



School of Graduate Psychology & Counseling

PROGRAM HANDBOOK

Andrews University

Ed.S. School Psychology

Welcome to Andrews University School Psychology Program!

It is the faculty's hope that students will have an interesting, productive, and enjoyable experience. Students are encouraged to carefully read this handbook and closely follow the timelines. Over the course of the program, students will acquire the skills necessary to practice in the field of school psychology.

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There are several things that are important to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. Statements and policies in this handbook do not create a contract between the candidate and the University, and do not create any legal rights. In the event of differences between this handbook and the Official Academic Bulletin, the Bulletin always supersedes.

Table of Contents

ANDREWS UNIVERSITY	5
PROGRAM DESIGN AND PHILOSOPHY.....	5
PROGRAM DESIGN.....	5
PROGRAM PHILOSOPHY.....	6
PROGRAM GOALS AND OBJECTIVES.....	6
SCHOOL OF GRADUATE PSYCHOLOGY AND COUNSELING FACULTY.....	<u>13</u>
PROGRAM POLICIES AND FINANCIAL AID.....	14
<i>Admissions Process</i>	<i>14</i>
<i>English Language Proficiency.....</i>	<i>15</i>
<i>Course Transfer Policy and Procedures.....</i>	<i>15</i>
<i>Financial Aid/Work Opportunities.....</i>	<i>16</i>
<i>Retention Policy.....</i>	<i>17</i>
<i>Grievance or Appeal Process.....</i>	<i>18</i>
<i>Change of Grade Policy.....</i>	<i>19</i>
GRADING SYSTEM.....	20
ACCEPTABLE GRADE LEVELS	21
DISCRIMINATION AND HARASSMENT INCLUDING SEXUAL HARASSMENT	22
PROGRAM FORMS AND GRADUATION	22
COMPREHENSIVE EXAMS.....	24
M.A. COMPREHENSIVE EXAM.....	24
ED.S. COMPREHENSIVE EXAM.....	25
PRAXIS SCHOOL PSYCHOLOGIST EXAMINATION	26
CERTIFICATION AND PROFESSIONAL AFFILIATIONS.....	26
MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS.....	28
CONVICTION CLEARANCE	28
FIELD PLACEMENT	29
OVERVIEW	29
APPENDIX 1	32
<i>Dispositions & Skills Evaluation.....</i>	<i>32</i>
APPENDIX 2	36
<i>Candidate Notice of Concern.....</i>	<i>36</i>
APPENDIX 3	37
<i>Candidate Schedule of Tasks.....</i>	<i>37</i>
APPENDIX 4	41
<i>Conviction Clearance Form.....</i>	<i>41</i>
APPENDIX 5	42

<i>Program Eligibility Requirements for the Preliminary Michigan School Psychology Certification..</i>	42
APPENDIX 6	43
<i>Verification Of Completion Of Requirements For Michigan School Psychology Certification.....</i>	<i>43</i>
APPENDIX 7	51
<i>MA Educational Psychology-Instructional Emphasis.....</i>	<i>51</i>
<i>Comprehensive Exam Objectives.....</i>	<i>51</i>
APPENDIX 8	54
<i>Ed.S. School Psychology</i>	<i>54</i>
<i>Comprehensive Exam Objectives.....</i>	<i>54</i>
CANDIDATE HANDBOOK ACKNOWLEDGEMENT	57

Andrews University

Nestled between Lake Michigan and the Fruit Belt and just two-hours from Chicago, Andrews University combines academic excellence with one of the most diverse student bodies in the country for a stimulating educational experience. Andrews University offers 130 undergraduate Programs and 70 graduate Programs, including Ph.D. degrees.

Andrews was founded in 1874 and is the flagship Seventh-day Adventist Christian university offering hundreds of opportunities for community and international service. The international mindset is reflected in the composition of the student body. Each year, the University attracts students from 90 to 100 different countries, making up over 20% of the enrollment. Andrews also places an emphasis on diversity with a .75 diversity index (*U.S. News & World Report*).

Within a two-hour radius, students have their pick of both cultural venues and Michigan's recreational opportunities. For example, in Chicago there is the Art Institute of Chicago with one of the best art collections in the country, as well as the Chicago Symphony Orchestra, the Chicago Shakespeare Theater, and many other theater and performance venues. Closer to home, Andrews is located just 12 miles from the shores of Lake Michigan and surrounded by miles of hiking, biking and running trails, and several rivers to canoe down. In the winter, Michigan is well known for its winter sports, and Andrews is just a few hours from several ski resorts. It is also close to South Bend where candidates can find many activities at Notre Dame University and South Bend's Morris Performing Arts Center. Students may also enjoy many musical performances at the Howard Performing Arts Center on campus.

Program Design and Philosophy

Program Design

The 3-year, 65-credit program, developed upon the National Association of School Psychologists (NASP) principles leading to both the Master of Arts (M.A.) and Educational Specialist in School Psychology (Ed.S.) degrees, is designed to prepare future school psychologists to work in school settings. It is also an applied psychological discipline based on principles from general psychology, human development, learning, measurement and personality theory. Specialized training is designed to provide expertise in meeting the challenges of educational, emotional, and behavioral problems of preschool and school age children. School psychologists function as child advocates, assessment diagnosticians, consultants, and counselors. Satisfactory completion of the Program allows the candidate to apply for a Preliminary Michigan School Psychologist certification, and after a year's experience, both full certification and the Nationally Certified School Psychologist (NCSP) credential from the National Association of School Psychologists (NASP).

The Program strives to augment the traditional assessment approach with contemporary research-based models of school psychology services. NASP's "Best Practices in School Psychology" are the guiding standards for training and practice. The program adheres to the data-based, problem-solving model of training that recognizes the importance of non-doctoral level training Programs. The curriculum has been aligned to both state credentialing expectations and national accreditation guidelines. It is believed that in doing this, candidates will exit this specialist-level Program with the knowledge, skills, and dispositions that are necessary to practice effectively as school psychologists.

All candidates are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for school psychologists. In order to receive the Program coordinator's endorsement and recommendation for credentialing, and/or employment it is not sufficient to have merely completed the academic requirements; all candidates are to have additionally demonstrated their knowledge of, and conformity with ethics and practice guidelines throughout all aspects of the Program.

The Andrews University School Psychology Program seeks:

- A diverse cohort of candidates, including members of underrepresented groups in school psychology.
- Applicants who are prepared to engage in conversations around issues of race/ethnicity, class, culture, language, religion, gender, sexuality, and disability as they are represented in schools.
- Applicants who think critically and are willing to question themselves, asking “How do I need to change before I can become an effective professional working with all children?”
- Applicants with previous experience (volunteer or paid) working with children, adolescents, and/or families in educational or mental health settings, or in a research capacity. Academic prerequisites include undergraduate coursework in developmental psychology or theories of learning, and statistics.

Program Philosophy

Training is provided in the context of a Christian worldview and philosophy that promotes a balanced development of an individual’s mental, physical, social, and spiritual facets. The Program promotes a unique set of professional values through its emphasis on data-based decision-making, educational and psychological treatment outcomes, diversity, Program development and evaluation, and facilitation of organizational change.

The Program seeks to provide each graduate with the necessary knowledge, skills, and professional values, to deliver ethical, effective, and meaningful school psychological services predicated on current research. Particular attention throughout the Program is placed upon interventions and educational outcomes within a cognitive-behavioral theoretical perspective.

Program Goals and Objectives

The School Psychology Program consists of 65-credits of graduate work in psychological and educational foundations, psycho-educational assessment, and direct and indirect service delivery. Prevention and early intervention of academic, behavioral, and social-emotional problems through consultation, interdisciplinary collaboration, and systems-level interventions are highlighted throughout the Program. The Program is designed to meet the criteria established by the Michigan Department of Education (MDE), and the National Association of School Psychologists (NASP). Please note that while the program is currently accredited by the Council for Accreditation of Educator Preparation (CAEP) and approved by NASP, it is impossible to determine the outcome the accreditation renewal process in the future. Candidates should take this into consideration when applying for admission.

The following Program goals mirror the overarching Program philosophy:

- 1. Assessment:** Demonstrate knowledge and skills concerning fundamentals of measurement and assessment, and the use of current assessment tools in a non-biased, reliable, and valid manner.
- 2. Intervention:** Demonstrate knowledge and skills concerning the theories and techniques used to guide the design and implementation of effective interventions for children, adolescents, and families.
- 3. Consultation:** Demonstrate the theoretical knowledge and skills needed to engage in respectful, effective consultation and collaborative problem solving with all stakeholders, including parents, teachers, administrators, and community providers.
- 4. School Systems:** Demonstrate knowledge and skills regarding the operation of schools, including the sociopolitical climate, state rules and regulations, effective educational practices that are practical in the delivery psychological services in school settings.

5. Research & Evaluation: Demonstrate knowledge and skills pertaining to research design and methodological issues, the evaluation of treatment effects, and the communication of research results in meaningful, clearly understood language.

6. Diversity: Demonstrate knowledge and awareness of human abilities, disability areas and counseling skills needed to work effectively with a variety of people.

7. Professional Issues: Demonstrate knowledge and skills pertaining to legal and ethical issues, effective communication, and one's own professional strengths and weaknesses.

The objective of this Program is to graduate competent school psychologists who are able to assess students and Programs, consult with parents, teachers, and others, and counsel students to improve their learning. The following NASP domains guide the training and preparation of the School Psychology Program candidates (NASP; 2020) and reflect the specific learning objectives within the Program.

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Domain 1: Data Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

DIRECT AND INDIRECT SERVICES FOR STUDENTS, FAMILIES, AND SCHOOLS

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop

and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

College of Education and International Services (CEIS) Conceptual Framework

Additional guidelines for the Program's curriculum and courses come from the College of Education and International Services (CEIS) Conceptual Framework, which helps facilitate candidate development through modeling and mentoring. All assessments are aligned with the six elements of the CEIS Conceptual Framework, which are further divided into broad learning goals. They are as follows:

Element I: Worldview

This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to...

- I.A. Explain worldviews and trace their historical development
- I.B. Critique worldviews from a Christian perspective
- I.C. Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth and Change

This element addresses principles of growth, development, and learning and the use of these principles to effect positive change. Graduates will be able to...

- II.A. Describe human development
- II.B. Apply current theories of learning

Element III: Groups, Leadership, and Change

This element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to...

- III.A. Facilitate change in groups and organizations
- III.B. Relate effectively with various cultural, racial, and special interest groups
- III.C. Identify political and legal issues
- III.D. Manage human, financial, and material resources
- III.E. Demonstrate servant leadership

Element IV: Communication and Technology

This element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to...

- IV.A. Communicate effectively in written, verbal, and non-verbal forms
- IV.B. Use electronic tools effectively for professional communication, teaching, and research

Element V: Research and Evaluation

This element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to...

- V.A. Read and evaluate research
- V.B. Conduct research
- V.C. Report research findings

Element VI: Personal and Professional Growth

This element addresses commitment to holistic personal and professional growth. Graduates will be able to...

- VI.A. Demonstrate continuing professional development
- VI.B. Demonstrate ethical behavior in all professional activities
- VI.C. Demonstrate balanced physical, mental, spiritual, and social development

Course Sequence

When candidates are admitted into the School Psychology Program, they will be assigned an advisor. Although it is desirable to remain with one advisor, it is a student's right to request a change in advisor at any time during the course of study. Candidates are encouraged to meet with their advisor prior to enrolling in classes to discuss the sequence of courses and projected timelines for matriculating through the Program. Due to the highly structured and intensive nature of the Program, it is essential for students to consult regularly with their advisor prior to enrolling each semester. Once admitted, candidates must

graduate within six years following completion of the first course used toward the degree. Courses transferred from a graduate degree conferred prior to admission are exempt from this time limit.

Full-time candidates entering the Program with no prior graduate credit can simply follow the Ed.S. course sequence as outlined above. However, candidates who have completed prior graduate work are advised to meet with their advisor prior to registering for any classes to identify which courses can be accepted for transfer credit. It is a student's responsibility to request and provide adequate documentation of the content of any courses to be accepted for transfer credit. Transcripts and course titles rarely will be sufficient as generally the actual course syllabus is necessary to verify course equivalencies (for details, see the section titled *Course Transfer Policy*).

Aside from pre-approved course transfers and substitutions, the only flexibility within the curriculum is if candidates wish to start courses the summer before their first fall semester, or take some non-sequential courses the summer following internship, to lighten the load across the curriculum.

GDPC810 School Psychology Internship (1200 hours) is considered a full-time commitment intended to be completed after all other coursework is done. As such, candidates are able to maintain full-time candidate status for loan purposes during the Internship year. A deviation from the full-time course sequence may result in potential student loan implications if candidates drop below the credit enrollment requirement.

Due to the developmental nature of a professional school psychology training program the Ed.S. curriculum contains a number of specific prerequisites, including, in some cases, minimum grade requirements. Candidates are advised to attend carefully to these prerequisites because the majority of the school psychology specialty courses are only offered once a year and failure to satisfy any of the prerequisites will delay progress for up to a year.

Table 1 Ed. S. Course Sequence

	SUMMER	FALL	SPRING
Year One (23 credits)		GDPC617 Seminar in Professional School Psychology: Ethical, Professional & Legal Issues (3) GDPC634 Cognitive & Biological Psychology (3) GDPC635 Theories & Techniques of Counseling (3) GDPC644 Psychological Testing (3)	GDPC642 Behavioral & Emotional Problems of Children (3) GDPC649 Crisis Intervention (1) GDPC652 Cognitive Assessment Across the Lifespan (3) GDPC614 Human Development (3) GDPC654 Practicum in School Psychology (1)
Year Two (30 credits)	GDPC525 Psych & Education of Exceptional Children (3) EDFN500 Philosophical Foundations (2) EDRM505 Research Methods (3)	GDPC651 Behavioral & Educational Assessment (3) GDPC686 Interventions & Diagnosis with Children/Adolescents (3) GDPC753 Psycho-educational Decision Making & Interventions (3) GDPC656 (SPED645) Reading & Writing Assessment & Interventions (3) GDPC654 Practicum in School Psychology (1)	GDPC654 Practicum in School Psychology (3) GDPC654 Practicum in School Psychology - Counseling (1) GDPC653 Early Childhood Issues & Assessment (2) GDPC672 Psycho-educational Consultation (3) EDUC670 MA Comps (0)
Year Three (12 credits)	GDPC641 (SPED630) Education of Students with Math Disabilities (3) GDPC627 Instructional Design for SPED (3)	GDPC810 Internship in School Psychology (3) GDPC795 Professional Portfolio (0)	GDPC810 Internship in School Psychology (3) GDPC795 Professional Portfolio (0) EDUC770 Ed.S. Comps (0)
Total Credit Hours: 65		GDPC514 Psychology of Learning (3)*	

* required if no undergraduate or graduate learning course on transcript

Candidates are expected to meet all the requirements of the MA Educational Psychology- Instructional Emphasis as this is embedded in the Ed.S.' Program. All coursework for the MA Educational Psychology, including comprehensive exams, must be completed prior to the beginning of a candidate's school psychology internship. **Due to the fact that these MA courses are part of the Ed.S requirement, the required GPA is 3.2 and not the 3.0 that is required in other MA Programs in the Department.** Candidates must graduate with the MA prior to completing the Ed.S. Completing required coursework, as well as receiving satisfactory ratings on fieldwork experiences, allow Candidates to be eligible to apply for the Preliminary Michigan School Psychology certification prior to internship, which increases the likelihood of receiving a paid placement. Candidates are eligible to take the master's comprehensive exam as early as the fall of their second year if all required courses are complete. Candidates are required to pass the comprehensive exam prior to placement at an internship site. Candidates do not need to fill out an application for the MA Program but must complete the *Advancement to Degree Candidacy Form* for the MA, and apply for MA graduation online.

Progression through the Program requires candidates to meet gateways that ensure consistent standards are met before advancement to the next level. Candidates must also, in consultation with their advisor, assume responsibility for their course planning. Although a suggested Program of work will be provided, it is recognized that candidates' individual needs will differ. Candidates are encouraged to use all potential sources of information to plan their courses. Appendix 3 provides a list of tasks that candidates must complete as they progress through their Program. The table below lists each major item in the four gateways.

Table 2 Gateways

Gateway 1 Program Admission	Gateway 2 Admission to 3-credit School-Based Practicum	Gateway 3 Admission to Internship	Gateway 4 Program Completion
<p>UG GPA= 3.0</p> <p>Undergraduate degree in psychology, education or a related field with at least 20 psychology credits.</p> <p>Introductory courses in statistics, learning theories or educational psychology and human development, education, or related field</p> <p>GRE scores</p> <p>English Language Proficiency</p>	<p>Ed.S. GPA= 3.2 or above</p> <p>GPC Application for Practicum</p> <p>Completion of GDPC525 or 642, 617, 635, 644, 651, 652, 656, 753 with a B- or better</p> <p>Completion of 100-hour counseling practicum (<i>may be completed concurrently</i>)</p> <p>Satisfactory or better ratings on Disposition & Skills Evaluation</p>	<p>Ed.S. GPA= 3.2 or above</p> <p>GPC Application for Internship</p> <p>Completion of GDPC525, 642, 555, 617, 635, 644, 651, 652, 654, 753, 656, 672 with a B- or better</p> <p>Satisfactory or better ratings on Disposition & Skills Evaluation</p> <p>Pass M.A. Ed Psych Comps</p> <p>Satisfactory completion of 600 practicum hours</p> <p>Satisfactory evaluation by practicum field supervisor</p> <p>Satisfactory completion of activities presented in the Practicum Binder</p>	<p>Final Ed.S. GPA= 3.2 or above</p> <p>Completion of all course work</p> <p>1200-clock hours of internship</p> <p>Satisfactory evaluation from internship field supervisor</p> <p>Present Professional Portfolio to university faculty and meet the passing criteria on each activity</p> <p>Pass Ed.S. Comps</p> <p>Pass Praxis Exam (score of 155 or better)</p> <p>Satisfactory or better ratings on Skills & Dispositions Evaluation</p>

School of Graduate Psychology and Counseling Faculty

The school psychology faculty reflects the diversity that is sought in prospective candidates. The combined faculty bring a great deal of practical and varied experience into the classroom. The table below reflects all faculty who teach courses required for the specialist degree.

Table 3 School Psychology Faculty

Nadia Nosworthy	Associate Professor	B.A., University of Ottawa; B.Ed., Queen's University; M.Ed., Ph.D., University of Western Ontario
Renette Portecop-Prentice	Assistant Professor	B.A. University of Virgin Islands-St Thomas, M.A., Andrews University, Ed.S., Andrews University, NCSP
Ron Coffen	Professor	B.S., Andrews University; M.A. & Ph.D., University of Maryland
Michael Milmine	Assistant Professor	B.A. Southern Adventist University; M.A Andrews University; Ph.D. Andrews University
Karla Basurto-Gutiérrez	Professor	PhD. Montemorelos University, Mexico
Luana Greulich	Associate Professor	B.A., Purdue University; M.S., Indiana University; Ph.D., Florida State University
Bradley Hinman	Assistant Professor	B.A., Central Michigan University; M.A., Andrews University; Ph.D., Western Michigan University
Stacey Nicely	Clinical Assistant Professor	BA, North Caribbean University, MA, Andrews University, PhD Andrews University
Beth Helm	Adjunct Professor	Ed.S Andrews University
Rudolph Bailey	Professor Emeritus, adjunct	B.A., Washington University; M.A., University of London; Ph.D., Andrews University

Candidates are encouraged to participate in a research project during their Program. Below are the faculty in the School of Graduate Psychology and Counseling and their research interests.

Table 4 School of Graduate Psychology & Counseling Faculty Research

- Ronald Coffen – Children’s and parenting issues; child and family therapeutic interventions; self-management and internalized importance via experiential techniques.
- Bradly Hinman – Family dynamics, communication, and behavior disorders within families; sexuality and Christianity, including sexual orientation, pornography, sex addiction, and hypoactive sexual desire; supervision of minority supervisees by majority supervisors.
- Nadia Nosworthy – Numeracy development in children, individual differences in math achievement.
- Renette Portecop-Prentice – Self-efficacy for teaching students with Autism Spectrum Disorder
- Carole Woolford-Hunt – Cross-Cultural Communications, International Psychology, Bias Research, Multicultural Education, Supervision & Counseling, The intersect between Spirituality, Psychology & Philosophy.
- Michael Milmine – Student Success and Engagement, learning and memory
- Luana Greulich – Reading, Writing, RTI/MTSS, classroom behavior

Program Policies and Financial Aid

Admissions Process

Students may apply for the School Psychology Ed.S. program if they have an undergraduate degree in psychology, or a related field with at least 20 psychology credits. Also required is an undergraduate GPA of at least 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology, and human development; and current satisfactory scores on the GRE General Test. Applicants must also meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admissions and Academics section of Academic bulletin. Students who have not completed an undergraduate or graduate learning course will be required to take GDPC 514 – Psychology of Learning.

All students entering the Ed.S. program with or without a prior master’s degree in psychology, education, or a related field, must complete all courses for the MA Educational Psychology - Instructional Concentration, or transfer in equivalent courses that meet the Ed.S. requirements. All coursework for the MA Educational Psychology, including comprehensive exams, must be completed prior to the beginning of a student’s school psychology internship.

Candidates begin the admission process by applying online at www.andrews.edu/apply. The graduate application file includes: Statement of Purpose, three recommendations, transcripts, recent GRE scores, and resume, including work history. A completed file is forwarded to the School Psychology Core Faculty for review. If the faculty members believe an applicant would make a strong candidate in the Program, the applicant is contacted for interviews.

During the interview, applicants will typically meet with two members of the School Psychology Core Faculty. They are then evaluated with respect to professional behavior, oral communication, understanding of and commitment to the profession, recognition of the challenges in working with culturally and linguistically diverse children, and understanding of the whole child. Two separate committees, the Graduate Psychology and Counseling Faculty and the Graduate Education Programs Committee, vote on each applicant. Each of the items submitted for the graduate file, as well as the interview, are used to make a decision as to an applicant’s fit for the Program based on his or her overall profile.

Please note that while the program is currently accredited by the Council for Accreditation of Educator Preparation (CAEP) and approved by NASP, it is impossible to determine the outcome the accreditation

renewal process in the future. Candidates should take this into consideration when applying for admission.

English Language Proficiency

Applicants whose first language is not English are required to be proficient in English as a condition for admission to the School Psychology Program. Demonstration of this proficiency can be shown by meeting certain minimum standards on *either* of the two tests listed below. Both of these can be taken here on the Andrews campus. More information can be found at <http://www.andrews.edu/services/ctcenter/testing/english-proficiency-exams.html>.

- Test of English as a Foreign Language (TOEFL)
- Michigan English Language Assessment Battery (MELAB)

Course Transfer Policy and Procedures

Andrews University may grant credit for courses completed at a university that is either regionally accredited or a recognized candidate for accreditation according to the Council for Higher Education Accreditation (CHEA). In addition, credits from a foreign post-secondary institution that is recognized and approved by the local Ministry of Education as a degree-granting institution may be accepted.

Transfer courses will be accepted for up to 20% of the Program-required credits, only after evaluation by the Registrar, the School of Graduate Psychology and Counseling, and the School of Graduate Studies. Courses considered for transfer are subject to the following conditions: 1) Evaluation of proposed transfer credits is completed on a course-by-course basis; 2) Transfer credits are evaluated only from an official transcript and official course syllabus from the semester the course was taken. The award of transfer credits for international candidates may require the submission of the course syllabus and/or course-by-course evaluation by an approved international credential evaluation service; 3) Transfer credit can only be awarded for courses with final grades posted on an official transcript; 4) All information on the official transcript must match the *Transfer Credit Petition Form*; 5) Any course considered for transfer must have a grade of 'B' or above (3.0 on a 4.0 scale); 6) Courses listed with a 'P' or "Pass" grade are not eligible for transfer, 7) Practicum and internship credits are **not** eligible for transfer. All fieldwork (practicum and internship) must be completed at Andrews University; 8) The course grade for a transferred course is not calculated into a candidate's Andrews University Grade Point Average; and, 9) There must be an 80% overlap in course content between the proposed transfer course and the Andrews course.

Candidates must follow the procedure outlined below. Once accepted into the School Psychology Program, candidates may begin the process of submitting documentation for review. It is recommended that the candidate meet with their academic advisor and do a preliminary review of any prior graduate level coursework. If it is determined that prior coursework should be reviewed for equivalency, the candidate should ask the department for a College of Education and International Services (CEIS) *Transfer of Credits Petition Form*. The petition form must be submitted with the official course syllabus of the course the candidate wishes to transfer. The Andrews University professor who teaches the course will review the syllabus. The professor considers whether the transfer course aligns with their course syllabus relative to course content. There must be at least 80% course content overlap between the proposed transfer course and the Andrews' course.

In order for the Registrar's Office to be able to conduct a thorough evaluation of transfer credits, information about institutional accreditation, level of course work, grading scales, and the institution's credit system (quarter, ECTS, semester) must be available. Generally, this information is included on the transcript key of an official transcript. However, in the event that some or all of this information is not printed on the transcript, candidates may be contacted for additional clarification or documentation.

Criteria for Transfers

Transfer petitions for courses taken at another institution prior to starting a GPC Doctoral degree

Graduate-level courses taken at another institution may be considered for transfer and applied toward a GPC Doctoral degree if the following guidelines are met:

- All proposed transfers must be submitted for approval within a student's first semester in their program. Any petitions for prior coursework received after the first semester will be denied. Special approval may be given at the discretion of the department for special circumstances.
- Petition forms can be found online on the College of Education and International Services website. Each form must be accompanied by a course syllabus for the semester in which the class was taken. Course descriptions are not sufficient to determine equivalency.
- Though there is no age limit on coursework that can be transferred in, the professor approving equivalency may deny it if the content has changed significantly over the years. Each course must have received a grade of B (3.00) or better. Courses graded pass/fail are not transferrable.
- If the original class is in quarter credits, it must meet or exceed the required semester credits at Andrews.
- Content equivalence will be approved by the relevant Andrews professor, Program Coordinator, the School Chair, the College of Education and International Services (CEIS) Dean, and the School of Graduate Studies Dean.
- Universities must meet the School of Graduate Studies accreditation standards in order for full approval to be given by all parties.
- At least 32 semester credits (excluding practicum and internship) must be completed within the doctoral program at Andrews University.
- Practicum and Internship credits can never be transferred in, and students are strongly advised not to transfer in classes covered on the comprehensive exam.
- An official transcript listing courses proposed for transfer needs to be on file in the Records Office before a petition for transfer will be signed.
- The computation of a student's Andrews GPA does not include grades earned in transfer courses.

Transfer petitions for courses taken at another institution after starting a GPC Doctoral degree

In addition to the guidelines listed above, coursework taken at another institution after a student has started their GPC Doctoral program must meet the added stipulations below.

- Any proposed transfer course must be pre-approved on a Graduate Petition form. The form must be accompanied by a course syllabus from the semester the course will be taken if possible.
- Approval will generally not be given if the student has an opportunity to take the class at Andrews prior to their planned graduation date.
- Once the class is complete, a transcript must immediately be sent to the Records Office, at which time a Course Transfer Petition can be submitted. A grade of B or better must have been received in order for the class to be eligible to be transferred

Financial Aid/Work Opportunities

Each year Andrews University College of Education and International Services (CEIS) awards over \$150,000 in graduate grants, named scholarships and graduate assistantships based on financial need and/or academic performance. To be eligible for any of these Candidates must be a full-time (8+ credits or equivalent) graduate candidate on regular or provisional status in the College of Education and International Services. 'Named' University Scholarships are awarded in the spring of each year (for

disbursal during the upcoming fall and spring semesters) to 20-30 graduate candidates in the College of Education and International Services (CEIS) on the basis of financial need and other restrictions stipulated by the donor. Normally, grants are given in the amounts of \$1,000 - \$3,000 per school year. Candidates must submit an application to the office of the Dean in the College of Education and International Services (CEIS) by the *first Friday in February* to be eligible for these grants.

Graduate Assistantships totaling approximately \$130,000, are available each year for faculty to hire graduate students. These are used for candidates who do teaching, research, or administrative work for the College of Education and International Services. Initial applications are made to the office of the Dean in the College of Education and International Services. However, approaching professors directly asking about work opportunities is perhaps the best way to obtain a GA position. Graduate assistantships are also available in other departments on campus, such as the Academic Skills Center, the Scholarly Research Office, the Research and Statistical Consultation Center, the residence halls, the Reading Center, and the Center for Church Ministries. Many other work opportunities are available on campus and can be applied for at the Student Labor Office in the Administration Building. Current work opportunities are posted online at www.andrews.edu/hr.

A tuition scholarship of 45% off is available to candidates accepted into the School Psychology Program. Once awarded, candidates will continue to receive this as long as they meet the following eligibility requirements.

1. Candidates must maintain full-time status of 8+ credits a semester (no minimum during summer semesters). Exceptions to this policy may be determined at the discretion of the department.
2. Discount only applies to courses required for the degree. Any additional courses taken either to maintain full-time status, or for professional interest, will not be eligible.
3. Candidates on school-based practicum (GDPC654) or internship (GDPC810) are typically considered full-time.
4. Overall GPA of 3.2 must be maintained, and candidate must not be on probation, either academic or otherwise. If any of these situations occur, Candidates will not receive the discount until the semester following correction of these issues.
5. Cumulative GPA counted for the discount criteria includes any courses taken within the School of Graduate Psychology and Counseling that are required for the Ed.S Program.

Retention Policy

Apart from the yearly disposition ratings, if for any reason a professor should have significant concerns regarding a candidate's academic progress, interpersonal skills, counseling skills, testing skills, goodness of fit for the relevant profession/Program, and/or a candidate's ethical behavior, the following steps will be followed:

1. Concerns are presented to the full faculty (during faculty meeting). The full faculty is involved so that multiple perspectives can be offered to avoid situations in which one faculty member has a concern with a candidate but other faculty members may not. Additionally, discussion with the full faculty has historically led to actions more beneficial to the candidate given the more objective and creative ideas that come from a group process. The goal of the discussion is that the faculty recommends actions to remediate the problem (rather than actions that are solely punitive in nature). Responsibilities of the faculty are to recommend actions to be taken by faculty and candidate, to identify immediate and/or future consequences, and to identify the timeline related to when the concern needs to be resolved and/or reevaluated.

Potential actions may range from minor (e.g., require the candidate to increase organization and timeliness in attending classes) to major (e.g., Program termination). The nature of the actions is commensurate with the nature of the concern.

During the GPC meeting the Notice of Concern form is completed, based on the faculty's voted actions, stated consequences, and recommended timeline. See Appendix 2 for sample notice.

2. The candidate is presented with the Notice of Concern form and a copy of the Notice of Concern is placed in the candidate's official file. The Notice identifies a) what the concern is; b) what the voted actions are; c) what the timeline is related to when the concern needs to be resolved and/or reevaluated; and d) what the immediate and/or future consequences are.

The candidate will receive the Notice of Concern by both email and by certified mail with return receipt. The receipt will be kept in the candidate's file as verification that the candidate has received the Notice. Within 7 days of receipt of the Notice of Concern the candidate must either (a) *arrange to meet* with the faculty named in the "Voted actions the candidate must take" section of the Notice of Concern form *or* (b) notify those faculty of the candidate's decision to *appeal* the Notice of Concern. Failure of the candidate to arrange a meeting *within 7 days* or failure to communicate his/her decision to appeal will be interpreted to mean that the candidate does not intend to meet the requirements of the Program and will thus be treated as the candidate choosing to withdraw from the Program. The choice to withdraw will be acknowledged by an official letter (also sent certified mail with return receipt) noting the candidate's choice to withdraw and notifying the candidate that he/she is dropped from the official list of Program participants. After such a withdrawal, candidates will have to complete a new application to a Program if they wish to return to a Program.

When the candidate meets with the faculty named in the "Voted actions the candidate must take" section of the Notice of Concern, the faculty discusses the concern with the candidate and will work toward remediating the situation.

Attached to the Notice of Concern (or to a termination letter) is information about the Appeal Process. Anytime a candidate is placed on probation or terminated, they have the option to request a candidate hearing at the next full faculty meeting. Subsequent to the hearing, if the candidate disagrees with any aspect of the Notice, he/she may pursue the appeal process. During the appeal process the candidate will continue to engage in all academic activities unless the concern is such that continuation in those activities jeopardizes compliance with ethical or legal mandates (e.g., if there is a concern about the nature of a candidate's interaction with clients during practicum, the candidate would not be allowed to continue meeting with clients during the appeal process).

3. Case review: If indicated, the concern will be reevaluated according to the timeline presented in the Notice of Concern. This review process follows the same procedures outlined in steps 1 and 2 above. *Further actions may be voted, or the case may be considered closed.* If the case is closed, the Program coordinator will provide a candidate with a *letter* indicating this and a copy of the letter will be placed in the candidate's official file. If *additional actions* are voted, Step 2 above will be followed.

Grievance or Appeal Process

If a candidate believes that he or she has been treated unfairly or finds him/herself in conflict with departmental policy or practice, he or she has a right to state the grievance and initiate a candidate appeal process. Please use the following protocol in dealing with complaints:

- If applicable, Candidates may first consult with their instructor or advisor.
- If a candidate's complaint remains unresolved, they may discuss it with the department Chair.
- If the issue is still unresolved, the candidate may submit a written complaint to the College of Education and International Services (CEIS)Dean.

- If the issue remains unresolved, candidates may discuss the matter with the Provost who will provide a written decision that will be considered final.

At any point in the complaint process candidates may consult with either of two University Ombudspersons whose role is to facilitate understanding, communication, and resolution of conflicts. They may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudspersons will also help candidates to explore options or help identify University Programs and resources that might be of benefit. The Ombudspersons do not get involved in legal advice or legal representation, non-university related disagreements or problems, filing grievances or making formal complaints, or representation of candidates in formal university procedures.

Change of Grade Policy

Authority of Faculty Member

The authority to determine grades rests with the faculty member(s) teaching the course or substitute instructor(s) assigned by the relevant department Chair in consultation with the Dean where the regular instructor is unavailable.

Authority of the Department Chair and Dean

The department chair and dean of the school have general oversight responsibility through counsel with each faculty member to ensure that a carefully crafted grading policy is used and that candidates are fully informed of the policy and its application. Only when a grade complaint is lodged or, a grading grievance petition is filed by a candidate will the department chair and dean become involved with decisions on grading.

Correction of Grading Errors

To protect the integrity of the grading system, alterations to the official grade record occur only where instructor error is discovered. Grades are not changed because additional work has been completed since the grade was assigned. Errors are reported on the official grade change form provided by the Registrar's Office and must be signed by the instructor and the dean. On this form, which becomes the basis for a corresponding correction in the record, a written statement of explanation must be provided.

Other Grade Changes

Grade changes require authorization in writing by the faculty member who is the instructor of record. Only in the case of the faculty member's departure from the university or the death of a faculty member may grade changes be effected without the specific signature of the faculty member on the official grade form or appropriate official change of grade form. In such an event, the dean of the relevant school signs for the instructor.

Timing of Grade Changes

Any change of grade must normally be made within the semester following the term for which the grade was assigned for any class taken on campus. In no case should grades be revised after two (2) semesters. Graduate grade changes may not be made after one semester without the permission of the dean/Program coordinator following the term in which the course was offered except as allowed by a specific policy. In the case of classes offered on an extension campus, the grade change must occur within two semesters following the term in which the course was taken. Resulting changes in the grade point average subsequent to the issuing of the diploma shall not result in withdrawal of the diploma.

Resolution of Grade Disputes

Candidates who dispute the grade received for a course are to be encouraged, by any faculty member or administrator who is approached, to seek a resolution through the following procedural steps. Succeeding steps should be taken only as failure is experienced in the previous step:

Informal Resolution in Person

A candidate reporting dissatisfaction over a grade received in a course should be counseled to first seek a

resolution in person with the instructor. Should such a meeting not succeed, the candidate may seek a resolution through the instructor's immediate supervisor, the department chair or, in the absence of the chair, the dean of the school. The supervisor may arrange a joint discussion between the candidate and the instructor. When such attempts at resolution of the grade problem fail, the candidate may file a written grade complaint with the relevant instructor's immediate supervisor.

Grade Complaint

A candidate may request an investigation of a grade through a written grade complaint to the supervisor of the instructor which explains the reasons for the candidate's belief that the grade was assigned as a result of: *carelessness, arbitrariness, or capriciousness*. If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given and/or a grade report card had been issued. Complaints filed after a full semester has elapsed since a grade was given and/or a report card issued, or a written grade complaint that does not detail the evidence called for above, shall not be investigated. A department chair or the instructor's immediate supervisor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the instructor's immediate supervisor is to render a written report on his/her findings within a week (if school is in session; if not, within the first week after school reconvenes). If the candidate does not receive a report or remains dissatisfied, he/she may file a written grade grievance with the dean of the relevant school.

Grade Grievance

A candidate may file a written grade grievance with a dean of a relevant school to resolve a grade problem.

The grade grievance must be filed within three weeks of receiving a response to the original filing of the written grade complaint. The written grade grievance shall provide evidence for the claim that the grade was assigned as a result of arbitrariness, capriciousness, or carelessness. Should the dean be the instructor in question, the dean shall direct the grade grievance to the provost. A written grade grievance that does not detail the evidence called for above, or that is filed more than three weeks after the response to the original filing of the complaint, will not be investigated. Providing the candidate has met the conditions for filing a grade grievance, the relevant dean or his/her immediate supervisor as noted shall appoint a Grade Review Committee of three (3) faculty members with authority to investigate the matter further and to recommend a resolution. The dean's or his/her supervisor's shall issue a written verdict in response to a specific Grade Review Committee within one week after having received the written recommendations of the Committee that shall be final and binding on both candidate and faculty member. The verdict may necessitate a grade change.

University Grading Policy

Candidates earn degrees by completing the prescribed number and kinds of credits for the relevant degree. Credits are earned only if all the requirements for the course are completed and an acceptable grade is received. A candidate earns no credit for a course in which he/she obtains an unacceptable grade.

The academic performance of candidates is primarily determined by the level of achievement in courses and Programs. For some courses or Programs, however, candidates are also evaluated in the related nonacademic areas of professional suitability, lifestyle and clinical proficiency (see also policy #2:437:2:6 for more details).

Grading System

The authority to determine grades rests with the teacher of the course. Quality points (on a 4.00 scale) are given to each letter grade (A-F) for use in computing a candidate's grade-point average (GPA). The GPA is the average number of quality points earned per credit hour in all courses which are assigned grades A-F. The grading system follows:

Grades and Quality Points

Grades shall be given as symbols with quality points per symbol as outlined below:

Grades	Quality Points	Definition
A	4.00	
A	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	
C-	1.67	
D	1.00	Unacceptable grade level for any graduate credit.
F	0.00	Unacceptable grade level for any academic credit.

Acceptable Grade Levels

A minimum GPA of 3.00 (B) is required in courses that apply to a graduate degree. No course with a grade of D or F (or U) may count towards a graduate degree. Some departments or schools may require a higher satisfactory grade in certain courses.

Consequences of Failing Grades

Grade-Point Average: To remain in the Program candidates must maintain a grade point average of 3.20 overall. Only grades of B- or better are accepted in the core courses as designated in the bulletin.

Although C grades are permitted outside the concentration, an overall grade point average of 3.20 or better must be maintained. No grade of D or F may count toward a degree. If candidates repeat a course, the last grade affects the grade-point average. Accumulation of more than three grades below a B- (including U) normally terminates a candidate's enrollment.

Academic Program Failure: Grades considered to represent an unsatisfactory level of achievement (less than a B-) by a candidate in a given class are defined as failing grades. A candidate may be dismissed from a particular Program during a given semester because of a number of failing grades.

The grading system at Andrews University for the Ed.S. Program, requires that candidates achieve above a GPA of 3.2. If the candidate falls below that, they will be placed on probation. Therefore, 3.2, in the Ed.S. Program at Andrews University is considered Average performance. The grading system is as follows: Above Average= 3.67 and above; Average= 3.2-3.66; Below Average=Below 3.2.

Failure in Non-Academic Areas: Where the requirements for a particular professional degree as published in the Bulletin include clinical aptitude and dispositions, a candidate may not be considered appropriate for the Program if he/she does not meet those requirements. Such a candidate may be denied a degree and may be dismissed from the Program if the dismissal decision is well documented by the faculty advisor and reviewed by the departmental faculty in session with the process and criteria used clearly outlined.

Rights of Candidates to Due Process: Candidates who are dismissed on the basis of failing performance have a right to appeal using the process outline in the Graduate Handbook.

Student Academic Integrity

In harmony with its mission statement, Andrews University expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity, which explains why breaches in academic integrity principles, are taken seriously by the university. Academic dishonesty can result in a variety of consequences including but not limited to, course failure, warnings, denial or revocation of admission, or suspension. Please refer to university policy 2:444 for additional information.

Use of AI resources

Discrimination and Harassment Including Sexual Harassment

Andrews University is committed to maintaining a respectful learning and living environment that is free from sexual misconduct, relationship violence, stalking, and discrimination based on sex (collectively, “Misconduct”). Misconduct in any form, regardless of the length of the relationship or gender of the individuals, is inconsistent with this commitment, strictly prohibited and intolerable in the Andrews community. Any student who is found responsible for committing Misconduct is in violation of the Code of Student Conduct. Any faculty or staff who is found responsible for committing Misconduct is in violation of the University’s “Working Policy” and “Employee Handbook,” as applicable.

All members of the Andrews University community share a responsibility for knowing and upholding the Sexual Misconduct Policy, which can be accessed at <https://www.andrews.edu/life/health-safety/title-ix/index.html>. The policy includes descriptions of misconduct, key definitions, reminders and resources, and the University’s processes and response.

Inquiries and complaints regarding sexual misconduct, relationship violence, stalking, or discrimination based on sex should be referred to the designated University officials listed below:

Designated University Officials

Frances Faehner, vice president for Campus & Student Life, is the Title IX Coordinator for Andrews University. Candidates can file complaints of sexual misconduct with her office (269-471-2679).

Alleged misconduct by a student toward another student, faculty or staff:

- Report to Title IX Senior Deputy Coordinator, Alyssa Palmer, associate dean for Student Life, 269-471-6684, alyssap@andrews.edu, Campus Center, Student Life

Alleged misconduct by a faculty/staff toward a student or other faculty/staff:

- Report to Title IX Deputy Coordinator, Darcy de Leon, Human Resources director, 269-471-3327, darcy@andrews.edu, Administration Building, Room 215

Program Forms and Graduation

Advancement to Degree Candidacy Form

Upon completion of 50% of a candidate’s course work (either for the MA or the Ed.S.) and no later than one month before taking the comprehensive examination, the candidate should file for "Advancement to Degree Candidacy" (ATC). The ATC forms must be completed by the candidate, approved by the advisor and department chair/coordinator, and returned to the Graduate Programs Coordinator. If a candidate has completed 75% of the Program, they may not register for further course work until the approval of the "Advancement to Degree Candidacy". The 3 forms, Application for Advancement to Degree Candidacy, ATC Degree Course Plan Template, and Application for Comprehensive Exam, can be found online at <https://www.andrews.edu/ceis/resources/>

Application for Graduation Form

An online "Application for Graduation" must be completed by the deadline for the semester in which the candidate wishes to graduate. Please see the Academic Calendar for specific dates.

- Graduation requirements for the M.A. in Educational Psychology–Instructional Emphasis are 1) an overall GPA of 3.2 on all coursework required for the M.A. Educational Psychology-Instructional Emphasis degree, 2) completion of all necessary paperwork for ATC and graduation; and 3) passed M.A. comprehensive exams.
- Graduation requirements for the Ed.S. in School Psychology are 1) an overall GPA of 3.2 on all coursework required for the Ed.S. School Psychology degree; 2) completed all necessary paperwork for ATC and graduation; 3) passed Ed.S. comprehensive exams (by June exam date of the third year); 4) received a passing grade on the Praxis exam (Sit for exam in the Summer/Fall of Year 3, Make sure both total and category scores are submitted to AU); 5) satisfactorily pass and present the professional portfolio (Spring of Year 3).

If candidates miss the deadlines, they must reapply to graduate at the next regularly scheduled time.

Comprehensive Exams

Candidates are required to successfully pass both the MA Educational Psychology and the Ed.S. School Psychology Comprehensive Examinations before graduation. The purpose of the exam is to appraise a candidate's overall grasp of the field of school psychology. Comprehensive questions will cover current practices in the field of study.

General Exam Guidelines

- At the beginning of each examination, read all the questions carefully. Then assign specific time limits for writing each question, so that all questions will be covered during the examination time. Do not spend an excessive amount of time on any one question. Make a brief outline before beginning to write. Use simple, clear, concise language. Start each question on a new page. If a candidate cannot immediately remember how to respond to a particular question, it is recommended that they go on to another question and come back to it later on.
- Special arrangements can be made if a candidate wishes to handwrite the exam, otherwise, the Bell Hall Computer Lab will be used.
- Multiple faculty members will be responsible for developing and grading the examinations. The responses to each of the questions may be read by as many as three examiners. Student names will not be listed on any of the answers so that papers are anonymous.

M.A. Comprehensive Exam

The examination is completed in one day and given in two sessions. Typically, the morning session is from 8:30 - 11:30 am while the afternoon session is from 1:00 - 3:00 pm. See Appendix 7 for objectives that will help with studying. The two sessions include four essay type questions, one in each of the following areas:

Table 5 M.A. Comprehensive Exam Schedule

Morning	Typical & Atypical Development	Cognitive Issues & Assessment	Research & Theories
Afternoon	Special Education Instruction		

Evaluation Procedures

First Attempt

- If at least three of the four responses are evaluated as Excellent, and the other response is evaluated as Satisfactory, the student will have passed their comprehensive examination with Honors.
- If one of the three morning questions is evaluated as Unsatisfactory, and the afternoon question received a Satisfactory the student has the opportunity to rewrite a question on that subject area from the morning session.. The rewrite must be completed within two weeks after receiving notice from the graduate services coordinator. The rewrite will be rated as either Satisfactory or Unsatisfactory. If a rewrite is not completed, or completed with an Unsatisfactory rating, the student will receive a Fail and must retake the entire exam at the next scheduled time.
- If two or more of the four questions are evaluated as Unsatisfactory, the student will receive a "Fail" and the entire exam must be rewritten at the next scheduled time. If the three morning questions are passed, but the afternoon question is failed, the student will need to retake just the afternoon question at the next scheduled exam time. A rewrite is not an option for this question.

Second Attempt

- Students who receive a fail on their first attempt have the opportunity to repeat the entire comprehensive examination only once. This may be done at the next scheduled exam time. The

entire comprehensive examination must be passed on a satisfactory level with no possibility of “partial rewrites.” If any of the four questions receive an Unsatisfactory, the entire exam receives a “no pass”.

Third Attempt

- Students who fail the second attempt must submit a remediation plan to the program coordinator and petition the graduate school for permission to retake the comprehensive exam a third time. That petition must be approved by APCC (Academic Policies and Curricula Committee).
- If permission is granted, and the student fails the third attempt, the student will be dropped from the program.

*****For all attempts, failure to pass any question due to academic dishonesty will result in failure of all questions.**

Ed.S. Comprehensive Exam

The Ed.S. Comprehensive Exam takes eight hours and will be given over the course of two days: four hours on day 1 and four hours on day 2. Typically, the sessions are in the morning on two different days. Please see Appendix 8 for Comprehensive Exam objectives. Special arrangements must be made **in advance** if a candidate plans on **not** using a computer to write the exam, however, writing exams on the computer is strongly encouraged. The Ed.S. Comprehensive Examination is evaluated in two separate parts: Questions (Day 1) and a Case Study (Day 2). Each part will be graded as **Pass with Honors, Pass, or Fail**. In order for a Pass to be recorded for Day 1, all questions must receive an Excellent, Proficient, or Satisfactory designation. Seventy-five percent of the Case Study criteria must be rated as Excellent, Proficient or Satisfactory in order for a Pass to be recorded for Day 2. Both portions of the examination must be passed.

The following areas will be assessed:

Table 6 Ed.S. Comprehensive Exam Schedule

Day 1	Professional Issues in School Psychology	Biological & Cognitive Bases of Psychology	Consultation/Collaboration
Day 2	Case Study		

Evaluation Procedures

First Attempt

- If at least 2 of the 3, *Day 1* questions are evaluated as Excellent and the overall *Case Study* score is above 90%, the student will receive a Pass with Honors designation.
- If 1 of the *Day 1* questions is evaluated as Unsatisfactory, the student has the opportunity to rewrite a question on that subject area. The rewrite must be completed within two weeks after receiving notice from program coordinator. If more than 1 question on *Day 1* is failed then the student will need to redo that entire section at the next time comprehensive exams are scheduled.
 - If the overall score on the case study is less than 75%, the candidate will have an opportunity to re-write a new case study. The rewrite must be completed within two weeks after receiving notice from the graduate services coordinator.
 - The rewrite will be rated as either Satisfactory or Unsatisfactory. If a rewrite is not completed, or completed with an Unsatisfactory rating, the student will receive a Fail on that portion of comprehensive examination (*Day 1* or the *Case Study*).

Second Attempt

- Students who fail the rewrite of either *Day 1* or the *Case Study* have an opportunity to repeat that section at the next scheduled Ed.S comprehensive examination administration. If retaking *Day 1*, all questions must be completed with a Satisfactory or above. If taking the

Case Study for the second time, the student must receive an overall score of at least 75%. If only one question is failed on day 1 the student should follow the procedures above.

Third Attempt

- Students who fail any portion of the 2nd attempt must submit a remediation plan to the program coordinator and petition the graduate school for permission to retake the comprehensive exam (*Day 1* or *Case Study*). If only one question is failed on day 1 the student should follow the procedures above (under First Attempt). The student may be required to take additional time to study the material related to the failed question.
- The graduate petition to retake the exam or single question a third time must be approved by the Dean's office.
- If permission is granted, and the student fails the 3rd, attempt, the student will be dismissed from the program.

*****For all attempts, failure to pass any question due to academic dishonesty will result in failure of all questions.**

Praxis School Psychologist Examination

As part of the Program's graduation requirements, candidates must pass the Praxis School Psychologist Test and report their scores to Andrews University. During registration for the test, it is possible to identify up to four institutions or licensing agencies to receive the *Praxis* scores for free. **It is advisable to also request these scores be sent to NASP so they are available during NCSP certification.** The passing score for exam 5403 (computer-based) is 155. The Program must receive **both total and category scores** from the Praxis results no later than 2 weeks prior to graduation. The scores can take up to 6 weeks from the date of sitting for the exam, so candidates are advised to plan accordingly.

How to Register:

ETS requires that all test takers register with the nearest Prometric test center to fulfill their testing needs. The nearest Prometric site to Andrews is located in Mishawaka, IN. Tests are administered on weekdays. NOTE: To ensure Andrews University receives a candidate's score, please use the recipient/school code of 1030.

Taking the Exam:

The exam consists of questions that cover areas regarding candidate content knowledge and professional decision making in the following four areas:

- I. Professional Practices, Practices that Permeate All Aspects of Service Delivery
- II. Direct and Indirect Services for Children, Families, and Schools (Student-level Services)
- III. Systems-Level Services
- IV. Foundations of School Psychological Service Delivery

Sample questions and additional information can be found on the ETS website.

0 and Professional Affiliations National Certification in School Psychology

Graduates from this Program, are eligible to apply for the National Certification in School Psychology (NCSP) credential. Please refer to <https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp> for more information. Graduates are encouraged to apply right after they graduate. Original Praxis scores are required for this certification. Requesting that scores be sent to NASP at the time the Praxis is taken will prevent additional fees when the scores are sent later.

Michigan Certification

Application for the Michigan School Psychology Certification is done in conjunction with the University School Psychology Coordinator and University Certification Officer located in the School of Education. Once all graduation requirements have been met and a transcript issued, a candidate may apply for Michigan certification. Once they have verified that the candidate has met all requirements, certification is recommended to the Michigan Department of Education. Paperwork can be found in Appendixes 5 & 6, from the department's administrative assistant or a candidate's advisor. The Certification Registrar, Jeannie Wolfer, will assist with licensing related questions (269-471-3599) or by email (wolferj@andrews.edu). If a candidate intends to work outside of Michigan they are responsible for determining and fulfilling that particular state's certification/licensure requirements by contacting their certification/licensing agency

School Psychologist Certification

A person employed as a school psychologist in a Michigan school is required to hold a valid Michigan School Psychologist Certificate or a Preliminary School Psychologist Certificate.

An application for a School Psychologist Certificate or Preliminary School Psychologist Certificate is created through the Michigan Online Educator Certification System (MOECS).

Preliminary School Psychologist Certificate (R 380.204 & 380.205) Valid for 3 years and available to individuals who meet the following requirements:

1. Complete a graduate degree in an approved school psychology certification Program (no less than 45 semester credit hours); and
2. Complete a 600 clock-hour, supervised practicum in school psychology; and
3. Possess a valid out-of-state school psychologist certificate or license if the school psychologist Program was completed in another state.

Preliminary School Psychologist Renewal (R 380.204 & 380.205) A one-time, 3- year renewal may be granted upon application and verification of one of the following: • Six (6) semester credit hours in an approved school psychologist Program from an Educator Preparation Institution. The credit must be completed since the issue date of the preliminary psychology certificate; or • A valid, out-of-state school psychologist certificate.

School Psychologist Certificate (R 380.206) Valid for 5 years and available to individuals who meet the following requirements:

1. Possess a current or expired Preliminary School Psychologist Certificate; and
2. Complete a state-approved specialist-level degree or the equivalent (no less than 60 semester credit hours) in school psychology with a 1200 clock-hour internship from an Educator Preparation Institution (EPI).

All applications for initial certification and renewal are submitted through MOECS. Below are instructions for creating an initial MOECS account and checking the application status in MOECS after an application has been created. If a candidate uses District Provided Professional Development to renew a school psychologist certificate, they will need to have the DPPD form completed by the employing district.

MOECS Login and Access

The Michigan Online Educator Certification System (MOECS) is available to educators who hold a valid or expired Michigan certificate or who wish to apply for a Michigan certificate. To create an account go to: <https://www.michigan.gov/moeecs>.

- When the MOECS application has been completed, it will indicate any additional forms that must be completed.
- A candidate may also contact the certification officer, located in the College of Education and International Services, School of Education or from the School Psychology Program Department Secretary for any additional forms needed.
- If a candidate anticipates doing an internship or working outside of Michigan in the future, it is the candidate's responsibility to understand *that* state's certification requirements. This Program guarantees preparation for licensure in Michigan only. It is advised that the candidate keeps documents that may be needed later in obtaining a license/certificate.

The Andrews University School Psychology Program will *only* recommend a candidate for a Preliminary Michigan School Psychology Certificate *after* the candidate has secured an internship for the following academic year.

Candidates may contact the Michigan Department of Education for further information:

Michigan Department of Education, Ottawa Tower South
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-6892

Membership in Professional Associations

Graduate candidates are encouraged to participate in professional and candidate associations to learn more about the field and develop career options. Networking is one of the best ways to assist a candidate in advancing their career. Joining and active participation in relevant professional and candidate associations often leads to meeting other professionals who can help guide a candidate in their career decisions, as well as provide specific opportunities. Other benefits of membership include receiving the most up-to-date information through official journals. These often include articles, book reviews, calls for papers, access to online publications, and general reports. In addition, membership may also include periodic newsletters that list positions available, credential referral services, and discounts for local and national conferences. Several relevant associations are listed below.

- National Association of School Psychologists (NASP) www.nasponline.org
- Michigan Association of School Psychologists (MASP) <http://maspweb.com/home>
- International School Psychology Association (ISPA) www.ispaweb.org
- American Psychological Association – Division 16 (APA) www.apa.org

Conviction Clearance

Upon entering the School Psychology Program a candidate may receive training in settings where vulnerable populations are served. Instances where this may occur are course assignments, and practicum/internship experiences either within schools or in a counseling setting. It is the Department's responsibility to help protect the safety of children and clients. Certain convictions may prevent future licensure/certification eligibility. This Department utilizes two methods to validate and track applicant and candidate criminal backgrounds: a Conviction Clearance Form and a formal Background Check conducted by an outside agency. Registration holds may be placed on a candidate's account until proper documentation has been received. A Conviction Clearance form is used as a self-report of criminal

activity. Candidates are required to sign an updated copy at key points throughout the Program. Please refer to Appendixes 4 & 6.

The formal Background Check is required of candidates prior to initial registration and/or participation in fieldwork and clinical experiences. Using the following link, candidates must pay for a criminal background check: http://www.coeusglobal.com/andrewsu_gpc.html. Results will be kept confidential and reviewed by the Department Chair and relevant Program Coordinators to ensure that candidates are eligible to continue in the Program. Failure to provide complete and accurate information on the Conviction Clearance form or on the Background Check will constitute grounds for immediate denial of admission, withdrawal of admission, and/or withdrawal of enrollment.

Field Placement

Overview

The School Psychology Program includes three field placement courses; a 500-hour school-based practicum, a 100-hour counseling practicum, and 1200-hour school-based internship, all designed to enhance and develop a candidate's knowledge and skills in the field of school psychology. Additional field experience is gained throughout the Program in courses that require observation, testing, and/or project-based assessments. Practicum and internship grades are not based solely on content knowledge and completion of class assignments; rather, these are field-based competency courses that incorporate both the field and university supervisors' observations and performance evaluation ratings of a candidate's knowledge, skills and professional dispositions. Further, there are required university-based assignments. Factors such as punctuality, interpersonal skills, depth and ability to apply knowledge, amount and rate of progress, response to supervision, and overall judgment of competency all contribute to grades.

A current background check must be completed before a candidate can participate in any school-based fieldwork. Candidates are covered under Andrews' professional liability insurance for practicum and internship experiences that are required as part of the academic Program. Please refer to the School Psychology Practicum Handbook and School Psychology Internship Handbook for Program specifics.

Assessment of Candidate Learning and Program Evaluation

The methods used for evaluating Program and candidate data are consistent with the *University's Philosophy of Assessment* as well as the *College of Education and International Services (CEIS) Assessment Policies*. Both formative and summative measures and techniques are used to assess candidate learning. For example, course embedded tools/techniques such as videotaping, exams, reports, and role-plays provide important data regarding a candidate's progress in the Program. During fieldwork experiences, there are various ways that a candidate's performance is evaluated, including through field supervisors' performance evaluations, required activities such as designing and implementing academic and behavioral interventions, and the dispositions and skills as assessed by the full faculty. Table 7, below displays the types of formative and summative evaluative measures used to determine candidate learning throughout the School Psychology Program.

Table 7 Formative and summative assessment of candidate learning

	Entry Level	Year 1 Foundations	Year 2 School-Based/Counseling Practicum	Year 3 Internship	Culminating
Candidate Learning Assessment	*Review of Candidate: GPA GRE Scores References Interviews Experience Statement of Purpose *Full Faculty vote on each candidate	*Course-embedded Exams (F; S) Papers (S) Reports (S) Observations Video Recordings (F) *Dispositions & Skills Eval (F)	*Course embedded Role plays (F) Simulations (F) Video recordings (F) Field Supervisor Observations (F) *Case Studies (F; S) *MA Compreh- (S) *Practicum Mid- Semester Self-Eval (F) * School-Based & Counseling Practicum Mid-Semester Field Supervisor Eval (F) * School-Based and Counseling Practicum Final Field Supervisor Eval (S) *Practicum required activities; Faculty-Graded Binder (S) *Dispositions & Skills Eval (S) Faculty Graded	*Internship Field Supervisor Mid Semester and Midyear Evals (F) *Internship mid-semester, midyear, and final Self-Evals (F) *Internship Field Supervisor Final Eval (S) *Internship Required Activities (embedded in Internship Professional Portfolio) Faculty-Graded (S) *Intern eval of the internship Experience (F)	*Professional Portfolio final submission & presentation to faculty (S) *Praxis Exam (S) *Internship Field Supervisor Eval (S) *Ed.S. Compreh (S)

Adapted from Winthrop University School Psychology Handbook

**F=Formative; S=Summative*

The effectiveness of the Program is monitored formally through data collected from assessments. Informally, changes are made based on anecdotal information from candidates, faculty, and field supervisors. Other measures of individual candidate learning, as displayed in Table 10, also provide the program with information regarding whether Program objectives are being met. If it appears that changes in faculty, course design or course schedule are necessary, they are discussed in core faculty meetings, then presented to, discussed, and voted by full faculty.

APPENDICES

Appendix 1

Graduate Psychology & Counseling School Psychology

Dispositions & Skills Evaluation

Year I Formative Year II Formative Year III Summative

Candidate's Name/Date _____

Rating Scale: 5 Exceptional; 4 Proficient; 3 Satisfactory; 2 Emerging; 1 Unsatisfactory

5. *Exceptional*: independent in this area proficiency well above that of most graduate students.
4. *Proficient*: proficiency in this area is above average
3. *Satisfactory*: proficiency in this area is average
2. *Emerging*: very weak and/or inconsistent demonstration of this area
1. *Unsatisfactory*: new skill for the candidate

Year I: Formative evaluation

Year II: Summative passing criteria for Preliminary Michigan Certification: mean score of 4.0 or above, with 3 or above on all items; Summative passing criteria for Internship: mean score 3.5 with 3 or above on all items

Year III Summative passing criteria: mean score of 3.5 or above, with no item below 3

The School Psychology Candidate demonstrates the following:

	5	4	3	2	1
1. Belief that all individuals can learn and grow					
<ul style="list-style-type: none"> Shows respect to those they work with Has high expectations for students/clients accomplishments Understands how to help students/clients learn and achieve Advocate for student/client learning and does what is required to obtaining growth Shows patience and seeking support for even the most difficult student/client Instills hope for change and growth in their students/clients 	Comments:				
2. Fairness					
<ul style="list-style-type: none"> Demonstrates equitable treatment of others Seeks to understand others' needs Supports diversity Applies processes and policies to ensure fair treatment of others Exhibits truthfulness and fairness in all areas 	Comments:				
3. Communication Skills					

<ul style="list-style-type: none"> • Has appropriate tone and affect in communication • Demonstrates appropriate levels of self-disclosure • Interacts positively with others, with corresponding body language • Able to establish good rapport • Appropriate interaction w/peers & faculty • Empathetic • Easily engages in group situations making others feel accepted/comfortable • Works collaboratively on group projects • Participates in class discussion 	Comments:				
4. Written Communication					
<ul style="list-style-type: none"> • Writes in an organized, clear manner • Adheres to standard conventions when writing • Uses appropriate tone and considers audience (including electronic communications) 	Comments:				
5. Independent Functioning					
<ul style="list-style-type: none"> • Functions with minimal supervision or independently, when appropriate • Demonstrates confidence • Is decisive 	Comments:				
6. Diversity Sensitivity					
<ul style="list-style-type: none"> • Demonstrates the sensitivity and skills needed to work with diverse population • Interacts in ways that recognize the worth of all individuals • Validates the uniqueness and strengths of each individual • Listens to the voice of those who share views different from their own • Welcomes and works to understand diverse views to gain a more comprehensive understanding • Evaluates own competency regarding working with diverse populations, and set personal goals for improvement • Respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences 	Comments:				
7. Personal leadership skills					
<ul style="list-style-type: none"> • Develops one's own voice and opinion • Exhibits conscientiousness in course work and personal commitments • Evaluates personal performance and takes responsibility for developing plans for growth and success 	Comments:				
8. Is Committed to Inquiry					
<ul style="list-style-type: none"> • Manifests inquisitiveness and academic curiosity • Initiates participation in class discussion and experiential learning activities • Demonstrates ability to engage in research and track down information 	Comments:				
9. Commitment to Service					
<ul style="list-style-type: none"> • Engages in activities that support and benefit others • Seeks to understand and respond to the needs of others 	Comments:				
10. Ethical Behavior					
<ul style="list-style-type: none"> • Adheres to the professional ethical standards of their chosen field • Displays integrity in all they do, personally and professionally • Exhibits truthfulness and fairness in all areas • Adheres to professional (APA, NASP, CACREP) professional standards, including confidentiality • Does not engage in plagiarism or cheating 	Comments:				
11. Is committed to team/group relations					

<ul style="list-style-type: none"> Engages effectively in group situations and works well with others Works collaboratively on group projects 	Comments:				
12. Assessment Competency					
<ul style="list-style-type: none"> Demonstrates proficiency in administration, scoring, and interpreting standardized and non-standardized measures. 	Comments:				
13. Initiative					
<ul style="list-style-type: none"> Initiates activities when appropriate Does not wait to be asked or told when to begin an anticipated task 	Comments:				
14. Dependability					
<ul style="list-style-type: none"> Can be counted on to follow through on a task once a commitment to it has been made Reliably completes assignments in a timely manner 	Comments:				
15. Time management/Work organization					
<ul style="list-style-type: none"> Organizes work in an efficient manner Plans, prioritizes tasks, and manages time effectively Is punctual, meets appointments and deadlines 	Comments:				
16. Problem solving/Critical Thinking					
<ul style="list-style-type: none"> Engages in critical thinking when analyzing ideas, problems, student/client information Effectively analyzes problem situations and conceptualizes alternative approaches and solutions 	Comments:				
17. Adaptability/Flexibility					
<ul style="list-style-type: none"> Demonstrates flexibility Adapts effectively to the demands of a situation Is sufficiently flexible to deal with change 	Comments:				
18. Engages in Personal Growth					
<ul style="list-style-type: none"> Demonstrates spiritual, physical, mental, and emotional balance Shows realistic awareness of personal strengths and weaknesses, and the impact this has on professional functioning as well as relationships with others Demonstrates awareness and understanding of self and others Has a positive self-image and is self-reliant Manages stress well and displays appropriate emotional control and stability 	Comments:				
19. Engages in Professional Growth					
<ul style="list-style-type: none"> Responds well to supervision Seeks opportunities to learn new skills and knowledge Appears to identify with the profession of school psychology Conducts oneself as a professional Involved in professional organizations Dresses appropriately and is neatly groomed Maintains a professional online presence (i.e. social media), if applicable 	Comments:				
20. Data-based Case Conceptualization					
<ul style="list-style-type: none"> Able to use data/information to conceptualize cases, generate hypothesis, and possible solutions Uses evidence to evaluate outcomes 	Comments:				
21. Systems Orientation					
<ul style="list-style-type: none"> Understands that schools, families, and organizations are systems Recognizes and effectively utilizes rules, policies, and other characteristics of systems 	Comments:				
Overall Mean Score _____					

Candidate feedback and recommendations for Program improvement:

Signature of Advisor: _____ **Date** _____

Signature of Candidate: _____ **Date** _____

**Graduate Psychology & Counseling
School Psychology**

Candidate Notice of Concern

Candidate _____ Date _____

Program Coordinator _____

Professor Concerned _____ Class _____

What is the concern?

Voted actions the candidate must take:

Voted timeline for resolution of the concern and date when the concern will be reevaluated:

Voted immediate and/or future consequences:

Please see the Grievance and Appeal Process section in earlier part of the handbook should you choose to appeal.

Within 7 days of receipt of this Notice of Concern, the candidate must contact his/her faculty advisor and arrange an appointment to discuss the recommended actions.

Appendix 3

**Graduate Psychology & Counseling
School Psychology**

Candidate Schedule of Tasks

MONTH	TASK
<p>August/September</p>	<p>1st Year Candidates:</p> <ul style="list-style-type: none"> ▪ Sign background conviction clearance form and have a clear background check. ▪ Join Michigan Association of School Psychologists or the National Association of School Psychologists as a candidate member (GDPC617 class requirement) ▪ Map out course sequence with advisor ▪ Register for fall classes <p>2nd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Complete the <u>Advancement to Candidacy</u> paperwork for the MA in Ed Psych degree (after 15 completed credits): <u>Comprehensive Exam Application</u>, <u>Course Plan</u>, and <u>Graduation Application</u>. Turn it into the School of Graduate Psychology and Counseling’s administrative assistant ▪ Begin to research possible internship sites ▪ Apply for school-based practicum for second semester placement ▪ Register for fall classes ▪ Remember to keep Practicum logs current (GDPC651) <p>3rd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Register for three credit hours of GDPC810- Internship for fall semester ▪ Internship site representatives need to sign the Internship Agreement; must return to the university school psych internship coordinator ▪ Remember to <i>keep internship activity logs current</i>. ▪ Complete designated activities and enter data for the Professional Portfolio ▪ Take the Praxis exam
<p>October</p>	<p>1st Year Candidates:</p> <ul style="list-style-type: none"> ▪ Consider attending the MASP fall conference (this will fulfill the conference attendance requirement) <p>2nd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Consider attending the MASP fall conference (this will fulfill the conference attendance requirement) ▪ Remember to keep practicum logs current (GDPC 651) ▪ If not done already, apply for 3-credit school-based practicum. <p>3rd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Continue collecting and entering data for the Professional Portfolio ▪ Consider attending the MASP fall conference (this will fulfill the conference attendance requirement) ▪ Remember to <i>keep internship activity logs current</i>. ▪ Field supervisor mid-Semester evaluations are due by mid-October ▪ Take the Praxis

MONTH	TASK
November	<p><i>1st year Candidates</i></p> <ul style="list-style-type: none"> ▪ Discuss spring practicum placement with Practicum Coordinator <p><i>2nd Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Begin researching school systems and arranging for internship interviews ▪ Remember to keep your practicum logs current (GDPC 651) <p><i>3rd Year Students:</i></p> <ul style="list-style-type: none"> ▪ Continue completing activities for the Professional Portfolio ▪ Remember to <i>keep internship activity logs current.</i> ▪ Take the Praxis
December	<p><i>1st Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Register for spring courses ▪ Discuss spring practicum placement with practicum coordinator ▪ Submit practicum conviction clearance form <p><i>2nd Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Register for spring courses ▪ Contact GDPC650 Faculty about the counseling center aspect of practicum ▪ Remember to keep your practicum logs current (GDPC 651) <p><i>3rd Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Field supervisor mid-year evaluations due by the end of fall semester ▪ Remember to <i>keep internship activity logs current.</i> ▪ Continue completing activities for the Professional Portfolio ▪ Take the Praxis
January	<p><i>1st Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Remember to keep the practicum activity logs current (GDPC 649) <p><i>2nd Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Prepare to take the Spring Master's Comprehensive Exams. ▪ Contact GDPC650 Faculty about the counseling center aspect of practicum ▪ Begin full-time (3-credit) practicum ▪ Remember to <i>keep the practicum activity logs current.</i> <p><i>3rd Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Complete the <u>Advancement to Candidacy</u> paperwork for the Ed.S. in School Psychology degree (after at least 32 completed credits): <u>Comprehensive Exam Application</u>, <u>Course Plan</u>, and <u>Graduation Application</u>. Turn it into the School of Graduate Psychology and Counseling's administrative assistant ▪ Take Praxis Exam if not taken ▪ Continue collecting and entering data for the Professional Portfolio ▪ Remember to <i>keep internship activity logs current.</i>
February	<p><i>1st Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Consider attending the NASP Conference (counts towards conference attendance requirement) ▪ Remember to keep the practicum activity logs current (GDPC 649) <p><i>2nd Year Candidates:</i></p> <ul style="list-style-type: none"> ▪ Continue applying for internships around the US ▪ Consider attending the NASP Conference (counts towards conference attendance requirement) ▪ Remember to <i>keep practicum activity logs current.</i> ▪ Consider attending the NASP Conference (counts towards conference attendance requirement) <p><i>3rd Year Candidates:</i></p>

MONTH	TASK
	<ul style="list-style-type: none"> ▪ Remember to <i>keep internship activity logs current</i>. ▪ Consider attending the NASP Conference (counts towards conference attendance requirement)
March	<p>1st Year Candidates:</p> <ul style="list-style-type: none"> ▪ Remember to keep the practicum activity logs current (GDPC 649) <p>2nd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Candidates must schedule a meeting with the university practicum coordinator, and field practicum supervisor during the month March. Remember to <i>keep practicum activity logs current</i>. <p>3rd Year Candidates:</p> <ul style="list-style-type: none"> Remember to <i>keep internship activity logs current</i>. ▪ Continue collecting and entering data for the Professional Portfolio
April	<p>1st Year Candidates:</p> <ul style="list-style-type: none"> ▪ Register for summer sessions ▪ Remember to keep the practicum activity logs current (GDPC 649) <p>2nd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Remember to keep practicum activity logs current ▪ Most required practicum activities must be completed by now ▪ Remember to obtain a copy of the final counseling practicum evaluation ▪ Register for summer sessions <p>3rd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Apply for August graduation ▪ Remember to <i>keep internship activity logs current</i>. ▪ Continue collecting and entering data for the Professional Portfolio ▪ Finalize Professional Portfolio. ▪ Candidates must schedule a meeting with the university internship coordinator, and field internship supervisor during the month of April
May	<p>1st Year Candidates:</p> <ul style="list-style-type: none"> ▪ Remember to keep the practicum activity logs current (GDPC 649) <p>2nd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Remember to <i>keep practicum activity logs current</i>. ▪ Submit preliminary internship application with site options to internship supervisor for approval <p>3rd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Apply for the Michigan School Psychology Certificate. Please refer to Appendix #7 for required paperwork. ▪ Remember to <i>keep internship activity logs current</i>.
June	<p>2nd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Renew MASP and NASP memberships (or obtain state membership in the candidate's internship state). ▪ During the first week in June, the practicum activity binder must be turned in to the university practicum supervisor. ▪ Apply for the Michigan Preliminary School Psychology Certificate. Please refer to Appendix #7 for required paperwork ▪ Last opportunity to take mandatory MA Ed Psych comps before Internship ▪ Schedule Praxis Exam for July or August, and request that Andrews University School of Graduate Psychology and Counseling receive <i>both the total scores and category/domain scores</i>. <p>3rd Year Candidates:</p> <ul style="list-style-type: none"> ▪ Last opportunity to take Praxis Exam for August graduation eligibility. ▪ Field supervisor end-of-the-year evaluations due by the first week in June

MONTH	TASK
	<ul style="list-style-type: none"> ▪ All internship activity logs must be turned in to the university school psych coordinator by the first week in June. ▪ Take Ed.S. Comprehensive Exams
July	<p><i>2nd Year Candidates</i></p> <ul style="list-style-type: none"> ▪ Submit final internship application and other necessary documents to internship coordinator ▪ Take the Praxis Exam <p><i>3rd year Candidates</i></p> <ul style="list-style-type: none"> ▪ Apply for Nationally Certified School Psychology status. Paperwork can be found on the NASP website

Graduate Psychology & Counseling School Psychology

Conviction Clearance Form

School Psychology Candidates

Admission to Practicum Admission to Internship

Field experience is an important part of the School Psychology curriculum, which means candidates are in contact with children and adolescents in both counseling and school settings. All School Psychology candidates must sign a conviction clearance form at the following times during their Program: before participating in any class fieldwork or interactions with children, before starting practicum, before internship, and when applying for Michigan licensure.

In the case where an individual indicates involvement in a criminal activity, the individual's situation must be discussed with the Department Chair, Program Coordinator, and if applicable, the ACCC Director. Continuation in the Program is considered on a case-by-case basis.

Failure to provide complete and accurate information on the Conviction Clearance form may constitute grounds for immediate dismissal.

Have you ever been convicted of a crime other than a traffic offense, or are any criminal charges now pending against you?

_____ I **have NOT** been convicted of, nor pled no contest to, any crimes other than traffic offenses.

_____ I **HAVE** been convicted of, or pled no contest to, a crime other than traffic offenses*.

*Please explain:

I certify that the answer given on this form is complete and accurate to the best of my knowledge.

Candidate Name (print)

Signature

Date

Appendix 5

**Graduate Psychology & Counseling
School Psychology**

Program Eligibility Requirements for the Preliminary Michigan School Psychology Certification

Required Prior to Certification Application	Grade	✓
Completion (with a B- or better) of required 45 semester credits of coursework and an overall GPA of 3.2 in the School Psychology Program.		
(3cr) EDRM505: Research Methods		
(3cr) GDPC525: Psychology and Education of Exceptional Children		
(3cr) GDPC642: Behavioral and Emotional Problems of Children		
(2cr) GDPC653: Early Childhood Assessment		
(3cr) GDPC614: Human Development		
(3cr) GDPC617: Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues		
(3cr) GDPC634: Cognitive and Biological Psychology		
(3cr) GDPC635: Theories and Techniques of Counseling		
(3cr) GDPC644: Psychological Testing		
(1cr) GDPC649 Crisis Intervention		
(3cr) GDPC651: Behavioral and Educational Assessment		
(3cr) GDPC652: Cognitive Assessment Across the Lifespan		
(3cr) GDPC672: Psycho-educational Consultation		
(3cr) GDPC686: Interventions & Diagnosis Child/Adolescent		
(3cr) GDPC753: Psychological Decision Making and Interventions		
(3cr) GDPC656 (SPED645): Reading and Writing Assessment & Interventions		
Complete 600 hours of practicum/fieldwork through GDPC654 Practicum in School Psychology.		
Must receive scores of 3 or above on each item of the Practicum Performance Evaluation Form completed by the Practicum Field Supervisor		
Recommendation by the Practicum Field Supervisor		

Appendix 6

**Graduate Psychology & Counseling
School Psychology**

Verification Of Completion Of Requirements For Michigan School Psychology Certification

This form needs to be completed and submitted to the Andrews University Certification Office along with the following documents:

Candidate Information:

Application for Certification

Immoral Conduct Clearance Form

Official Transcripts for any courses taken other than at Andrews University

(list transcripts below so we can be watching for them if they are not attached to the application)

I understand that my Application for Certification will not be processed until I have all the Certification Registrar has all the above paperwork.

(Candidate's Signature)

(Date)

Please have the coordinator of your Program complete the following information:

This is to verify that _____ has completed all the requirements for one of the following:

Preliminary School Psychologist Certificate

School Psychologist Certificate

Please attach copies of Program check sheets/requirements and certificates of supervisors which are needed for future reference.

(Advisor's Signature)

(Date)

(Title)

(Phone Number)

INFORMATION & INSTRUCTION SHEET - School Psychologist Certificate

A person who is employed as a school psychologist by a local or intermediate school district is required to hold a valid Michigan School Psychologist Certificate or a Preliminary School Psychologist Certificate. A Preliminary School Psychologist Certificate is the initial certificate issued upon completion of an approved school psychologist preparation Program.

1. The candidate must have completed a minimum of a 45 graduate semester hours in an approved school psychologist Program, and completed a supervised internship of not less than 600 hours under the supervision of a certified school psychologist.
2. In order to advance to the School Psychologist Certificate the candidate must complete at least an additional 15 semester credits in an approved Program. The Preliminary School Psychologist Certificate is valid for 3 years and may be renewed once upon completion of at least 6 additional semester credit hours.
3. A School Psychologist Certificate is the advanced level Michigan certificate and is valid for up to 5 years. To qualify for the School Psychologist Certificate the candidate must complete at least 15 additional semester credit hours in an approved school psychology Program since his/her Preliminary School Psychologist Certificate was issued, or possess a specialist's or equivalent degree in school psychology earned at any time from an approved institution. In addition, the candidate must have completed one year of satisfactory work experience as a school psychologist under the supervision of a fully certified school psychologist since his/her Preliminary School Psychologist Certificate was issued.
4. The School Psychologist Certificate must be renewed by meeting the continuing education requirements as described in the renewal policy for the Professional Education Certificate.

INSTRUCTIONS

- **This information sheet must be *fully completed*** including Conviction Clearance Form, Internship Experience Report Form for Preliminary School Psychologist Certification, Work Experience Report Form for School Psychologist Certification and a Verification of Completion of Requirements Form.
- **Official transcripts of all college and/or graduate credits earned in colleges or universities OTHER than at Andrews University must be sent directly to the Certification Registrar at Andrews University.**

The applicant is responsible for seeing that all transcripts are sent to the:

**Certification Registrar
School of Education
Andrews University
4195 Administration Drive
Berrien Springs MI 49104-0100**

Go to www.michigan.gov/moecs and follow the steps to apply for a MI Certificate online.

- **No information will be approved in MOECS for the State of Michigan until all transcripts and documents have arrived and the candidate's file has been completed.**

PRACTICUM/INTERNSHIP EXPERIENCE REPORT FORM FOR PRELIMINARY OR FULL SCHOOL PSYCHOLOGIST CERTIFICATION

Andrews University Dept. of Graduate Psychology & Counseling

Instructions:

This form is for verification of field experience (internship) required for a preliminary school psychologist or school psychologist certificate. **Please have your practicum/internship field supervisor complete this form.**

This is to verify that _____
(first name) (middle/maiden name) (last name)

Social Security number _____ / _____ / _____

___ Yes ___ No Completed a 600-clock-hour, or longer, supervised practicum with school aged pupils as part of an approved school psychologist Program through Andrews University from _____ to _____.
(month/day/year) (month/day/year)

___ Yes ___ No A minimum of 300 clock hours were in a school setting under the supervision of _____ (Supervising school psychologist) who holds a School Psychologist certificate.

Submit this completed form and a copy of the certificate of the fully certificated supervising school psychologist.

(Signature - supervising fully certificated school psychologist)

Date

(Print or type name of supervising school psychologist) Street Address

(Employing School District)

(Phone Number)

(School District Address)

WORK EXPERIENCE REPORT FORM FOR FULL SCHOOL PSYCHOLOGIST CERTIFICATION

Andrews University School of Graduate Psychology & Counseling

Instructions:

This form is for verification of work experience required for a school psychologist certificate. **Please have the Superintendent or designee of the employing school district complete this form.**

This is to verify that _____
(first name) (middle/maiden name) (last name)

has completed one successful year of work experience from _____ to _____ under the supervision
(month/day/year) (month/day/year)
fully certificated school psychologist.

Social Security number of applicant: _____ / _____ / _____

Submit this completed form and a copy of the certificate of the fully-certificated supervising school psychologist.

(Signature - supervising fully certificated school psychologist)

Date

(Print or type name of supervising school psychologist)

(Employing School District)

(Area Code/Telephone Number)

(Address)

Graduate Psychology & Counseling School Psychology

Conviction Clearance Form

The Michigan State board of Education has authority under Part 10 Administrative hearings, of the Administrative Rules Governing the certification of Michigan teachers, to deny, suspend or revoke a teaching certificate (R 390.1201).

Rule 101 States:

1) The state board may refuse to grant or renew, or may revoke or suspend for a fixed term, or may impose reasonable conditions on, a teaching certificate granted pursuant to these rules for the following reasons:

- a) Fraud, material misrepresentation, or concealment in the application for a certificate.
- b) Failure or ineligibility of the applicant or certificate holder to meet the criteria for eligibility for the certificate.
- c) Conviction, as an adult, of an act of immoral conduct contributing to the delinquency of a child, or moral turpitude. Any applicant who reports having been convicted at any point in his or her academic Program will be granted a hearing prior to a final decision. Such a hearing will be initiated by the School of Education through its Committee on Teacher Preparation.

The specific acts for which the state board may refuse to grant or renew, or may revoke or suspend for a fixed term, or may impose reasonable conditions on a teaching certificate are listed in the following public acts:

Public Act 451 of the Public Acts of 1976 (as amended)

Misdemeanors Required to be Reported

In addition to reporting all felony convictions, Public Act 451 of the Public Acts of 1976 (as amended) requires that school districts report to the Michigan Department of Education, Office of Professional Preparation Services, any teachers, administrators, school counselors, school psychologists, school social workers and school nurses certificated or approved by the State Board of Education who have been convicted of the following misdemeanors:

- Criminal sexual conduct in the fourth degree
- Attempt to commit criminal sexual conduct in the fourth degree
- Child abuse in the third or fourth degree
- Attempt to commit child abuse in the third or fourth degree
- Cruelty, torture, or indecent exposure involving a child

- Delivery of a narcotic to a minor or candidate within 1,000 feet of school property (333.7410)
- Breaking and entering (750.115)
- Knowingly allowing a minor to consume or possess alcohol or a controlled substance at a social gathering (750.141a)
- Accosting, enticing, or soliciting a child for an immoral purpose (750.145a)
- Larceny from a vacant dwelling (750.359)
- Assault; assault and battery (750.81)
- Assault; infliction of serious injury (750.81a)
- Selling or furnishing alcoholic liquor to a person less than 21 years of age (436.33)

Public Act 451 of the Public Acts of 1976 (as amended):

Immediate Suspension upon Conviction

1. Public Act 451 of the Public Acts of 1976 (as amended):
Section 1535 (a)(2):
 - (a) Criminal sexual conduct in any degree, assault with intent to commit criminal sexual conduct, or an attempt to commit criminal sexual conduct in any degree.
 - (b) Felonious assault on a child, child abuse in any degree, or an attempt to commit child abuse in any degree.
 - (c) Cruelty, torture, or indecent exposure involving a child.
2. Manufacturing/delivering controlled substance (7401(2)(a)(I))
3. Possession of a controlled substance (7402(2)(a)(I))
4. Recruiting, inducing, soliciting or coercing minor to commit a felony (333.7416)
5. Assault with intent to commit murder (750.83)
6. Assault with intent to rob or steal armed (750.89)
7. Attempt to murder (750.91)
8. First degree murder (750.316)
9. Second degree murder (750.317)
10. Armed robbery aggravated assault (750.529)
11. Misdemeanor - Delivery of a narcotic to a minor or candidate or within 1,000 feet of school property (333.7410)

You are asked to sign the following statement regarding any conviction as defined above in section (c) of (1) under Rule 101 of the Michigan State Board of Education Administrative Rules governing certification of Michigan teachers.

If you as a candidate in School Psychology Program and a candidate for a School Psychology credential and indicate a conviction, have plead guilty or no contest to any of the items listed above, or have any pending charges, you may be denied licensure. Please contact the Certification Registrar for further detail on how to proceed.

CONVICTION/REVOICATION INFORMATION (If you answer “yes” to any of the following questions, please provide a detailed description of the circumstances surrounding the conviction or action and attach copies of court documents.)

(check one) Yes No Have you ever been convicted of (or pleaded no contest to) a misdemeanor or felony?

(check one) Yes No Have you ever surrendered a teaching/school counselor/school psychologist certificate?

(check one) Yes No Have you had a teaching/school counselor/school psychologist certificate suspended or revoked?

(check one) Yes No Is there currently action pending against your teaching/school counselor/school psychologist certificate?

I certify that the answers given on this form are complete and accurate to the best of my knowledge.

Candidate’s Signature

Date

Printed Candidate Name

Candidate ID Number

Appendix 7

Graduate Psychology & Counseling School Psychology

MA Educational Psychology-Instructional Emphasis Comprehensive Exam Objectives

Question #1 – TYPICAL AND ATYPICAL DEVELOPMENT

Objectives:

Examinee should:

1. For each domain of development, be able to describe across the lifespan WHAT develops, WHEN it develops, HOW it develops, and how it can depart from typical. Domains would include:
 - a. Physical development
 - b. Cognitive development
 - c. Language development (including talking, reading, writing, listening)
 - d. Personality, social and emotional development (including, among other things, societal roles, motivation, self-regulation, relationships, and social skills).
 - e. Moral and spiritual development
2. For each domain of development, be able to discuss the various influences on HOW development occurs for that domain.
 - a. Be able to discuss nature factors (e.g., genetics, biological/physiological, innate factors) that influence typical and atypical development
 - b. Be able to discuss nurture factors (e.g., environmental factors) that influence typical and atypical development
 - c. Be able to discuss self factors (e.g., child's own effort, adult's own effort, personal preferences, personal choice) that influence typical and atypical development
3. Be able to discuss the impact of culture on what develops, when it develops, how it develops and be able to discuss how what is typical in one culture can be atypical in another.
4. Be prepared to discuss specific factors and/or actions that would:
 - a. promote optimal development in various domains at various ages
 - b. prevent optimal development in various domains at various ages
 - c. remediate non-optimal development in various domains at various ages
5. Be able to illustrate how you could use developmental theories (e.g., Vygotsky, Kohlberg, Erikson) to carry out your duties in your future professional role helping students who are developing both typically and atypically.
6. Be prepared to discuss how developmental skills and abilities can be determined for non-verbal infants. Be prepared to discuss indications that a child at this stage is not typically developing.
7. Be able to compare and contrast abilities between one age/stage of development and a later age/stage of development for various domains.
8. Be prepared to discuss developmental issues related to second languages.
9. Be prepared to discuss issues related to temperament and also personality. For example: How are they similar? How are they different? What factors influences the development of each?
10. Be prepared to discuss identity development, including (among other things):
 - a. Influences across the lifespan
 - b. Changes across the lifespan
 - c. Issues related to racial and ethnic identity development

11. Be prepared to discuss how people learn to control their own emotions and behaviors and various influences on the development of self-regulation and motivation.
12. Be prepared to discuss the impact of early relationship skills (e.g., during the school years) to later relationship adjustment (e.g., among adults). Be able to discuss potential interventions and preventive actions related to atypical relationship development. Issues related to the development of prosocial skills would also be relevant here.
13. Be able to discuss how people of different ages would be expected to respond to various moral dilemmas. Be able to discuss how professionals could promote movement to higher levels of moral reasoning. Be able to discuss, compare, contrast, and illustrate multiple theories of moral development.

Question #2 – COGNITIVE ISSUES & ASSESSMENT

Objectives:

The candidate will be able to:

- Name the areas of the brain involved in executive functioning and identify psychological tests that can assess these skills.
- Discuss the neural underpinnings of attention and discuss psychological assessments that can be applied in testing attention and listening skills.
- Define long-term, short-term and working memory and how these are measured in current tests.
- Discuss what we currently know about the role of working memory in learning and discuss how Baddeley's model of working memory is applied in available psychological assessments.
- Discuss the organization of language. How is it structured? What role does it play in cognition? Which batteries of tests would a school psychologist use in order to assess language skills?
- Discuss theories regarding the formation of concepts and how this relates to knowledge representation and discuss how this is represented in available tests.
- Define visual imagery. What role does it play in memory formation and retrieval?
- Discuss whether popular psychological tests such as the WISC-V assess intelligence as defined in various models of intelligence.
- Discuss general problem-solving methods commonly used by individuals when solving problems. Name and describe obstacles to problem-solving (i.e., functional fixedness).
- Discuss the cognitive processes involved in reading, writing and math and the extent to which tests of reading, writing and math measures cognitive ability.

Question #3 – RESEARCH & THEORIES

Objectives:

Examinee should be able to:

Given a research article, the candidate will be asked to critique and evaluate it on the following: theories being investigated, design, sampling, validity, statistical analysis, interpretation of results, transferability of results (generalizability), and appropriateness of conclusions. The article will be given to you two (2) days prior to the exam date.

OR

A research scenario with results will be provided. On the basis of the description of the research scenario and the results provided, you will be asked to describe the research design, the sampling procedure used, threats to validity, analytical techniques, interpretation of the results, theories that can be explained to explain the results, and conclusions you may draw from the study. Evaluated on the following

Question #4 – SPECIAL EDUCATION INSTRUCTION

Objectives:

- Given the data (academic and behavior) from a student, describe the appropriate intervention and identify who will be implementing the intervention (make sure your intervention is supported by the data).
- Explain how a Response to Intervention (RtI) model would be implemented with a student that has significant behavior and academic concerns (include all the stakeholders and their roles in the RtI model)
- Identify the differences between remediation and intervention and the struggles a student may have with both models (make sure to include which model is easier to see growth).
- Explain what process is used to identify behavior, learning, and developmental problems.
- Identify how to choose an appropriate intervention if a student displays both behavior and academic problems.
- Given a case study describe in detail the appropriate steps to design an intervention for a student that is at-risk for learning disabilities paired with a behavior problem.

Appendix 8

**Graduate Psychology & Counseling
School Psychology**

*Ed.S. School Psychology
Comprehensive Exam Objectives*

Day 1: Questions #1, #2, and #3

Day 2: Case Study

DAY 1

QUESTION #1 –PROFESSIONAL ISSUES IN SCHOOL PSYCHOLOGY

Objectives:

You should be able to thoroughly develop thoughtful positions, and discuss and apply appropriately the following:

- The historical role of psychology in the schools, tracing the development of school psychology as a profession within the psychological discipline.
- The history of the law for children with disabilities and how change has been brought about in school within a short period of time, including legal influences, major special education law developments based on a series of court case decisions and the series of constitutional frameworks and statutory provisions.
- Unique characteristics of school psychology as a profession with emphasis on current and future trends of the field.
- Systems and context where typically most school psychology services are performed.
- Basic ethical principles that guide professional practice.
- Professional ethical standards as defined by APA and NASP.
- IDEA and the basic principles and major provisions of the federal law and concomitant state regulations, and compliance issues within a school system.
- Current issues impacting education, children, and the field of school psychology and special education.
- Section 504 of the Rehabilitation Act and state who is protected, the major principles, school district responsibilities and remedies issues.

QUESTION #2 – BIOLOGICAL & COGNITIVE BASES OF PSYCHOLOGY

Objectives:

The candidate should be able to:

- Describe the specialized functions of the left and right hemispheres in different areas (i.e., language).
- Discuss the neurological basis of autism and ADHD.
- Discuss how drugs exert their effects on the nervous system, paying particular attention to mechanisms. Discuss the various effects that drugs have on cognitive processes.
- Explain addiction and discuss the neural basis of addiction.
- Discuss long-term potentiation. How is it produced and what is its relevance to memory formation and learning?
- Explain the concept of brain lateralization, how it is produced developmentally and its implications for the field of school psychology.
- Discuss top-down and bottom-up theories of perception. Identify the neural correlates of visual imagery.
- Discuss the role of brain imaging techniques in the study of cognition and be able to summarize the neurological research for either ADHD or Dyslexia.
- Discuss the role of dopamine in learning, movement, attention, and reinforcement.
- Discuss your present understanding of aggression and the neural control of aggressive behavior.
- Discuss what we presently know about gender differences in brain structure and function.
- Discuss the neural basis of schizophrenia. Identify aspects of cognitive functioning that are affected in this disorder.
- Discuss the organization of language. How is it structured? What areas of the brain are associated with language? What role does language play in cognition?

QUESTION #3 – CONSULTATION AND COLLABORATION

Objectives:

The candidate should be able to:

- Explain the steps that a collaborative consultant follows in the consultation process and give recommendations for each step in that process.
- Evaluate data given and provide a rationale for the recommendation of intervention for the consultee to implement with the student of concern.
- Compare the main models of consultation and justify the model that is used the most in the public school system.
- Identify the key components of establishing quality goals in the area of problem identification and explain why these components are vital to the success of the intervention.
- Discuss the impact that intrapersonal and interpersonal communication has on being a successful collaborative consultant in the school setting.
- Describe the ethical behavior principles of a collaborative consultant and identify areas of potential ethical conflict.

DAY 2

CASE STUDY

Objectives:

The candidate should be able to

- Critically analyze and interpret multiple types of assessment/progress monitoring data
- Make valid conclusions and eligibility recommendations based on data
- Demonstrate knowledge of all aspects of school psychology service delivery – from referral to intervention recommendation
- Demonstrate knowledge of cognitive, academic, adaptive, and social/emotional skills and how to assess them
- Develop/recommend evidence-based interventions

Candidate Handbook Acknowledgement

I have read the School Psychology Handbook and agree to abide by its contents.

Print Name: _____

Signature: _____

Date: _____

This form must be returned to the School Psychology Program Coordinator.