Specialist Level Program in School Psychology
Student Handbook

1st edition: August 2003
Revised: August 2023

College of Health and Human Services
Department of Human Services
2801 W. Bancroft Street
Mail Stop #119
Toledo, Ohio 43606-3390
Telephone: 419-530-2718
Fax: 419-530-7879

Approved by
The National Association of School Psychologists (NASP)
The State of Ohio Department of Education

Accredited by
Council for the Accreditation of Educator Preparation (CAEP)

Table of Contents

Specialist-level Program in School Psychology Description

The Specialist-level Program in School Psychology resides in the Department of Human Services in the College Health and Human Services. The Education Specialist Degree (Ed.S.) consists of three years of full-time face-to-face study, which includes approximately 79 graduate semester hours of coursework, a two-semester practica experience during the second year, and a 9-month, full-time (minimum 1200 hours) supervised internship in a school setting completed during the third year. Students receive a Master of Arts (M.A.) degree at the end of year 1 of the program and after completion of all degree and first year program requirements, and Ed.S. degree at the end of year 3 of the program and after all degree and year two and three program requirements have been completed. The program received Full Approval by the National Association of School Psychologists in 2007 and was most recently reviewed in 2020 with Full Approval granted through 2027.

Program Philosophy, Goals, and Learning Objectives

The School Psychology Program is committed to training and preparing professionals who have expertise in education and psychology, who function as both mental health and instructional specialists, and who provide data-driven, evidence-based, and culturally-responsive services to children and their families. This is accomplished using a scientist-practitioner model with an ecological orientation emphasizing prevention and early intervention through a collaborative problem-solving approach that is guided by data-based decision making.

The following program goals and program-learning outcomes (PLOs) address and assess the attainment of the knowledge base outlined in the document *School Psychology: A Blueprint for Training and Practice III* (2006) as well as the 10 general domains of school psychology as described in the *Standards for Graduate Preparation of School Psychologists (2020).* The 10 domains are recognized nationally as domains for training and practice and are the foundation of the knowledge and skills used to evaluate student progress and graduate entry-level competence/attainment of candidate proficiencies upon completion of The University of Toledo School Psychology Specialist-level Program. Each UToledo program goal addresses three to four of the 10 domains as indicated in parentheses.

After successfully completing the program, students will be expected to:

Program Goal 1: Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).
   a. **PLO 1.1 (2021)** Understands and is sensitive to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in oral and written communication and interpersonal relationships (NASP 2.2, 2.8).
   b. **PLO 1.2 (2021)** Recognizes and addresses diversity and ecological factors when selecting, administering, and interpreting assessments; and designing, implementing, and evaluating interventions for learning and/or mental and behavioral health concerns (NASP 2.8).
   c. **PLO 1.3 (2021)** Understands and respects diversity factors related to family systems, strengths, needs, and cultures; and recognizes equitable practices and advocacy for social justice are foundational to effective service delivery (NASP 2.7, 2.8).
   d. **PLO 1.4 (2021)** Actively and attentively listens, communicates, and collaborates effectively with others in activities such as meetings, supervision sessions, parent interviews, and consultations (NASP 2.2).
   e. **PLO 1.5 (2021)** Promotes and facilitates family, school, and community partnerships and interactions to enhance learning and social-emotional and behavior outcomes for children (NASP 2.7).

Program Goal 2: Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3, 2.8).

  a. **PLO 2.1 (2021)** Selects, administers, and interprets results of academic and cognitive assessments.
  b. (NASP 2.1).
  c. **PLO 2.2 (2021)** Communicates results of academic and cognitive assessments and collaboratively works with others to identify interventions to enhance learning and academic outcomes (NASP 2.2, 2.3).
  d. **PLO 2.3 (2021)** Use a systematic problem-solving process to develop, implement, monitor progress, and evaluate academic interventions (NASP 2.1, 2.3).
  e. **PLO 2.4 (2021)** Considers ecological factors (e.g., classroom, family, and community characteristics) and respects diversity in learning as a context for academic assessment and intervention (NASP 2.2, 2.3, 2.8).
  f. **PLO 2.5 (2021)** Advocates for equality (all children have same access to educational opportunities) and equity (each student receives what they need to benefit from educational opportunities) in evidenced based curricula and instructional strategies for all students (NASP 2.3, 2.8).

Program Goal 3: Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4, 2.8).

  a. **PLO 3.1 (2021)** Selects, administers, and interprets results of multiple methods of social-emotional and behavior, and mental health assessment (NASP 2.1, 2.4).
  b. **PLO 3.2 (2021)** Communicates results of assessments and collaboratively works with others to identify interventions to enhance social-emotional and behavior, and mental health (NASP 2.2, 2.4).
  c. **PLO 3.3 (2021)** Implements a problem-solving process and exercises data-based decision making to identify, develop, implement, monitor, and evaluate intensive social-emotional and behavior, and mental health interventions (NASP 2.1, 2.4).
  d. **PLO 3.4 (2021)** Considers ecological, biological, cultural, developmental, and social influences on mental and behavioral health and implications for classroom management and instruction (NASP 2.2, 2.4, 2.8).
  e. **PLO 3.5 (2021)** Applies concepts from applied behavior analysis, and conducts functional assessments and analysis to develop behavior intervention plans (NASP 2.4).

Program Goal 4: Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.8, 2.9).

  a. **PLO 4.1 (2021)** Understands research on system and organization change including team processes and group dynamics; collaborates with others to develop effective services and programs for school improvement (NASP 2.5, 2.9).
  b. **PLO 4.2 (2021)** Assesses existing school policies and practices in areas such as MTSS, staff training, and family, school, and community collaboration, and uses principles of implementation science to plan, evaluate, and sustain universal interventions that create and maintain effective, supportive, and positive learning environments (NASP 2.5, 2.9).
  c. **PLO 4.3 (2021)** Uses and applies crisis research in effective prevention, protection, mitigation, response, and recovery to promote services that enhance psychological well-being and physical safety (NASP 2.6, 2.9).

    d. **PLO 4.4 (2021)** Consumes and applies research related to social–emotional well-being, resilience and risk factors in learning and uses implementation science to plan, evaluate and sustain evidence-based strategies to promote multitiered prevention and safe, supportive schools (NASP 2.5, 2.6, 2.9).

    e. **PLO 4.5 (2021)** Consumes and applies research related to positive behavior intervention support to promote equity in learning and universal positive behavior, and mental health for all students (NASP 2.5, 2.8, 2.9).

Program Goal 5: Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

    a. **PLO 5.1 (2021)** Provides services consistent with ethical and legal policies and procedures and uses satisfactory professional judgment and decision making (NASP 2.10).

    b. **PLO 5.2 (2021)** Uses technology in assessment, intervention, and presentation of information (NASP 2.9, 2.10).

    c. **PLO 5.3 (2021)** Functions as scientist-practitioner by designing, conducting, and interpreting single case and small group research and analyzing outcomes to inform practices and services (NASP 2.9).

    d. **PLO 5.4 (2021)** Engages in activities that foster professional identity through membership involvement in and attendance at regional, state and national conferences (NASP 2.10).

    e. **PLO 5.5 (2021)** Uses professional skills needed for effective practice including social justice advocacy, communication and interpersonal skills with peers, trainers, and supervisors, and demonstrates satisfactory initiative, dependability, time management and organizational skills (NASP 2.8, 2.10).

<div align="center">

Program Admission and Enrollment

</div>

Admission to the M.A. Program: When students apply to the School Psychology Program, they are initially admitted to the Master's degree program and are assigned an academic advisor. The program requirements for the M.A. degree are listed on page 14.

The UToledo program accepts full-time only students. During the Prepractica and second year Practica, daytime hours in the public schools are required, and these hours may not be regular (e.g., every Tuesday and Thursday). In addition, some courses during the first and second years are offered during the daytime. Finally, the internship itself is a paid, full-school-year commitment [see *UToledo Internship Manual* and *The Ohio Internship in School Psychology Manual, (2022*)].

The application deadlines for the school psychology program are December 1st and February 1st. It is the applicant's responsibility to ensure that all materials have been received. Incomplete or late applications will not be considered.

To apply to the school psychology program, applicants must submit the following materials and meet the minimum academic prerequisite as follows:

1. Minimum academic prerequisite: Undergrad GPA of 2.7 (for admission to the Graduate School) and for the School Psychology program, a preferred Undergrad GPA of 3.0.
2. Graduate school application for the Master's degree in School Psychology.
3. Three (3) letters of recommendation. Persons writing letters are asked to include any information about the applicant's writing skills, communication skills, and organizational skills. One letter should be written by a university faculty member who can address the applicant's academic potential.
4. Statement of purpose, which should be 2-3 pages, and detail why the applicant would like to pursue a career in school psychology and include personal experiences. The statement of purpose should be typed and submitted to the Graduate School rather than typed in the space provided in the online Graduate School application.
5. Official Undergraduate transcripts (and Graduate if appropriate).
6. Professional resume.

7. If international applicant, submit TOEFL scores, with a minimum total score of 80 (per graduate school requirement) and for the program, minimum scores of in the high range for speaking and writing.

Once an applicant's file is complete, it will be forwarded to the School Psychology Program Admissions Committee for consideration. To be consistent with national training standards and to ensure sufficient faculty members to advise and mentor students, there are a limited number of applicants who are admitted into the program each year (average 12 students). As a result, admission is competitive. The Admissions Committee will notify those applicants that have been invited for a campus interview soon after the application deadlines. All applicants interested in being considered for the program must participate in a campus interview. The interview day consists of a presentation by the school psychology faculty, interviews with school faculty members, an interview with current school psychology students, and an essay assignment. The interview consists of questions designed to determine the applicant's match with the training program and potential for completing the program.

When the Committee has completed all scheduled interviews, final determinations will be made, and interviewed applicants will be notified of the Committee's admission decision. Applicants offered admission must notify the School Psychology Program Director of the intention to attend no later than April 15th. After that date, admission cannot be guaranteed as wait list applicants will be offered admission. Those accepted into the program will receive information about course registration and will be assigned an advisor. *The Department of Human Services has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, creed, color, national origin, sex, sexual preference, age, or handicapping condition. It is a policy of the Department of Human Services to encourage individuals from diverse ethnic, cultural, or social backgrounds to apply for admission.*

Admission to the Ed.S. Program*:* Students apply for admission for the Ed.S. degree in the spring of year 1. To apply, students complete an application only. Because students are continuing in the specialist program, it is not necessary to submit new letters of recommendation or a statement of purpose. On the application, students indicate that all materials are on file and that the application should be forwarded or a decision per the request of the school. Students begin their Education Specialist coursework and field experience in the fall of year 2. The program requirements for the Ed.S. degree are listed on page 14.

<div align="center">

Policies for School Psychology Graduate Students

</div>

University Policies

Twelve important policies and practices of the College of Graduate Studies at the University of Toledo relevant for students in the School Psychology graduate program are reproduced below. Additional policies and practices are in The University of Toledo *University Catalog* and the *College of Graduate Studies Student Handbook.* Copies of both are available online at http://www.utoledo.edu/graduate/currentstudents/references/

1. *Academic Standards*. For a student to remain in good academic standing they must maintain a minimum GPA of 3.0 on the 12-point system. It is important to remember that a "B-" grade falls below that minimum requirement. Students whose grade point average falls below 3.0 are subject to dismissal from the College of Graduate Studies.

2. *Incomplete Grade Policy*. The grade of "IN" is assigned only in extraordinary cases when unexpected conditions prevent the student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester in which the grade is received (excluding summers); otherwise the Office of the Registrar will convert the grade to an F.

3. *Transfer Credit*. Graduate work completed in residence at other academically accredited institutions may be offered in partial fulfillment of the requirements, other than residence, for graduate degrees at The University of

Toledo when the work is of acceptable quality and appropriate to the student's program *and not part of an outside degree*. Application for transfer of credit must be made to the student's adviser. The school/college will communicate its recommendation to the dean of the College of Graduate Studies. The student may obtain advance approval from the adviser to take work elsewhere while enrolled at The University of Toledo. All graduate credits requested for transfer must carry a grade of A, A-, B+ or B. Credit for an S grade may be transferred for grade only if the grading institution verifies that the S translates into a grade of B or higher. Application for transfer of credit must be completed as soon as the credits have been earned. Except in unusual situations, no more than one-third of the hours required for a degree will be accepted as transfer credit. Transfer credit must have been earned within the period of six years allowed for completion of the degree. A student may substitute an acceptable alternative for a required course in the case where a substantially similar course was completed as part of a previous degree. Such a substitution requires the approval of the program adviser, college dean and College of Graduate Studies and must not decrease the number of course hours required by The University of Toledo. A student who has obtained one Master's degree at The University of Toledo and elects to take a second Master's degree at The University of Toledo may use up to 12 semester hours from the first Master's degree if the course work is appropriate for the student's program. These transfer credit rules also apply to the Education Specialist degree.

4. *Application for Degree.* A list of requirements that must be completed in order to apply for M.A. graduation and Ed.S. graduation are available on the College of Graduate Studies website at http://utoledo.edu/graduate/currentstudents/index.html. Students may check with their advisor or the College of Graduate Studies for more information.

5. *Time Limitations for Degrees*. The credit for the Master's degree must have been earned within the period of six years. In the Education Specialist program, a maximum study period of six years is allowed prior to the time the degree is awarded. In the event the above requirements constitute a hardship on an individual student, a written petition may be presented to the College of Graduate Studies for consideration.

6. *Grievance Procedures*. If a student is having trouble with another student, faculty, or university employee, students are strongly encouraged to address these conflicts with the individual directly. If this approach is not effective, or a serious fear of retribution exists, students are expected to follow the formal grievance policies outlined in the *College of Graduate Studies Handbook*. Depending on the nature of the conflict and the nature of the relationship of the individuals involved in the conflict, different procedures may need to be implemented.

7. *Termination*. Students can be dismissed from the program for either of two types of violations: *institutional* or *academic*:
    a. *Institutional dismissal* can result from violations including stealing, drug abuse, plagiarism, falsifying records, and cheating. Students are responsible for learning about all university, college, school, and program policies regarding disciplinary action.
    b. *Academic dismissal* occurs when students are lacking in growth in personal, professional, academic and/or skill-related areas. This type of dismissal is under the jurisdiction of the program. Although students are allowed due process, court decisions at the state and federal level have determined that trained faculty members have the right to evaluate students as they see fit if evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student.

8. *Termination Appeals*. If a student is being terminated from the program after failure to complete a remediation plan, the student may appeal the decision as follows:
    a. Appeal the decision to the School Chair. This appeal should be in writing and include an explanation of why the student should not be terminated.
    b. If the decision of the Chair is not satisfactory, the student may present the appeal to the College Graduate Student Affairs Committee.

    c.   If the decision of the Committee is not satisfactory, the student may present the appeal to the Dean of the College of Health and Human Services.

    d.   If the decision of the Dean is not satisfactory, the student may present the appeal to the College of Graduate Studies.

    e.   The final appeal may be made to the Committee on Academic Standing of the Graduate Council, and its decision shall be binding on all parties involved in the appeal.

9. _Violations of Ethics or Professional Standards_. If professional ethics or standards are violated, consequences _AND_ a remediation plan will be implemented. Consequences may include, but are not limited to, a reduction of points in a class, additional supervision or other preparatory assignments, being removed from a field placement site and failing the class, and/or removal from the program.

10. _Academic Misconduct_: Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

    a.   Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation or citation

    b.   Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;

    c.   Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;

    d.   Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;

    e.   Giving or receiving substantive aid during the course of an examination;

    f.   Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;

    g.   Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination.

    h.   Submitting the same written work to fulfill the requirements for more than one course.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the College of Health and Human Services. The procedures for making a final appeal to the Student Grievance Committee may be found in the _Graduate Student Handbook_. Violations of academic misconduct will be dealt with using the procedures set forth by the College of Graduate Studies. These procedures can be found in the _Graduate Student Handbook_. All students are expected to be familiar with these procedures and what constitutes academic misconduct.

11. _Grade Appeals_: If a graduate student has an academic grievance or wishes to appeal a retention decision, he or she should attempt to resolve the problem by adhering to the following procedure:

    a.   Discuss the problem with the instructor involved. If no resolution can be achieved, the student should present his or her grievance to the Chair of the School.

    b.   If the problem is still not resolved, the student should see the Dean of the College.

    c.   If a resolution has been unsuccessful at the College Dean's level, the student may present the grievance to the College of Graduate Studies.

    d.   The final appeal can be made to the Committee on Academic Standing of the Graduate Council and its decision shall be binding on all parties involved in the grievance or appeal.

    e.   Note: Graduate students must file the initial grievance with the instructor and a copy with the school no later than one semester after the occurrence of the incident. Initial appeals of retention decisions must be filed with the school chairperson no later than one semester after the retention decision is made.

Program Policies, Expectations, and Statements

To successfully complete graduate work in the School Psychology Program at The University of Toledo all students must meet specific program and professional expectations. Although legal issues, ethical guidelines, and standards of practice as set forth by NASP are covered in select coursework, students are required to be familiar with these procedures whenever providing psychological services of any kind. Students who do not meet these requirements can be formally dismissed from the program. Students are evaluated on expectations each semester as part of the Bi-Annual Advisee Evaluation (**Section C**) and more frequently if necessary (i.e., student has an individual remediation plan) and as part of their field experience evaluations. The material included in this section ensures all students are informed of the program expectations and policies at the onset and to inform students of their due process rights.

1. *Student Commitment to Foster a Positive Learning Climate and to Advocate for Anti-Racism and Equity.* Of upmost importance is every student's commitment to foster a positive learning environment that is supportive, inclusive, anti-racist and promotes equity for all students within the UToledo School Psychology Program (Biannual #1, #2, #4; PLO 1.1, 1.3, 1.4).

   a. **Foster a Positive Learning Climate.** As a program that employs a cohort model, we strive to create a supportive and inclusive community for our students. We encourage our students to be connected, to develop professional relationships with their instructors and classmates, and to support each other through their graduate experiences. We also model and place high expectations upon our students to engage in positive, supportive, and inclusive group communications while in the online environment. We expect and require ethical and professional behavior, in accordance with the National Association of School Psychologists Principles for Professional Ethics (2020).

   b. **Advocate for Anti-Racism and Equity.** As a program that employs a cohort model, we strive to create an inclusive, equitable learning environment free from racism. We identify within our program courses designed to (a) develop student and faculty competencies related to providing cultural responsive practices, (b) engage in learning that advances anti-racism, and (c) advocate for changes within self and others to better the present and future for children and families from underrepresented minority groups. We expect and require ethical and professional behavior in accordance with the National Association of School Psychologists Principles for Professional Ethics (2020).

   c. **Interpersonal Relationships with Cohort/Peers, Trainers and Other Professionals.** One aspect of professional training involves developing appropriate skills in working with fellow students and with other professionals. The student's interactions with others should be respectful and professional. Students are expected to demonstrate respect and courtesy toward faculty, supervisors, peers, and other professionals. Students should become knowledgeable regarding the roles played by other professionals and respect their job responsibilities and authority. If the student feels that another individual is violating professional ethics or acting in inappropriate ways, it should be addressed with the site supervisor or any faculty member before sharing this information elsewhere.

   The program recognizes that a student's behavior within a cohort can reflect their behavior in larger settings and could further reflect how one may operate within their future role as a school psychologist. We further recognize that one student's communication behaviors can have a negative impact on the perspective of the entire cohort, producing stress and discomfort when working in groups. It is our expectation that students be cognizant of the impact their communications can have on others, both in class and with those with their cohort, with program faculty, and those with whom they work in their field sites. This expectation applies not only to emails and discussion board posts but to any medium used by the group for the purpose of discussing, supporting, or informing each other of program-related content. Students who are identified by others for concerns regarding their professional behavior on social media or through group work should be reported to the instructor or program director. If it is determined that there has been a violation of program policies or expectations, disciplinary actions may occur (Biannual #1, #4).

2. *Understand Course Expectations, Program Handbook and Field Experience Manuals.* Students are expected to read the program handbook and direct questions to their academic advisor as needed. Students are expected to review their course syllabi and refer to them when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the Program Handbook, Prepractica Manual, Practica Manual, Internship Manual, and The University of Toledo College of Graduate Studies Handbook and University Catalog (Biannual #3, #5).

3. *Professional Skills.*
    a. **Oral Communication Skills**. As future school psychologists, students must possess oral communication skills. Students must be able to present information in meetings, during teacher consultations, and professional presentations. (Biannual #2; PLO 1.1, 1.4, 5.5).
    b. **Written Communication Skills**. It is important that school psychologists be able to express themselves clearly and concisely in writing. The "common language" used by psychologists to share information is found in the Publication Manual of the American Psychological Association (7th Edition). Accordingly, students must demonstrate competence in the use of APA writing style. Students' writing skills are assessed in all classes. (Biannual #2, #4; PLO 1.1, 5.5).
    c. **Organizational Skills**. Being organized and managing one's time is a life skill, as well as a job skill. Students must be able to locate information for assessment and intervention in a timely manner. As a school psychologist, failure to meet a deadline means failure to comply with state and federal laws in some cases. (Biannual #3, #6; PLO 5.5)

4. *Social Media Behavior.* As recommended by the Trainers of School Psychologists (Segool et al., 2013), the program is committed to educating students on the implications of their social media and other electronic communication behaviors and the impact such behavior may have on their professional careers. (Biannual #1, #2)

5. *Deliver Culturally Responsive Services.* While working with children, their families, school staff, faculty and cohort members, students are expected to provide culturally responsive practices. Students are expected to demonstrate respect for others regardless of racial, cultural, ethnic, experiential, linguistic, gender, sexual orientation, age, or socio-economic backgrounds. Students must consider diversity issues when conceptualizing cases, assessing children, or providing interventions to children. Also, all of the student's interactions with others (i.e., other students, other professionals at practica or internship sites, and children and their families) should be respectful and sensitive to issues of diversity and include the use of non-sexist and non-racist language. (Biannual #1)

6. *Program Professional Requirements*. The faculty members of the School Psychology Program believe it is important for school psychologists to support the growth of the profession, to develop and maintain professional relationships with colleagues in the field, and to develop a practice of continuing professional development. Therefore:
    a. New students are required to attend an orientation in August prior to the start of the semester.
    b. Current students should plan to attend an informal gathering to meet the new students, which is always after the new student orientation.
    c. Students are expected to participate in School Psychology Awareness Week activities in November during year 1 and year 2.
    d. Students may be asked by faculty to be available during winter and spring interviews for new student applicants. This allows the applicants to talk both formally and informally with current students about the program, and allows students to provide feedback to faculty regarding applicants' response to interview questions and their interpersonal skills.

7. *Criminal Background Check Requirement.* Students should be aware upon entrance to the program that the field experiences and Ohio School Psychology licensure requires a BCI and FBI background check. As a result, all students must complete and pass a background check (BCI/FBI) by the second week of classes. Students are encouraged to contact The University of Toledo Police Department (419-530-4439) during the week before classes begin to schedule a fingerprint/background check appointment. Some field sites require drug testing as well. Having been convicted of a felony and some misdemeanors may prevent a student from being licensed or working in the school setting. If a student has concerns or questions, he or she should consult with their academic advisor or the program director.

8. *Association Memberships Requirement.* To establish a professional identity as a school psychologist and develop an affiliation with colleagues and faculty, the UToledo School Psychology graduate program requires students to be annual members of either the Ohio School Psychologists Association (OSPA) or the National Association of School Psychologists (NASP) each year. If completing an Ohio internship, a student must be a member of OSPA prior to the fall semester of year 3. Students are encouraged to join the student organization (SPSO) and the regional association (MVSPA; NASP Program Standard I, Element 1.1). Students will have to submit evidence of membership to OSPA or NASP annually at their fall meetings with their academic advisor. If a student is unable to submit evidence, they will fail their portfolio and not be placed in the next year's field experience (e.g., practica or internship) until after they have completed and demonstrated attendance during the summer (PLO 5.4).

9. *Required Participation in Professional Development.* To establish a professional identity as a school psychologist and develop an affiliation with colleagues and faculty, the UToledo School Psychology graduate program requires students to engage in a minimum of one professional development workshop annually. All interns must attend a professional development workshop in the fall and another in the spring of year 3. If completing an Ohio internship, students are required to attend the intern conference and fall OSPA during their third year (NASP Program Standard I, Element 1.1). Students will have to submit evidence that they have attended a professional development workshop annually within their summer portfolio submissions. If a student is unable to submit evidence, they will fail their portfolio and not be placed in the next year's field experience (e.g., practica or internship) until after they have completed and demonstrated attendance during the summer (PLO 5.4).

10. *Internship Placements Expectations.* Upon entry into the UToledo School Psychology graduate program, students are required to complete their third-year internship in the greater Toledo area through the Ohio internship training program. The purpose of the internship is to provide an opportunity for integrating, applying, and expanding competencies, attitudes, and values under the direction of a supportive mentor. The Ohio Department of Education has a long history of providing funding for the internship, which enables interns to devote themselves fully to the demands and opportunities of the internship year. When interns agree to accept the financial support provided by the State of Ohio, they agree to repay Ohio's investment in them by providing quality school psychological services to Ohio's learners for a minimum of one year following the internship.

Students can request an internship out of the greater Toledo area under extraordinary circumstances. To complete an internship outside of the greater Toledo area, students must be in good academic standing and have satisfactory ratings on all measures of professional dispositions through year 1 and fall of year 2. The Michigan alternative can be requested for students who are unable to provide one year of service as a school psychologist in the state of Ohio after successful completion of the supervised internship. The program may be unable to accommodate requests for internship placements out of the greater Toledo area if they are submitted after December of year 2 in the program.

Program Curricular Requirements for the Specialist Level Program in School Psychology

To successfully complete graduate work in the School Psychology Program at The University of Toledo all students must meet specific program requirements and professional expectations. Although legal issues, ethical guidelines, and standards of practice as set forth by the National Association of School Psychologists (copy of ethical guidelines available at https://www.nasponline.org/standards-and-certification) and the American Psychological Association (copy of ethical guidelines available at http://www.apa.org/ethics/code/index.aspx) are covered in select coursework, students are required to be familiar with these procedures whenever providing psychological services of any kind. Students who do not meet these requirements can be formally dismissed from the program. Students are evaluated on these expectations each semester as part of the Bi-Annual Advisee Evaluation and more frequently if necessary (i.e., student has an individual remediation plan) and as part of their field experience evaluations. The material included in this section is written to ensure that all students are informed of the program expectations and policies at the onset and to inform students of their due process rights.

Requirements for Completion of the Master's Degree
When a student begins the program, they are required to print and review the Program checklist of important activities to complete that is provided in **Section A**. This form will ensure that the student completes all necessary tasks/activities required to move through the program and graduate on time.

During the first semester, with their academic advisor students will complete their M.A. plan of study. The recommended sequence for all courses may be found in **Section B.**

Curriculum requirements
- SPSY 5030 Role and Function of the School Psychologist (3)
- SPSY 5170 Consultation I: Theories and Techniques (3)
- SPSY 5300 Psychoeducational Assessment and Interventions I (4)
- SPSY 5060 Prepractica in School Psychology (4; 2 hours in the fall and 2 hours in the spring)
- SPSY 5310 Psychoeducational Assessment and Interventions II (4)
- COUN 5160 Cultural Diversity for the Counselors and the School Psychologist **OR** SPSY 6260 Developmental Child Psychopathology (4)**
- SPSY 5980 Special topics in Counseling, Mental Health, And School Psychology (3)
- HSHS 6000 Statistics and Research for Health Science and Human Service Professions (3)
- SPSY 5040 Legal and Ethical Issues for School Psychologists and Counselors (4)

*These are the courses students should expect to take to earn the M.A. degree. Prior to the completion and signature of the M.A. Plan of Study, these courses may change.

**Students will either take either COUN 5160 or SPSY 6260

Applying for Ed.S program.   Because students must be enrolled in a degree program in order to be able to register for year 2 fall semester classes, students must apply for admission for the Ed.S. degree before they officially graduate with their Master's degree. Students are advised to apply for admission for the Ed.S. degree in early spring (i.e., months before the June deadline for applying for graduation with the M.A. degree). Students receive their M.A. degree in August of year 1 and to be eligible students must have completed all required M.A. coursework, earning a B or better in all SPSY courses, a C or better in all courses, and all 100 prepractica hours.

Requirements for Completion of the Education Specialist Degree
The coursework and practica experience completed as part of the Ed.S. degree are designed to provide students with the knowledge and skills needed to enter the internship experience, and the internship experience is designed to provide students with the culminating experience needed for entry level competence as a school psychologist.

Liability Insurance. In addition, beginning with the second year practica, students are required to carry student professional insurance Information is available at http://www.ftj.com/NASP. This is for the student's protection, in addition to encouraging an important professional practice.

Curriculum requirements*
The required coursework for the Education Specialist degree is listed below:
- SPSY 7180 Consultation II: School and Home Collaboration (3)
- SPSY 7320 Psychoeducational Assessment and Interventions III (4)
- SPSY 7330 Practica in School Psychology (8; 4 hours in fall and 4 hours in spring)
- SPSY 7190 Consultation III: School and Community (4)
- COUN 7140 Counseling Theories and Techniques (4)
- COUN 7160 Cultural Diversity for the Counselors and the School Psychologist **OR** SPSY 7260 Developmental Child Psychopathology (4)**
- SPSY 7980 Special topics in Counseling, Mental Health, And School Psychology (3-4)
- SPSY 7940 Internship in School Psychology (16) (Note: 6 in fall, 5 in spring, and 5 in summer)

*These are the courses students should expect to take to earn the Ed.S. degree. Prior to the completion and signature of the Ed.S. Plan of Study, these courses may change.

**Students will either take either COUN 7160 or SPSY 7260

Upon successful completion of year 2 Ed.S. coursework, practica experience, year 2 spring portfolio, and passing the Key Assessment Reexamination (if applicable) students are admitted into the internship experience. The requirements for internship are outlined in the *UToledo Internship Manual* and *The Ohio Internship in School Psychology Manual* (2022), and these manuals are given to the students upon entrance to the program and can be found on the program website.

Technology Requirements

The NASP standards for training require that student technology proficiency be addressed. Students are required to communicate frequently with trainers and peers, to join listservs, to use scoring programs and presentation programs. Online classes also have minimum standards. Therefore, it is required that all students use systems and programs to facilitate this goal.

Desktop or laptop computer: Many graduate students prefer a laptop for its portability; it can be brought along to a field site or on a visit home for the weekend. If you do so, make sure you have a security password.

Programs:
    MS Office Suite '10 or higher:
        Word
        Outlook (NOT Outlook Express)
        Excel
        PowerPoint

Printer/scanner: You should have a dependable printer and scanner; they may be combined into one unit or separate. Inkjet printers allow the use of color, which is required in graphing programs. A scanner can also double as a copy machine.

Data Backup: A high-capacity flash drive is useful for backing up documents and allows transport of presentations.

Internet: Online classes necessitate high speed internet. See the Learning Ventures website for information on the technology requirements for successful engagement in online classes and blended classes accessing the Blackboard site for courses on the websites at https://www.utoledo.edu/dl/getstarted.html

Email: Trainers communicate frequently via email. Students are expected to check e-mail daily. Most school districts now use email as their primary mode of communication for scheduling and sharing data, so trainees must become adept at its use, and checking email must become a habit. UToledo provides an email address which students are required to use. Only during internship will faculty email to a district email address as opposed to rockets.utoledo.edu. If students wish to use other email accounts (e.g., gmail) they are responsible for setting up email forwarding from their rockets account.

Field Experiences: Prepractica, Practica and Internship

All field experiences occur in the schools. The Prepractica experience is an introduction to the role of the school psychologist and to the education system. The Prepractica experience includes much observational learning. During Practica, specific skills are individually developed under close site and faculty supervision, with frequent feedback and evaluation. The Practica experiences offer practice, consultation, data-based decision making, intervention development, implementation, monitoring and evaluation, and the use of varied assessment tools. *The Practica experience may only be completed during a full-time residency of two consecutive semesters, fall preceding spring.* The Internship experience is the culminating experience of the UToledo School Psychology Program, and requires the integration and application of the full range of school psychology competencies and domains, under site and faculty supervision. The Internship requires trainees to operate with much more fluency and independence.

Students are required to document actual time spent in field activities as part of their training program. Students are expected to log a minimum of 100 hours during their first year of training as part of the Prepractica. The Practica (during second year/first year of Ed.S. program) requires a minimum of 400 hours. The internship (during third year/second year of EdS program) requires a minimum of 1200 hours. Beginning during Prepractica, students are instructed how to log their field experience hours.

Prepractica: During the Prepractica, students complete a total of 100 hours over the two semesters. Hours are spent completing observations of the school psychologist and other school staff and school activities, assisting a school with AIMSweb or DIBELS benchmarking (note if the assigned school does not benchmark, the student will complete these hours at another site), working in the TPS Mobile Academic Clinic or assisting a practica student or intern with intervention implementation and monitoring, and hours spent activities designed to build skills in culturally responsive practices. Additional information as well as all forms and evaluation procedures are contained in the *Prepractica Manual*.

Practica: The Practica is a two semester, pre-internship, closely supervised experience in the schools. Students are required to log a minimum of 400 hours over the two semesters and will spend considerable time (estimated 10-15 hours weekly) in their assigned school(s). Students should not expect hours to be absolutely regular (e.g., every Monday and Tuesday). Each student will be assigned a minimum of 6 cases to follow throughout the year and will be required to prepare a detailed written tiered intervention summary report for their two best cases and an abbreviated summary report for the other intervention cases. Throughout the Practica experience, students must acquire practice in direct and indirect intervention and assessment, with children of differing ages and needs. Additional information as well as all forms and evaluation procedures are contained in the *Practica Manual*.

Internship: The state of Ohio provides paid internships to qualified students. Any student accepting an Ohio School Psychology internship shall abide by the terms of *The Ohio Internship in School Psychology Manual* (2022), and the *Internship Manual,* copies of which are provided to students upon entrance into the UToledo school psychology program. Requirements include completing an internship consisting of a minimum of 1200 hours that occurs on a full-time basis extending across one school year in a school setting. It may not extend into any part of a second year.

Students are expected to be aware of all deadlines and administrative tasks related to internship. These procedures are provided in writing for students; however, if a student has any questions or concerns, she/he should address this with the University Internship Coordinator. Additional information and requirements as well as all forms and evaluation procedures are contained in the *UToledo Internship Manual*.

Procedures for Systematic Evaluation of Students

Goals and Objectives. Based on the *Standards for Graduate Preparation of School Psychologists (2020)*, school psychology candidates must demonstrate entry-level competency in each of the domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings and techniques in the 10 domains. School psychology programs ensure that candidates demonstrate the professional skills necessary to develop effective services that result in positive outcomes in each domain. Programs should ensure that they can document how the program addresses and assesses students' skills in each domain and how they determine candidates/graduates have attained acceptable competence in each domain. As a result, the goal of evaluating the UToledo School Psychology students is to ensure that students graduate from the program with the knowledge, skills, and competence necessary for an entry-level school psychology position. The objectives are to:

1. Provide feedback to students via an evaluation plan that includes both formative and summative evaluation.
2. Utilize many methods for assessment of students' knowledge, skills, and competence to ensure fairness when evaluating students.
3. Provide ongoing evaluation of students to maximize student retention and to intervene quickly if a student is not making adequate progress at any point during the program.

Addressing, Assessing, and Attaining Competencies. As a student in The University of Toledo School Psychology Program, students' knowledge and skills are addressed through coursework, Prepractica, Practica, and Internship experiences. Each course in the students' program provides preparation in one or more of the domains of professional practice as noted by the NASP. Furthermore, students' competencies in the domains are assessed and monitored through a variety of methods, including:

- Written work, assignments, and group projects
- On-site, supervised practice with children
- Prepractica, Practica, and Internship experiences
- Feedback and evaluation from field experience supervisors
- Case Studies
- Observations of work
- Formal meetings with faculty
- Portfolio

Attainment of competencies is documented by 1) formal acceptance of the summative Portfolio, 2) obtaining a rating of 4 or better on all internship competencies (see *UToledo Internship Manual*), 3) successful completion Tier 3 Intervention Summary reports, and 4) the Praxis School Psychologist Exam #5403 results.

The evaluation of students begins when a student applies for admission to the program. Potential applicants are asked to submit materials and are rated by the School Psychology Program Admissions Committee. The top candidates are invited to interview day. The interview day provides the faculty in the Program an opportunity to assess a student's fit with the program and to assess the student's interpersonal skills, technology, diversity experiences, and interest in school psychology.

Key Assessments. A key assessment is an objective outcome that indicates if a student is meeting minimum expectations related to program goals and program learning outcomes. Key assessments are either the final letter grade earned for

that course, or the grade earned on individual assignments within the course. The following courses have the final letter grade designated as the key assessment: SPSY 5030, SPSY 6/7260, SPSY 5040, SPSY 5060 (fall and spring), SPSY 6300, COUN 7160, COUN 7140, and HSHS 8000. Each of the following courses have one key assessment that assesses the student's overall competency including their application of such knowledge and skills previously learned.

1. Consultation series: SPSY 5170, SPSY 7180, and SPSY 7190
2. Psychoeducation Assessment and Intervention series: SPSY 5300, SPSY 5310, SPSY 5320, SPSY 7350
3. Year 2 field experiences: SPSY 7330 (fall and spring)

Performance on key assessments is used to determine if a student, takes the Key Assessment Reexamination, continues in the program, and is permitted to start Practica or internship. In SPSY courses with key assessment products, students must earn an 83%, or take the Key Assessment Reexamination over content. In SPSY courses with a final grade key assessment, students must earn a B in the course, or take the Key Assessment Reexamination over the content.

Key Assessment Reexamination. The Key Assessment Reexamination is used to provide students who did not meet program benchmarks and master knowledge and application of program learning outcomes with only course instruction (tier 1) an additional opportunity to demonstrate mastery. Content of the exam will be individualized based on student's performance on the key assessments during the fall, spring, and summer semesters. Key Assessment Reexaminations for fall semester will occur beginning of spring semester, and for spring/summer semesters will occur end of summer classes.

Year 1: If a student passes the exam, she or he will continue in the EdS program and permitted to begin practica. If a student fails, she or he will complete an oral exam. If the student passes the oral exam, she or he will continue in the EdS program and be permitted to start practica. If the student fails the oral exam, the faculty may offer a remediation plan or the student will be dismissed from program.

Year 2**:** If a student passes the exam, she or he will be permitted to complete internship. If a student fails, there is an oral exam. If the student passes the oral exam, she or he will be permitted to start internship. If the student fails the oral exam, the student will be dismissed from program.

Year 1 Evaluations. During the first year of the program, students are evaluated through the Bi-Annual Advisee Evaluation, the portfolio, supervisor evaluations, and their coursework assignments and grades. During the first semester (i.e., mid October), a midterm evaluation is conducted with each student (see **Section C**). This serves to make sure that students are on the right track and to make sure students have completed a plan of study, joined professional associations, understand the portfolio, and are beginning to develop affiliations with other students. The Bi-Annual Advisee Evaluation is completed two times each year, once during the fall semester and once during the spring semester. This evaluation assesses many areas professional dispositions including communication, interpersonal, and legal and ethical practices, which reflect those articulated in the student expectations section of the Handbook. Significant areas of weakness will require a remediation plan (see **Section G**). After each semester students are required to enter data into the portfolio. After the summer semester, students are required to complete the program data tables within the portfolio and write a self-reflection. Students may also be required to write a professional development plan if there are areas identified as needing improvement. Advisors review the portfolio and send students a letter documenting their performance after year 1 (see **Section F** for an example).

Year 2 Evaluations. During the second year of the program students are evaluated through the Bi-Annual Advisee Evaluation, the portfolio, supervisor evaluations, the annual student evaluation and portfolio meeting, and practica case studies. The Bi-Annual Advisee Evaluation is completed two times each year, once during the fall semester and once during the spring semester. After each semester students are required to enter data into the portfolio. After the summer semester students are required to complete the program data tables within the portfolio and write a self-reflection. Students may also be required to write a professional development plan if there are areas identified as needing improvement. Advisors review the portfolio and send students a letter documenting their performance after year 2 (see **Section F** for an example). Once the portfolio is approved in July, it may be shared with the student's intern

supervisor to provide information on the future intern's experiences and training during the years prior to internship. It may also be used to provide guidance for preparing the skill attainment timeline for the attainment of the skills contained in the Intern Competency Evaluation.

Year 3 Evaluations. During the third year of the program (i.e., internship year) students are evaluated through the Bi-Annual Advisee Evaluation, the portfolio, supervisor evaluations, tiered intervention summary reports, outcome summaries, and additional assignments. The Summative Developmental Portfolio from Student to School Psychology Practitioner is due at the completion of the student's internship, which typically is early June. Students schedule a meeting with the faculty and at the meeting the there is a review of his/her portfolio. If revisions are needed, they must be completed and accepted before the student is recommended for Ohio licensure as a school psychologist.

Procedures for Systematic Program Evaluation

For the UToledo School Psychology program to continually improve it is necessary to have a plan for program improvement and a systematic procedure for program evaluation. The program quality is continually assessed on three levels. Data are reviewed at the evaluation meetings indicated in the table below.

Level 1- Individual Student Data: Data on individual students are collected as described in the Procedures for Systematic Evaluation of Students section. These data are used to ensure that individual students are making acceptable progress and when they are not that appropriate support is provided or a remediation plan is developed to address areas of concern.

Level 2- Cohort Data: Data on all students within a cohort (i.e., entered the same year) are collected as described in the Procedures for Systematic Evaluation of Students section and aggregated to identify areas of strength and areas for improvement. Cohort data are reviewed annually at program fall retreat. Changes are made to the training provided to the cohort or, if deemed appropriate, to the overall program.

Level 3- Program Data: Data from student evaluations of school psychology faculty, feedback from intern and Practica supervisors, feedback from alumni of the training program (via periodic surveys), and input from the School Psychology Advisory Board are used to adjust in program policies and procedures. In addition, the Program Handbook, Prepractica Manual, Practica Manual, and Internship Manual are regularly reviewed to determine if any additions, deletions, or modifications are needed. Other information from internal sources that are used to assess the need for program changes include information obtained at bimonthly Program Faculty Meetings. Other information from external sources to the program that are used to assess the need for program changes include information obtained from Inter-University Council of Ohio School Psychology Trainers Meetings (2 times per year, once in the fall and once in the spring), Trainers of School Psychologists Meetings (1 time per year), and NASP Conference (1 time per year).

Data from individual students, cohorts, and program sources are reviewed according to the following timeline:

Evaluation Meetings	Data reviewed
1. End of Fall Semester (December)	- Student performance on key assessments and course grades (i.e., portfolio Program Goal – Data tables) - Student performance on Bi-Annual Advisee Evaluation - Fall semester Prepractica and Practica evaluations - Intern Formative 1 & 2 competency evaluations - Praxis scores (if available) - Student summer evaluations of faculty - IUC Meeting - Program Advisory Board Meeting
2. End of Summer I Session Semester (June)	- Intern Formative 3 and Summative competency evaluations - Praxis scores (if not reviewed prior to this date)

		- Student performance on key assessments and course grades (i.e., portfolio Program Goal – Data tables) - Student self-evaluations, reflections, and if needed professional development plans - Spring semester Prepractica and Practica evaluations - Alumni survey (periodic survey) - NASP Conference - TSP Meeting - Intern Tiered Intervention Summary Reports and Outcome Summaries - IUC Meeting
3.	Program Fall Retreat (August)	- Student performance on course assignments and grades - Student fall and spring evaluations of faculty - Student performance on Key Assessment Reexaminations as needed

Evaluation meetings are held on the timeline noted above. Data are reviewed by the faculty and if any changes are deemed necessary for improving the quality of the program a detailed action plan is developed. These improvements may include modifying the curriculum, course content, program policies, or program procedures. Any changes made to the program are documented and retained by the Program Director. Changes and are shared with other program faculty at School meetings, faculty and staff outside the School as deemed appropriate, and with students as deemed necessary to ensure the students' understanding of program policy and procedures or procedures for evaluation of students.

Resources for School Psychology Graduate Students

Financial information
Tuition. Current graduate tuition and fee rates can be found here:
https://www.utoledo.edu/offices/treasurer/tuition/graduate/

Financial aid. Figuring out how to finance graduate school can be overwhelming. Additional information on financial aid is available here: https://www.utoledo.edu/financialaid/

Scholarships.
- Graduate Scholarships
- College of Health and Human Services Scholarships
- Valorie Wolcott Mendelson OSPA Scholarship
- NASP Awards, Scholarships, and Grants

Graduate Assistantships. A limited number of graduate assistantships are available within the College and they include both research and teaching. Assistantships are awarded as either fulltime (20 hours per week plus tuition waivers) or part-time (10 hours per week plus partial tuition waivers).

School psychology students have been successful in securing graduate assistantships on campus in the counseling center, TRIO program, and residence life, and off campus with local school districts and ESCs (Externships). Students may participate in the GA Fair held each year in March on-campus.

UT Michigan Initiative Award. This award is available to graduate students who are regularly admitted to a degree program entering any semester from the following Michigan counties: Hillsdale, Lenawee, Macomb, Oakland, Washtenaw and Wayne. The award is available for those courses listed on the student's current Graduate Plan of Study, which is required to be submitted to COGS after the first semester of attendance.

Professional associations

Students are required to join the National Association of School Psychologists (NASP) application available at
http://www.nasponline.org/membership/index.aspx

Students are required to join the Ohio School Psychologists Association (OSPA) application available at
https://www.ospaonline.org/index.php/membership

Joining the Maumee Valley School Psychologists Association (MVSPA) and the American Psychological Association,
Division 16: School Psychology association (https://www.apa.org/about/division/div16 are optional.

Students are encouraged to join and actively participate in the UToledo School Psychology Student Organization
(UTSPSO). Information will be provided to new students from the incoming officers for the UTSPSO.

Counseling
The University of Toledo provides, by professionals other than program faculty and students, personal counseling
services to students.

The University Counseling Center (http://www.utoledo.edu/studentaffairs/counseling/), the Main Campus Medical
Center (https://www.utoledo.edu/health/contact.html) The University of Toledo Psychology Clinic
(http://www.utoledo.edu/al/psychology/clinic/), and University Career Services (http://www.utoledo.edu/utlc/career/)
provide educational, vocational, and personal counseling services for students.

Student Counseling Center Phone: (419) 530-2426

Security and emergency information
To obtain emergency medical assistance for any injured employee, student, or visitor on any campus, initiate the
emergency response system by calling 419-530-2600 (Campus Police dispatcher).

Campus police/security. To enhance security, some buildings on the Main Campus are locked manually between 10:00-
11:00 p.m. and unlocked at 6:00 a.m. Buildings equipped with swipe access are automatically locked at night at varying
times. The Health and Human Service Building is automatically locked between 9:00 p.m. and 6:00 a.m. Buildings on the
Health Science Campus are generally locked between 11:00 p.m. and 6:00 a.m. The hours for Carlson Library on the
Main Campus and for the Mulford Library on the Health Science Campus are located at:
http://www.utoledo.edu/library/info/hours.html

- Parking lots are patrolled throughout the night by members of The University of Toledo Police Force.
- There is a Night Watch (Escort Service) available to all students from 7:00 p.m. to 2:45 a.m. Students may obtain
  an escort by calling 419-530-3024.
- All suspicious incidents or pending danger should be reported immediately to the police force. Campus
  telephones for this purpose are available and mounted on the walls throughout the various campus buildings.
  Code Blue telephones (emergency telephones) are available in all parking lots on all campuses.
- All emergencies should be reported immediately by dialing 2600 from any Campus telephone or 419-530-2600
  from a cell phone. Copies of security policies of the Police Department will be available upon request.

Emergency notification. A public address system is used on all campuses to notify students, faculty, staff, and visitors of
any emergencies such as tornado warnings, etc. Be sure to follow the instructions given over the public address system
when appropriate. All students are encouraged to sign up for UT Alert, an e-mail and text message alert system, to stay
informed anytime, anywhere about emergencies from severe weather to a violent episode. To enroll in the UT Alert
System, register within the MyUT Student Toolkit under "Other Resources." A system of emergency codes is in place for
the Health Science Campus and is as follows:
- Fire – Code Red
- Disaster – Code Yellow

- Severe Weather/Tornado Response Procedure – Code Gray
- Radiological, Biological, or Chemical Contamination – Code Orange
- Bomb Threats – Code Black
- Evacuation – Code Green
- Medical Emergency – Code Blue
- Adult Patient Missing – Code Brown
- Snow or Transportation Emergency Plan – Code White
- Child Abduction – Code Adam

IT support

CHHS Student Computing. Every semester all HHS students pay a student technology fee. The technology fee covers a variety of technology and computing services designated for HHS students and the enhancement of classroom learning. All departments within the HHS benefit from the technology fees.

There is a student equipment checkout station located in HH2400A. PC laptops are available for checkout. Additional computer services and assistance are provided in the Student Computing office located in HH2400A. Some of these services include Poster printing, scanning, digital conversion, PC virus scanning, and UTAD account maintenance.

For a full list of services please checkout the Student Computing Services page.

CHHS Student Computing
Office: HH2400A
Phone: 419-530-5312

Other resources

Students may also seek assistance, support, tutoring, and related resources from one or more of the following:

- Student Success for tutoring services and related support phone: (419) 530-8852
- Learning Enhancement Center Phone: (419) 530-2176
- Writing Center Experienced, polished writers read, review, and respond to papers to assist students individually at any stage of academic or personal writing. Writing Center tutors may help generate ideas, organize notes and thoughts, and provide feedback on drafts or completed papers. Carlson Library, room 100
- Office of Excellence and Multicultural Student Success Phone: (419) 530-2261
- Rocket Rapid Response Phone: (419) 530-5923. This is a service of the Office of Student Advocacy and Support. Rocket Care is designed to assist students with comments, complaints, questions, or feedback.
- Student Disability Services Phone: (419) 530-4981)
- Medical Center Phone: (419) 530-3451
- Catharine S. Eberly Center for Women promotes the advancement of women by providing personal and professional development classes. It has Kate's Closet which provides professional clothing and advice for interviews etc. Phone: (419) 530-8575
- Center for Success Coaching Phone: (419) 530-1250
- Student Legal Services Phone: (419) 530-7230

School Psychology Program Faculty and Staff Contact Information

Program Director, School Psychology   Brandon J. Wood, PhD
Internship Coordinator   Assistant Professor
UTSPSO Advisor   Brandon.Wood2@utoledo.edu
      Office HH 3100F; Phone: 419-530-4772

Practica Coordinator   Wendy S. Cochrane, PhD
      Professor
      Wendy.Cochrane@utoledo.edu
      Office HH 3100G; Phone: 419-530-2013

Chair, Department of Human Services   Jennifer L. Reynolds, PhD, NCSP
Prepractica Coordinator   Associate Professor
      Jennifer.Reynolds21@utoledo.edu
      Office HH 2630, Phone: 419-530-4301

Secretary, Department of Human Services   Amada Esquivel
      Amada.Esquivel@UToledo.Edu
      Office HH 2630; 419-530-2142

Section A: Program Checklist of Important Activities to Complete

Specialist-level Program in School Psychology
College of Health and Human Services
Department of Human Services
Program Checklist of Important Activities to Complete

Activity	Year in Program	Month	Completed
Year 1			
Make sure Graduate School received final undergrad transcript	1	September	
Complete background check so can begin Prepractica experience	1	September	
Make appointment with advisor for mid-semester check-in	1	October	
Apply for admission to the Ed.S program	1	December 1st	
Enter year 1 fall data into portfolio Program Goal – Data Tables	1	December/January	
Begin to find children for Psychoeducational Assessment classes	1	January	
Apply for MA graduation (by January if wish to walk in May commencement, otherwise by May)	1	January	
Register for summer classes	1	January	
Make appointment with advisor to bi-annual evaluation	1	February	
Compare MA plan of study with transcript and report any discrepancies to your advisor	1	March	
Register for classes	1	February	
Enter year 1 spring data into portfolio Program Goal – Data Tables and complete year 2 Performance Self-Evaluation and Professional Development Plan	1	May	
Year 2			
Complete background check (if needed again) so can begin Practica experience	2	September	
Make appointment with advisor for bi-annual evaluation	2	October	
Enter year 1 summer and year 2 fall data into portfolio Program Goal – Data Tables	2	December/January	
Register for summer classes	2	January	
Make appointment with advisor for bi-annual evaluation	2	February	
Register for fall classes	2	March	
Complete paperwork to begin school psychology internship	2	April	
Enter year 2 spring data into portfolio Program Goal – Data Tables and complete year 2 Performance Self-Evaluation and Professional Development Plan	2	May	
Year 3			
Register for spring classes	3	October	
Make appointment with advisor for bi-annual evaluation	3	October	
Register for graduation (so can walk and name appears in May commencement book)	3	January	
Register for summer classes	3	January	

Enter year 2 summer and year 3 data into portfolio Program Goal – Data Tables and complete Performance Self-Evaluation and Professional Development Plan	3	May	
Compare Ed.S plan of study with transcript and report any discrepancies to your advisor	3	May	
Complete all internship program requirements and apply for license	3	June	
Complete Graduate School exit interview (received via email)	3	June	

Section B: Recommended Sequence of Study for all Courses

YEAR 1 (33 credits)

Fall 2023 (12 credits)	SPSY 5030	Role and Function of the School Psychologist	3
	SPSY 6300	Behavior Analysis for School Psychologists (DL)	3
	SPSY 5060	Prepractica in School Psychology (DL)	2
	SPSY 5300	Psychoeducational Assessment and Interventions I	4

Spring 2024 (13 credits)	SPSY 5310	Psychoeducational Assessment and Interventions II	4
	SPSY 5040	Legal & Ethical Issues for School Psychologists and Counselors (DL)	4
	SPSY 5060	Prepractica in School Psychology (DL)	2
	SPSY 5170	Consultation I: Theories and Techniques	3

Summer I 2024 (8 credits)	SPSY 6260*	Developmental Child Psychopathology (DL)	4
	SPSY 5320	Psychoeducational Assessment and Interventions III	4

YEAR 2 (30 credits)

Fall 2024 (14 credits)	SPSY 7350	Psychoeducational Assessment and Intervention IV	4
	SPSY 7180	Consultation II: School and Home Collaboration	3
	SPSY 7330	Practica in School Psychology	4

Spring 2025 (12 credits)	HSHS 8000	Statistics and Research for Health Science and Human Service Professions (DL)	3
	SPSY 7190	Consultation III: School and Community	4
	SPSY 7330	Practica in School Psychology	4

Summer I 2025 (4 credits)	COUN 7140	Counseling Theories and Techniques	4
	COUN 7160*	Cultural Diversity for Counselors and School Psychologists	3

YEAR 3 (16 credits)

Fall 2025	SPSY 7940	Internship in School Psychology	6
Spring 2026	SPSY 7940	Internship in School Psychology	5
Summer 2026	SPSY 7940	Internship in School Psychology	5

*These are the courses and the sequence students should expect during the program. However, prior to the completion and signature of Plans of Study, these courses may change.

Section C: Bi-Annual Faculty Advisor Evaluation of Students

Specialist-level Program in School Psychology
College of Health and Human Services
Department of Human Services

Faculty Advisor Bi-Annual Evaluation

Program Expectations for Professional Behavior (Years 1-3)

Student Advisee:		Faculty Advisor:	
Year 1 Fall Meeting Date:			
Meeting Outcomes			
Student signature Faculty signature			
Year 1 Spring Meeting Date:			
Meeting Outcomes			
Student signature Faculty signature			
Year 2 Fall Meeting Date:			
Meeting Outcomes			
Student signature Faculty signature			
Year 2 Spring Meeting Date:			
Meeting Outcomes			
Student signature Faculty signature			
Year 3 Fall Meeting Date:			
Meeting Outcomes			
Student signature Faculty signature			
Year 3 Spring Meeting Date:			
Meeting Outcomes			
Student signature Faculty signature			

First Semester Checkpoints

Areas Assessed	Satisfactory or Positive	Neither Positive nor Negative	Unsatisfactory or Negative	Comments
Prepractica status (self report)	☐	☐	☐	
Time management rating (self report)	☐	☐	☐	
Organization rating (self report)	☐	☐	☐	
Communication skills rating (self report)				
View of training program	☐	☐	☐	
View of the field of school psychology	☐	☐	☐	
Perception of how field supervisor would evaluate him/her	☐	☐	☐	
Interactions with school psychology peers	☐	☐	☐	
Class attendance	☐	☐	☐	
Attended appointments	☐	☐	☐	
Attended new student orientation	☐	☐	☐	
Downloaded all handbooks	☐	☐	☐	
Signed materials room form	☐	☐	☐	
Obtained check out card for materials room	☐	☐	☐	
Completed Master's plan of study	☐	☐	☐	
Member of NASP	☐	☐	☐	
Member of OSPA	☐	☐	☐	
Member of MVSPA	☐	☐	☐	
Member UTSPSO	☐	☐	☐	

Comments:

Faculty Advisor Evaluation of Student
Program Expectations for Professional Behavior (Years 1-3)

Beginning in Fall of Year 1, students will receive a rating corresponding to their performance within the program expectations for professional behavior as follows:

S = Student has satisfactorily met expectations

A = Student is approaching benchmark. Potential area of concern that will be monitored at this time

NI = Student needs improvement and remediation required; a formal plan is written, implemented and monitored. Any area of weakness will require a remediation plan. If the student does not successfully complete the remediation plan within the timeframe specified, the student may be terminated from the program. This plan will include:

    a.   Identification of the problem area
    b.   Objective(s) for improvement of problem area
    c.   Plan for meeting objectives
    d.   Dates for formative reviews with advisor
    e.   Date by which objective must be completed

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student has respect for human diversity and social justice evidenced by appropriate professional and personal interactions with peers, faculty, and staff at the university; and supervisors, staff, and families at field placements (PLO 1.1, 1.3).	FA Year 1	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 1	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	FA Year 2	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 2	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	FA Year 3	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 3	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student has necessary and appropriate communication skills both oral and written (e.g., professional and nonprofessional) to be a	FA Year 1	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 1	☐ Faculty/Instructor ☐ Field Supervisor	

		Class Assignments	
practitioner as evidenced by class presentations, written assignments, conversations with faculty and staff, and email correspondence (PLO 1.4).	FA Year 2	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 2	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	FA Year 3	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 3	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student demonstrates dependability as evidenced by promptly completing tasks according to instructions with minimal guidance, being punctual to class and meetings, and consistently responding to emails within an appropriate amount of time (e.g., 72 hours; PLO 5.5).	FA Year 1	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 1	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	FA Year 2	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 2	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	FA Year 3	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 3	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student demonstrates effective interpersonal skills as evidenced by using appropriate professional social skills with faculty and staff (e.g., greets Sue), and by building relationships and collaborating with others to get the job done (PLO 1.1).	FA Year 1	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 1	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	FA Year 2	☐ Faculty/Instructor ☐ Field Supervisor ☐ Class Assignments	
	SP Year 2	☐ Faculty/Instructor	

		Field Supervisor	
		Class Assignments	
	FA Year 3	Faculty/Instructor	
		Field Supervisor	
		Class Assignments	
	SP Year 3	Faculty/Instructor	
		Field Supervisor	
		Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student demonstrates adaptability and flexibility in response to change as evidenced by asking an appropriate amount and type of questions to clarify changes without appearing overly worried (PLO 5.5).	FA Year 1	Faculty/Instructor Field Supervisor Class Assignments	
	SP Year 1	Faculty/Instructor Field Supervisor Class Assignments	
	FA Year 2	Faculty/Instructor Field Supervisor Class Assignments	
	SP Year 2	Faculty/Instructor Field Supervisor Class Assignments	
	FA Year 3	Faculty/Instructor Field Supervisor Class Assignments	
	SP Year 3	Faculty/Instructor Field Supervisor Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student has the necessary organization skills as evidenced by submitting high quality products on time or early (PLO 5.5).	FA Year 1	Faculty/Instructor Field Supervisor Class Assignments	
	SP Year 1	Faculty/Instructor Field Supervisor Class Assignments	
	FA Year 2	Faculty/Instructor Field Supervisor Class Assignments	
	SP Year 2	Faculty/Instructor Field Supervisor Class Assignments	
	FA Year 3	Faculty/Instructor Field Supervisor Class Assignments	

	SP Year 3	☐Faculty/Instructor ☐Field Supervisor ☐Class Assignments	
Comments:			

Professional Disposition	Evaluation Period	Data Collection Methods	Rating: Satisfactory, At-risk, Weak
The student has the initiative and growth towards independent functioning as a practitioner as evidenced by using supervision appropriately to advance development, including meeting with supervisors for an appropriate amount of time, and asking questions that reflect developmental level within program (PLO 5.4).	FA Year 1	☐Faculty/Instructor ☐Field Supervisor ☐Class Assignments	
	SP Year 1	☐Faculty/Instructor ☐Field Supervisor ☐Class Assignments	
	FA Year 2	☐Faculty/Instructor ☐Field Supervisor ☐Class Assignments	
	SP Year 2	☐Faculty/Instructor ☐Field Supervisor ☐Class Assignments	
	FA Year 3	☐Faculty/Instructor ☐Field Supervisor ☐Class Assignments	
	SP Year 3	☐Faculty/Instructor ☐Field Supervisor ☐Class Assignments	
Comments:			

Section D: Student Remediation Plan

Student name_____   Initial date_____

Identification of the problem area(s):

Objective(s) for improvement:

Plan for meeting objectives:

Planned formative review dates: #1_____   #2_____   #3 _____

Plan completion date: _____

Student Signature_____   Date_____

Advisor Signature_____   Date_____

===

Date of Mastery_____

Student Signature_____   Date_____

Advisor Signature_____   Date_____

Section E: Student Remediation Review

Name _____

Review #_____   Date_____

Formative Review #1:

Modifications, if necessary:

Student Signature_____   Date_____
Advisor Signature_____   Date_____
==
Formative Review #2:

Modifications, if necessary:

Student Signature_____   Date_____
Advisor Signature_____   Date_____
==
Name _____

Review #_____   Date_____

Formative Review #3:

Modifications, if necessary:

Student Signature_____   Date_____
Advisor Signature_____   Date_____

Section F: Annual Student Portfolio Feedback (Example)

Specialist-level Program in School Psychology
College of Health and Human Services
Department of Human Services
AY22-23 Portfolio Feedback

DATE

STUDENT,

The School Psychology Faculty have reviewed your table of contents, key assessments, and data tables, self-evaluations, and professional development plan for the program goals for the 2020-2021 academic year.

	Overall rating
Program goal 1	
Program goal 2	
Program goal 3	
Program goal 4	
Program goal 5	

Your self-evaluations indicated satisfactory performance in goals #, #, and #. Your self-evaluations indicated you were approaching benchmark on goals # and #. You created a professional development plan that identifies specific activities you will engage in across fieldwork, self-study, and in the community to reach benchmark in goals # and #.

We encourage you to review your self-evaluations and revise your professional development plans prior to the start of the fall semester. You will meet with your advisor in September to formally discuss your plan. Finally, as a reminder you are responsible for ensuring that all table of contents and key assessment documents are in your portfolio. Failure to include the requested documents may delay your graduation from the Education Specialist program.

Let me know if you have any questions.

Jennifer L. Reynolds, Ph.D., NCSP
Associate Professor and Program Director
School Psychology Program

College of Health and Human Services
Department of Human Services
2801 W. Bancroft St., MS#119
Toledo, Ohio 43606-3390
419.530.4301

Section G: Handbook Attestation

	Specialist-level Program in School Psychology **College of Health and Human Services** **Department of Human Services** **Handbook Attestation**
THE UNIVERSITY OF **TOLEDO** 1872	

I _____, have received a copy of the *Specialist Level Program in School Psychology Student Handbook*. I have read this handbook from cover to cover, including reviewing the Guides and Forms, and understand all that it contains. I agree to abide by the policies and procedures described in the *Specialist Level Program in School Psychology Student Handbook*.

Date:	
Student signature:	
Date:	
Advisor signature:	

Section H: Guide to Electronic Portfolio

Specialist Level Program in School Psychology

Manual for the Developmental Portfolio from Student to School Psychology Practitioner

Revised: July 2023

College of Health and Human Services
Department of Human Services
2801 W. Bancroft Street
Mail Stop #119
Toledo, Ohio 43606-3390
Telephone: 419-530-2718
Fax: 419-530-7879

Approved by
The National Association of School Psychologists (NASP)
The State of Ohio Department of Education

Accredited by
Council for the Accreditation of Educator Preparation (CAEP)

Overview and Instructions for Students

The *Developmental Portfolio from Student to School Psychology Practitioner* (here after referred to as the Portfolio) is the culminating, cumulative record of performance for students in the University of Toledo's School Psychology graduate program. A culminating comprehensive performance-based assessment is a required assessment for programs approved by the National Association of School Psychologists (NASP). The program has 5 Program Goals and 5 Program Learning Objectives (PLOs) for each goal. The goals and PLOs form the framework of the Portfolio. The Portfolio has three parts, located in individual students' program Team shared folder.

1. **The Portfolio excel file**. This excel file has 10 sheets. Five of the sheets contain the Program Goal – Data Tables. Students summarize their self-evaluations for each goal in the sixth sheet. Students rate their various technology skills and develop a plan on the seventh sheet. Within one sheet, students document when they have saved required files in the Table of Contents (TOC) folder. Within another sheet, students document when they have saved required files in the Key Assessment folder.
2. **The Key Assessments folder.** Students will save files associated with key assessment products from the following courses: SPSY 5170, SPSY 7180, and SPSY 7190, SPSY 5300, SPSY 5310, SPSY 5320, SPSY 7330, and SPSY 7350 (fall and spring).
3. **The TOC folder**. Students will save files listed in the Table of Contents section on page 10 of this document.

Students are expected to interact with the portfolio each semester they are in the program. The portfolio and student progress will be reviewed at bi-annual advisor meetings and program faculty meetings.

Students will complete course work and field experiences to develop knowledge and skills in each goal and PLO. Performance on key assessments and from courses taught by program faculty will be used as the data to indicate how a student is progressing towards developing entry level knowledge and skills. Students will use the portfolio guide and enter data into each Program Goal – Data Table (5), and include TOC documents and key assessment products within the portfolio folders on Team. The key assessment courses and products students use for each PLO are listed on the Program Goal – Data Tables.

Completing Program Goal – Data Tables
There are five Program Goal – Data Tables, each located on a sheet in the Portfolio excel file. At the top of each sheet, the program goal is defined and the corresponding NASP domains the goal addresses are listed. Each table has five rows. Each row defines a PLO and lists the corresponding NASP domain(s) the PLO addresses. Each table has 10 columns. The first column has a cell for the definition of each PLO. Three columns have cells that list the courses or products that address that PLO each year in the program (years 1 and 2, and internship). Three columns have cells where students will enter in key assessment data for courses and products that address that PLO each year in the program (years 1 and 2, and internship). And finally, three columns have a cell where students will assign an overall rating for each PLO.

For each key assessment students will enter two items:
1. Student will enter the score or the grade earned on the product or in the course.
2. Student will indicate if their performance identifies each specific area as Needs Improvement (NI), Approaching Benchmark (A), or Satisfactory (S). Use the table below to determine the ratings.

Instructions for Program Goal 5:
There are 4 products used in year 1 and year 2 that are either rated as S (Satisfactory) or NI (Needs Improvement). The products are: Evidence of State Membership Association, Evidence of NASP membership, completion of the Technology Table, and completion of the Bi-annual advisor evaluation. If these items are saved in your Team folder or completed, then you would rate your product as an S. If they are not, then you would rate your product as an NI.

Rating	SPSY Courses with Key Assessments Products:	Courses where course grade serves as Key Assessment[b]
NI	82% or less = Needs Improvement	B- or less in course = Needs Improvement (82% or less)
A	83-89% = Approaching benchmark[a]	---
S	90% or more = Satisfactory	B or more in a course = Satisfactory (83% or more)
a. Key Assessment Reexamination not needed; students are required to address via Professional Development Plan.		
b. Students will provide grades for all courses (including EDP courses); Key Assessment Reexaminations are administered if criteria is not met on course excluding EDP		

After determining the rating for each key assessment or course, students will then assign an overall rating for each PLO (5). Students will look at all products for that year that addressed that PLO and use the following to determine overall performance ratings:
- If any key assessment or course is identified as **NI**, the overall rating for that PLO is "Needs Improvement".
- If any key assessment or course is identified as **A**, the overall rating for that PLO is "Approaching Benchmark".

Note: In the excel tables to create a line break within an excel sheet cell, do the following:
- *PC = alt+enter*
- *Mac = alt+enter or control+option+return*

Completing Technology Table and Technology Skills Plan
Each year students will self-assess several technology skills listed within the "Technology Table" in the Portfolio excel file. For each skill students will enter one of the following ratings: No experience, Novice, Competent, Expert. For any areas that are identified as, ***No experience*** or ***Novice***, students will have to prepare a brief plan for how they will target that technological skill. If all areas are identified as, ***Competent*** or ***Expert***, the student does not have to create a plan.

Completing Program Goal –Self-Evaluation and Professional Development Plans
After determining the rating for each PLO (5), on the Self-Evaluations excel sheet students will then assign an overall rating for each Program Goal (5).

Students will assign an Overall Program Goal performance rating each year
- If any PLO is identified as **NI**, the overall rating for that goal is needs improvement
- If any PLO is identified as **A**, the overall rating for that goal is approaching benchmark

<div align="center">

Program Goals and Program Learning Objectives

</div>

Program Goal 1: Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).
1. PLO 1.1 (2021) Understands and is sensitive to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in oral and written communication and interpersonal relationships (NASP 2.2, 2.8).
2. PLO 1.2 (2021) Recognizes and addresses diversity and ecological factors when selecting, administering, and interpreting assessments; and designing, implementing, and evaluating interventions for learning and/or mental and behavioral health concerns (NASP 2.1, 2.3, 2.4).
3. PLO 1.3 (2021) Understands and respects diversity factors related to family systems, strengths, needs, and cultures; and recognizes equitable practices and advocacy for social justice are foundational to effective service delivery (NASP 2.7, 2.8, 2.10).

4. PLO 1.4 (2021) Actively and attentively listens, communicates, and collaborates effectively with others in activities such as meetings, supervision sessions, parent interviews, and consultations (NASP 2.2).
5. PLO 1.5 (2021) Promotes and facilitates family, school, and community partnerships and interactions to enhance learning and social-emotional and behavior outcomes for children (NASP 2.5, 2.7).

Program Goal 2: Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3).
1. PLO 2.1 (2021) Selects, administers, and interprets results of academic and cognitive assessments.
2. (NASP 2.1).
3. PLO 2.2 (2021) Communicates results of academic and cognitive assessments and collaboratively works with others to identify interventions to enhance learning and academic outcomes (NASP 2.2, 2.3).
4. PLO 2.3 (2021) Use a systematic problem-solving process to develop, implement, monitor progress, and evaluate academic interventions (NASP 2.1, 2.3).
5. PLO 2.4 (2021) Considers ecological factors (e.g., classroom, family, and community characteristics) and respects diversity in learning as a context for academic assessment and intervention (NASP 2.1, 2.3, 2.7).
6. PLO 2.5 (2021) Advocates for equality (all children have same access to educational opportunities) and equity (each student receives what they need to benefit from educational opportunities) in evidenced based curricula and instructional strategies for all students (NASP 2.8, 2.10).

Program Goal 3: Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).
1. PLO 3.1 (2021) Selects, administers, and interprets results of multiple methods of social-emotional and behavior, and mental health assessment (NASP 2.1).
2. PLO 3.2 (2021) Communicates results of assessments and collaboratively works with others to identify interventions to enhance social-emotional and behavior, and mental health (NASP 2.2, 2.4).
3. PLO 3.3 (2021) Implements a problem-solving process and exercises data-based decision making to identify, develop, implement, monitor, and evaluate intensive social-emotional and behavior, and mental health interventions (NASP 2.1, 2.4).
4. PLO 3.4 (2021) Considers ecological, biological, cultural, developmental, and social influences on mental and behavioral health and implications for classroom management and instruction (NASP 2.4).
5. PLO 3.5 (2021) PLO 3.5 (2021) Applies concepts from applied behavior analysis, and conducts functional assessments and analysis to develop behavior intervention plans (NASP 2.4).

Program Goal 4: Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.9).
1. PLO 4.1 (2021) Understands research on system and organization change including team processes and group dynamics; collaborates with others to develop effective services and programs for school improvement (NASP 2.5, 2.9).

2. PLO 4.2 (2021) Assesses existing school policies and practices in areas such as MTSS, staff training, and family, school, and community collaboration, and uses principles of implementation science to plan, evaluate, and sustain universal interventions that create and maintain effective, supportive, and positive learning environments (NASP 2.5, 2.7).
3. PLO 4.3 (2021) Uses and applies crisis research in effective prevention, protection, mitigation, response, and recovery to promote services that enhance psychological well-being and physical safety (NASP 2.6, 2.9).
4. PLO 4.4 (2021) Consumes and applies research related to social–emotional well-being, resilience and risk factors in learning and uses implementation science to plan, evaluate and sustain evidence-based strategies to promote multitiered prevention and safe, supportive schools (NASP 2.4, 2.5, 2.9).
5. PLO 4.5 (2021) Consumes and applies research related to positive behavior intervention support to promote equity in learning and universal positive behavior, and mental health for all students (NASP 2.6, 2.8, 2.9).

Program Goal 5: Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

1. PLO 5.1 (2021) Provides services consistent with ethical and legal policies and procedures and uses satisfactory professional judgment and decision making (NASP 2.10).
2. PLO 5.2 (2021) Uses technology in assessment, intervention, and presentation of information (NASP 2.9).
3. PLO 5.3 (2021) Functions as scientist-practitioner by designing, conducting, and interpreting single case and small group research and analyzing outcomes to inform practices and services (NASP 2.9).
4. PLO 5.4 (2021) Engages in activities that foster professional identity through membership involvement in and attendance at regional, state and national conferences (NASP 2.10).
5. PLO 5.5 (2021) Uses professional skills needed for effective practice including social justice advocacy, communication and interpersonal skills with peers, trainers, and supervisors, and demonstrates satisfactory initiative, dependability, time management and organizational skills (NASP 2.8, 2.10).

Example

Below is an example of a Program Goal 1 – Data Table, Self-Evaluation and Professional Development Plan for a student after completing their first year in the program.

Program Learning Outcomes	Year 1	%/Grade = Rating	Year 1 Rating
PLO 1.1 Demonstrates understanding of and sensitivity to individual differences, abilities, disabilities, and other diverse characteristics as evidenced in communication and interpersonal relationships (2.2, 2.8)	FA SPSY 5060 Grade SP SPSY 5060 Grade COUN 5160 Grade SPSY 5170 Key Assessment	A = S S = S A = S 92% = S	S
PLO 1.2 Demonstrates strategies for addressing diversity factors when selecting, administering, and interpreting assessments; and designing, implementing and evaluating interventions for academic and/or behavior concerns (2.8)	SPSY 5300 Key Assessment COUN 5160 Grade	80% = NI A = S	NI
PLO 1.3 Demonstrates knowledge and respect for diversity factors related to culture, family systems, and an understanding that advocacy for social justice is a foundation of service delivery (2.7, 2.8)	COUN 5160 Grade SPSY 5030 Grade SPSY 5040 Grade	A = S A = S A = S	S
PLO 1.4 Demonstrates active, attentive listening and communicates and collaborates effectively with others in activities such as meetings, supervision sessions, parent interviews, and consultations (2.2)	SPSY 5170 Key Assessment SPSY 5030 Grade	92% = S A = S	S
PLO 1.5 Demonstrates evidence-based methods for integrating family, school and community resources to improve educational outcomes for children (2.7)	COUN 5160 Grade	A = S	S

Timeline

Year 1

December/January (before start of spring semester): Students enter data from fall semester into portfolio

June/July (before end of summer semester): Students enter data from spring and summer semesters into **Program Goal – Data Tables**. Students place Table of Contents (TOC) and Key Assessment materials into Team folders.

July: Students receive first year annual feedback from academic advisor and take Key Assessment Reexamination as needed (due mid-July).

Year 2

September: Schedule and attend advisor fall meeting, and receive first year annual feedback from academic advisor.

December/January (before start of spring semester): Students enter data from fall semester into portfolio

February: Attend advisor spring meeting to review of progress.

June/July (before end of summer semester): Students enter data from spring and summer semesters into **Program Goal – Data Tables**. Students place Table of Contents (TOC) and Key Assessment materials into Team folders.

July: Students receive second year annual feedback from academic advisor and take Key Assessment Reexamination as needed (due mid-July)

Year 3

September: Schedule and attend advisor fall meeting.

December/January (before start of spring semester): Students enter data and notes from fall semester

February: Meet with internship supervisor and review of progress

May: Students place Table of Contents (TOC) and Key Assessment materials into Team folders, enter data from spring semester into **Program Goal – Data Tables**, complete year 3 self-evaluation and reflection, and creates a plan for ongoing professional development as a practitioner

Table of Contents

At the end of each summer session the following materials should be placed in a "Table of Contents" (TOC) folder within the "Portfolio" folder. When naming the files make sure you include your last name and reference to the product in the file name. For example: year 1 NASP membership would be saved as **Reynolds – Year 1 NASP membership**.

The only item that will be replaced each year is your Resume (product 1). For example, in May of your second year you will delete the product in this folder and replace it with the more current version.

PRODUCTS:
1. Resume (current)
2. Professional Development Activities (current)
   - Year 1
   - Year 2
   - Year 3
3. Professional Membership Documents
   - Year 1: NASP (required), OSPA (required), MVSPA Year 1 (optional), APA Division 16 (optional)
   - Year 2: NASP (required), OSPA (required), MVSPA Year 1 (optional), APA Division 16 (optional)
   - Year 3: NASP (required), OSPA (required), MVSPA Year 1 (optional), APA Division 16 (optional)
4. Unofficial transcript (current)
5. Final Prepractica Log
6. Final Practica Log
7. Final Internship Log
8. Final Internship Supervisor Evaluation
9. Specialty Test in School Psychology (Praxis II) Results

Naming and Saving Products

Access portfolio files in the "2023 Cohort - Shared portfolio documents" folder in the shared Team folder.

Move portfolio files and folders to "Portfolio" folder in your individual program Team folder.

Change the file "**MASTER Class of 202# Portfolio excel**" to "**LAST NAME Class of 202# Portfolio excel**". Save this file in the following location on Team: "Folder with your last name" → subfolder "Portfolio".

For key assessment products (e.g., KTEA-3 report from SPSY 5300), make sure your **last name** and the **course number** are in the file name. For example: Reynolds – 5300 Key assessment.

Rules related to Key Assessments and Reexaminations

College of Graduate Studies and Program Decision Making Criteria:
- All classes on a student's M.A. or Ed.S. Plan of Study must have a course letter grade of a C or better
- Students must maintain a B or better overall GPA (3.00)
- In SPSY courses with key assessments, students must earn an 83%, or take Key Assessment Reexamination over content to be determined by instructor
- In courses where the overall course grade is the key assessment, students must earn a B in the course, or take the Key Assessment Reexamination over the content to be determined by instructor

Courses with Key Assessments:
4. Consultation series
   a. Consultation I: Theories and Techniques (SPSY 5170)
   b. Consultation II: School and Home Collaboration (SPSY 7180)
   c. Consultation III: School and Community (SPSY 7190)
5. Assessment and Intervention series
   a. Psychoeducational Assessment and Interventions I - (SPSY 5300)
   b. Psychoeducational Assessment and Interventions II - (SPSY 5310)
   c. Psychoeducational Assessment and Interventions III - (SPSY 5320)
   d. Psychoeducational Assessment and Interventions IV - (SPSY 7350)
6. Practica experience
   a. Fall: Practica in School Psychology (SPSY 7330)
   b. Spring: Practica in School Psychology (SPSY 7330)
7. Internship experience
   a. Fall: Internship in School Psychology (SPSY 7940)
   b. Spring: Internship in School Psychology (SPSY 7940)
   c. Summer: Internship in School Psychology (SPSY 7940)

Courses where course grade serves as Key Assessment:
1. Role and Function of the School Psychologist (SPSY 5030)
2. Prepractica in School Psychology (SPSY 5060 Fall and Spring)
3. Cultural Diversity for Counselors and School Psychologists (COUN 5/7160)
4. Special Topics/ABA for School Psychologists (SPSY 6300)
5. Legal & Ethical Issues for School Psychologists and Counselors (SPSY 5040)
6. Statistics and Research for Health Science and Human Service Professions (HSHS 6000)
7. Developmental Child Psychopathology (SPSY 6/7260)
8. Counseling Theories and Techniques (COUN 7140)

Content of Key Assessment Reexamination by Year:
The Key Assessment Reexamination is used to provide students who did not meet program benchmarks and master knowledge and application of program learning outcomes with only course instruction (tier 1), an additional opportunity to demonstrate mastery. Content of the exam will be individualized based on student's performance on the key assessments and in courses. The Key Assessment Reexamination will be administered after the summer semester (i.e., July).
1. Key Assessment Reexamination content will be individualized based on a student's performance on key assessments and course grades. If a student passes all key assessments (83% or better) and earns at least a B in all courses, they will not have to take the Key Assessment Reexamination.
2. A student is required to take the year 1 Key Assessment Reexamination if they fail to earn a satisfactory score on a key assessment or earn below a B in any SPSY course taken during year 1.

3. A student is required to take the year 2 Key Assessment Reexamination if they fail to earn a satisfactory score on a key assessment or earn below a B in any SPSY course taken during year 2.

Key Assessment Reexamination Timelines and Consequences:

Year 1: If a student passes the exam, she or he will continue in the EdS program and permitted to begin practica. If a student fails, she or he will complete an oral exam. If the student passes the oral exam, she or he will continue in the EdS program and be permitted to start practica. If the student fails the oral exam, the faculty may offer a remediation plan, or the student will be dismissed from program.

Year 2: If a student passes the exam, she or he will be permitted to complete internship. If a student fails, there is an oral exam. If the student passes the oral exam, she or he will be permitted to start internship. If the student fails the oral exam, the student will be dismissed from program.

Section I: Portfolio Attestation

Specialist-level Program in School Psychology
College of Health and Human Services
Department of Human Services

Portfolio Attestation

I_____ have received a copy of the *Manual for the Developmental Portfolio from Student to School Psychology Practitioner* and the *Portfolio Excel file*. I have read the manual from cover to cover and understand all that it contains. I agree to update the Portfolio Data Tables (5) after each semester. I agree to update the Key Assessment, TOC, Technology Table, Self-evaluations, Reflection and Plans annually after the summer semesters.

Date: _____

Student signature: _____

Date: _____

Advisor signature: _____