Psychology*: Generally Year 1. Requires minimum of 2 semesters, 3 semester hours each; 25 clock hours/semester, 50 hours total

SPSY 77792 *Practicum II in School Psychology*: Generally Year 2. Requires minimum of 2 semesters, 3 semester hours each; 75 hours/semester, 150 hours total

SPSY 77892 *Advanced Practicum in School Psychology*: Generally Year 3 and often continues into Year 4 and sometimes subsequent years. Advanced Practicum requires a minimum of 60 clock hours per graduate credit hour, with a minimum of 360 clock hours required across successive semesters. Students must register for a minimum of 2 semesters of 3 credit hours each of Advanced Practicum.

Students are required to have a distribution of practicum hours across a range of activities, such as assessment, consultation, and direct intervention. Students without a previous, specialist level internship who wish to complete internship in a non-school setting must have a minimum of 600 hours of Advanced Practicum in a school setting. Students who already possess specialist-level training in school psychology may be approved to substitute some prior experiences for Practicum I and Practicum II requirements, depending upon the age and nature of previous practica and subsequent employment experiences.

Internship

The Doctoral Internship in school psychology follows the completion of all course work and practica. The doctoral internship experience will provide for:

- *A range of leadership experiences consistent with doctoral training in school psychology.* A variety of approved settings may be appropriate for the doctoral internship, including educational settings, hospitals, and mental health centers. Students without a previous, specialist-level internship who plan to intern in states other than Ohio, must complete at least 600 hours of the internship in an approved school setting. For students completing these requirements in Ohio, the internship must include a full academic year (1350 hours) in an approved school setting, and must conform to the *Ohio Internship in School Psychology guidelines*.
- Appropriate supervision by a *licensed* psychologist;
- *At least 1800 hours of work in psychology, over no more than a 2-year period.* At least 1500 hours must occur in school psychology, and 375 hours must comprise direct client contact;
- *Teaching and research components, when included, must concern the professional practice of school psychology, comprise no more than 540 of the required 1800 hours, and not count as a substitute for the direct client contact hours.*

The doctoral internship experience must be described in a detailed contract signed by the doctoral intern, the intern supervisor, and the university supervisor. In addition, students completing their internships in Ohio will arrange to register intern supervision with the Ohio State Board of Psychology.

Comprehensive Examination

At the conclusion of the advisory phase of doctoral study, students will complete a written comprehensive examination in accordance with The College and Graduate School of Education, Health, and Human Services requirements. An oral examination involving the student's Advisory Phase Committee will follow satisfactory completion of the written comprehensive examination. Further information about comprehensive exams is contained in *The Doctoral Handbook for Students and Advisors*. Guidelines for successfully completing the comprehensive examination are available on the School Psychology Program website.

Dissertation

Conceptualization and implementation of independent research through the dissertation process is the culmination of doctoral study. Further information about the dissertation proposal and defense processes is contained in *The Doctoral Handbook for Students and Advisors*.

Program Policies

Specific policies have been adopted to clarify program requirements and expectations for faculty and student performance. Existing policies pertain to grading, plagiarism, Field Experience requirements, sequence of courses, NTE praxis, addressing concerns about student performance or functioning, and teaching/student mentorship. Policies are generally adopted following student consultation and are posted on the program webpage.

Effective Dates of Program Handbook

The requirements and procedures contained in this handbook are valid from the time of admission through the normal time limits for earning the Ph.D. degree. Normal time limits are as follows:

- Four years from time of admission to complete coursework and candidacy examinations.
- Five years from the time of reaching candidacy to the date of the awarding of the Ph.D. degree.

Although it is possible to request an extension of time to reach either the candidacy level or graduation, changes in program requirements and procedures may have occurred in the interim period that will be applicable in the event of an approved extension of time. Approved extensions will be predicated on evidence of student progress toward degree completion.

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.

Financial Aid

Every effort is made to assist students in securing financial assistance for full-time study. Graduate assistantships and teaching fellowships 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 of work per week. Whenever possible, students who receive financial aid which requires work are placed in positions that directly relate to their program of study.

- Students wishing to apply for graduate assistantships should contact the Graduate Student Services, Kent State University, 308 White Hall, Kent, OH 44242, 330-672-0558.
- Students wishing to apply for financial aid should contact the Financial Aid Office in Room 103 of the Michael Schwartz Center, Kent State University, Kent, OH 44242, 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.

Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students

The APA Committee on Accreditation requires accredited programs to provide the following information to applicants to the Doctoral Program in School Psychology:

Time to Completion

Mean and median time to degree completion for program graduates over the past seven years is as follows:

- Median time to completion: **8 years**
- Mean time to completion: **9 years**
- Median time to complete if entering with master's degree: **8 years**
- Mean time to complete if entering with master's degree: **8 years**
- Median time to complete if not entering with master's degree: **9 years**
- Mean time to complete if not entering with master's degree: **9 years**

- Percent completing in fewer than 5 years: **9%**
- Percent completing in fewer than 6 years: **18%**
- Percent completing in fewer than 7 years: **9%**
- Percent completing in fewer than 8 years: **18%**

In interpreting these data, the following information may be of interest to prospective applicants:

- 91% of graduates over the past 7 years were employed full or part-time as school psychologists during their graduate study.
- However, this demographic is changing. Among current doctoral students, 47% are fulltime students and 53% are part-time students, employed full or part-time as school psychologists. It is anticipated that a larger proportion of full-time students will reduce the mean/median time to degree completion for the program.
- Until Fall 2006, the program was prohibited from admitting students directly into the PhD program from undergraduate programs. It is anticipated that a recent policy change permitting enrollment into an MEd/PhD program of study will attract a larger number of fulltime doctoral students who will complete degrees in a fewer number of years.

Attrition

6 out of 23 students (26%) failed to complete the program over past 7 years. Reasons for failure to complete included relocation, change in area of specialization, new interest outside of school psychology, and change in priorities.

Program Costs

Fees & Tuition (as of Fall 2008)

Credit Hours	Grad Resident	Grad Non-Resident
1	408.00	728.00
2	816.00	1,456.00
3	1,224.00	2,184.00
4	1,632.00	2,912.00
5	2,040.00	3,640.00
6	2,448.00	4,368.00
7	2,856.00	5,096.00
8	3,264.00	5,824.00
9	3,672.00	6,552.00
10	4,080.00	7,280.00
11 and over	4,484.00	7,990

*Dissertation I \$1632.00

*Dissertation II \$136.00 (after accumulating 30 hours)

Assistantships

Graduate assistantships and teaching fellowships are available on a competitive basis. Academic year assistantships pay a stipend plus waiver of tuition for 20 hours of work per week. See chart below for Graduate Assistant stipend and tuition waiver information (as of the 2008-2009 academic year):

Type of Appointment	Tuition Waiver*	Stipend*
Doctoral Level Teaching Fellow	\$8,968.00	\$10,952.00
Doctoral Level Graduate Assistant	\$8,968.00	\$10,952.00
Master's Level Graduate Assistant	\$8,968.00	\$8,313.00

* For one academic year (Fall + Spring semesters)

Internships

Data regarding the success of students in obtaining internships for the most recent years of graduates are as follows:

Internship Year	Number of internship applicants	Number (%) who obtained internships	Number (%) who obtained paid internships	Number (%) who obtained APPIC member internships	Number (%) who obtained APA/CPA accredited internships	Number (%) who obtained internships conforming to CDSPP guidelines*	Number (%) who obtained half-time internships
2008-2009	5	5 (100%)	5 (100%)	0 (0%)	0 (0%)	5 (100%)	2 (40%)
2007-2008	1	1 (100%)	1 (100%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)
2006-2007	2	2 (100%)	2 (100%)	2 (100%)	1 (50%)	1 (50%)	1 (50%)
2005-2006	2	2 (100%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)
2004-2005	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2003-2004	0	n/a	n/a	n/a	n/a	n/a	n/a
2002-2003	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2001-2002	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)
2000-2001	3	3 (100%)	3 (100%)	1 (33%)	1 (33%)	1 (33%)	1 (33%)
1999-2000	2	2 (100%)	2 (100%)	0 (0%)	0 (0%)	1 (50%)	2 (100%)
1998-1999	3	3 (100%)	3 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1997-1998	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)	1 (100%)	1 (100%)
1996-1997	3	3 (100%)	3 (100%)	0 (0%)	0 (0%)	3 (100%)	0 (0%)
1995-1996	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1994-1995	3	3 (100%)	3 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1993-1994	2	2 (100%)	2 (100%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)
1992-1993	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1991-1992	0	n/a	n/a	n/a	n/a	n/a	n/a
1990-1991	3	3 (100%)	3 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)

*In instances where internships did not conform to CDSPP guidelines, the characteristic not met was the requirement for 2 or more FTE interns.

Core School Psychology Faculty

Karla Anhalt

Assistant Professor, Ph.D., 2000, West Virginia University, Child Clinical Psychology. *Major Interests:* Cultural factors in the identification of minority children as having mental health or academic concerns, therapy with culturally diverse populations, cultural aspects of home-school relationships and teacher-child relationships, and gay, lesbian, bisexual, transgender, and questioning youth.

Richard Cowan

Assistant Professor and Program Coordinator, Ph.D., 2003, University of Nebraska, Lincoln, School Psychology. NCSP. *Major Interests:* Social skills training programs for children in applied settings, parent and teacher training to enhance social skills development and competency in children, behavioral and social validity-based outcomes in applied conjoint behavioral consultation, applied behavioral intervention for children with Autistic Spectrum Disorders (ASD), parent and teacher training to enhance social, communication and play skills in children with ASD.

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) and for individuals with Severe and Low-Incidence Developmental Disabilities, issues in pediatric school psychology, positive behavior support and 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.

Appendix: Competencies and Specific Program Objectives

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 and adolescents' social-emotional and adaptive behavior.
- E. Demonstrate knowledge of the use of broad range of methods for assessing children's and adolescents' 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 measurement.

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.
- H. Demonstrate knowledge of models of administrative and clinical supervision.

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 biological, cognitive, affective, and social aspects of behavior.
- B. Demonstrate knowledge of human development, individual differences in behavior, and psychopathology.
- C. Demonstrate knowledge of educational foundations, including special instructional, remedial and applied behavioral techniques.
- D. Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing academic and cognitive problems.

- E. Demonstrate knowledge of standard curricular and instructional foundations.
- F. Demonstrate knowledge of major learner-generated strategies or activities that enhance cognitive and academic performance.
- G. Demonstrate knowledge of the efficacy of evidence-based treatments that facilitate the cognitive and academic development of all children.
- H. Conceptualize treatment goals and develop intervention plans to accomplish these goals.
- I. 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 knowledge of biological, cognitive, affective, and social aspects of behavior.
- B. Demonstrate knowledge of human development, individual differences in behavior, and psychopathology.
- C. Demonstrate understanding of the theoretical, as well as procedural, similarities and differences of various approaches to conceptualizing problems in social-emotional and adaptive functioning.
- D. Demonstrate knowledge and skill in implementing individual counseling and behavioral interventions for children and youth.
- E. Demonstrate knowledge and skill in implementing group counseling and behavioral intervention for children and youth.
- F. Demonstrate knowledge of school psychological service delivery systems and evidence based interventions that facilitate the social-emotional and adaptive functioning of all students.
- G. Conceptualize treatment goals and develop intervention plans to accomplish these goals.
- H. 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, racial, linguistic, and socioeconomic 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, cognitive, affective, and social bases of behavior.
- B. Demonstrate knowledge and applied proficiency in psychological and educational intervention strategies including counseling, consultation, and crisis prevention and management.
- C. Demonstrate knowledge and applied proficiency in prevention and intervention models to promote physical and emotional 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 to enhance 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. Demonstrate knowledge of techniques of data analysis.
- D. Conceptualize and implement assessments that facilitate the design and evaluation of interventions.
- E. 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 knowledge of the history and systems of psychology.
- B. 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.
- C. Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.
- D. Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.
- E. Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.
- F. 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.

*...for further information about the **Doctoral degree** in school psychology contact:*

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Next site visit scheduled for 2011

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and Approved by:

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Next self-study due in 2012

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

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