



School Psychology

Educational Specialist Student Handbook

Department of Applied Clinical and Educational Sciences

Indiana State University

Ed.S. Program in School Psychology



The student is responsible for knowing and observing regulations, such as the contents of the [Graduate Catalog](#) and the [Student Code of Conduct](#). Such university-level documents supersede the contents of this Student Handbook in cases of conflicting information. Students pursuing the program herein described are advised to secure a copy of the Graduate Catalog, which contains all regulations governing graduate work at Indiana State University.

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HISTORY AND PROGRAM PHILOSOPHY

History

Indiana State University's (ISU) M.Ed. program in school psychology, founded in 1949, was the first master's degree in school psychology in the nation. ISU later added the Ph.D. program in 1965 and the Ed.S. program in 1968. The school psychology programs at ISU are the oldest such programs in the state of Indiana.

Approval Information

The Ed.S. program in school psychology is approved by the National Association of School Psychologists (NASP) and the Council for the Accreditation of Educator Preparation (CAEP). NASP may be contacted at the following address:

National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
Phone: (301) 657-0270
Email: cert@naspweb.org
<http://www.nasponline.org/certification/NASPAproved.aspx>

School Psychology Program Mission Statement

The program aspires to prepare professional school psychologists through a scholar-practitioner training model. This incorporates preparation focused on theoretical, research, technical, interpersonal, and leadership competencies, which are integrated and applied through a problem-solving model to all aspects of candidates' work with children, youth, families, and schools.

School Psychology Program Objectives

The objectives of the program are to produce school psychologists who demonstrate:

- Knowledge and skills concerning fundamentals of measurement and assessment, and the use of assessment measures in a non-biased, reliable and valid manner.
- Knowledge and skills concerning the principles and strategies used to guide the design and implementation of effective interventions for children and adolescents.
- The ability to consult with educators, school administrators, family members, and other professionals.
- Knowledge and skills pertaining to the measurement of program and intervention effectiveness; identification and application of empirically-based principles; and effective communication of research findings.
- Skills required for appropriate professional practice, legal and ethical decision-making, and sensitivity to individual and cultural differences.

Department of Applied Clinical and Educational Sciences (ACES) Mission Statement

Actively challenging, engaging, and individually supporting our students and colleagues to excel as scholars, educators, clinicians, and advocates.

Bayh College of Education (BCOE) Mission Statement

Daring to do the difficult work that makes change possible.

BCOE Conceptual Framework

The overarching theme of Indiana State University's educator preparation programs is *Becoming a Complete Professional*. This theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of Communities.



The word *complete* in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word *becoming* is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component *Educator as Expert or Mediator of Learning* deals with an educator's professional skill as a mediator of students' learning and/or of the progress individuals make in achieving their potential. The component *Educator as Person* represents the traits and dispositions that make a successful educator justifiably respected and emulated by students while meeting the expectations of professional, state, and institutional standards.

The component *Educator as Member of Communities* reflects the necessity of contributing to the various communities of which educators, as professionals, are members. A truly successful educator must concurrently exhibit the traits of mediator of learning, person, and member of communities while incorporating the latest knowledge and technologies and demonstrating multicultural competence and sensitivity to diversity.

PROGRAM PROGRESSION

Course Sequence

Students will complete the following sequence of courses and program requirements. It is important to work closely with the academic advisor to ensure courses are taken in the correct sequence.

Year 1 (Fall, Spring, and Summer)

EPSY 620	Foundations of Research
EPSY 621	Development through the Lifespan
ESPY 624	Survey of Psychological Theories
SPSY 600	Foundational and Historical Issues of School Psychology

SPSY 666	Cognitive Theory and Assessment
SPSY 666L	Cognitive Assessment Lab
SPSY 670	Academic Assessment and Intervention
SPSY 678	Practicum in Psychoeducational Interventions
SPSY 685	Seminar in School Psychology: Ethics
SPSY 682	Social, Emotional, and Behavioral Theory and Assessment
SPSY 683	Social, Emotional, and Behavioral Intervention

Year 2 (Fall, Spring, and Summer)

COUN 533	Techniques of Counseling
COUN 666	Multicultural Counseling
EDLR 650	Foundations of Educational Leadership
EPSY 612	Statistical Methods
EPSY 626	Child and Adolescent Psychopathology
EPSY 627	Learning Theories and Social Emotional Bases of Behavior
EPSY 628	Biological Bases of Behavior
SPSY 680	School Psychology Consultation
SPSY 686	Practicum in School Psychology
SPSY 785	Advanced Seminar in School Psychology

Completion of culminating project for M.Ed. degree (Master's case presentation)

Year 3

SPSY 791	Advanced Internship in School Psychology
SPSY 791	Advanced Internship in School Psychology

Completion of PRAXIS II School Psychology Exam

Completion of culminating project for Ed.S. degree (Educational specialist project)

Initial Advisement

Upon admission, students will be required to meet with their assigned program advisor to complete initial advisement. This typically occurs prior to or during the first week of classes, with subsequent meetings arranged on an as-needed basis.

Initial advisement should include the following:

1. Explanation of the steps one must follow to progress through the program;
2. Development of a tentative schedule of study for the program. Schedule of study forms are available in Appendix A.

Once approved by the student and the academic advisor, the schedule of study is submitted to the Associate Dean of the BCOE, who provides final approval of the schedule of study.

Transfer Credits

Students may be able to transfer in previous graduate coursework or substitute alternative course work to fill a particular course requirement. The determination of the acceptability of transfer credit is made by the student's advisor in collaboration with other ISU faculty members who currently teach the required course in question. Once admitted to the program, students are encouraged to meet with their academic advisor to determine the appropriateness of any transfer courses. For proper consideration of transfer courses, the applicant must provide a catalog description and syllabus for the course he or she wishes to transfer. Applicants should be aware that the CGPS guidelines for transfer credit include limitations on the content, age, and number of course credits that can be applied to a graduate degree at ISU. Students are encouraged to view the CGPS guidelines for course transfers in the Graduate Catalog: <https://catalog.indstate.edu/content.php?catoid=42&navoid=1346#transfer-credit>

Practica

Students are required to complete a 100-hour first-year practicum experience focused on psychoeducational interventions, followed by a 450-hour second-year practicum experience focused on a full range of activities relevant to the practice of school psychology. Practicum experiences are arranged by the university practicum coordinator, with input from the student and partnering sites, as appropriate. Successful completion of each practicum experience is required for the student to progress through the program.

Master of Education Degree

During the course of the program, students earn a Master of Education (M.Ed.) in School Psychology (except for specific circumstances, such as the student entering the program already holding a Master's degree in School Psychology). This M.Ed. does not qualify an individual for state licensure or national certification as a school psychologist.

Internship

After the completion of coursework, students must complete a full-time internship of 1,200 hours (one academic year), with a minimum of 600 hours in a school setting. This requirement is consistent with Indiana guidelines for licensure and National Association of School Psychologists (NASP) guidelines for internship training. The internship must be approved *in advance* by the Director of School Psychology Internship Training.

Graduation

Application for graduation must be made by the date specified by the CGPS, which is March 1 for Spring; June 1 for Summer; or October 1 for Fall graduation. Graduation requirements for the Ed.S. Degree include:

- Satisfactory completion of 33 (M.Ed.) or 67 (Ed.S.) semester hours of required graduate coursework, including required practica and internship experiences, with a GPA of 3.5 or above
 - Successful completion of the PRAXIS II School Psychology exam and receipt of detailed score report by the Ed.S. program coordinator
 - Successful completion of the Ed.S. project
 - Paying the graduation fee
 - Recommendation for the degree by the program coordinator, the Dept. of ACES, the Dean of the BCOE, and the Dean of CGPS.
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ED.S. PROGRAM REQUIREMENTS

Educational Specialist Degree Requirements

It is important to note that the Ed.S. degree is not granted solely on the collection of credits. A minimum of 67 semester hours of required course work with a grade-point-average (GPA) of 3.50 or better, achievement of all required competencies, successful completion of all required field experiences, completion of the PRAXIS-II School Psychology Exam, and successful completion of the culminating project (i.e., the Educational Specialist Project) are required for an Ed.S. degree in School Psychology.

Residency

One year of full-time residency at ISU is required. The student working toward the Educational Specialist degree must spend two consecutive semesters in residence on the Terre Haute campus in which full-time (9 or more hours per semester) is devoted to the degree objective. Two consecutive summer terms in which the student is enrolled for a minimum of 4 hours each semester may also count as one semester. Courses taught via distance education through ISU count towards residency.

Practicum and Internship Experiences

Full-time students enroll in practica during each semester of the first two years of the program and enroll in internship during the third year. All practica and internship activities must be supervised as specified in the practica and internship manuals and agreements. Practica are completed under the direction of university-designated supervisors and course instructors. The expectations, roles, and responsibilities of all parties are detailed in the practicum and internship manuals and agreements, and additional details regarding required activities are provided in course syllabi.

Malpractice Insurance

Students are expected to carry their own malpractice insurance policy, which should be renewed each year until their program is complete. Interns are also expected to provide proof of insurance, even if they are covered under their district's liability policy. The coverage should be a standard \$1,000,000/3,000,000 policy and can be purchased through NASP (<http://www.nasponline.org/membership/insurance.aspx>) or the APA Insurance Trust (<http://www.apa.org/membership/insurance.aspx>). Membership in either organization is required to receive the student rate on the malpractice coverage, which costs about \$35 per year.

Students will not be permitted to participate in any field-based, practicum, or internship experiences until verification of coverage has been received by the program *and* their policy is in effect (typically the first of the month following the policy purchase). Failure to carry this insurance will prevent the student from completing required field-based experiences and may result in program dismissal.

Background Checks

All students are required to complete and pass a fingerprint background check, as required by the BCOE. Instructions for meeting this requirement can be found at <http://www.indstate.edu/education/ess/criminal-background-checks>. Students will not be permitted to participate in the first-year practicum experience until the program has verified their criminal history clearance. Failure to successfully pass this background check during the first

semester of program enrollment will prevent the student from completing required field-based experiences and may result in program dismissal.

Site-specific Requirements

Some field placement sites enforce additional requirements as conditions of the placement. These may include but are not limited to additional background checks, TB testing, drug or alcohol screening, and additional pre-placement training. Students are expected to cooperate with the requirements of the site in a timely manner. If concerns arise related to the cost or reasonability of any such additional requirements, students should contact the appropriate placement coordinator as soon as possible to discuss their concerns. Sites may dismiss or refuse to accept a student who does not meet or refuses to comply with site-specific requirements.

Credits and Hours

In SPSY 678, *Practicum in Psychoeducational Intervention*, students register for 1 credit-hour per semester (2 total credit hours). Across the year, students are expected to invest a minimum of 150 clock hours in the practicum experience, including time spent in direct service, support activities (e.g., preparing for intervention, scoring activities, preparing reports), and group supervision.

In SPSY 686, *Practicum in School Psychology*, students register for 2 credit-hours per semester (4 total credit hours). Across the year, students are expected to invest a minimum of 450 clock hours in the practicum experience, including all school-based activities, services provided in the Porter School Psychology Center, didactic training, other support activities (e.g., preparing for interventions, completing practicum assignments), and individual and group supervision.

In SPSY 791, *Advanced Internship in School Psychology*, student register for 3 credit-hours per semester (6 total credit hours). Across the year, students are expected to complete 1,200 clock hours (including at least 600 school-based hours) as part of the internship experience. Interns are expected to follow the work schedule set by their site, not the schedule of Indiana State University. In almost all cases, internships extend beyond the end of the ISU Spring semester and end during the summer months. The end of internship should be negotiated with the site prior to beginning internship. Timing of the internship conclusion has important implications for the timing of degree completion and malpractice coverage; any questions should be discussed with the internship director and/or the site supervisor prior to beginning internship.

Practicum Placement Determinations

To qualify for field placement, students must meet the prerequisite criteria established by the program, including successful completion of coursework, successful completion of prior field experiences, and acceptable skill development and professional dispositions as indicated on the annual student review. Failure to meet any of these prerequisite criteria may result in a field placement being delayed and/or a performance improvement plan being implemented in conjunction with the field placement.

Because of the geographic location of the program, not all practicum placements are accessible via public transportation. Students are responsible for securing reliable transportation to and from practicum placement sites. If students are unable to travel to their assigned sites, the completion of practicum experiences will likely be delayed until the student can arrange appropriate transportation.

Practicum placements are made at the sole discretion of the practicum coordinator, who is typically the instructor of record for the course connected to the field experience. Students are welcome to indicate preferences for particular placements, supervisors, and experiences, and such requests should be made to the practicum coordinator during the semester prior to the beginning of the placement. No particular placement can be guaranteed, and placement coordinators are under no obligation to pursue placements based upon student request.

Internship Placements

After the completion of coursework, students must complete a full-time internship of 1,200 hours (one academic year), with a minimum of 600 hours in a school setting. This requirement is consistent with Indiana guidelines for licensure and National Association of School Psychologists (NASP) guidelines for internship training. The student is responsible for locating and securing an internship site, with support and consultation from program faculty. The internship must be approved *in advance* by the university supervisor or the program coordinator.

Disclosure of Information to Sites

Placement sites will be offered assurance that students have successfully passed a background check upon admission to the School Psychology Program and that students have active malpractice insurance coverage. Sites and supervisors may be informed of students' general strengths and potential areas for improvement, based upon the feedback given to students during the most recent annual student review; specific ratings and comments from the review will not be shared, nor will any other protected information regarding students' educational record. In the event that a student has a performance improvement plan in place, the site and supervisor will be informed of specific concerns and any aspects of the improvement plan that are directly relevant to the placement (e.g., more frequent reviews of progress, additional practicum requirements).

Grades

At the end of fall semester for each practicum and internship experience, students will receive a grade of "incomplete" or "in progress," as all practica and the internship are year-long experiences. Students will receive letter grades for SPSY 678, SPSY 686, and SPSY 793 and a grade of "Satisfactory" for SPSY 891 once they have completed all course requirements and submitted all required documentation to the appropriate instructor.

Evaluations

During the practica and internship experiences, students are evaluated by their on-site supervisor at regular intervals throughout the year (often mid-semester and end-of-semester in Fall and Spring). Evaluations are completed by field supervisors using program-provided forms, unless an alternative evaluation method is arranged by mutual agreement between the site supervisor and the appropriate Director of Internship or Practicum Coordinator. Minimum levels of acceptable performance should be articulated in advance in the course syllabus and/or handbook for each practicum and internship experience. Successful completion of practicum and internship experiences is contingent upon satisfactory ratings of student performance by the practicum supervisor.

Due Process

If a student experiences difficulties with a practicum or internship supervisor, the student should use the following steps to address the issue:

1. Discuss the issue with the supervisor and attempt to resolve the problem onsite
 2. Discuss the issue with the Director of Internships/Practicum Supervisor
 3. Discuss the issue with the Program Coordinator and/or the Director of Training
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4. Discuss the issue with the Department Chair
5. Discuss the issue with the Associate Dean or Dean of BCOE
6. Discuss the issue with the Dean of CGPS.

Students should come to these meetings with clear examples of concerns, including dates of reference. Concerns should be those that hinder the student's progress at the practicum or internship site, thus impeding his or her development as a school psychologist. Concerns should be addressed in a timely and professional manner, consistent with NASP and APA ethical guidelines.

Site-based Remediation and Dismissal

In the event that a student is not performing adequately as a practicum student or intern, the Director of Internships or Practicum Coordinator will work with the on-site supervisor to determine the appropriate course of action, which may include but is not limited to remediation (see below) or discontinuation of the field experience. If a student is removed, dismissed, or withdraws from a practicum or internship experience for any reason, the school psychology faculty will review the reasons for discontinuation and determine the appropriateness of coordinating and approving a new experience.

When a student is not meeting expectations in a field experience and remediation is deemed appropriate, the school psychology faculty and the student will develop a Performance Improvement Plan (see p. 21). Students who agree and successfully respond to the Performance Improvement Plan will continue in their practicum or internship experience, either in the original site or a newly coordinated placement. In the event that a student does not respond adequately to a Performance Improvement Plan, the student may be removed from the practicum or internship experience.

Master's of Education Degree and Case Study

A minimum of 33 semester hours of approved course work are required for the M.Ed.; these are embedded within the program of study for the Ed.S. degree (see Appendix A). In addition, students must achieve all required competencies and successfully complete the culminating project (i.e., the Master's case presentation) as required for an M.Ed. degree in School Psychology. A grade-point average (GPA) of 3.50 or higher is required for graduation.

The Master's case presentation is derived from students' work with a client during their practicum placement. Cases can be of an academic, behavioral, or emotional nature and should be selected to ensure that implementation of the full problem solving process can be demonstrated. Case presentations must include a well-written paper outlining each aspect of the case, as well as a PowerPoint or other visual presentation describing all key components of the case. Both should be of professional quality, prepared according to APA Style, and should address all aspects of the case presentation rubric (Appendix B). One hard copy of the paper is required and is due at the time of the presentation. The case presentation will be delivered to two members of the core school psychology faculty and will be evaluated in conjunction with the paper based on the case presentation rubric. Students must earn a rating of at least "Meets Expectations" on 70% or more of items on the rubric to pass the case presentation.

Students will have opportunities to discuss their case work during the group supervision component of SPSY 686. In addition, students may schedule one consultation with a school psychology faculty member to discuss the presentation; this meeting must occur at least 2 weeks prior to the scheduled presentation. Case presentations will be scheduled in 90-minute

blocks during the spring or summer (typically April, May, or June) at the conclusion of students' second year of study. Dates for case study presentations will be announced well in advance.

PRAXIS-II Exam

Every student is required to take the PRAXIS-II School Psychology Exam between the end of the second year of course work and completion of the internship. Students are responsible for sending a copy of their *full score report* (including domain-specific performance summary) to the Ed.S. program coordinator via mail, e-mail, fax, or Blackboard. *Requesting that ETS send scores to the institution is not sufficient to fulfill this requirement.* While this exam is not required for licensure in the State of Indiana, it is required for national certification and is an important aspect of ongoing program evaluation and accreditation. For additional information on the PRAXIS exam see <https://www.ets.org/praxis/about/praxisii>. For additional information on national certification see <http://www.nasponline.org/certification/index.aspx>.

Educational Specialist Project

As part of the Ed.S. degree requirements, students are required to complete a culminating field-based research project. The Ed.S. project is to be a field-based single-case design study, culminating in a well-written paper of professional quality. The paper should be professionally written and should address each aspect of the Specialist Project rubric (Appendix C). The project will be submitted to the instructor for SPSY 791 no later than the date indicated in the course syllabus. The project will be evaluated in based on the provided rubric. Students must earn a rating of at least "Meets Expectations" on 80% or more of items on the rubric to pass the specialist project.

Students will have opportunities to discuss their case work throughout the year with the instructor for SPSY 791. In addition, students may schedule up to three individual consultations with a school psychology faculty member to discuss the presentation; these meetings must occur at least 2 weeks prior to the scheduled project due date.

ACADEMIC EXPECTATIONS

GPA Requirement

School psychology graduate students are expected to perform at the highest level in all academic and professional endeavors, including academic coursework, practica, and internship. GPA is reviewed at the end of every term (Fall, Spring, Summer). If a student's cumulative GPA is found to fall below 3.5 at the time of the review, the program coordinator will request that CGPS place the student on academic probation.

- The GPA for every term of review while the student is on academic probation must be 3.5 or higher. Failure to maintain a GPA of 3.5 for any term while on probation will result in a recommendation to CGPS for program dismissal.
- When the cumulative GPA rises to 3.5 or higher, the program will request the student be returned to good standing.

Course Grade and Re-take Requirements

The minimum acceptable grade for any graduate course is "B-." This includes courses taken in pursuit of the intended degree, including course substitutions and arranged independent studies.

- If a student receives a grade lower than a "B-" in required coursework, the course must be re-taken. Any subsequent coursework or field experiences contingent upon
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successful completion of the course will be delayed until the course has been re-taken and the student has earned a grade of “B-“ or higher.

- No more than two courses may be re-taken. If a student earns a grade lower than “B-“ in three required courses, the student will be recommended for program dismissal.
- A course may not be re-taken more than once. This includes situations in which independent studies are used to meet the re-take requirements. If a student earns a grade lower than a “B-“ when re-taking a course (or an independent study used in place of a re-take), the student will be recommended for program dismissal.
- Exceptions to the course re-take policy may be requested by the student in writing within one week of the posting of final grades or within one week of an unsuccessful grade appeal.
 - Any such written request should be submitted to the program coordinator and should include a rationale for the exception and some method of verification that the student has met the competency areas included in the course. For example, a letter of support from the course instructor, affirming the student’s competency, may be a means of providing evidence that a re-take is not necessary.
 - Requests for exceptions will be considered by the program faculty on a case-by-case basis.

Incomplete Grades Policy

Ordinarily, coursework should be completed and submitted within the time allotted for the course, and a grade of IN will only be considered if a student documents extenuating circumstances that warrant an extension. The decision to assign a grade of “Incomplete” (IN) lies with the instructor of record for the course.

The following ISU policy will be enforced regarding assignment of a grade of “Incomplete”:

An incomplete grade (IN) may be given only at the end of a semester or term to those students whose work is passing but who have left unfinished a small amount of work—for instance, a final examination, a paper, or a term project which may be completed without further class attendance. When a grade of incomplete (IN) is assigned, the professor will specify, via Blackboard and Web grading, the work necessary to complete the course and receive a grade, the deadline date for completion, and the grade to be assigned if the work is not completed by the specified date. The date for completion will normally be within four weeks of the beginning of the next semester, but will not be longer than one calendar year. The sole exception is for graduate research courses, which will have no maximum deadline. In the event that the instructor from whom students receive an “IN” is not on campus, the disposition of students’ eventual grade resides with the appropriate department chairperson.

LEGAL, ETHICAL, AND PROFESSIONAL EXPECTATIONS

Legal, Ethical, and Professional Behavior

Students are expected to comply with local, state and federal laws governing personal and professional conduct. Students are further expected to read and adhere to University Standards, including the Code of Student Conduct and the Rights of Students

(<https://www.indstate.edu/code-of-student-conduct>). The student handbook covers a number of topics, including information regarding academic honesty and integrity, expectations for appropriate conduct, and student rights and responsibilities.

The School Psychology Program also adheres to the American Psychological Association Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code/index.aspx>) as well as the ethical standards set by the National Association of School Psychologists (<http://www.nasponline.org/standards/2010standards.aspx>) as the basis for governing the professional behavior of faculty and students. Students are expected to adhere to the highest levels of professional and ethical behavior across academic and clinical experiences. Students are encouraged to seek clarification and consultation from faculty members if they have questions or concerns regarding professional and ethical standards or behavior.

Disability Student Services and Essential Functions

Students with disabilities may be eligible for support and/or accommodations through the office of Disability Student Services (DSS; <https://www.indstate.edu/services/student-success/cfss/student-support-services/disability-student-services>). It is the student's responsibility to self-identify a disability, contact the DSS office for an appointment and provide any required documentation. The school psychology program will comply with accommodations approved by DSS. Students receiving accommodations for an identified disability will be expected to adequately perform the essential functions identified by the school psychology program.

The school psychology program has identified the following physical, mental, and interpersonal capabilities as essential to successful program completion and job performance. Failure to adequately demonstrate these skills will likely result in unsuccessful progress through the program:

- Lift, maneuver, and transport test kits weighing up to 20 pounds to and from placement sites, including lifting in and out of a vehicle.
- Administer and score psychological and educational assessments according to strict standardization procedures.
- Independently comprehend reading material written at a 12th-grade level.
- Produce accurate and clear written psychoeducational reports.
- Independently manage and prioritize multiple tasks and deadlines.
- Complete comprehensive psychoeducational evaluations, including written reports, within 50 working days.
- Orally communicate clearly and understandably in English.
- Effectively adjust verbal and nonverbal communication to meet the needs of diverse individuals and circumstances.

Respect for Diversity

Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of ACES are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

Non-Discrimination, Harassment, & Sexual Misconduct

ISU is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any forms of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to the Equal Opportunity & Title IX Office: 812-237-8954.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to the Equal Opportunity & Title IX Office. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to share:

- ISU Student Counseling Center: 812-237-3939; Gillum Hall, 2nd Floor
- Women's Resource Center/Victim Advocate: 812-237-3829; HMSU 7th Floor
- Associate Dean of Students/Respondent Advocate: 812-237-3829; HMSU 8th Floor

For more information about discrimination and the support resources to you through the Equal Opportunity & Title IX Office, visit this website: <https://www.indstate.edu/equalopportunity-titleix>. Please direct any questions or concerns to: Assistant Vice President for Equal Opportunity and Title IX Director; 812-237-8954; Parsons Hall 223; ISU-equalopportunity-titleix@indstate.edu.

Use of Equipment and Technology

Successful completion of the program relies upon frequent use of technological resources, including distance learning and virtual classrooms. Students are expected to maintain a functional laptop computer and headset with integrated microphone. These may need to be accessed on short notice to facilitate in-class discussions or group work; students should therefore have these items available even when they are on campus.

Each student is given a campus email account. This "@sycamores.indstate.edu" account is to be used for professional communication according to the standards noted in the Code of Student Conduct. Please note that faculty are to communicate with students via the ISU student email account, not personal email accounts. Students are responsible for checking and responding to e-mail regularly, to ensure that any course or program changes, campus alerts, and other relevant information is communicated in a timely manner.

Additionally, it is important to recognize that technology designed for many diverse users is often accompanied by unanticipated challenges. Therefore, students are encouraged to test any new technology **well in advance** of being expected to use it for class. Examples include accessing the Blackboard page for each course and the school psychology program, logging onto Yuja and familiarizing oneself with the layout, ensuring microphone and headset software are installed and working properly, ensuring internet access is working and reliable if logging in remotely, etc. The OIT HelpDesk can be reached at 812-237-2910 for any concerns or challenges associated with technology. Course instructors should be notified of problems accessing instructional resources and may be helpful in answering some limited questions

about the technology; however, they should not be considered a reliable source of technical assistance.

Use of Social Networking

Societal changes in the use of the internet and social media have implications for clinical training and professional behavior. The program acknowledges that it is neither possible nor practical to actively monitor students' use of social networking or online activity. Instead, we offer the following recommendations to support students' ongoing development and maintenance of a professional identity both within and beyond program-sanctioned activities:

- It is likely that students, clients, supervisors, potential internship sites, and future employers may be interested in searching or accessing online information about you.
 - When selecting "friends/followers" and posting information on social media, consider the potential intersections of your personal and professional life, as well as the potential for information to be shared more widely and publicly than intended.
 - Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.
 - Utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering "friend" requests and also consider the boundary implications. For example, it is not advisable to accept "friend" requests from clients, former clients, students, supervisors, or anybody else with whom you have an evaluative relationship.
 - Keep in mind that any email is potentially retrievable. Emails sent via the ISU email system are considered public records and the property of ISU. Email is not an appropriate venue to discuss confidential information.
 - Be mindful of the wide audience when posting to listservs, blogs, or social media groups (e.g., posts may be reposted). Take steps to ensure your communications on such media reflect protect the confidentiality of your clients, preserve the reputation of your training program, and reflect the professional persona you wish to present.
 - Email "signatures" should be professional and appropriately represent one's status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
 - Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching). Make sure that such messages portray the professional persona that you wish to present.
-

STUDENT EVALUATION POLICY AND PROCEDURES

Student Review

Annual Student Review

Student progress is monitored on an ongoing basis, and all students enrolled in the school psychology program receive formal evaluation feedback annually. Each summer, student performance and progress for the most recent academic year is assessed through course grades, practicum/internship supervisor evaluations, formal feedback from departmental faculty (e.g., course instructors, assistantship supervisors), and student progress toward or completion of program requirements (e.g., preliminary exams, dissertation). The school psychology core faculty then meet and jointly complete the annual student evaluation rubric (Appendix D) for each currently enrolled student. These evaluations are designed to incorporate areas of academics, research, clinical practice, and professional dispositions and development.

Immediate Review

The school psychology program retains the right and responsibility to review students at any time using the review procedure and rubric described above. Immediate review may arise in response to circumstances or personal performance concerns that have the potential to negatively affect program completion, professional competency, or client welfare if not promptly addressed.

Student Response to Review

Following the completion of all student reviews, the rubrics are shared with students prior to the beginning of the fall semester. Students are notified at the bottom of the rubric if additional follow-up or remediation is required. A copy of the completed rubric is placed in each student's file.

Students who are in disagreement with the summative results of an annual or immediate review may present a written response, detailing their reasons for disagreement. This document must be directed to the Director of Training within one week of the beginning of the Fall semester immediately following the annual review or within one week of receiving feedback from an immediate review. A meeting with the Director of Training and/or the school psychology core faculty may be scheduled if necessary. The student's written response, as well as any amendments resulting from the appeal process, will be retained in the student's file. Students may subsequently appeal the results of the review to the ACES Department Chair as needed.

Program Level Remediation

When performance deficiencies are identified as part of a student review or a practicum or internship placement, the school psychology faculty may notify the student of the need for a Performance Improvement Plan (PIP). A PIP may be used when deficiencies exist that do not pose a significant risk to consumer or other populations. Examples of such areas of deficiency may include but are not limited to:

- Not meeting program academic requirements or not achieving mastery in course objectives
 - Not demonstrating the professional skills or dispositions necessary to successfully complete field experiences
 - Exhibiting dispositions that interfere with the student's professional development
 - Known and verified violations of the Code of Student Conduct or professional ethical standards
-

The Performance Improvement Plan will be developed by school psychology core faculty and will serve to clarify:

- The targeted deficits
- The process by which the student can remediate the deficits
- Behavioral indicators that will be used to define “adequate” response to the plan
- Specific dates for re-evaluation or the expected timeframe for plan completion
- Consequences of insufficient improvement
- Consequences for students who decline to participate in the performance improvement process, which may include withdrawal or dismissal from the program.

If, by the specified date of re-evaluation or the timeframe for plan completion, the student has demonstrated insufficient response to the Performance Improvement Plan according to the specified behavioral indicators, school psychology core faculty will consider additional action. Additional action will also be considered if new concerns arise prior to the completion/re-evaluation date. Examples of additional action may include, but are not limited to further remediation attempts, withdrawal of the student from field experiences, voluntary student withdrawal from the program, or program dismissal. The core school psychology faculty will determine the final outcome on a case-by-case basis in accordance with the CGPS policies.

Program Dismissal

The school psychology program believes that training in professional psychology is a developmental process that is sequential and graded in complexity. As such, the dismissal of a student from the school psychology program is considered a “final outcome” action when the school psychology core faculty determine that the student (a) does not display an adequate level of competency in academic ability, clinical skills, or other critical areas of professional conduct; (b) has been unsuccessful in remediation plans developed by the program; and (c) demonstrates an inability or unwillingness to improve areas of deficiency to adequate levels. In addition, students may be dismissed without an opportunity for remediation if school psychology core faculty determine that their academic performance, clinical skills or professional conduct poses a significant risk to consumer or other populations.

Any dismissal action will be completed in accordance with the CGPS policy for student retention and removal from programs. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

- Failure to meet minimum academic standards required by the program
 - Unsatisfactory performance in or removal/dismissal from field-based practicum or internship experiences
 - Failure to successfully pass a background check required for placement in field or internship experiences
 - Refusal to obtain and maintain student malpractice insurance
 - Known and verified legal violations that impact client welfare or organizational credibility (e.g., violations of the Health Insurance Portability and Accountability Act or Family Educational Rights and Privacy Act)
 - Suspension or removal from ISU by the Office of Student Conduct and Integrity
 - Failure to comply with established university or program timetables and requirements
-

The CGPS policy for student retention and removal is as follows:

A student whose grade point average drops below a 3.5 (as required by the school psychology program) will be placed on probation, suspended from graduate study, or dismissed from CGPS. The dean of the CGPS, in accordance with the regulations of the student's academic department and the CGPS, will make decisions in such matters. In addition to academic standing, students may be removed from an academic program at the request of the program coordinator or department chairperson for failing to meet professional or licensure standards, or not meeting program specific expectations outlined in the catalog or a program's student handbook. A student who is suspended from graduate study or dismissed from CGPS may request a review of the case by the Graduate Student Appeals Committee of the Graduate Council.

STUDENT-FACULTY INTERACTIONS: GRIEVANCE POLICY AND PROCEDURE

The School Psychology program recognizes the rights of students and faculty to be treated with courtesy and respect. To maximize the quality and effectiveness of students' learning experiences, the program is committed to maintaining an environment in which interactions among students, faculty, and staff are collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (refer to the *APA Ethical Principles of Psychologists and Code of Conduct*, General Principles A-E and Standard 7, and the *NASP Principles for Professional Ethics*, Principles I.3, II.4, III.3, III.4, and IV.3).

When individuals interact, especially in training or educational situations where evaluations must occur, and where there are clear differences in perceived or actual information and power, students and faculty members may experience interactions that could be described by either party as difficult or interpersonally challenging. In these situations, it is particularly important that faculty members and students treat each other with courtesy and respect. When students perceive that this is not the case, the recommended course of action, in accordance with the professional ethical guidelines is to use the following process:

1. Attempt an informal resolution by bringing the concern to the attention of the faculty member or student involved.
 2. When students are not comfortable approaching the faculty member or student directly, they may find a consultation with their advisor, the Director of Training, or the Department Chair helpful in clarifying their experience and developing a strategy for expressing or resolving their concerns. Faculty may also be available to facilitate discussion, when appropriate. Support for informal conflict resolution is also available from the ISU ombudsperson (<https://www.indstate.edu/student-complaint/ask-for-assistance>).
 3. When an informal resolution is not possible or students are unwilling to utilize informal means to resolve a concern, they may choose to pursue a resolution through more formal channels:
 - For formal complaints against other students, the Office of Student Conduct and Integrity is available to facilitate formal mediation (<https://www.indstate.edu/student-conduct/services>). A written complaint may also be submitted to the Dean of Students for review and follow-up (<https://www.indstate.edu/student-conduct/student-complaint-procedures>).
 - For formal complaints against faculty or staff, an online complaint form may be submitted for review and follow up (https://cm.maxient.com/reportingform.php?IndianaStateUniv&layout_id=8).
-

- For complaints involving harassment or discrimination, a formal complaint may be filed with the Equal Opportunity and Title IX office (<http://www.indstate.edu/equalopportunity-titleix/complaint-process>).

SCHOOL PSYCHOLOGY LICENSURE AND NATIONAL CERTIFICATION

In-State Licensure

Once students have completed the requirements for the Ed.S. degree, students should contact the Ed.S. program coordinator for documentation of program completion and verification of training in suicide prevention. Students may also contact the Education Student Services (ESS) department at ISU. ESS assists graduates with obtaining their school psychology licensure from the Indiana Department of Education. It is the student's responsibility to coordinate with ESS regarding their school psychologist license. The Indiana Administrative Code (IAC) regarding Indiana licensure as a school psychologist is provided below. It was taken from www.in.gov.

Indiana State Code

515 IAC 8-1-1.1

An initial practitioner license is:

- (1) valid for two years from the date the application is received by the department
- (2) equivalent to an initial standard license.

An applicant is eligible for an initial practitioner license if the applicant has completed the school setting requirements set forth in Section 1.7 of this rule.

515 IAC 8-1-46

The content area "school services: school psychologist" shall appear on the license if the applicant successfully completed a master's degree from an approved school psychologist program, or, if already degreed, has completed additional course work from an approved school psychologist program.

The holder of a license with the content area school services: school psychologist is eligible to serve as a school psychologist in prekindergarten through grade 12, and the setting "P-12" shall appear on the physical license.

The holder of a school services: school psychologist license may obtain the accomplished practitioner license when the applicant has:

- (1) completed five years of experience as a school psychologist in any entity listed in 515 IAC 1-5-1(a) subsequent to the issuance of the proficient practitioner license
- (2) completed an educational specialist or higher degree in a psychology-related field at an approved program to offer the appropriate course work
- (3) been recommended for the accomplished practitioner license by the licensing advisor at the approved program or completed all requirements for the National Certified School Psychologist license and holds a currently valid license as a Nationally Certified School Psychologist, as issued by the National Association of School Psychologists (NASP), located at 4340 East West Highway, Suite 402, Bethesda, Maryland 20814, www.nasponline.org. (Advisory Board of the Division of Professional Standards; 515 IAC 8-1-46; filed Aug 11, 2003, 3:15 p.m.: 27 IR 179; readopted filed Nov 23, 2009, 3:55 p.m.: 20091223-IR-515090804RFA; filed Mar 31, 2010, 3:43 p.m.: 20100414-IR-515090481FRA)

Out-of-State Licensure

Once students have completed the requirements for the Ed.S. degree, students should contact the Ed.S. program coordinator for assistance with state licensure. It is the responsibility of the student to locate and provide necessary forms, request appropriate documentation, and provide accurate instructions for submitting forms and other documentation for the purposes of licensure. The Ed.S. program coordinator is available for consultation as needed. ESS does not support out-of-state licensure for school psychology graduates.

National Certification

Upon completion of the Ed.S. program, graduates are eligible to apply for national certification as a school psychologist (NCSP). Information about the NCSP credential and the application process can be found at <http://www.nasponline.org/certification/becomeNCSP.aspx>.

STUDENT RESEARCH POLICIES

Student Research Requirements

Students are encouraged to participate in research activities, in addition to research requirements associated with classes, practica, graduate assistantships, and the specialist project. Students are encouraged to participate in research activities as part of a research team or on independent research projects under the supervision of a university faculty member. Students are encouraged to submit their research for presentation at local (e.g., Graduate Research Showcase), state (e.g., IASP), national (NASP, APA), or other conferences, and for publication. All students engaged in research at the university must abide by all university policies related to research. Students are also required to conform to standards provided by APA and NASP.

Human Subjects and the Institutional Review Board (IRB)

University policies and procedures are available at:

<https://www2.indstate.edu/research/compliance.php>

All students must complete the online research training (<https://www.citiprogram.org/>) prior to participating in any research project. In this case, students are required to submit documentation of initial completion and annual renewal (as needed) to the school psychology program student services assistant to be retained in the student's file, as well as providing documentation to the faculty research sponsor.

PROFESSIONAL AND STUDENT ORGANIZATIONS

Expectations Regarding Professional Associations

It is expected that students will become student affiliates or members of relevant professional organizations. For students in the Ed.S. program, student membership in the National Association of School Psychologists (NASP) and Indiana Association of School Psychologists, as well as the ISU chapter of Student Affiliates in School Psychology (SASP), is strongly encouraged.

Students are expected to attend and participate in local and state conferences at least one time during the course of graduate study. Students are also strongly encouraged to attend national

professional conferences or conventions and to consider submitting presentation proposals at the local, state, regional, and national levels. CGPS, BCOE, and the Dept. of ACES have funds available to assist with travel costs.

Student Affiliates in School Psychology (SASP)

SASP is a national group of graduate students in school psychology (www.saspweb.org) whose mission is to inform graduate students about issues pertaining to school psychology. They also provide opportunities for participation in activities relevant to the field of school psychology.

Membership benefits include receiving the SASP newsletter and an invitation to participate in annual meetings of SASP during the APA convention. Additional benefits include opportunities to visit with leaders in the field of school psychology during special conversation hours at the annual APA convention; scholarship awards, and other awards; and to serve in leadership roles on SASP committees.

Student Affiliates in School Psychology – Indiana State University Chapter

The ISU chapter of SASP (<https://orgsync.com/40541/chapter>) is officially recognized as a Pre-Professional Organization by the Student Government Association of ISU and by the APA Division of School Psychology (Division 16). Membership dues are \$10 per year. Local members are strongly encouraged to join the national chapter of SASP. Officers are elected annually.

SASP membership and involvement at ISU provides the following opportunities:

- Supplemental professional development on topics relevant to school psychology
- Discussion of issues relevant to the program and the field
- Support from colleagues via formal mentoring
- Social events to provide informal interaction among students and between students and faculty members
- Ongoing community service
- Fundraising to support departmental events and student travel to professional conferences

National Association of School Psychologists (NASP)

The National Association of School Psychologists (<http://www.nasponline.org/>) was established in 1969 as an organization dedicated to the support of practitioners in school psychology. The organization's mission is to represent and support school psychology through leadership to enhance the mental health and educational competence of all children.

Benefits of membership in NASP include subscription to the *Communique* Newsletter and the quarterly journal *School Psychology Review*, discounted costs for NASP-published texts, access to NASP online resources, and reduced registration fees for NASP conventions and conferences. Students are encouraged to join NASP as student affiliates. Membership dues are \$30.00 per year.

Indiana Association of School Psychologists (IASP)

The Indiana Association of School Psychologists (www.iasponline.org) is an organization of school psychologists in the state of Indiana dedicated to service for children, youth, families, and schools; to service to school psychologists practicing in the state of Indiana; and to the profession of school psychology.

Members of IASP receive a broad range of benefits, including the quarterly IASP Newsletter, reduced registration fees for IASP conferences and workshops; NASP-approved Continuing Education Units (CEUs) for conference and workshop participation; and up-to-date information on professional development events and local employment options in Indiana.

The program holds an institutional membership in IASP. This entitles all students enrolled in School Psychology programs at ISU to student membership in IASP. Student members will receive communications from IASP, including the newsletter and conference announcements, through the Program Office.

American Psychological Association (APA)

The American Psychological Association (<http://www.apa.org/apags/>) is a scientific and professional organization that represents psychology in the United States. The mission is to advance psychology as a science and profession by means of promoting health, education, and human welfare.

The American Psychological Association of Graduate Students (APAGS) is one of the largest constituent groups of APA. APAGS serves as the student voice in APA on issues such as financing, market sensitivity of education and training, and increasing diversity within programs. Membership in APAGS provides opportunities for students to enhance their development as professional psychologists and to help to shape the future of the discipline.

Membership for student affiliates costs \$56 and includes membership in the American Psychological Association of Graduate Students (APAGS), and subscription to the *APA Monitor*, *The American Psychologist*, and *gradPSYCH*. Members also have access to APA discounts, online resources, e-mail lists, and career services.

American Psychological Association, Division 16

The Division of School Psychology of the American Psychological Association (www.apa.org/about/division/div16.html) is composed of scientific-practitioner psychologists whose major professional interests are with children, families, and the schooling process. The Division represents the interests of psychologists engaged in the delivery of comprehensive psychological services to children, adolescents, and families in schools and other applied settings. The Division is dedicated to facilitating the professional practice of school psychology and actively advocates in domains, such as education and health care reform, which have significant implications for the practice of psychology with children.

Annual student affiliate membership in Division 16 is \$20 and includes membership in the national chapter of SASP. Membership benefits include the quarterly journal *School Psychology Quarterly* and the quarterly e-newsletter *The School Psychologist*.

Other Professional Organizations

Students are also encouraged to become members and to participate in activities of other professional organizations relevant to School Psychology such as The Council for Exceptional Children (CEC), The American Educational Research Association (AERA), and the Association for Applied Behavior Analysis (AABA).

FACULTY AND STAFF

Program Faculty and Staff

Carrie Ball, Ph.D., Professor, Director of Training, M.Ed. Ed.S. & Ph.D. Programs
Eric Hampton, Ph.D., Professor, Educational Psychology
Alyce Hopple, Ph.D. Assistant Professor, School Psychology
Chavez Phelps, Ph.D., Assistant Professor, School Psychology

Educational Psychology and Counseling Faculty

Christy Coleman-Brown, Ph.D., Instructor, Educational Psychology
Annie Liner, Ph.D., Assistant Professor, Educational Psychology
Christine MacDonald, Ph.D., Professor, Educational Psychology (Department Chairperson)
JaDora Sailes, Ph.D., Associate Professor, Educational Psychology
Tonya Balch, Ph.D., Associate Professor, Counseling
Bridget Roberts-Pittman, Ph.D., Professor, Counseling
Anna Viviani, Ph.D., Assistant Professor, Counseling
Nathaniel Wagner, Ph.D., Assistant Professor, Counseling
Amanda White, Ph.D., Assistant Professor, Counseling

Department Staff

Dori Ball Roberts, Administrative Assistant, Grosjean Clinic at University Hall
Paula Cramer, Student Services Assistant
Rebecca Poindexter, Student Services Assistant / Grosjean Clinic Reception

APPENDIX A

Program and Schedule of Study for M.Ed. and Ed.S. Programs



**Educational Specialist (Ed.S.) in School Psychology
Schedule of Classes**

Fall	Spring	Summer
YEAR 1		
SPSY 600 Foundational and Historical Issues of School Psychology (3) SPSY 666 Cognitive Theory and Assessment (3) SPSY 666L Cognitive Assessment Lab (1) SPSY 678 Practicum in Psychoeducational Interventions (1) EPSY 620 Foundations of Research (3) <i>11 credits</i>	SPSY 682 Social, Emotional, & Behavioral Theory & Assessment (3) SPSY 670 Academic Assessment and Intervention (3) SPSY 685 Seminar in School Psychology (3) SPSY 678 Practicum in Psychoeducational Interventions (1) <i>10 credits</i>	EPSY 621 Development through the Lifespan (3) EPSY 624 Survey of Psychological Theories (3) SPSY 683 Social, Emotional, & Behavioral Intervention (3) <i>9 credits</i>
YEAR 2		
SPSY 680 School Psychology Consultation (3) SPSY 686 Practicum in School Psychology (2) EPSY 626 Child and Adolescent Psychopathology (3) EDLR 650 Foundations of Educational Leadership (3) <i>11 credits</i>	SPSY 686 Practicum in School Psychology (2) EPSY 612 Statistical Methods (3) EPSY 628 Biological Bases of Behavior (3) COUN 533 Techniques of Counseling (3) <i>11 credits</i>	SPSY 785 Advanced Seminar in School Psychology (3) COUN 666 Multicultural Counseling (3) EPSY 627 Learning Theories and Social Emotional Bases of Behavior (3) <i>9 credits</i>
YEAR 3		
SPSY 791 Advanced Internship in School Psychology (3) <i>3 credits</i>	SPSY 791 Advanced Internship in School Psychology (3) <i>3 credits</i>	

Program of Study Master of Education (M.Ed.)

Name _____

ID# _____

Course No.	Course Name	Credits	Grade	Semester Taken	Remarks
YEAR 1					
SPSY 600	Foundational & Historical Issues in School Psychology	3 hours			
SPSY 666	Cognitive Theory & Assessment	3 hours			
SPSY 666L	Cognitive Assessment Lab	1 hour			
EPSY 620	Foundations of Research	3 hours			
SPSY 678	Practicum in Psychoeducational Interventions	2 hours			
SPSY 670	Academic Assessment & Intervention	3 hours			
SPSY 682	Social, Emotional, & Behavioral Assessment	3 hours			
SPSY 685	Seminar in School Psychology	3 hours			
SPSY 683	Social, Emotional, & Behavioral Intervention	3 hours			
EPSY 621	Development through the Lifespan	3 hours			
YEAR 2					
EDLR 650	Foundations of Educational Leadership	3 hours			
COUN 533	Techniques of Counseling	3 hours			
Other Requirements					
Culminating Experience (Master's Case)		Date Presented: _____		Date Successfully Defended: _____	

Approvals:

Student

Date

Advisor

Date

Associate Dean, BCOE

Date



Program of Study Educational Specialist Degree (EdS)

Name

ID#

***M.Ed. Courses**

Course No.	Course Name	Credits	Grade	Semester Taken	Remarks
YEAR 1					
*SPSY 600	Foundational & Historical Issues in School Psychology	3 hours			
*SPSY 666	Cognitive Theory & Assessment	3 hours			
*SPSY 666L	Cognitive Assessment Lab	1 hour			
*EPSY 620	Foundations of Research	3 hours			
*SPSY 678	Practicum in Psychoeducational Interventions	2 hours			
*SPSY 682	Social, Emotional, & Behavioral Assessment	3 hours			
*SPSY 685	Seminar in School Psychology – Ethics	3 hours			
*SPSY 670	Academic Assessment & Intervention	3 hours			
*SPSY 683	Social, Emotional, & Behavioral Intervention	3 hours			
*EPSY 621	Development through the Lifespan	3 hours			
EPSY 624	Survey of Psychological Theories	3 hours			
YEAR 2					
SPSY 680	School Psychology Consultation	3 hours			
EPSY 626	Child and Adolescent Psychopathology	3 hours			
*EDLR 650	Foundations of Educational Leadership	3 hours			
SPSY 686	Practicum in School Psychology	4 hours			
*COUN 533	Techniques of Counseling	3 hours			
EPSY 628	Biological Bases of Behavior	3 hours			
EPSY 612	Statistical Methods	3 hours			

COUN 666	Multicultural Counseling	3 hours			
EPSY 627	Learning Theories and Social Emotional Bases of Behavior	3 hours			
SPSY 785	Advanced Seminar in School Psychology	3 hours			
YEAR 3					
SPSY 791	Advanced Internship in School Psychology	6 hours			
Other Requirements					
Culminating Experience (Specialist Project)		Date Presented: _____		Date Successfully Defended: _____	

Approvals:

Student

Date

Advisor

Date

Associate Dean, BCOE

Date



APPENDIX B

Master's Case Presentation Rubric



Master’s Case Evaluation Rubric

Criteria	Notes/Comments	3 – Exceeds Expectations	2 – Meets Expectations	1 – Does Not Meet Expectations
Description of theoretical orientation		<ul style="list-style-type: none"> Describes the theoretical orientation used to conceptualize the case Connects stated theory to the problem analysis Connects stated theory to the selected intervention 	Meets 2/3 criteria.	Meets 1 or fewer criteria.
Referral question and background information		<ul style="list-style-type: none"> Clearly states reason for referral Identifies individual strengths Provides sufficient background information. Refrains from including excessive irrelevant information 	Clearly states reason for referral; background information is either insufficient or excessive.	Does not clearly state the reason for referral.
Individual and Diversity Considerations		<ul style="list-style-type: none"> Describes salient factors unique to the individual student (e.g., biological, cultural, contextual, familial, cognitive, social/emotional factors) Discusses how individual factors influenced the selection and implementation of assessment procedures, intervention, and consultation strategies. 	Describes salient factors unique to the individual student, with insufficient discussion of how factors were considered with respect to assessment or intervention/consultation.	Does not describe salient factors unique to the individual student, or describes considerations that reflect insensitivity, bias, or inadequate knowledge about the factors identified.
Assessment Conducted Prior to Intervention		<ul style="list-style-type: none"> Sufficient data are collected via record review, observation, interview, and/or testing to develop and prioritize intervention targets A rationale is provided to justify the appropriateness of the selected assessment methods for the particular student, context, and referral concern 	Sufficient data are collected to develop and prioritize intervention targets, but the rationale for the selected methods is not clearly described.	Insufficient data are collected to develop and prioritize intervention targets.
Problem analysis and prioritization		<ul style="list-style-type: none"> Clearly prioritizes the academic and behavior factors to be addressed through intervention Accurately interprets and integrates information that was available prior to intervention Shows evidence of considering multiple factors(e.g., background, instructional and contextual factors, individual student factors) 	Clearly prioritizes the factors to be addressed; analysis of available information is accurate but may be incomplete (e.g., does not adequately consider all assessment data, does not show evidence of considering multiple factors).	Intervention priorities are not clearly described, or the analysis of available data contains significant errors or flaws that result in inappropriate or questionable intervention priorities.
Intervention Rationale		<p>For all interventions attempted, the following are provided:</p> <ul style="list-style-type: none"> Empirical evidence (at least two peer-reviewed articles and one additional reputable source) supporting the effectiveness of the intervention A rationale for why the intervention is appropriate for the student based on the evidence and available data Intervention description and procedures Frequency & duration of sessions 	The intervention is inadequately described, or empirical sources or rationale for the intervention are incomplete or not clearly connected to the identified area of concern.	The intervention is inadequately described, <i>and</i> empirical support or rationale is lacking.

Criteria	Notes/Comments	3 – Exceeds Expectations	2 – Meets Expectations	1 – Does Not Meet Expectations
Baseline Data		Describes and visually presents the baseline data, with a clear and accurate explanation of how the data relate to the referral concern and how they will be useful for intervention planning and monitoring.	Baseline data are described and visually presented, but the relation to the problem and/or intervention is unclear.	Baseline data are not presented.
Goal-setting Rationale		The goal and corresponding rationale meets the following criteria: <ul style="list-style-type: none"> • Specific • Measurable • Appropriate given the concern and available baseline data • Reasonable based on current performance and expected progress • Time-limited 	The goal lacks one of the required criteria, or the rationale for its development (e.g., why it was deemed appropriate and/or reasonable) is not clear.	The goal lacks 2 or more of the required criteria.
Decision-Making Plan		A clear rationale for decision-making is articulated, including: <ul style="list-style-type: none"> • A reasonable criterion or method that will be used for <i>formative evaluation</i> (i.e., whether the intervention requires modification) • A reasonable criterion or method that will be used for <i>summative evaluation</i> (i.e., whether the intervention goal has ultimately been met) 	Plan adequately meets 1/2 criteria	Plan does not meet either criterion.
Graphing and Formative Evaluation		<ul style="list-style-type: none"> • The method, frequency, and duration of progress monitoring are clearly described. • Baseline and progress-monitoring data are visually represented using appropriate charting/graphing conventions (e.g., phase changes, goal criterion, progress line, trend line when appropriate) • The stated criteria/method for formative evaluation is accurately applied 	Meets 2/3 criteria	Meets 1 or fewer criteria.
Summative Evaluation and Student Impact		The overall effectiveness of intervention is accurately discussed and includes: <ul style="list-style-type: none"> • Application of the stated criteria/method for summative evaluation (i.e., a clear conclusion of whether the goal should be considered “met”) • Analysis of changes in the level, trend, and variability of data from baseline to intervention • A measure of effect size to quantify the measure of change 	Meets 2/3 criteria	Meets 1 or fewer criteria.

Criteria	Notes/Comments	3 – Exceeds Expectations	2 – Meets Expectations	1 – Does Not Meet Expectations
Recommendations and Next Steps		Provides three or more recommendations based on progress monitoring data collection and analysis.	Provides three or more recommendations, but fewer than three are explicitly connected to the available data.	Does not provide at least three recommendations, OR none of the recommendations are explicitly connected to the available data.
Collaboration and Consultation		Provides detailed description of collaboration and consultation efforts with families and school personnel, including specific strategies or techniques employed. The corresponding impact of these interactions is addressed.	Provides a general description of collaboration and consultation efforts and impacts.	Collaboration or consultation efforts and impacts are not discussed.
Legal and/or Ethical Issues		Sufficiently describes legal and/or ethical issues relevant to the case, describes their possible or actual impact on the case, and explains how issues were appropriately resolved/addressed using an ethical dilemma model	Sufficiently describes legal and/or ethical issues relevant to the case. Impacts or resolutions are insufficiently described.	Does not describe legal and/or ethical issues inherent in the case, misses salient issues that should have been identified, or indicates that resolutions did not adhere to legal or ethical guidelines.
Systems Analysis		Describes systemic facilitators and barriers that contributed to the overall success of assessment, intervention, and consultation. Includes thoughtful discussion of the actual impact of classroom, school, and family factors.	Identifies facilitators and barriers but not describe their actual impact on the case.	Does not identify school or family system factors that clearly impacted the case.
Self-Reflection		The presentation includes thoughtful and accurate self-reflection of limitations and lessons learned throughout the case, including what was done to correct any problems or what would be done differently next time.	The presentation includes thoughtful and accurate self-reflection of limitations and lessons learned, without a clear description of corrective action.	Self-reflection is limited or inaccurate.
Writing mechanics		Written documents (including paper, PowerPoint, and handouts) contain fewer than 5 errors in grammar, spelling, or punctuation.	Written documents contain 5-9 errors in grammar, spelling, or punctuation.	Written documents contain 10 or more errors in grammar, spelling, or punctuation.
Use of APA format (APA Checklist can be used as a resource.)		Written documents (including paper, PowerPoint, and handouts) comply with all APA format requirements, such as proper use of numeration, citations, headings, spacing, etc., with fewer than 5 errors.	Written documents comply with APA format requirements, such as proper use of numeration, citations, headings, etc., with 5-9 errors.	Written documents comply with APA format requirements, such as proper use of numeration, citations, headings, etc., with 10 or more errors.
Quality of delivery of presentation		<ul style="list-style-type: none"> The presentation of material is clear and uses appropriate terminology to explain concepts Presenter appears well-prepared and manages time effectively Presenter stays on topic, speaks at an appropriate rate and volume, and holds the attention of the audience 	Oral presentation meets three of the four criteria.	Oral presentation meets fewer than three of the four criteria.

APPENDIX C

Educational Specialist Project Rubric



Specialist Project Rubric

Criteria	Notes/Comments	3 – Exceeds Expectations	2 – Meets Expectations	1 – Does Not Meet Expectations
Description of theoretical orientation		<ul style="list-style-type: none"> • Describes the theoretical orientation used to conceptualize the case • Connects stated theory to the problem analysis • Connects stated theory to the selected intervention 	Meets 2/3 criteria.	Meets 1 or fewer criteria.
Referral question and background information		<ul style="list-style-type: none"> • Clearly states reason for referral • Identifies individual strengths • Provides sufficient background information. • Refrains from including excessive irrelevant information 	Clearly states reason for referral; background information is either insufficient or excessive.	Does not clearly state the reason for referral.
Individual and Diversity Considerations		<ul style="list-style-type: none"> • Describes salient factors unique to the individual student (e.g., biological, cultural, contextual, familial, cognitive, social/emotional factors) • Discusses how individual factors influenced the selection and implementation of assessment procedures, intervention, and consultation strategies. 	Describes salient factors unique to the individual student, with insufficient discussion of how factors were considered with respect to assessment or intervention/consultation.	Does not describe salient factors unique to the individual student, or describes considerations that reflect insensitivity, bias, or inadequate knowledge about the factors identified.
Assessment Conducted Prior to Intervention		<ul style="list-style-type: none"> • Sufficient data are collected via record review, observation, interview, and/or testing to develop and prioritize intervention targets • A rationale is provided to justify the appropriateness of the selected assessment methods for the particular student, context, and referral concern 	Sufficient data are collected to develop and prioritize intervention targets, but the rationale for the selected methods is not clearly described.	Insufficient data are collected to develop and prioritize intervention targets.
Problem analysis and prioritization		<ul style="list-style-type: none"> • Clearly prioritizes the academic and behavior factors to be addressed through intervention • Accurately interprets and integrates information that was available prior to intervention • Shows evidence of considering multiple factors(e.g., background, instructional and contextual factors, individual student factors) 	Clearly prioritizes the factors to be addressed; analysis of available information is accurate but may be incomplete (e.g., does not adequately consider all assessment data, does not show evidence of considering multiple factors).	Intervention priorities are not clearly described, or the analysis of available data contains significant errors or flaws that result in inappropriate or questionable intervention priorities.

Criteria	Notes/Comments	3 – Exceeds Expectations	2 – Meets Expectations	1 – Does Not Meet Expectations
Direct Intervention				
Intervention Rationale		For all interventions attempted, the following are provided: <ul style="list-style-type: none"> • Empirical evidence (at least two peer-reviewed articles and one additional reputable source) supporting the effectiveness of the intervention • A rationale for why the intervention is appropriate for the student based on the evidence and available data • Intervention description and procedures • Frequency & duration of sessions 	The intervention is inadequately described, or empirical sources or rationale for the intervention are incomplete or not clearly connected to the identified area of concern.	The intervention is inadequately described, <i>and</i> empirical support or rationale is lacking.
Baseline Data		Describes and visually presents the baseline data, with a clear and accurate explanation of how the data relate to the referral concern and how they will be useful for intervention planning and monitoring.	Baseline data are described and visually presented, but the relation to the problem and/or intervention is unclear.	Baseline data are not presented.
Goal-setting Rationale		The goal and corresponding rationale meets the following criteria: <ul style="list-style-type: none"> • Specific • Measurable • Appropriate given the concern and available baseline data • Reasonable based on current performance and expected progress • Time-limited 	The goal lacks one of the required criteria, or the rationale for its development (e.g., why it was deemed appropriate and/or reasonable) is not clear.	The goal lacks 2 or more of the required criteria.
Decision-Making Plan		A clear rationale for decision-making is articulated, including: <ul style="list-style-type: none"> • A reasonable criterion or method that will be used for <i>formative evaluation</i> (i.e., whether the intervention requires modification) • A reasonable criterion or method that will be used for <i>summative evaluation</i> (i.e., whether the intervention goal has ultimately been met) 	Plan adequately meets 1/2 criteria	Plan does not meet either criterion.

Criteria	Notes/Comments	3 – Exceeds Expectations	2 – Meets Expectations	1 – Does Not Meet Expectations
Graphing and Formative Evaluation		<ul style="list-style-type: none"> The method, frequency, and duration of progress monitoring are clearly described. Baseline and progress-monitoring data are visually represented using appropriate charting/graphing conventions (e.g., phase changes, goal criterion, progress line, trend line when appropriate) The stated criteria/method for formative evaluation is accurately applied 	Meets 2/3 criteria	Meets 1 or fewer criteria.
Summative Evaluation and Student Impact		<p>The overall effectiveness of intervention is accurately discussed and includes:</p> <ul style="list-style-type: none"> Application of the stated criteria/method for summative evaluation (i.e., a clear conclusion of whether the goal should be considered “met”) Analysis of changes in the level, trend, and variability of data from baseline to intervention A measure of effect size to quantify the measure of change 	Meets 2/3 criteria	Meets 1 or fewer criteria.
Indirect Intervention				
Intervention Rationale		<p>For all interventions attempted, the following are provided:</p> <ul style="list-style-type: none"> Empirical evidence (at least two peer-reviewed articles and one additional reputable source) supporting the effectiveness of the intervention A rationale for why the intervention is appropriate for the student based on the evidence and available data Intervention description and procedures Frequency & duration of sessions 	The intervention is inadequately described, <i>or</i> empirical sources or rationale for the intervention are incomplete or not clearly connected to the identified area of concern.	The intervention is inadequately described, <i>and</i> empirical support or rationale is lacking.
Collaboration and Consultation		Provides detailed description of collaboration and consultation efforts with families and school personnel, including specific strategies or techniques employed. The corresponding impact of these interactions is addressed.	Provides a general description of collaboration and consultation efforts and impacts.	Collaboration or consultation efforts and impacts are not discussed.

Criteria	Notes/Comments	3 – Exceeds Expectations	2 – Meets Expectations	1 – Does Not Meet Expectations
Goal-setting Rationale		<p>The goal and corresponding rationale meets the following criteria:</p> <ul style="list-style-type: none"> • Specific • Measurable • Appropriate given the concern and available baseline data • Reasonable based on current performance and expected progress • Time-limited 	<p>The goal lacks one of the required criteria, or the rationale for its development (e.g., why it was deemed appropriate and/or reasonable) is not clear.</p>	<p>The goal lacks 2 or more of the required criteria.</p>
Decision-Making Plan		<p>A clear rationale for decision-making is articulated, including:</p> <ul style="list-style-type: none"> • A reasonable criterion or method that will be used for <i>formative evaluation</i> (i.e., whether the intervention requires modification) • A reasonable criterion or method that will be used for <i>summative evaluation</i> (i.e., whether the intervention goal has ultimately been met) 	<p>Plan adequately meets 1/2 criteria</p>	<p>Plan does not meet either criterion.</p>
Graphing and Formative Evaluation		<ul style="list-style-type: none"> • The method, frequency, and duration of progress monitoring are clearly described. • Baseline and progress-monitoring data are visually represented using appropriate charting/graphing conventions (e.g., phase changes, goal criterion, progress line, trend line when appropriate) • The stated criteria/method for formative evaluation is accurately applied 	<p>Meets 2/3 criteria</p>	<p>Meets 1 or fewer criteria.</p>
Summative Evaluation and Student Impact		<p>The overall effectiveness of intervention is accurately discussed and includes:</p> <ul style="list-style-type: none"> • Application of the stated criteria/method for summative evaluation (i.e., a clear conclusion of whether the goal should be considered “met”) • Analysis of changes in the level, trend, and variability of data from baseline to intervention • A measure of effect size to quantify the measure of change 	<p>Meets 2/3 criteria</p>	<p>Meets 1 or fewer criteria.</p>

Criteria	Notes/Comments	3 – Exceeds Expectations	2 – Meets Expectations	1 – Does Not Meet Expectations
Overall Project				
Recommendations and Next Steps		Provides three or more recommendations based on progress monitoring data collection and analysis.	Provides three or more recommendations, but fewer than three are explicitly connected to the available data.	Does not provide at least three recommendations, OR none of the recommendations are explicitly connected to the available data.
Legal and/or Ethical Issues		Sufficiently describes legal and/or ethical issues relevant to the case, describes their possible or actual impact on the case, and explains how issues were appropriately resolved/addressed using an ethical dilemma model	Sufficiently describes legal and/or ethical issues relevant to the case. Impacts or resolutions are insufficiently described.	Does not describe legal and/or ethical issues inherent in the case, misses salient issues that should have been identified, or indicates that resolutions did not adhere to legal or ethical guidelines.
Systems Analysis		Describes systemic facilitators and barriers that contributed to the overall success of assessment, intervention, and consultation. Includes thoughtful discussion of the actual impact of classroom, school, and family factors.	Identifies facilitators and barriers but not describe their actual impact on the case.	Does not identify school or family system factors that clearly impacted the case.
Self-Reflection		The presentation includes thoughtful and accurate self-reflection of limitations and lessons learned throughout the case, including what was done to correct any problems or what would be done differently next time.	The presentation includes thoughtful and accurate self-reflection of limitations and lessons learned, without a clear description of corrective action.	Self-reflection is limited or inaccurate.
Writing mechanics		Written documents (including paper, PowerPoint, and handouts) contain fewer than 5 errors in grammar, spelling, or punctuation.	Written documents contain 5-9 errors in grammar, spelling, or punctuation.	Written documents contain 10 or more errors in grammar, spelling, or punctuation.
Use of APA format (APA Checklist can be used as a resource.)		Written documents (including paper, PowerPoint, and handouts) comply with all APA format requirements, such as proper use of numeration, citations, headings, spacing, etc., with fewer than 5 errors.	Written documents comply with APA format requirements, such as proper use of numeration, citations, headings, etc., with 5-9 errors.	Written documents comply with APA format requirements, such as proper use of numeration, citations, headings, etc., with 10 or more errors.

Total lines scored as “meets expectations” or “exceeds expectations”: _____ / 24 points (____%)

General Comments:

APPENDIX D

Annual Student Evaluation Rubric



Annual Review of Performance – School Psychology Programs

Student:

Date:

Performance in each of the areas below is evaluated based upon your performance over the past academic year. Ratings are determined by observations of your performance by the school psychology program faculty, a review of your course grades and practica evaluations, and feedback provided by other course instructors, graduate assistantship supervisors (as appropriate), and research committee members (as appropriate). If your performance falls within the “Unsatisfactory” or “Developing” ranges in one or more areas, your advisor may contact you to discuss options for ensuring your continued support and success.

Competencies related to content knowledge and skills. Each domain is evaluated using the following criteria:

Unsatisfactory (1) - Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect inadequate skill development given the student’s level of graduate study. Despite opportunity and feedback, student has demonstrated inconsistent or limited growth in remediating deficits.

Developing (2) - Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect inadequate skill development given the student’s level of graduate study. Student has been responsive to feedback and has demonstrated continuous growth.

Meets Expectations (3) - Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect performance consistent with expectations for the level of graduate study; student is ready to move on to the next training experience.

Exceeds Expectations (4) - Course grades, available artifacts, and/or faculty and/or supervisor feedback reflect performance consistently above expectations given the student’s level of graduate study.

Skill Area	Rating	Comments
<u>Assessment & Data-based Decision Making</u> – Demonstrate knowledge and skills to use psychological and educational assessment, data collection strategies, and technology resources in a valid, reliable, non-biased manner, and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.		
<u>Prevention & Intervention</u> – Demonstrate knowledge and skills concerning the theories and strategies used to guide the design and implementation of effective interventions for children and adolescents.		
<u>Consultation & Collaboration</u> – Demonstrate the ability to apply theoretical knowledge and skills when consulting with educators, school administrators, family members, and other professionals.		
<u>Research & Evaluation</u> – Demonstrate knowledge and skills pertaining to research methodology and design, the evaluation of treatment effects, and the communication of findings.		

Competencies related to professional dispositions, interactions, and decision-making. Each area is evaluated based on domain-specific criteria.

Unsatisfactory (1) - Available artifacts and feedback from faculty and/or supervisors reflect persistent (e.g., across time and/or across settings) or severe deficits in comparison to expectations for professional practice. Performance has not significantly improved in response to feedback.

Developing (2) - Available artifacts and feedback from faculty and/or supervisors reflect deficits in comparison to expectations for professional practice. Performance has been variable across time and/or setting or deficits are not considered severe. Student has taken responsibility for behavior and has demonstrated efforts to respond to feedback.

Meets Expectations (3) - Available artifacts and feedback from faculty and/or supervisors reflect performance consistent with expectations for professional practice. Any concerns have been minor and the student has readily self-identified deficits or responded to feedback.

Exceeds Expectations (4) - Available artifacts and feedback from faculty and/or supervisors reflect exceptional performance, insight, and/or leadership compared to expectations for professional practice.

Skill Area	Rating	Comments
<p><u>Dependability</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> • Attendance and punctuality • Adequate time management, completing assigned tasks on schedule • Preparedness for professional activities • Timely communication of need to change schedule or deadline 		
<p><u>Courtesy and Respect</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> • Using respectful and professionally acceptable language • Remaining calm in difficult situations • Adjusting behavior and language in a way that exhibits sensitivity to and tolerance of individual differences 		
<p><u>Collegiality</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> • Actively engaging in group supervision, discussion, and projects • Offering productive and constructive feedback to classmates, sharing resources and ideas when appropriate • Considering others’ needs when scheduling meetings or completing collaborative tasks • Seeking mutually agreeable solutions to problems or disagreements 		

<p><u>Reflective Practice</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> • Accurate self-identification of professional strengths and areas for growth • Accepting and/or seeking performance feedback from instructors, supervisors, and colleagues • Engaging in and/or seeking out activities to improve areas identified for growth • Demonstrating awareness of the impact of his/her behavior on others 		
<p><u>Legal and Ethical Practice</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> • Demonstrating knowledge and understanding of legal and ethical guidelines • Engaging in discussions of and/or asking questions about ethical and legal implications of situations • Accurate application of legal and ethical guidelines 		
<p><u>Professional Integrity</u> – Demonstrated by behaviors including:</p> <ul style="list-style-type: none"> • Honesty in presenting own and others’ work (e.g., giving credit to sources, documenting hours and activities) • Accepting responsibility for behaviors and work products • Acknowledging and seeking supervision to address mistakes 		

Summary/Suggested Action:

Faculty Advisor/Program Coordinator

Date

I acknowledge I have received a copy of this evaluation. I understand that I should contact my advisor with questions and that, if I disagree with this evaluation, I may submit a written response to my advisor within one week of receiving a copy of this evaluation.

Student

Date