



SPECIALIST IN EDUCATION (Ed.S.)
SCHOOL PSYCHOLOGY PROGRAM
THE CITADEL
PROGRAM HANDBOOK
2016-17

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Each student is responsible for becoming familiar with this Program Handbook and for conferring with faculty about any questions, ambiguities, or areas of confusion. **Please sign the form on page 28 after you have read the Handbook and return the form to your assigned faculty advisor.**

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Dear School Psychology Student:

On behalf of the School Psychology faculty and the Department of Psychology, welcome to the Specialist in Education (Ed.S.) School Psychology Program at The Citadel. We are pleased that you have chosen to join our program as a means of reaching your personal and professional goals, and we're very much looking forward to working with you over the next few years. As a fully approved program by the National Association of School Psychologists (NASP), the School Psychology Program at The Citadel is nationally recognized and further enjoys an excellent reputation regionally as a graduate program that develops students into effective, competent, and ethically-grounded school psychologists.

You are entering the program among a cohort of conscientious, talented, and skilled graduate students. Much like the other members of your cohort, we offered you admission to the program because we believe you hold the potential to make meaningful contributions to the field of school psychology and to positively influence the lives of children, youth, and others. Over the next few years, we anticipate you will find the program to be highly challenging yet intensely rewarding. Along the way, we hope you will find the program to be undergirded by a high level of support and camaraderie among your fellow cohorts as well as the program and department faculty.

The remainder of this student handbook contains a wealth of information regarding the School Psychology program as well as general College policies and requirements. Please read the handbook carefully and in its entirety; the handbook contains important details regarding the program of study to which you are expected to adhere as you work toward earning the Ed.S. in School Psychology. In this regard, you should keep a copy of the handbook among your records to use as a reference.

Once again, welcome to the School Psychology Program at The Citadel. I, as well as the other program faculty, am available to you should any questions or concerns arise.

Sincerely,

Timothy A. Hanchon, Ph.D., NCSP
Director, School Psychology Program

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INTRODUCTION

The Specialist in Education (Ed.S.) program in School Psychology at The Citadel is a nationally recognized graduate program that was established in 1981 with a primary mission of training competent, effective, and ethical school psychologists who are capable of delivering a range of services intended to convey benefit across all systems levels. In particular, at its point of inception the program was established to address a growing need for well-trained school psychologists in the Low Country region of South Carolina. To meet the needs of prospective students, many with family and work responsibilities, the School Psychology Program was established as an evening program. Although it continues to be an evening program, student demographics have evolved over the years, such that students from varying backgrounds and walks of life, including those who recently completed their undergraduate degrees, enroll in the program annually.

Although the Department of Psychology is home for the School Psychology Program, the Program is, in the truest sense, a cooperative one with the The Citadel's Zucker Family School of Education (ZSOE). The School Psychology Program faculty work closely with the South Carolina Department of Education and also have representatives on ZSOE committees such as the Professional Education Board. These cooperative relationships, coupled with the School Psychology Program's full approval status with the National Association of School Psychologists (NASP), place emphasis on the dual nature of the school psychologist as an individual with the knowledge and skills of the applied psychologist and the technical and practical learning associated with effective practice in the schools.

Since its inception, the School Psychology Program has been sensitive and responsive to significant issues in the field and positions set forth by the National Association of School Psychologists (NASP) and Division 16, American Psychological Association (APA). The Citadel's School Psychology Program endorses the concept that the school psychologist is a professional practitioner who plays an important role in the schools with its missions, resources, organizational complexity, technology, and legal-ethical dimensions. The Program faculty believes that the school psychologist trained at The Citadel should be as effective in working with the institution as with individuals and families served by the institution.

The complexity of the role of the school psychologist, as well as initiatives promoted by the South Carolina Department of Education in Columbia, has led The Citadel to adopt the Specialist in Education (Ed.S.) degree as the appropriate entry level. The Citadel's School Psychology Program is a 75-semester hour program and is fully approved by the South Carolina Department of Education. Graduates of the program are academically eligible for certification at the "School Psychologist II" level in South Carolina. The Program is also fully approved by the National Association of School Psychologists (NASP, 2003). Additionally, the Program is designated as a Specialized Professional Association (SPA) within the ZSOE, which has been fully accredited by the Council for the Accreditation of Educator Preparation (CAEP, 2000).

PROGRAM HISTORY AND PHILOSOPHY

History

Pressures from PL 94-142 and State of South Carolina policies for children and youth with disabilities created the climate and need for the development of a school psychology program at The Citadel, as there was a need for well-trained school psychologists in the Low Country region of South Carolina. The underlying rationale for the Program was to meet the needs in the geographic region (other school psychology programs located in South Carolina are at USC, Columbia; Winthrop University, Rock Hill; and Francis Marion University, Florence). During the 1987-1988 academic year, the School Psychology Program received full approval from the National Association of School Psychologists (NASP). NASP approval afforded The Citadel's School Psychology Program national visibility and added to the professional status of its graduates, gaining them access to credentialing in most states as well as the Nationally Certified School Psychologist endorsement (i.e., NCSP) offered through NASP. The School Psychology Program at The Citadel has continuously maintained its NASP approval since 1987-1988 and continues to address the need for highly skilled school psychologists in the Low Country region of South Carolina.

Philosophy

The School Psychology Program at The Citadel is based on the scientist-practitioner model and embraces the philosophy of the school psychologist as a data-based problem-solver who is capable of delivering effective services across the individual, group, and systems levels (Tilly, 2008). The data-based problem-solving model for school psychologists is viewed by the Department of Psychology at The Citadel as the logical application of the scientist-practitioner model that has served the areas of applied psychology so well since Lightner Witmer proposed and advocated for a training model that integrated both research and practice. The overarching purpose of training is to develop psychologists who are knowledgeable, reflective, and ethical. The knowledgeable psychologist has both breadth and depth of training in the discipline of psychology. The reflective psychologist can develop multiple alternatives to a problem, evaluate each option as to its potential benefit, and then select and implement the best option with continued monitoring of effectiveness (King & Kitchener, 1994). The ethical psychologist adheres to the ethical principles espoused by NASP and APA, and to “best practices” as outlined by both organizations.

Effective school psychologists use systematic, data-based problem-solving processes and procedures when analyzing the nature and scope of problems, as well as developing/implementing interventions to ameliorate such problems in the interest of promoting students' well-being and cultivating positive learning environments. These processes include (1) identifying and defining the problem, (2) collecting and analyzing data related to the identified problem, (3) implementing an intervention(s), and (4) monitoring and evaluating the effectiveness of the intervention, with reformulation of the intervention as necessary. Data-based problem-solving often occurs in the context of multi-tiered systems of support, such as Response to Intervention (RTI) models (Reschly & Bergstrom, 2009). School Psychology students at The Citadel are trained in multi-tiered intervention systems, whereby training emphasizes universal, targeted, and intensive

interventions for academic, social, emotional, and behavioral problems (Gresham, 2009). It is critical that school psychologists select Evidence-Based Interventions (EBI) when developing plans to help struggling students (Kratochwill et al., 2009). EBIs are treatments that have been rigorously tested, reviewed, evaluated, and are ultimately judged to be effective for their intended purpose (Kratochwill et al., 2009; Ward & Bailer, 2008).

Data-based problem-solving occurs within the larger context of Evidence-Based Practice (EBP; Kratochwill, 2007). Though EBP includes the provision of EBIs, EBP is a broader term, which encompasses not only delivery of interventions based on systematic research, but consideration of scientific evidence in all areas of school psychology practice. Thus, school psychology students at The Citadel are exposed to, and are expected to be knowledgeable consumers of, scientific research related to a range of school psychology services (e.g., traditional and non-traditional forms of assessment, counseling, mental health service provision, consultation, prevention, intervention). School Psychology students are further expected to use sound judgment and data-based decision-making in applying their knowledge and/or practicing in school settings.

The Citadel School Psychology Program's conceptualization of the school psychologist recognizes the advantages of explaining and changing human behavior through theory grounded in research and practice that takes into consideration, and gives due weight to, the social and cultural context within which behavior occurs (Sarason, 1982). Within this framework, students are expected to develop an integrated philosophy and theory that will guide their perspectives, explanations, and interventions and maximize the potential benefit of all served.

Students at The Citadel are expected to demonstrate sensitivity to the multi-cultural diversity around them and an awareness of the standards of conduct of the community where they live and/or work. They are encouraged to broaden their own, and others', understanding of the variety and breadth of human nature, learning, and the learning process. Students are expected to be committed to promoting the improvement of school environments for students, teachers, administrators, staff, families, and communities and to work toward the goal of maximizing opportunities for the learning and development of the students they serve. The Citadel's School Psychology Program recognizes the importance of school psychologists as change-agents within the ecological settings they serve, consistent with consultation, prevention, and intervention principles derived from the public health model (Gutkin, 2009).

Three additional considerations undergird The Citadel's conceptualization and philosophy of the role of the school psychologist. The first derives from Conoley and Conoley's (1992) characterization of the school psychologist as caring and compassionate. While care and compassion for others are not substitutes for knowledge and skill, the absence of these characteristics may well render such knowledge and skill useless. Students' sense of caring and compassion are encouraged through experiences that provide greater self-awareness and sensitivity to how others perceive and react, as well as experiences in dealing with persons from different cultural and social backgrounds.

The second consideration relates to the school psychologist as a teacher and educator entrusted with the training of other professionals, parents, administrators, community leaders, etc. Within

The Citadel's School Psychology Program, school psychologists are regarded as change agents within their ecological setting, constantly tasked with providing accurate information and disseminating relevant knowledge and skills that lead to the improvement of those they serve at all levels.

The third consideration relates to the idea that the prevention of problems is preferable to the amelioration of problems as a response subsequent to their emergence. Hence, school psychologists are tasked with proactively identifying areas in need of change that will reduce the occurrence, frequency, and/or severity of difficulties at all levels within the system.

This brief description should make clear the interdependence of research, psychology, education, evaluation, prevention, intervention, and the ongoing process of assessment as primary components in The Citadel's data-based problem-solving model which forms the basis for training students in the roles, responsibilities, and skills of the school psychologist.

PROGRAM FACULTY

Four full-time, tenured faculty manage the School Psychology Program, all of whom are housed in the Department of Psychology and hold doctoral degrees in School Psychology. In addition to teaching various courses within the program, the core school psychology faculty members also maintain multiple essential roles, to include Program Director, Coordinator of Practica and Internships, Coordinator of Student Progress, and Coordinator of Admissions. The Program Director is responsible for calling meetings and managing the day-to-day operations of the School Psychology Program. The Coordinator of Admissions works to maintain appropriate admission standards and is responsible for coordinating the student admissions process. The Coordinator of Practica and Internships is responsible for monitoring student progress in field-based courses, collaborating with local school district representatives to secure practicum placements for students, and approving internship site placements. The Coordinator of Student Progress is responsible for monitoring enrolled students on a routine basis to ensure they are making adequate progress toward completion of the program. The Program Director reports directly to the Psychology Department Head, who is responsible for managing all programs in Psychology. The Head of the Department of Psychology reports directly to the Dean of the Humanities and Social Sciences, who is under the auspice of the Provost of the College.

PROGRAM GOALS: STUDENT KNOWLEDGE, SKILLS, AND COMPETENCIES

The School Psychology Program can be viewed in terms of the expected knowledge, skills, and competencies that students acquire. At its core, the program is committed to developing students into professionals who are effective, competent, and ethically-grounded. In this light, students in the School Psychology Program are trained to render a range of services and assume multiple professional roles with the intent of making positive contributions that support as well as promote the wellbeing of the individuals and institutions they serve.

Although the Program is broader than any such listing can convey, while completing the Ed.S. degree, each student is expected to acquire requisite knowledge and skills to become functionally competent with respect to each of the following:

1. Understand and demonstrate the ability to apply basic principles of human behavior, learning, and psychology as they relate to normal as well as abnormal or atypical development of children and youth. (Addresses NASP Training Standards 2.3, 2.4)
2. Analyze and synthesize quantitative and qualitative data collected from multiple sources, settings, and informants for the purposes of problem identification, problem analysis, treatment selection, treatment monitoring, and evaluation of treatment effectiveness. (2.1, 2.2, 2.3, 2.4)
3. In accordance with the data-based problem-solving model, conduct multidimensional evaluations of children and youth who present with academic, social, emotional, and/or behavioral concerns. (2.1, 2.3, 2.4)
4. Demonstrate understanding of, sensitivity to, and respect for individual differences with emphasis on salient factors such as culture, social context, disability, exceptionality, mental health, and the influences of such factors on children, families, schools, and communities. (2.8)
5. Effectively consult and collaborate with teachers, parents, school staff, administrators, and other educational partners (e.g., community agency representatives) for the purpose of facilitating positive change among students, improving the learning environment, and/or enhancing professional/family relationships. (2.1, 2.2, 2.3, 2.4, 2.7)
6. Plan, develop, implement, monitor, and evaluate evidence-based, empirically sound interventions to address academic, social, emotional, behavioral, and broader systems-level concerns within a multi-tiered framework; collect and utilize appropriate sources of data to facilitate a sound data-based decision-making process as well as determine intervention effectiveness. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6)
7. Address students' mental and behavioral health needs through the provision of individual, group, and crisis counseling services; collect and analyze data to determine the effectiveness of such services. (2.1, 2.4)
8. Understand the importance of, and demonstrate a commitment to, creating, maintaining, and upholding policies, regulations, practices, and initiatives that serve to cultivate and/or maintain effective, safe, and supportive learning environments for students and school personnel. (2.5, 2.6)

9. Demonstrate individual as well as collaborative skills in designing, implementing, and evaluating effective evidence-based prevention, intervention, and crisis response strategies to promote positive student outcomes as well as create, restore, and/or maintain supportive learning environments for students and school personnel. (2.3, 2.4, 2.5, 2.6)
10. Understand the importance of family characteristics, systems, culture, strengths, and needs as related to student functioning; demonstrate the ability to design and implement evidence-based policies, practices, initiatives, and/or services that promote home-school collaboration and, by extension, students' academic, mental, and physical well-being. (2.7, 2.8)
11. Demonstrate knowledge and application of appropriate data collection processes, measurement techniques, and statistical analyses for the purposes of engaging in school-based action research, answering specific questions relevant to the school setting, evaluating school-based programs, and ultimately supporting effective practices at the individual, group, family, and systems levels. (2.1, 2.9)
12. Develop and deliver psychoeducational programming (e.g., in-service presentations, professional development opportunities) designed to (a) assist teachers, parents, school personnel, and other educational partners in understanding and meaningfully applying fundamental psychological and/or educational principles, (b) foster and promote a safe, effective, and supportive learning environment, and (c) promote and/or positively impact students' learning experiences at school. (2.5, 2.9)
13. Know and apply current and emerging research, assistive technology, information sources, and evident trends within the field as a means of supporting best practices in service delivery and promoting career long professional growth. (2.9, 2.10)
14. Exhibit professional dispositions, characteristics, and behaviors (e.g., initiative, dependability, respect for human diversity, adaptability, ethical responsibility, interpersonal communication skills in oral as well as written form) that are necessary to function as an effective school psychologist. (2.10)
15. Uphold and adhere to pertinent professional (e.g., best practice), ethical (e.g., NASP, APA), and/or legal guidelines that undergird and govern the field of school psychology. (2.10)

To accomplish these goals, The Citadel's School Psychology Program is composed of **75 semester credit hours**, which lead to conferral of the Ed.S. degree in School Psychology and to eligibility for certification as a "School Psychologist Level II" in South Carolina.

PROGRAM ORGANIZATION AND STRUCTURE

The School Psychology Program encourages students to apply a multi-faceted approach to understanding, evaluating, and intervening in problem areas at the individual, group, and/or systems levels. Training is aligned with and adheres to the guidelines for NASP-approved programs (i.e., Standards for Graduate Preparation of School Psychologists, 2010) and endorses the ethical stance of both NASP and APA relative to the practice of psychology, and school psychology, in particular. With these goals in mind, we have developed a program comprised of four interacting components as follows:

1. Core knowledge areas provide an initial focus on psychological foundations as a basis for more specialized training. Emphasis is placed on the roles, functions, and scope of the school psychology profession. Courses emphasizing core knowledge include, but are not necessarily limited to, the following:

Psychology Course Number	Course Title
PSYC 500	Human Growth and Development
PSYC 501	Principles of Behavior and Cognitive Change
PSYC 507	General Psychopathology: Assessment & Differential Diagnosis
PSYC 508	Counseling and Personality Theories
PSYC 512	Ethics, Roles, & Law
PSYC 523	Statistics and Research Design
PSYC 525	Basic Counseling Techniques
PSYC 549	Foundations of Psychometrics
PSYC 561	Cultural Issues in Psychological Practice

2. Acquisition of advanced knowledge and skills building on the psychological foundations component. Courses that support acquisition of advanced knowledge and skills in applied settings include, but are not limited to, the following:

Psychology Course Number	Course Title
PSYC 502	Psychological & Educational Exceptionalities: Child/Adolescent
PSYC 503	Objective Assessment
PSYC 504	Special Techniques in Assessment
PSYC 505	Personality, Social, & Emotional Assessment
PSYC 602	Social & Biological Basis of Child & Adolescent Behavior
PSYC 605	Systems Theory & Consultation: Prevention and Intervention*
PSYC 606	Educational Interventions*
PSYC 607	Behavioral and Emotional Interventions*
PSYC 608	Advanced Counseling Techniques for School Psychologists*
PSYC 612	Reading Assessment and Interventions: A Neuropsychological Perspective*
PSYC 620	Contemporary Issues in School Psychology

* Course must be taken in conjunction with School Psychology Practica. Students enrolled in these courses are required to complete applied projects within their practicum placements.

3. Acquisition of knowledge and skills critical to functioning as a data-based problem-solver in applied settings. This cluster of courses provides supervised, hands-on, and practical training that covers a broad range of professional knowledge and skills (e.g., psychoeducational assessment, consultation, academic intervention, social/emotional/behavioral intervention), primarily within school settings. Courses that facilitate the acquisition of practical knowledge and skills include, but are not limited to, the following:

Psychology Course Number	Course Title
PSYC 615	Practicum in School Psychology I
PSYC 616	Practicum in School Psychology II
PSYC 617	Consultation & Intervention Practicum I
PSYC 618	Consultation & Intervention Practicum II
PSYC 621	Internship in School Psychology I
PSYC 622	Internship in School Psychology II

***NOTE: PSYC 615/617 & 616/618 are co-requisite courses**

4. A realistic experience as a scientist-practitioner in gathering and analyzing data relative to a topic of concern to the student and associated with issues relevant to children, professionals, and/or schools. This experience builds on content delivered in PSYC 523 and PSYC 549 and culminates in the completion of a research project.

Psychology Course Number	Course Title
PSYC 599	Thesis

(See Thesis Manual for additional information)

This framework of requisite professional knowledge and skills is consistent with the scientist-practitioner model and with the concept of the school psychologist as a competent data-based problem-solver who is capable of working with children, groups, families, and educational personnel within a multi-system transactional environment that is ever-changing and multi-culturally diverse.

PROPOSED COURSE SEQUENCE FOR FULL-TIME STUDY

As is presented in the table below, The Citadel School Psychology program is composed of 27 courses, totaling 75-credit hours of graduate study and culminating in conferral of the Specialist in Education Degree (Ed.S.). Unless significant extenuating circumstances exist, **students are expected to engage in full-time study and should adhere as closely as possible to the course sequence presented below.**

FIRST YEAR

Fall	Spring	Summer
PSYC 500: Human Growth & Development	PSYC 502: Psychological & Educational Exceptionalities	PSYC 501: Principles of Behavioral & Cognitive Change*
PSYC 503: Objective Assessment	PSYC 504: Special Techniques in Assessment	PSYC 505: Personality, Social, & Emotional Assessment*
PSYC 512: Ethics/Roles/Law	PSYC 507: General Psychopathology	PSYC 549: Foundations of Psychometrics**
PSYC 523: Statistics & Research Design	PSYC 599: Thesis	PSYC 508: Counseling & Personality Theories**

SECOND YEAR

Fall	Spring	Summer
PSYC 525: Basic Counseling Techniques	PSYC 607: Behavioral & Emotional Interventions	PSYC 602: Social & Biological Basis of Behavior*
PSYC 605: System Theory & Consultation	PSYC 608: Advanced Counseling Techniques for School Psychologists	PSYC 620: Contemporary Issues in School Psychology*
PSYC 606: Educational Interventions	PSYC 612: Reading Assessment & Interventions	PSYC 561: Cultural Issues in Psychological Practice**
PSYC 615: Practicum in School Psychology I	PSYC 616: Practicum in School Psychology II	
PSYC 617: Practicum in Consultation & Intervention I	PSYC 618: Practicum in Consultation & Intervention II	

THIRD YEAR

Fall	Spring
PSY 621: Internship	PSYC 622: Internship

NOTE - this sequence must be followed if the student intends to graduate in three years.

* = offered Summer I session
 ** = offered Summer II session

Additional Course Sequencing Requirements

The Citadel School Psychology Program emphasizes a cohort model, whereby students are afforded the opportunity to develop and cultivate meaningful personal and professional relationships with other students as they progress through the program. With this model in mind, across the program courses are developmentally sequenced such that students acquire foundational knowledge and skills during the first year that prepare them for their field-based experiences, beginning with the practicum sequence (PSYC 615-618) during the second year, followed by the internship sequence during the third year. **Due to the ordered sequencing of the assessment courses, school psychology practica, and internship, the School Psychology Program cannot be completed in fewer than three years.** Along these lines, in order to ensure program completion in the indicated three-year timeframe, **PSYC 503, 504, 505, 615/617, and 616/618 must be taken in the order listed above, whereby each course builds on the preceding course in an incremental fashion.** Stated slightly differently, PSYC 503 serves as a pre-requisite course for PSYC 504, which serves as a subsequent pre-requisite course for PSYC 505, and so on.

In addition to the parameters outlined above, PSYC 512 (fall) and PSYC 599 (spring) must be taken during the first year of the program, regardless of whether the student engages in the program on a full-time or part-time basis. Lastly, several courses involve the completion of projects and/or work products that require a school placement. Thus, **PSYC 605, 606, 607, 608, and 612 must be taken in conjunction with the practicum sequence (PSYC 615-618).**

All of the assessment courses (i.e., PSYC 503, 504, 505), school psychology practica (i.e., PSYC 615, 616, 617, 618), intervention-based courses (i.e., 605, 606, 607, 608, 612), and the internship sequence (i.e., 621, 622) must be completed with a grade of “B” or higher. In the event a student earns a grade lower than “B”, he/she must repeat the course provided such a grade does not violate The Citadel Graduate College guidelines for retention or dismissal (please see the *Citadel Graduate College Academic Catalog Academic Standards Policy*). It must be noted that repeating any of these courses will add a minimum of one year onto the student’s program of study.

PROGRAM POLICIES AND PROCEDURES

In addition to the course requirements outlined above, students must also be aware of and adhere to the policies and procedures presented below, as well as those established by the Citadel Graduate College (CGC). For a more detailed explanation of the CGC policies to which students are bound, the reader is referred to the CGC Academic Catalog:

www.citadel.edu/root/college-catalogs

Faculty Advising

Upon his/her acceptance into the School Psychology program, each student is assigned a faculty advisor. The program faculty is committed to assisting students in developing the knowledge, skills, and foundational competencies necessary to be effective school psychologists. Students are encouraged to meet with their faculty advisors on a regular basis (minimally, once per academic

year) to ensure that they are on schedule to fulfill all necessary program requirements for the conferral of the Specialist in Education degree. As needed, a student may also be asked to meet with his/her advisor to address issues that have the potential to affect: his/her ability to function effectively and/or professionally during classes or while engaged in field-based experiences, and/or; his/her progress toward successful completion of the program for any reason.

Full-Time Study

The School Psychology Program's preferred approach to obtaining a Specialist in Education degree in School Psychology is full-time resident study. Full-time study affords the student the opportunity to devote focused time and energy to the important tasks of personal and professional development required to become a competent and ethical school psychologist.

Part-Time Study

Although The Citadel School Psychology Program is intended to be a full-time program of study, the faculty recognizes that occasionally a student may experience significant extenuating circumstances that preclude full-time study. Under such circumstances, the faculty will consider permitting the student to engage in the program on a part-time basis. In order for part-time study to be considered, the student must consult with his/her faculty advisor and subsequently seek approval from the program faculty. Specifically, the student must present to the Program Director a written request for part-time study. The Program Director will subsequently present the student's request to the program faculty for discussion/decision. Any student who is approved for part-time study must complete all of the coursework (i.e., 69 credit hours) leading to the internship sequence within four years of his/her matriculation date into the program. Additionally, the student must complete the practicum sequence and co-requisite courses, as outlined above, in the same manner as full-time students. These courses must be completed during the academic year that immediately precedes the beginning of the student's internship year. The internship may be completed on a part-time basis over the course of two consecutive years, provided the district and/or alternative placement site in which the intern is working is willing to support a part-time arrangement. The student must disclose his/her intention to complete the internship part-time at the time he/she interviews for the internship position(s).

Part-time study does NOT relieve the student of the responsibility for field-based hours/experiences when enrolled in those courses or other co-requisite courses that include the completion of school-based assignments (e.g., PSYC 605, 606, 607, 608, 612). All students are expected to meet all academic requirements consistent with the Program regardless of the nature of their other obligations.

Admission Process

Admission to the School Psychology Program is based on a competitive review of application materials. All applicants must have a baccalaureate degree from an approved college or university. Minimum requirements for consideration for admission include an overall undergraduate grade point average of 3.0 (or graduate grade point average of 3.0) and combined

score (verbal and quantitative) of 297 on the Graduate Record Examination (GRE; minimum score of 150 Verbal, 141 Quantitative) or a score of 410 or higher on the Miller Analogies Test (MAT). Students must also complete an admissions questionnaire and graduate school application, as well as provide 2 letters of reference.

Course Registration

Upon admission into the program, each student is issued a username and password by the CGC that allows him/her to access course schedules, register for courses, check their academic transcript and grades, check financial aid, and conduct degree audits. The degree audit program allows students to monitor their program of study, as well as course requirements completed or in progress. Course descriptions for all courses comprising the School Psychology Program can be found on page 44 of this Handbook as well as in the CGC Academic Catalog (www.citadel.edu/root/college-catalogs).

Transfer Credit Guidelines

By CGC policy, up to 12 graduate credit hours, relevant to the School Psychology Program, may be transferred from other colleges or universities. **Creditable hours must have been earned within six (6) years of the date of admission to The Citadel.** Acceptance of transfer credit is at the discretion of the School Psychology Program faculty. If a student wishes to have one or more graduate level courses considered for transfer credit, he/she must present to the faculty the course description that appears in the institution's academic catalog, a copy of the course syllabus that reflects the semester/year the student took the course, and an academic transcript showing the student earned a grade of "B" or better in the course (e.g., courses evaluated according to a "Pass/Fail" standard will not be considered for transfer credit). The faculty will review this documentation to ensure the course content, expectations, and work products adequately parallel course work required by the School Psychology Program. Undergraduate courses that address similar concepts/content as any course comprising the School Psychology Program curriculum will not be considered for transfer credit. Lastly, transfer credit will not be considered for PSYC 523, PSYC 549, or PSYC 599; these courses **MUST** be taken at The Citadel.

Course Substitutions

Course substitutions may be permitted in rare circumstances and for a limited number of courses, and are contingent upon the approval of the student's academic advisor, as well as upon recommendation and concurrence by the Head of the Department of Psychology. Course changes and substitutions made without prior approval **will not** be credited toward degree completion. It is the student's responsibility to ensure that course work is completed in accordance with the degree requirements. **Note – course substitutions are NOT permitted for any of the following courses: PSYC 503, 504, 505, 512, 523, 599, 605, 606, 607, 608, 612, 615, 616, 617, 618, 620, 621, and 622.**

Each student, with consultation from his/her assigned faculty advisor, is responsible for his/her progress through the program. The student should maintain a current record of courses taken to

date and should establish contact with his/her advisor at least once per academic year (or, once per semester if engaged in part-time study).

Academic Calendar

Students who are enrolled full-time should expect to take courses year round over the first two years in the program. The fall and spring semesters are 15-weeks in length, separated by a holiday break in December/January that lasts approximately five weeks. A one-week break is built into either semester (i.e., Thanksgiving Break, Spring Break). The summer term is comprised of two, seven-week sessions. The first session typically runs from early-May through late-June, whereas the second session typically runs from late-June through mid-August. Students are highly encouraged to consult the master academic calendar for specific beginning and end dates for any given semester/term.

Students who are enrolled in field-based experiences (i.e., practicum, internship) are expected to adhere to the published academic/work calendar of the school system and/or agency in which they are placed, even in instances in which classes are not in session at The Citadel.

Attendance Policy

The program faculty recognizes that students may encounter circumstances that result in having to miss class(es). However, some circumstances constitute valid reasons for missing class, whereas others do not. For example, personal illness or injury, or a legitimate family emergency (e.g., death, major accident or illness), are valid reasons for missing class. Conversely, having to work or engaging in any form of leisure activity are not legitimate reasons.

In general, students are expected to attend all scheduled classes and/or engage in their field-placements, unless significant extenuating circumstances exist that preclude them from doing so. Under such circumstances, the student must inform his/her professors and/or field-based supervisors immediately and must seek their approval to be excused from his/her program-related responsibilities. **Vacations and/or other forms of leisure activity do NOT reflect extenuating circumstances and are NOT valid reasons for missing classes or field placement obligations.** Missing class(es) due to engaging in leisure activities will jeopardize the student's standing in the program.

Continuous Enrollment/Leave of Absence

Students enrolled in the School Psychology Program must complete all coursework leading to the internship sequence (i.e., 69 credit hours) within four years of their initial enrollment. An additional two years are permitted to complete the internship sequence. The School Psychology Program faculty recognizes that on occasion a student may encounter unforeseen circumstances that require a temporary interruption of their progress in the program. Under such circumstances, the student may be absent for a maximum of one year (including summer) without jeopardizing his/her continuous enrollment status.

If a student must be absent from the program for more than one year, she or he must submit a written request for a leave of absence to the program director in order to maintain continuous enrollment. The student's request will be forwarded to the other program faculty for discussion before a decision to grant/decline the request is rendered. In the event the request is granted, prior to the student's resumption of the program (and within the necessary time frame to complete remaining program requirements within the six-year maximum), the student must meet with the program director and his/her faculty advisor. At that time, the faculty will determine whether the coursework already completed by the student is sufficient for moving forward in the program, or if the student must retake one or more courses when the faculty determines that the content of any given course has been significantly updated. Note – as is indicated in the “Part-Time Study” policy above, students must complete the practicum sequence and co-requisite courses in the year immediately preceding his/her internship. If a leave of absence is required that effectively interrupts the student's transition from the practicum sequence to internship, the school psychology faculty retains the right to recommend the student re-take the practicum sequence to ensure sufficient preparation for internship.

All program requirements in effect at the time of the student's return must be completed even if they differ from those in effect when the student initially enrolled. If a student who is absent for more than one year does not obtain an approved leave of absence, the student will be required to apply for readmission to the program and must fulfill the admission requirements and degree requirements set forth in the CGC Academic Catalog in effect at the time the student seeks to re-enroll in the School Psychology Program.

Master of Arts Degree in Psychology

Upon completion of 39 semester credit hours from the School Psychology Program requirements, students are eligible to apply for the Master of Arts (MA) in Psychology. **PSYC 599 (Thesis) must be completed as part of the 39 hours to be eligible for the MA in Psychology**, with a grade recorded in the Registrar's Office by the student's thesis chairperson prior to requesting degree conferral. The remaining 36 credit hours necessary for conferral of the MA in Psychology may be earned through completion of any course(s) that contributes to the Ed.S. in School Psychology. Students must apply for the MA through the Registrar's Office (https://www.citadel.edu/root/images/cgc/application_for_graduation.pdf) and are required to pay a \$50 fee, which covers the cost of diploma printing. It is the student's responsibility to complete final arrangements for conferral of the degree.

The Citadel Graduate College designates three graduation periods that correspond with the end of the fall, spring, and summer terms. Students are encouraged to stay abreast of the graduation application deadline pertaining to their anticipated completion of requirements necessary for conferral of the MA in Psychology. If the student is unable to complete the degree requirements as indicated on his/her Application for Graduation, he/she will be required to re-apply and re-pay the \$50 graduation fee.

Note - The Masters in Psychology is not a terminal degree and it does not lead to state certification as a school psychologist or confer any practice privileges. Graduate students who for

any reason elect to discontinue the School Psychology Program after completing 39 credit hours will **NOT** be eligible for state educator certification/licensure, national certification as a school psychologist (i.e., NCSP), or to practice independently as a school psychologist.

Requirements for Graduation

Students pursuing graduate degrees in the Department of Psychology must complete all course requirements within a 4-year period from the date of initial enrollment. Internship requirements must then be completed within 2 years of the completion of course work, or 6 years from date of initial enrollment. Appropriate degrees will be conferred on students who have successfully completed the requirements of the Program with a minimum GPA of 3.25 for the Specialist in Education (Ed.S.) degree.

In addition to meeting the aforementioned program requirements for graduation, students in the School Psychology program must satisfy two non-credit bearing requirements to be eligible for conferral of the Ed.S. By Citadel Graduate College policy, all students must complete “Darkness to Light” training and LDRS 500 (Principled Leadership Seminar). Both requirements can be satisfied online and additional information can be located at the following:

<http://www.citadel.edu/root/graduatecollege-current-students/orientation>

After clicking on the URL above, select the “Darkness to Light” or “Graduate Leadership Workshop” link to view additional information about these programs.

Academic Standards

The School Psychology Program adheres to the “Academic Standards” policy that appears in the CGC Academic Catalog (www.citadel.edu/root/college-catalogs). All students are expected to maintain high academic standards in order to remain in good standing in the School Psychology Program. A course grade of “C” is a warning that the student is not performing at the level expected for graduate level study. If a student receives a grade of “C” or “C+” in seven (7) or more credit hours of graduate course work, he/she will be terminated from the School Psychology Program. A grade of “F” is a clear statement of inadequate performance. If a student receives a grade of “F” in a graduate course, the student will be terminated from the Program by CGC policy.

Student Appeals of Course Grades

A student who wishes to appeal the final grade assigned in a course must first confer with the instructor of the course in which the grade was received. If this does not result in satisfaction, the student should contact the appropriate Department Head or School Dean, who will review the matter. The faculty member and the student are both obligated to provide requested relevant information to the Department Head or Dean. The Department Head or Dean will present his/her findings to the student within ten working days of being contacted. If this does not result in satisfaction, the student should contact the Dean of the Graduate College. If deemed appropriate, the Dean of the Graduate College will appoint a hearing board of three faculty members, with one

designated as chair, and a student in good standing of the same student type as the appellant. This board shall have the authority to request testimony, hear witnesses, and study records and materials. The board shall forward its findings and recommendations to the Dean of the Graduate College who shall decide the case. The decision of the Dean of the Graduate College is final.

Support Services for Students with Disabilities

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access of programs and services. The Citadel is committed to providing equal access opportunities for individuals with disabilities. Students with disabilities who are in need of academic adjustments and accommodations are required to contact The Citadel's Academic Support Center (Thompson Hall, Room 107 or 953-5305) to register for services and coordinate all appropriate academic adjustments and accommodations. Students with disabilities who choose not to declare their disability and register with the Academic Support Center waive their rights to any academic accommodations or entitlements.

Impaired Student Policy

This policy provides procedural guidelines in the event that a student's behavior interferes with his/her ability to function competently. It applies to all full or part-time students in the School Psychology Program at The Citadel. Student impairment is defined as interference in the academic or professional functioning of the student due to, but not limited to, serious emotional/psychological disorders, chemical abuse or dependence, sexual intimacy with clients/students, conviction of a felony, or any form of negligent, unethical, or unprofessional conduct. When a student exhibits signs/symptoms indicative of possible impairment that may interfere with his/her academic/professional functioning, the Program Director will initiate steps to assess the presence and degree of impairment and to effect remediation when necessary. The student will be informed of any allegations of such impairment and be given the opportunity to address the allegations. Faculty/staff members at The Citadel, field-based supervisors (or other designated school/agency administrators), or students may raise concerns regarding a suspected impaired student. These concerns should be directed to the attention of the student's faculty advisor and the Program Director.

When the student's behavior and/or problems are potentially serious enough to jeopardize student/school welfare at a field placement site, damage the reputation of The Citadel, and/or warrant serious disciplinary action (such as limitation of field-based activity, suspension, or termination), the allegation will be reported immediately to the Coordinator of Practica and Internships and the Program Director. If, at any time, the student's field-based supervisor believes a practicum student/intern is too impaired to continue his/her assigned duties, they may immediately suspend the student from his/her duties and classroom activities. In such instances, the Coordinator of Practica and Internships will consult with the student's field-based supervisor and/or other relevant school district representatives to review and attempt to resolve the concerns. However, it should be noted that the field-based supervisor as well as any school building or system-level administrator has the authority to mandate that the student's practicum/internship

placement be terminated. Under these circumstances, the Coordinator of Practica and Internships retains the right to record a grade of “F” as the student’s final course grade.

When the student’s behavior and/or problems are significant, but not to the degree described above, the Program Director will review the allegations with the student, discuss with him/her the expressed concerns, and recommend to the student a plan for remediation when correction of behavior is necessary. When, in the opinion of the Program Director, the informal plan for remediation is successful, the matter will be considered resolved. When, in the opinion of the Program Director, the plan for remediation is not successful, written documentation of the problem and the need for formal remediation will be reviewed with the student.

Recommendations regarding formal remediation may include, but are not limited to:

- Recommendation for psychosocial counseling/therapy to be conducted by a professional who does not teach at The Citadel. If counseling or psychotherapy is recommended as a requirement for remaining in the Program, the student’s advisor or, if requested by the student, another School Psychology Program faculty member must be permitted to establish communication with the student’s counselor/psychotherapist to ensure that specific difficulties and/or areas are addressed and appropriately resolved such that future professional development is likely. Such communication would be then shared with the School Psychology Program faculty only to the extent necessary to provide information regarding the student's progress toward appropriate remediation and to plan, if necessary, specific educational and training aspects to enhance the student's professional development in light of noted problems.
- Recommendation of a leave of absence
- Recommendation to pursue another career
- Termination from the Program

Students who wish to appeal a suspension and/or a lesser disciplinary action recommended by the Director of School Psychology should contact the Head of the Psychology Department, who will review the matter and initiate the appropriate protocol (See the CGC Academic Catalog).

Employment Outside of the Program

Most students who are enrolled in the program have some form of employment, either through graduate assistantships on campus or other employment settings off campus. Although the program faculty cannot limit the number of hours per week that any given student works, the faculty feels strongly that students should limit their employment obligations to no more than 25 hours per week during the first year of the program, and 20 hours per week during the second year. Most students complete a full-time internship during the third year; thus, holding any form of secondary employment is strongly discouraged. Working additional hours beyond these

prescribed guidelines is likely to result in compromises to the student's quality of work and/or availability for field-based experiences (in particular, practicum).

Social Media and Electronic Communications

The School Psychology Program does not have the authority to limit students' use of social media (e.g., Facebook, Twitter, Instagram, Snapchat) or other forms of electronic communication (e.g., email, texting, Skype, FaceTime) for personal use. However, students are strongly encouraged to exercise good judgment when posting content onto social media or exchanging information electronically, and should also be careful to monitor all content posted by their friends in which their name and/or likeness is included. Content posted to social media in particular (e.g., drinking) can reflect negatively upon the student as well as the Program. As part of screening processes for field-based placements and full-time employment, school partners and employers routinely conduct reviews of potential employees' social media accounts, and in some instances employment decisions can hinge upon what they see. Please think before posting!

Students enrolled in the School Psychology program should NEVER, under any circumstances, relay via social media or other form of electronic communication any complaints, criticisms, or other negatively connoted messages about the Program, a faculty member, another student, his/her field-based placement, his/her field-based supervisor, or any other individual affiliated with the Program or partner to the Program. Similarly, students are to refrain from posting onto social media or electronically exchanging ANY information about clients/children/youth that they are work or interact with. Lastly, students must refrain from using social media/electronic platforms to gossip or confabulate information related to clients/children/youth, other students within the Program, or any faculty/staff. Violations of these expectations may result in disciplinary action, which can include suspension and/or loss of privileges, or termination from the Program.

South Carolina State Educator and National Certification

Students who wish to secure Level II school psychologist certification in the State of South Carolina should contact the State Department of Education directly or the Zucker Family School of Education for specific information regarding academic requirements for certification and application materials. A passing Praxis II score on the School Psychologist Subject Examination administered by ETS (Test #: 5402) is required to be eligible for state certification. For information regarding all certification requirements and to obtain an application, students may contact the South Carolina Department of Education (ed.sc.gov/educators/certification). Any student who wishes to practice as a school psychologist outside of South Carolina is encouraged to review the certification/licensure guidelines pertaining to the state or territory where he/she intends to practice.

Upon completion of the program and conferral of the Ed.S., students are also eligible for the Nationally Certified School Psychologist (NCSP) credential endorsed by NASP. For additional information about the NCSP, including how to apply, students are encouraged to visit:

<http://www.nasponline.org/standards-and-certification/national-certification>

Affiliation with Professional Associations

While enrolled in the School Psychology Program, all students are required to become a member of at least one professional organization that is in some way affiliated with the field of psychology. Many organizations have reduced fees for student members. Suggested organizations students may wish to consider include the following:

National Association for School Psychologists (NASP) (www.nasponline.org)
American Psychological Association (APA), particularly Division 16 (www.apa.org)
Southeastern Psychological Association (SEPA) (www.sepaonline.com)
South Carolina Association for School Psychologists (SCASP) (www.scaspweb.org)
South Carolina Psychological Association (SCPA) (<http://scpa48.wildapricot.org>)

Students are also encouraged to join Psi Chi, the National Honorary in Psychology. Membership requires a 3.7 grade point average in psychology. Applications are available in the Psychology Office.

Student Information Via E-mail

Students are expected to keep up with announcements, news, and events in the School Psychology Program by periodically checking for e-mail messages on their Citadel issued email accounts. Announcements will automatically be mailed to all registered school psychology students. In addition, students can contact faculty in the School Psychology Program or the Department through e-mail. Each faculty's e-mail address is listed in The Citadel directory as well as the "Faculty & Staff" section of the department webpage. Students must have an updated e-mail address registered with CGC/ITS. Students are responsible for information sent out by e-mail regarding Program issues.

THESIS REQUIREMENT

Students may select one of three options to complete his/her thesis requirement within the context of PSYC 599 – Thesis. The first option represents a "traditional" thesis, whereby the student will conduct an empirically-based investigation of a specific research question(s), complete with a comprehensive review of literature, a description of the methodology used to conduct the research as well as the results obtained, and a thorough discussion about the implications of the student's findings to relevant fields of study. This option is suggested for students who wish to pursue a doctoral degree and intend to submit their final manuscript for publication in an academic journal. The second option also requires the student to conduct an empirically-based investigation but culminates in a written brief report coupled with submission of the student's research for presentation at a local, regional, or national conference. The third option that students may select is qualitative in nature. It entails selecting a topic of interest and writing an extensive literature review that synthesizes and summarizes major findings within the field of study. This option also culminates in the student submitting his/her work for presentation at a local, regional, or national conference. Each student is strongly encouraged to refer to the Thesis Manual and PSYC 599 course syllabus for additional information regarding the thesis options identified above.

Thesis Chairperson and Committee

Each student must select a thesis chairperson from among the Citadel Psychology Department faculty who will serve as his/her primary advisor throughout the thesis completion process. In addition to the thesis chairperson, each student must also select two individuals to serve on his/her thesis committee. One of these individuals must be a Citadel Psychology faculty member, while the other may be an individual who is external to the Citadel Psychology Department (e.g., a school psychologist from a local school district who has an interest and/or expertise in the student's selected area of study).

Thesis Proposal Meeting

Each student, regardless of the thesis option selected, must hold a thesis proposal meeting. The student must coordinate with his/her thesis chairperson (and other committee members) to schedule a mutually agreeable date for his/her thesis proposal meeting. Although the date of the proposal meeting is subject to the availability of the student's committee, all arrangements leading up to the meeting itself should be made and agreed upon by the student, his/her thesis chairperson, and his/her thesis committee by December 5th of the fall semester preceding internship, and prior to the student engaging in any activities leading to the search for an internship placement. No activities related to seeking an internship placement (e.g., seeking recommendation letters, completing applications) may be initiated by the student until the thesis proposal meeting is successfully completed. Documentation of successful completion of the thesis proposal meeting must be provided to the Coordinator of Practica and Internships. The School Psychology faculty highly recommends that students adhere to these guidelines, as failure to do so may result in delays (e.g., deviating from these guidelines may add one additional year to the student's program of study).

Completion of the Written Thesis Product

Although the length and scope of the student's written thesis product will vary according to the option he/she selects, a few considerations are worth noting that are applicable to all students, as these factors have bearing on the student's ability to successfully complete the School Psychology program in a timely manner. Full-time students must complete the written thesis product in its entirety before they will be permitted to enroll in PSYC 621 (Internship in School Psychology I) or to begin accruing clock hours in their internship placements. Part-time students may take up to two calendar years following their enrollment in PSYC 599 to complete the thesis. Regardless of whether he/she intends to complete the program on a full-time or part-time basis, the student must complete the written thesis product within the four-year limit established by the Citadel Graduate College Academic Catalog. In order for the student to be permitted to begin his/her internship placement, documentation of successful completion of the written thesis product must be provided to the Coordinator of Practica and Internships, and a letter grade for PSYC 599 must appear on the student's official Citadel transcript. Any student who is unable to meet the thesis deadlines indicated above may request an extension to complete the thesis (see "Student Adversity" and "Requesting an Extension of the Thesis Deadline" below).

Thesis Defense Meeting

Any student who selects the “traditional” thesis option is required to orally defend his/her research before his/her thesis committee. The student selecting this option must coordinate with his/her thesis chairperson (and other committee members) to schedule a mutually agreeable date for his/her thesis defense meeting. Although the date of the defense meeting is subject to the availability of the student’s committee, all arrangements leading up to the meeting itself should be made and agreed upon by the student, his/her chairperson, and his/her thesis committee by April 30th of the spring semester preceding internship. The oral defense meeting must be successfully completed before the student will be permitted to enroll in PSYC 621 (Internship in School Psychology I) or to begin his/her internship placement.

Manuscript Submission and Presentation of Thesis

In addition to an oral defense, any student who selects the “traditional” thesis option must prepare his/her written product into a manuscript for submission to an academic journal. Although the student’s final written thesis product must be completed before he/she is permitted to begin his/her internship placement, the student may fulfill the requirement to submit for publication during the internship year. Evidence of submission must be presented to the Coordinator of Practica and Internships prior to the conclusion of the student’s internship; otherwise, the student’s grade for PSYC 622 (Internship in School Psychology II) may be withheld, thus potentially delaying the student’s graduation from the School Psychology program.

Neither the second nor third options (as enumerated and outlined above) require the student to orally defend his/her thesis before his/her full committee, or to prepare his/her thesis product into manuscript form for publication. Instead, any student selecting one of these options must present the final product at a local, regional, or national conference and/or research symposium. The student selecting either the second or third thesis option must coordinate the presentation of the final product with his/her thesis chairperson. Although the student’s final written thesis product must be completed before he/she is permitted to enroll in PSYC 621 (Internship in School Psychology I) or begin accruing internship hours, the student may fulfill the presentation requirement during his/her internship year. Evidence of presentation of the student’s thesis research must be presented to the Coordinator of Practica and Internships prior to the conclusion of the student’s internship; otherwise, the student’s grade for PSYC 622 (Internship in School Psychology II) may be withheld, thus potentially delaying the student’s graduation from the School Psychology program.

Any student who is unable to adhere to the schedule noted above relative to successful completion of the thesis requirements will not be permitted to enroll in PSYC 621 or begin his/her internship placement.

The following table summarizes the various thesis-related activities addressed above associated with completion of the thesis and a proposed timeline for completing them:

Thesis Activity	Proposed Timeline
Thesis proposal meeting (all students)	- Fall semester, second year (unless student is part-time) - Arrangements for proposal meeting should be made with thesis chairperson by 12/5
Written thesis product (all students)	- Must be completed before student is permitted to enroll in PSYC 621 and begin internship hours
Thesis defense meeting (“traditional” thesis only)	- Arrangements for defense meeting must be made by 4/30 - Must be successfully completed before student is permitted to enroll in PSYC 621 and begin internship hours
Submission of thesis research for publication (“traditional” thesis only)	- Must be completed by conclusion of student’s internship
Presentation of thesis research (students who select second or third options only)	- Must be completed by conclusion of student’s internship

Student Adversity Policy

Any student who experiences adversity and/or extenuating circumstances that preclude him/her from completing the thesis within the specified time frame may request an extension of the deadline (see “Requesting an Extension of the Thesis Deadline” below).

Requesting an Extension of the Thesis Deadline

To be eligible for an extension of the thesis deadline, the student must be able to demonstrate adversity or hardship, and may be asked to provide documentation as evidence toward this end. To request an extension, the student must submit a rationale for the request in writing to his/her thesis chairperson at least three weeks prior to his/her specified deadline. The extension request letter must include a signature line for the chairperson of the student’s thesis committee to sign before it is submitted for review. After securing his/her thesis chairperson’s signature, the student must submit to the School Psychology Program Director a letter that explicitly states the reason(s) for requesting an extension. The Director of the School Psychology Program will schedule a meeting with the School Psychology faculty to review the request. Once reviewed, the School Psychology faculty will approve or deny the student’s request by majority vote.

As noted above, an extension of the thesis deadline may be requested when adversity affects the student's ability to complete the thesis project in a timely fashion. Hardships may include, but are not limited to, the following:

- A. Recent death of an immediate family member;
- B. Delayed progress resulting from a serious and prolonged personal illness;
- C. Delayed progress resulting from a serious and prolonged illness of an immediate family member;
- D. Delayed progress resulting from the death or prolonged illness of the Chair of the student's Thesis Committee; and
- E. Delayed progress resulting from an unexpected natural disaster (e.g., hurricane, tornado, earthquake, flood, lightning strike, house fire, etc.).

Circumstances and/or factors related to one's employment or to everyday life are not sufficient to serve as the basis of a student's rationale for requesting a thesis deadline extension. Neglect on the part of the student to maintain satisfactory progress on his/her thesis project, or to remain in sufficient contact with his/her thesis chairperson, are also not acceptable reasons for requesting an extension of the deadline.

STUDENT SIGNATURE PAGE

By signing this form, I attest that I have read in its entirety the School Psychology Program Handbook and agree to abide by the requirements as stated in the Program Handbook as they apply to the Masters of Arts and Specialist in Education degrees.

Student Signature

Date

Return this form to your advisor

STUDENT ASSESSMENT AND PROGRAM EVALUATION

The School Psychology Program faculty believes that continuous assessment is necessary for understanding, planning, problem solving, and evaluating the progress of students in the School Psychology Program. Continuous assessment is also necessary in evaluating the Program itself, with an eye toward meeting Program goals and ensuring that the Program remains current as it moves forward in ever-changing educational, social, political, economic, and professional environments. With this in mind, Program assessment at The Citadel integrates the evaluation of the students relative to their ability to meet the demands of the profession in the field with additional Program evaluation perspectives (e.g., Advisory Committee review and input, review of best practices, external input from field supervisors, examination and application of aggregate data, etc.).

I: Ongoing School Psychology Program Assessment: Focus and Considerations

Formative assessment of students' knowledge and skills is a necessary and important piece of the overall evaluation process. Students trained competently as psychologists are the program's product, and the students' level of competence forms a primary indicator of how well the faculty and the program are adhering to current graduate training guidelines (i.e., NASP Standards for Graduate Preparation of School Psychologists, 2010) and more generally meeting indicated training responsibilities. Student progression toward professional status is an important source of information and data regarding effectiveness of training. The emphasis on students as an important element in program evaluation and effectiveness of training should not be construed as an over-focus on the evaluation of students, only. However, to attempt program evaluation in the absence of data on students collected across multiple settings by multiple methods would be fruitless and foolhardy. The focus on students is analogous to "quality control" studies conducted in the generation of any product and is necessary to maintain the public appeal, integrity, and usability of the product. In the field of school psychology, as with any profession, the viability of the profession rests on the skills, effectiveness, and integrity of the individual practitioners. A single practitioner lacking skills, knowledge, or ethics can set a profession back immeasurably, thus damaging public confidence, the image of the profession and, most importantly, the potential welfare of those served by the profession. Students and program effectiveness and accountability are inextricably entwined – one cannot be assessed without the other.

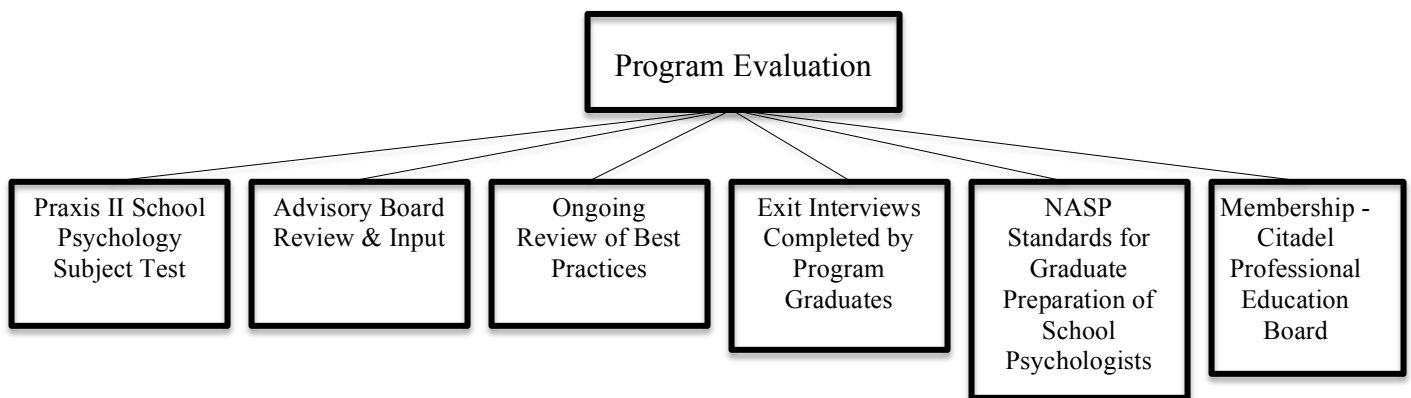
Aggregated student data, then, becomes one component, coupled with other sources of input, of the yardstick for measuring the efficacy of the training experiences provided by the Program for students.

The Citadel's School Psychology Program views the training of students into competent school psychologists as a developmental process of professional growth and skill attainment which requires monitoring of training at all points, but particularly at key transition points demarcating increased and/or advanced requirements for knowledge, competency, skills, insight, and interpersonal, cultural, and ethnic sensitivity and awareness by the students. As a result, the Program advocates a "formative evaluation" model of student assessment designed to provide consistent support and corrective feedback to students in training. Student progression toward professional status is an important source of information, and data regarding effectiveness of training is collected at key points along the way.

A multi-source, multi-method, multi-trait model of student and program assessment is utilized to facilitate this process. This approach synthesizes information derived from student performance as students move through the Program, input from field supervisors, feedback from internship candidates via exit interviews, review and input from the Program’s Advisory Board, and monitoring of relevant sources (NASP publications, *APA Monitor*, research journals, best practices, etc.) as a means of keeping abreast of new directions, information, and methods impacting the field. Additional sources of input include the assessment of Program faculty, monitoring of developmental training, and the continuation of institutional support for faculty and for the Program. The evaluation of the students and the Program from this multi-dimensional perspective is then used to evaluate areas of strength and weakness in the Program and to make modifications when indicated.

The faculty view School Psychology as a dynamic profession that must adapt to ever changing environments in response to societal demands, research, and political/legal requirements. This dynamic nature of the field necessitates constant monitoring of students, frequent revisiting of Program training requirements and goals, and re-evaluation of course content all based on dynamic and systematic analyses of data from all available sources.

Program evaluation combines the aggregated institutional and student information data derived from above with other relevant sources of data as follows:



The School Psychology Program advocates a process of program modifications, when and where indicated, that are based on informed decisions guided by reliable and valid data from the multiple sources indicated above. Changes based on convenience are not a viable basis of any modification for effective training.

II: Performance Based Student Assessment

Performance based student assessments are conducted at several key transition points. Although several types of assessments are conducted to evaluate student progress and readiness to advance in the School Psychology Program, the seven core assessments utilized to track student progress include: *the PRAXIS II examination*, *Course Grade Matrix (aligned with NASP training domains)*, *Field-Based Supervisor Rating Form (Fall & Spring Practicum)*, *Field-Based Supervisor Rating Form – Internship I & II*, *the School Psychology Professional Portfolio (which includes two Internship Case Studies)*, and *the Intern Exit Interview*.

A: Transition Point I: Admission to the Program

1: Entrance into the Program: Admission to the School Psychology program is based on a review of multiple products and indicators, to include overall undergraduate GPA, academic performance at any other post-secondary institutions attended (based on a review of applicant transcripts), performance on the General Records Examination (GRE) Verbal and Quantitative sections (or, performance on the Miller Analogies Test; MAT), two letters of recommendation, responses to an application questionnaire, and a personal interview with Program faculty. Upon admission to the School Psychology Program at The Citadel, entry requirement data are collected and stored in an SPSS file. These data include age, gender, ethnicity, region of the country, undergraduate GPA, undergraduate major, undergraduate institution, GRE Verbal and Quantitative and/or MAT (Miller Analogies Test) scores, and whether the applicant was offered admission or not. Students are then tracked through the process from application to Program completion with data indicating eventual disposition as follows: matriculation, applicants leaving the Program for any reason, and applicants graduating. Admissions data are tabulated for each category (applied, matriculated, etc.) for comparison purposes.

Each student applying to the School Psychology Program completes four questions relating to his/her professional goals as part of the *Admissions Questionnaire* (see Appendix A). These four questions assess general interest in the field and motivation, career aspirations, and personal characteristics (dispositions) that the applicant believes will facilitate his/her work as a school psychologist.

Admissions criteria to the Graduate Program in School Psychology include a minimal undergraduate GPA of 3.0, a combined minimum of 297 on the GRE (minimum of 150 on the verbal section, 141 on the quantitative section), two letters of recommendation, transcripts from all previous college work, undergraduate and graduate, the completed *Admissions Questionnaire*, and competitive review of all completed applications. The Citadel permits provisional acceptance from students who show evidence of promise but who do not meet one or more of the quantitative criteria outlined above.

B: Transition Point II: End of First Year

1. Review of all Program Requirements with Students: All students who enroll in the Program are required to take PSYC 512 (Roles, Ethics, and Law) during the fall semester of their first year. During this course, the *Program Handbook* is reviewed with students the first week of class. This ensures that all students know what is expected of them and understand the specific requirements of the Program. Students are required to sign a pledge sheet acknowledging that they have read each section in the *Program Handbook*. During this initial review in PSYC 512, emphasis is placed on detailing each aspect of student evaluation, particularly the rationale behind such evaluation (e.g., primarily aggregation of data for program evaluation). That being said, students are also made aware of potential stumbling blocks along the way and given suggestions for avoiding problems. Faculty also provides suggestions for ways to address any problems

should they come up well in advance of such problems becoming major.

2. Annual Review of Student Progress: During the spring semester, every student is reviewed by the collective Program faculty using the *Student Progress Report* (see Appendix B). In order to assist students in developing the abilities, competencies, dispositions and skills outlined in the Program Objectives, the School Psychology Program faculty continuously monitors student progress through the Program and gives specific feedback with regard to strengths and weaknesses in academics, as well as in the areas of professional competence, work characteristics, effective interpersonal skills, relationships, communications, adaptability, initiative, and dependability. Students receive a letter from the Director of the Graduate Program in School Psychology detailing their annual review. Students experiencing any difficulty are required to contact their advisor to review the letter and examine causes and potential solutions to any difficulties noted. Solutions may involve prescribing a remedial course of action for the student with specific, identified weaknesses when it is in the best interest of the student, the Program, and the profession to do so. Such steps may include, but are not limited to, taking an extra course, repeating a course, entering counseling, or slowing down academic progress. In rare instances, students may be encouraged to re-examine their chosen career path. All students are encouraged to review their *Student Progress Report* with their faculty advisor. The purpose of the ongoing evaluation of students is to provide support, recognize strengths, and provide corrective feedback to students so that they develop the necessary skills to function effectively as a school psychologist and as a data-based problem-solver. The data from the *Student Progress Report* are entered into the Program's SPSS database and examined for converging areas of concern. Student progress data are used aggregately to evaluate the Program.

3. Grade Point Average: Students must maintain a minimum Grade Point Average (GPA) of 3.0 with no more than two course grades below "B". A 3.25 is required for graduation, so in addition to the minimum 3.0, students' grades must include the mathematical probability of reaching 3.25 by the time of graduation. Each semester, every school psychology student's academic progress is monitored by the Program's Coordinator of Student Progress as well as The Citadel Graduate College (CGC). The Graduate Program in School Psychology adheres to the guidelines of the CGC in order to maintain high academic standards. A grade of *C* is a warning that the individual is not performing at the level expected of a graduate student; a grade of *F* is a clear indication of inadequate performance, and the student is terminated from the Program. If a student receives two grades of *C* in graduate courses, he/she receives a letter from CGC notifying him/her that a third grade of *C* will result in dismissal of the student from his/her graduate program. Additionally, if the student's GPA falls below 3.0 at any time after the completion of 12 credit hours, the student receives a notification from CGC indicating that he/she must raise his/her cumulative GPA above 3.0 over the next 9 credit hours; otherwise, he/she will be dismissed from his/her graduate program. A full description of the Academic Standards policy is presented in the CGC Academic Catalog (www.citadel.edu/root/college-catalogs).

4. Thesis: Students are required to take PSYC 599: Thesis, second semester of their first year (see Appendix K). This begins the process of clarifying the

purpose and scope of the thesis and development of potential research areas, data sources, and statistical hypothesis(es). As part of the course requirement for PSYC 599, all students are required to complete an online tutorial addressing the ethical use of human subjects in research, located at:

phrp.nihtraining.com

The tutorial contains an on-line exam administered after the student has studied the materials. Students who meet the passing criterion receive a certificate. This certificate must be on file in the Psychology Department Office prior to the end of PSYC 599. The on-line tutorial and exam are consistent with NIH and *Federal Policy for the Protection of Human Subjects* (Federal Register, Vol. 56, No. 177).

C. Transition Point III: Second Year

1. Annual Review of Student Progress: Review of each student's progress through feedback from the student's advisor and other faculty continues through this part of the student's training. Of particular importance during these reviews is the student's deportment in the field-based practicum settings and the indication of progress toward the skill levels and personal and professional work characteristics that will be expected for internship. Field-based practicum placements must be completed with a grade of *B* or higher to be eligible for internship. The *Student Progress Report* is the primary vehicle for this review with increased emphasis on professional deportment, competence, work characteristics (timeliness, proper dress, etc.), effective interpersonal skills, relationships, communications, adaptability, initiative, and dependability. As with earlier reviews, the faculty may prescribe a remedial course of action for a student who has specific identified weaknesses when it is in the best interest of the student, the Program, and the profession to do so. Each student receives a letter and those for whom concerns exist are required to review their *Student Progress Report* with their advisor. These data are also entered into the SPSS database for tracking and evaluation. Data are also aggregated for the purpose of program evaluation.

In addition to the above, there are multiple performance appraisals embedded within the school psychology courses that address professional skill development. Each is reviewed and evaluated by the course instructor. Examples include:

- a) Mock assessments
- b) Recordings of assessments or interventions
- c) Recordings of simulated counseling sessions
- d) Recordings of consultation interviews
- e) In-service presentations by students in class
- f) Role-plays of providing test results to parents in class
- g) Case-study analysis

2. Field-Based Supervisor Rating Form – Practicum: Field-based supervisors' ratings of practicum students, via the *Developmental Assessment Field Evaluation: Practicum Supervisor Rating Form* (see Appendix D), along with evaluated internship assignments (e.g., psychoeducational evaluation reports, consultation and intervention projects, in-service presentations) are used to assess

students' emerging pedagogical and professional knowledge skills and dispositions. Supervisors complete the practicum rating form twice per academic year, at the end of fall and spring semesters. Toward the mid-point of the fall semester, practicum supervisors also complete the Mid-Term Practicum Evaluation Form. This document is sent electronically to supervisors by the Coordinator of Practica and Internships. In addition to highlighting the practicum student's strengths, the mid-term evaluation is used to identify weaknesses early during the practicum experience such that a remediation plan can be immediately implemented, if necessary. Thus, the mid-term evaluation is carefully reviewed by the Coordinator of Practica and Internships, with appropriate action taken as indicated. End-of-semester practicum supervisor ratings are entered into the Program's SPSS database for tracking and analysis(es).

3. Thesis: The thesis proposal will have been developed by the student in close coordination with his/her thesis chairperson over the summer of the first year and through the fall semester, second year. The thesis proposal should be presented to the student's thesis committee by the end of the fall semester of the second year with completion of the finished product anticipated by no later than the end of April of the spring semester, second year. Students may not apply for an internship until the proposal has been presented and approved--they may not enroll in internship until the thesis has been successfully completed and a grade received. The final thesis must be bound and placed in the Daniel Library and must be submitted for presentation at a regional or national conference and/or for publication. The thesis is the capstone demonstration of research competency by the student.

D: Transition Point IV: Internship

All school psychology interns are monitored on a continual basis by their field-based supervisors through weekly supervision and direct observations. The intern's performance and progress are reviewed on a routine basis between the field-based supervisor and University-based supervisor.

1. Intern Evaluation by Coordinator of Practicum and Internship: Every school psychology intern is evaluated by his/her University-based supervisor on a regular basis through consultation with the field supervisor. The University-based supervisor maintains contact with interns by telephone, through electronic communication (e.g., e-mail), during on-site visits to the intern's field placement, and during regularly scheduled on-campus meetings with the interns. Feedback that is provided to the University-based supervisor by the field-based supervisor is conveyed to the intern. Care is taken to apprise each intern of his/her demonstrated strengths, any skill or disposition areas that require further attention, and his/her overall development as a school psychologist. The Coordinator of Practica and Internships makes one on-site visit per intern each semester, and more if it is deemed to be in the best interest of the intern. Additionally, students are required to return to campus twice each semester for an afternoon program designed to address issues or problems, clarify developments in the field or in public policy, provide support to the students through this intensive period of training, highlight upcoming opportunities for conferences and workshops, share experiences, etc. On-campus meetings are also a time for workshops and/or

guest speakers on such topics as crisis intervention, threat assessment, etc.

2. Field-Based Supervisor Rating Form - Internship: Internship supervisors' ratings of students, via the *Developmental Assessment Field Evaluation: Internship Supervisor Rating Form* (see Appendix E) and evaluated internship assignments (e.g., academic and behavioral case studies, psychoeducational evaluation reports, individual counseling, in-service presentations) are used to assess students' pedagogical and professional knowledge skills and dispositions. Supervisors complete the internship rating form twice per academic year: once at the conclusion of the fall semester, and the other at the conclusion of the internship experience. Toward the mid-point of the fall semester, intern field supervisors also complete the *Mid-Term Evaluation Form* (see Appendix J). This document is sent electronically to field supervisors by the University based supervisor. In addition to highlighting the intern's strengths, the mid-term evaluation is used to identify weaknesses early in the internship process such that a remediation plan can be implemented early in the intern's experience, if necessary. Thus, the mid-term evaluation is reviewed by the Coordinator of Practica and Internships, with appropriate action taken as indicated. Toward the conclusion of each semester, the field-based supervisor completes a more exhaustive evaluation of the intern. Similar to the *Mid-Term Evaluation Form*, the *Developmental Assessment Field Evaluation: Internship Supervisor Rating Form* is completed online by the field-based supervisors and it is intended to serve as a comprehensive assessment of the intern's performance over the course of the semester. The *Developmental Assessment Field Evaluation: Internship Supervisor Rating Form* is aligned with NASP Training Standards and addresses multiple skill areas, dispositions, and competencies that are regarded as important in the context of being an effective school psychologist. The ratings yielded by this assessment are reviewed by the Coordinator of Practica and Internships in conjunction with the field-based supervisor and then with the student. The purpose of the ratings is to evaluate the intern's progress, highlight any weaknesses, and plan any remediation, if indicated. Another primary purpose is to highlight the intern's strengths, an often overlooked part of the evaluation process. This information is entered into the Program's SPSS database for tracking and analysis(es).

3. School Psychology Professional Portfolio: At the end of the internship year, in partial fulfillment of his/her internship requirements as well as program requirements for conferral of the Ed.S., each student submits to the Coordinator of Practica and Internships his/her School Psychology Professional Portfolio for formal review. The portfolio consists of a collection of documents and work samples produced by, or on behalf of, the student over the course of the School Psychology Program. Collectively, the documents and work samples that comprise the portfolio are used not only to contribute to the student's professional development, but also to evaluate it. The portfolio is formally reviewed by two Program faculty based on criteria outlined in a scoring rubric (see *School Psychology Professional Portfolio* scoring rubric, Appendix C). Data are entered into the SPSS database for tracking and analysis(es). In addition to field-based work samples, course assignments, and other professional documentation (e.g., graduate transcript, Praxis II score report, curriculum vita, evidence of professional development), the student's Portfolio should contain the following:

- i. Internship Case Studies:** Every School Psychology intern is required to develop two case studies (one reflecting an academically-based problem, and the other reflecting a behavioral/emotional concern). The final written products are reviewed by the Coordinator of Practica and Internships as well as a second member of the School Psychology faculty. The case studies are used to assess the intern's application of knowledge and professional skill development, his/her ability to integrate domains of knowledge and integrate skills in delivering services, and his/her ability to effect positive change and apply his/her knowledge, skills and dispositions in practice. The case studies are long-term projects completed during the internship year and are incorporated into the student's professional portfolio. The Coordinator of Practica and Internships reviews the case studies with each intern in a formative fashion and provides supervision and feedback during on-site visits and on-campus meetings (also through e-mail and/or phone calls as necessary). The student's final written products must be completed at an acceptable level (see *School Psychology Professional Portfolio* rubric in Appendix C) and must include empirical evidence of the intern's positive impact on student functioning. Data are entered into the SPSS data file for tracking and analysis(es), including inter-rater reliability.
- ii. Case Demographics Forms (Core Assessment 6):** Each intern completes a *Case Demographics form* for a broad sample of the cases completed during his/her internship experience (i.e., an average of one case per month across the length of the internship).
- iii. Completion of internship documentation:** All students must complete the Internship Summary Form, the Internship Log Form documenting a minimum of 1200 clock hours of supervised experience, and a Categorical Summary of Hours as outlined in the *PSYC 621/622 Internship in School Psychology Guidelines* (see Appendix F for forms and guidelines).

4. Grades: All school psychology students must successfully complete all course requirements with a minimum GPA of 3.25 by the end of Internship. All students must have earned a grade of *B* or better in PSYC 621/622, the internship course sequence. All students must receive recommendations for internship completion by both field and University-based supervisors before successful completion of the internship. Continued internship placement under carefully defined conditions may be recommended for students who have not progressed at an acceptable rate or level.

E. Transition Point V: Candidacy for School Psychologist Certification

1. Students must have completed all requirements for the Ed.S degree as outlined in the *Program Handbook* and the *CGC Academic Catalog*.
2. Professional Portfolios must be reviewed by two members of the School Psychology faculty and given a passing score (i.e., rated as "Meets Standard").

3. Students must be recommended to the Certification Officer of The Citadel for certification as a School Psychologist, Level II, in South Carolina.

4. Praxis II School Psychology Subject Test: Most states require the Praxis II exam for certification as a school psychologist, and most states have established minimum passing scores. The South Carolina Department of Education has set the minimum passing score at 147. The exam also is a requirement for National Certification (NCSP) with a passing score currently set at 147. The aggregated scores comprise one of the two core assessments used to assess student acquisition of new knowledge. In addition, many internship sites require students to have taken the Praxis II exam prior to internship. School Psychology students at The Citadel **MUST** take this exam while enrolled in the program and **MUST** designate The Citadel (i.e., Citadel Graduate College) as a score recipient of their Praxis II subject test results each time they take the exam for Program evaluation purposes. Information and an application for the Praxis II Exam are available at the CGC office in Bond Hall or at (www.ets.org/praxis/prxtest.html). Students must include copies of their Praxis II score reports (to include area scores) in their School Psychology Professional Portfolio. Praxis II scores are entered into the Program's SPSS database for student and program monitoring, as well as program evaluation.

IV: Program Evaluation: The evaluation of the School Psychology Program at The Citadel is one of the most important responsibilities of the School Psychology faculty. The Program is dynamic; therefore, input from a variety of sources is essential to keep the Program vital and responsive to the needs of students and the profession. The Program utilizes a multi-modal evaluation design. The School Psychology Committee (composed of all School Psychology faculty) meets regularly during the academic year to address any concerns and/or issues related to the operation of the School Psychology Program. Assessments are reviewed as needed and as available during the school year, and they are formally evaluated on a semester basis and incorporated into the Program's annual report. Primary program evaluation assessments include:

A. Faculty: Every faculty member who teaches in the Program is evaluated by his/her students using the Student Evaluation of Instruction Form, administered by the college's Office of Planning and Assessment. The Head of the Department of Psychology reviews all Student Evaluations of Instruction and course syllabi and provides feedback to each faculty member in his/her annual review.

B. NASP/CAEP Approval: Maintaining NASP approval is an evaluation method in and of itself. The School Psychology Program is a NASP approved and CAEP accredited program and is continually evaluated against the *Standards for Training and Field Placement Programs in School Psychology* to assure adherence to those standards, thus insuring the quality of the Program.

C. Student Feedback: The School Psychology Program recognizes the importance of student participation in curricular and policy decisions at all levels within the Program. Therefore, the Program has established a mechanism that allows students to voice their concerns and suggestions about curriculum and policy issues. Each school year, two student representatives are selected (one first-year student and one second-year student) to attend the School Psychology Committee meetings. These student representatives provide the connection between students and the faculty when Program decisions are in

progress. The student representatives obtain input from the student population and also report back to the students any issues that are being considered. In addition, the School Psychology Program faculty works to maintain a positive relationship between the faculty and students at The Citadel--one in which students feel free to voice their concerns to School Psychology faculty in a more informal manner.

D. Review of Databases: All Developmental Field Evaluation Forms completed by practicum and internship supervisors are reviewed, in addition to the Case Efficacy Rating Form, to provide an aggregate data-base for use in the periodic evaluation and review of the curriculum, internship/practicum sites, and the Program in general. The data are reviewed at the end of each semester by the Program faculty and a formal written report outlining any areas of concern, weakness, etc., and potential or proposed corrections is composed at the end of each school year and sent to the Head, Department of Psychology, Dean, School of Humanities and Social Sciences, and Dean, School of Education. This is an ongoing evaluation and reporting process and databases are kept current for each review and evaluation.

E. School Psychology Committee: The School Psychology Committee, a standing committee of the Department of Psychology, has the responsibility for all matters relating to the operation of the School Psychology Program. These include reviewing student progress and examining program evaluation data and implications of the data for curriculum and training. This committee includes Dr. Timothy Hanchon (Director; Coordinator of Practica and Internships), Dr. Michael Politano, (Coordinator of Admissions), Dr. Lori Fernald (Coordinator of Student Progress), Dr. Kerry Lassiter, and Ms. Beth Lowman. Two school psychology graduate students, who are nonvoting members, are also on this committee. They are charged with bringing information to the committee pertaining to student-related issues such as student expectations, perceptions, needs, and complaints. This committee meets, at a minimum, once each month during the academic year to review any issues that directly or indirectly pertain to the Program or its students.

F. Praxis II Scores: All school psychology students must take the Praxis II exam (i.e., School Psychology Subject test) prior to completion of the Program. A passing score (147 in the State of South Carolina) is necessary to be eligible for school psychologist certification, but is not a requirement for program completion. The Program collects Praxis II exam scores for all students for analysis and feedback on core content areas. Praxis II exam scores are utilized as a program evaluation mechanism to facilitate the monitoring of the curriculum and the students' preparation as professionals. On an annual basis, the Program reviews the graduating students' Praxis II exam scores, which are entered into the Program's SPSS database. Of particular importance are the content area scores as these shed light on particular subject areas related to curricula strengths and weaknesses. The Program also monitors the percentage of students passing South Carolina's 147 cut-off score. Students are expected to pass with a score acceptable for the state in which they expect to practice.

G. Exit Interviews with Interns: At the end of the internship, all School Psychology interns respond to a questionnaire (see Appendix G) and are interviewed by a designated faculty member regarding their educational experience at The Citadel. Each interview covers areas for which students felt well prepared, areas for which they felt less prepared, and students are encouraged to provide suggestions for improvement of the Program.

This format allows for the flexibility needed for students to clarify and expand on ideas and issues that arise during the interview. These quantitative and qualitative data are compiled and are reviewed by the School Psychology Committee at the end of each spring semester. Adjustments or modifications are made to the curriculum as appropriate in conjunction with other data and ongoing analyses.

H. Advisory Committee: The School Psychology Program at The Citadel has an Advisory Committee comprised of individuals outside the College. The members of this committee, who are individuals within local school systems or other agencies, are actively involved in the practice of school psychology and the supervision of Citadel school psychology students. This Advisory Committee exists to address questions regarding current practices, policy changes, etc., that will impact The Citadel's training. Some of this information will be collected informally as faculty interact with school personnel, some more formally through surveys that will be posted on-line, and through meetings scheduled during the academic year in which students, and implications for training, are reviewed. Members of the Advisory Committee are:

- Suzannah Crabb, School Psychologist, Bamberg School District One
- Lisa Lipscomb, Lead School Psychologist, Anderson School District Five;
Past President, South Carolina Association of School Psychologists (SCASP)
- Beth Lowman, Citadel Fellow and former Director of School Psychology, State of South Carolina and Berkeley County School District
- Shelley Fuller, Coordinator of Psychological Services, Berkeley County School District
- Michelle Jacques, Lead School Psychologist, Dorchester School District Two
- Joshua Zola, PBIS Coach, Former Coordinator of Psychological Services, Charleston County School District

J. Course Grade Matrix: The Program Course Grade Matrix is used to assess student content knowledge across NASP Standards 2.1 – 2.10. Aggregated attainment data for each domain is collected each semester for all students in the Program.

FIELD-BASED EXPERIENCES AND PRACTICA

The various field-based experiences enmeshed into the Program provide the student with a realistic perspective of the field. Specifically these experiences afford the student with an integrating experience for knowledge and skills acquired in the classroom, with situations that maximize self-evaluation and self-direction, and provide Program supervisors with feedback on student progress and development. The Citadel acknowledges the importance of close supervision in field and practica placements as a means of maximizing student training and preventing inadvertent harm to subjects with whom the student might interact during any applied experience. Toward this end, the Coordinator of Practica and Internships oversees all field experiences along with a designated field-based supervisor (certified and/or licensed school psychologist). Program faculty carefully monitors supervision ratios such that they align with NASP training guidelines. At no point is any student to engage in any field-based or practica experience without the expressed permission of the Coordinator, or without adequate supervision. Field experiences and practica are designed such that the focus and intensity of supervision will change as students acquire competent beginning, intermediate, and advanced skills. The following is a description of courses that provide practicum experiences (in order of program course sequence):

Practical Experiences

PSYC 502 (Psychological & Educational Exceptionalities: Child and Adolescent): students are required to conduct field-based observations to expose the student to various disabling conditions and exceptionalities.

PSYC 503 (Objective Assessment): an introductory course into assessment skills and the data collection process. Students gain practical experience with administering, scoring, and interpretation of measures of intelligence and visual-motor abilities, with emphasis on utilizing this information within the data-based problem-solving model, particularly the problem definition, problem analysis and intervention planning stages.

PSYC 504 (Special Techniques in Assessment): students are required to assess appropriate subjects through use of major intelligence, achievement, and preschool assessment procedures and write formal reports of their findings with these subjects. An emphasis is placed on the manner by which the assessment results help with problem analysis and intervention stages within the data-based problem-solving process.

PSYC 505 (Personality, Social, and Emotional Assessment): students gain direct experiences in assessment and evaluation with a focus on several diagnostic systems and methodologies (e.g., DSM-5, IDEA, etc.). Emphasis is on acquiring and interpreting information on behavioral tendencies and styles, with special attention to school age children and youth. Students gain practical experience in the use and interpretation of a range of assessment tools and data collection techniques, in line with best practice regarding the employment of multiple methods and sources within the context of the data-based problem solving model. Practical experiences are underpinned by and integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Further emphasis is on utilization of such information in a model that emphasizes the use of assessment data for the purpose of intervention planning/development at multiple levels across systems.

PSYC 512 (Ethics, Roles, and Law): Students are introduced to the field of school psychology and to the many roles/responsibilities of the school psychologist. Students are paired with a practicing school psychologist, whom they shadow, observe, and interview.

PSYC 605 (Systems Theory and Consultation: Prevention and Intervention): Students complete a comprehensive consultation project with one teacher regarding a target student or students. Students contract with their consultee to appropriately identify the target problem and identify appropriate interventions. They also develop a plan to implement, monitor, and modify the interventions as necessary.

PSYC 606 (Academic Interventions): school psychologists-in-training develop skills in designing, implementing, and evaluating evidence-based interventions that improve the academic achievement of primary and secondary school students. Students also learn how to use curriculum-based assessment (CBA) and measurement (CBM), engage in collaborative problem-solving, and analyze a student's academic strengths and weaknesses. They learn to link assessment data to the development of appropriate reading, writing, and mathematics interventions.

PSYC 607 (Behavioral and Emotional Interventions): students develop skills in creating, implementing, and evaluating evidence-based interventions that improve the behavior and emotional well-being of children and youth. They learn to link assessment data to the development of appropriate interventions designed to target specific needs related to internalizing and externalizing behaviors. Crisis intervention and threat assessment are introduced.

PSYC 612 (Reading Assessment and Intervention: A Neuropsychological Perspective): Students learn to evaluate the reading ability of children and youth using both qualitative and quantitative assessment techniques. Students learn how to incorporate assessment data with existing psychological data on the person served, learn how to incorporate assessment data within a response to intervention framework to develop evidence based reading interventions, and they review reading methods of instruction used to prevent reading problems before they occur.

Practicum Sequence

PSYC 615/616 (Practicum in School Psychology: I and II): these practica are part of the final “capping off” of students’ practical experiences before they begin their school psychology internship. Applying the data-based problem-solving model, students engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visual-perceptual, and socio-emotional functioning that are commonly used by school psychologists. Students apply data to problem analysis and recommend or implement appropriate interventions, monitor the effectiveness of the interventions, and adhere to standards of best practice in school psychology. Students experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified/licensed psychologists.

PSYC 617/618 (Practicum in Consultation and Intervention: I and II): students learn to employ empirically-based treatments and to evaluate innovative treatment programs applied to a variety of children and conditions. Intervention and prevention programs target multiple levels within the placement site, including the individual student, classroom, school, and/or system. Demonstration of learning and skill are exhibited in the development of case studies involving children who are experiencing academic and/or emotional difficulties. Through these case studies, students combine the scientist-practitioner model with a data-based problem-solving approach to intervene with children in need of intervention.

School Psychology Internship

(Note: a full description of internship and its requirements can be found in the *Internship Guidelines* document; contact the Program’s Coordinator of Practica and Internships for a copy.)

The internship is the final experience for students and is meant to successfully transition individuals from "student" to "professional" status. Internships are closely supervised by a field-based supervisor (i.e., a certified or licensed school psychologist or, in some settings, a licensed clinical, counseling, or clinical child psychologist), with an average of two hours of face-to-face supervision required (minimum) per week. Interns also receive supervision from a University-based supervisor (students accepting internship placements outside of the immediate surrounding school districts must make arrangements for supervision with the Coordinator of

Practica and Internships). The student must accrue a minimum of 1200 clock hours in internship activities, in accordance with NASP Training Standards.

Students who wish to complete their internship requirements must enroll in PSYC 621: Internship in School Psychology I (3 semester hours) for their first semester, and PSYC 622: Internship in School Psychology II (3 semester hours) for their second semester. All students must take both internship components and must complete PSYC 621 requirements prior to beginning PSYC 622 requirements. The minimum 1200 clock hours can be divided between a public school setting and a non-school setting (e.g., child agency, child development facility, special school setting, etc.) as long as a minimum of 600 hours are completed in the public school setting under the supervision of a certified or licensed school psychologist.

It is also expected that the student will follow the work calendar of the agency/school systems providing the internship experience including working past the actual date of graduation and degree award date. In most instances, students will be issued a grade of “IP” (i.e., In Progress) for PSYC 622 until all internship requirements have been satisfied, including the final day of placement as indicated on the internship Letter of Agreement that is signed by all parties involved in the internship placement (e.g., school district, student, program). A maximum of two calendar years are permitted to complete the 1200 clock hours.

Additional guidelines that students must be aware of are as follows:

1. All course work, including thesis, **MUST** be completed prior to beginning internship with grades for all courses recorded on the student’s official academic transcript.
2. Interns are required to attend twice-per-semester on-campus meetings. These meetings are arranged by the Coordinator of Practica and Internships with the goal of facilitating transition from student to professional status. Meetings will be organized around group supervision activities, student presentations with particular focus on problem-solving at individual and systems levels, and/or colloquiums or professional development opportunities presented by invited speakers addressing trends and/or concerns within the profession of School Psychology.
3. Interns are required to complete two comprehensive case studies. The Citadel Coordinator of Practica and Internships will review the student’s work while completing these projects and provide supervision/feedback during on-site visits and on-campus meetings (and via E-mail or phone calls as necessary). The student’s final written case studies must be completed at an acceptable level (see requirements and evaluation rubric in the School Psychology Professional Portfolio document) prior to receiving a grade for PSYC 622.
4. The Coordinator of Practica and Internships will make at least one on-site visit per semester with the intern and his/her field-based supervisor(s). During this meeting, an evaluation of the intern’s progress will be made revolving around the goals and objectives of the internship and the progress of the student toward independent professional functioning.
5. Students whose internship sites are outside the State of South Carolina may be required to pay a supervisory fee that will go toward travel costs of the Coordinator of Practica and Internships for the on-site visits.

The Coordinator of Practica and Internships maintains a database of addresses, previous internship sites, contact persons, etc.

Any student who completes his/her internship in the State of South Carolina must apply for his/her Level I (internship) certification with the South Carolina Department of Educator Licensure prior to the start of internship. Level I certification requires a recommendation from the Coordinator of Practica and Internships. To meet South Carolina certification requirements, internship candidates must submit to the Coordinator of Practica and Internships their completed application packet (i.e., a Teacher Certification Application, state required application fees, and other necessary supporting documentation) by the deadline for the intended semester of internship (February 15 for fall semester internships). An application for certification can be obtained from the Zucker School of Education Office, located on the 3rd floor of Capers Hall, or at the following URL:

<http://ed.sc.gov/educators/certification/>

Each student must maintain a formal log of all professional activities while on internship. The hourly log should be in sufficient detail that the student can demonstrate 1200 supervised clock hours across the suggested experiences contained in the internship guidelines. Students should be careful to protect the confidentiality of children/youth/families with whom they work in detailing their internship activities.

The Log Sheets, Internship Summary Form By Category Hours Logged, and the School Psychology Internship Summary Form, with appropriate addresses and signatures, MUST be submitted to the Coordinator of Practica and Internships, prior to receiving a grade for PSYC 622. Failure to do so may delay graduation. Activities expected of the student are described in Appendix F.

The Citadel advocates a "formative evaluation" model designed to provide support and corrective feedback to the student while on internship. The structure used to attain this goal includes the following:

1. Consultation with all field-based supervisors about goals and expectations;
2. Weekly scheduling by the student of at least two hours of supervision with the field-based supervisor;
3. Site visit by the Coordinator of Practica and Internships per the Internship Guidelines at least once per semester (students on internship at more distant sites are expected to develop a written supervision plan with the Coordinator of Practica and Internships **prior** to leaving for their internship. Failure to do so could jeopardize receiving credit for part or all of the internship);
4. Regular communication between the field-based supervisor and the Coordinator of Practica and Internships at The Citadel through e-mail, telephone, and on-line evaluations, etc.;
5. Informal as well as formal evaluations of the student by the field supervisor (forms provided by the Coordinator of Practica and Internships);
6. Attendance at seminars for interns held periodically throughout the internship experience on topics of importance;
7. Review of the completed School Psychology Professional Portfolio, log sheets, and School Psychology Internship Summary Form.

SCHOOL PSYCHOLOGY PROGRAM COURSE DESCRIPTIONS

PSYC-500—Human Growth and Development

Three Credit Hours

An analysis of the principles of human development with emphasis on the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of cognitive, emotional, social, and physical development across the life-span. Particular emphasis will be given to the psychobiological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes.

PSYC-501—Principles of Behavior and Cognitive Change

Three Credit Hours

This course will provide a systematic review of key concepts and principles of contemporary behavior and social learning theory. This material serves as a backdrop for an examination of a functional analytic approach to behavioral assessment and cognitive-behavioral

therapeutic interventions. The theoretical rationale and empirical basis of traditional and more recently developed cognitive-behavioral interventions will be reviewed. Examples of these interventions

include exposure techniques, contingency management, child-parent training, social skills training, cognitive therapy interventions, motivational interviewing, acceptance and commitment therapy, mindfulness, and dialectical behavioral therapy.

PSYC-502—Psychological and Educational Exceptionalities: Children and Adolescents

Three Credit Hours

This course is an overview of child and adolescent educational and behavioral disorders. The course will focus on definition, etiology, epidemiology, diagnosis, and treatment/intervention. Overlap and distinguishing characteristics of educationally and psychiatrically defined disorders (e.g., DSM-IV) will be emphasized.

PSYC-503—Objective Assessment

Three Credit Hours

This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an introduction to the administration, scoring, and interpretation of measures of intelligence and visual-motor abilities. The student will have practical experiences in the use of appropriate instruments. Each student must demonstrate proficiency with these instruments with emphasis on utilizing this information within the data-based problem-solving model, particularly the problem definition, problem analysis and intervention planning stages.

Prerequisite: Officially admitted into School Psychology Program

PSYC-504—Special Techniques in Assessment

Three Credit Hours

This course is critical to data collection in the School Psychology program's data-based problem-solving model. It is an advanced assessment course, building on skills learned in PSYC503, where students gain practical experience with intelligence, achievement, visual-motor measures as well as adaptive behavior and preschool assessment. Emphasis is on integrating information from all sources (i.e., problem analysis) into information utilized in intervention planning within the problem-solving model.

Prerequisite: Objective Assessment (PSYC 503).

PSYC-505—Personality, Social, and Emotional Assessment

Three Credit Hours

Students will have direct experiences in assessment and evaluation with a focus on several diagnostic systems and methodologies (e.g., DSM-V, IDEA, etc.). Emphasis will be on acquiring and interpreting information on behavior tendencies and styles with special attention to school age children and youth. Students will gain practical experience in the use and interpretation of objective, projective, and observational techniques. Practical experiences will be integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Emphasis will be on utilization of such information in a model that emphasizes data-based problem solving, planning and intervention at multiple levels across systems.

Prerequisites: Objective Assessment (PSYC-503) and Special Techniques in Assessment (PSYC-504).

PSYC-507—General Psychopathology Assessment and Differential Diagnosis

Three Credit Hours

A study of the major mental illnesses delineated in DSM-V. The course will have a particular focus on differential and overlapping symptomatology within and across major classes of disorders. Models of assessment will be matched with specific symptom patterns. Continuity and overlap of normal and deviant behavior will be recognized. Additionally, students will examine the etiological and epidemiological factors in psychopathology.

PSYC-508—Counseling and Personalities Theories

Three Credit Hours

This course is designed to provide a balanced and systematic study of the major counseling and personality theories. The course will integrate personality theory (including assessment and research techniques), and normal, and abnormal personality with a particular emphasis on therapeutic application of the major theories of counseling intervention.

Prerequisite: Human Growth and Development (PSYC-500).

PSYC-512—Ethics, Roles, and Law

Three Credit Hours

This course will provide a survey of the field of school psychology. The role and function of the school psychologist, legal, ethical and professional issues in school psychology will be topics covered in this course. Field experiences, research methods and contemporary trends in school psychology will also be addressed. Students will be oriented to a data-based problem-solving model of school psychology that is empirically driven and intervention focused within an ecological framework. An important outcome for this course is to foster participant's dispositions towards appreciating the diverse opportunities for school psychologists to positively impact communities, and to value implementing best practices as a school psychologist.

PSYC-523—Statistics and Research Design

Three Credit Hours

Course will focus on descriptive and inferential statistics as tools for exploration of quantitative research methods. Students will develop competence in generating basic research designs to answer questions in schools, agencies, and practice.

PSYC-525—Basic Counseling Techniques

Three Credit Hours

Course focuses on fundamental skills of interviewing, assessment, case conceptualization, and intervention. These preparatory skills are taught through role-play and other practical approaches. The course is practice-oriented and designed to assist the student in developing professional skills. The student will be involved in analyzing his or her own counseling style and performance.

Prerequisites: completion of all or concurrent registration in: Human Growth and Development (PSYC-500), Principles of Cognitive and Behavioral Change (PSYC-501), General Psychopathology (PSYC-507), and Counseling and Personality Theories (PSYC-508).

PSYC-549—Foundations of Psychometrics

Three Credit Hours

This course is designed to prepare students to become intelligent users of assessment information within the clinical decision-making process. The primary focus is on understanding the philosophical and statistical properties of measurement instruments, developing an understanding of the advantages and limitations of assessment approaches, enhancing sensitivity to social and ethical issues in assessment, and using an integrative approach for applying the results of assessment to diagnosis and the clinical decision-making process.

PSYC-561—Cultural Perspectives in Psychological Practice

Three Credit Hours

This course uses principles of social psychology to examine the influences of cultural, ethnic, minority, gender, and life-styles on psychological, educational and social development. Particular attention will be focused on variations in experiences and perceptions of individuals from divergent backgrounds as these impact on educational and psychological environments.

Students will be provided practical experiences that will enable them to shift focus from their own perspectives.

Prerequisite: Human Growth and Development (PSYC-500).

PSYC-599—Thesis

Three Credit Hours

This course entails the completion of an applied research project. Toward this end, students will select one of three designated options and, in conjunction with a supervising departmental faculty member, formulate and address an original research question. The student's research project will culminate in an oral defense before departmental faculty, presentation at a local, regional, or national psychology association meeting (or equivalent), or publication. This course will focus on data collection procedures, statistical analysis of data, methods of conducting program evaluation, and empirically-based decision making.

Prerequisite: Completion of Statistics and Research Design (PSYC-523).

PSYC-602—Social and Biological Basis of Child and Adolescent Behavior

Three Credit Hours

This course is an advanced course with a contemporary focus on the child and adolescent with particular attention to biological and social forces that shape development. Developmental processes will be examined through a review of current research. Part of the course will focus on cultural/technological forces (e.g., computers, television, video games) which are particularly important to today's youth and which are important forces impacting on development.

Prerequisite: Human Growth and Development (PSYC-500).

PSYC-605—System Theory and Consultation: Prevention and Intervention

Three Credit Hours

This course is critical to the intervention stage of the School Psychology program's data-based problem-solver model. School psychology students will develop skills in systems theory and intervention, consultation, and alternative delivery services to schools. Traditional test-and-place perceptions will be replaced with perceptions based on the principles of prevention, consultation, alternative intervention methods, and intervention progress monitoring. Students will cover systems theories and models of consultation to include mental health consultation, behavioral consultation, organizational change, and collaborative decision-making as well as primary/secondary prevention methods with a focus on the learning and psychology of the school age child/adolescent. Interventions that promote positive school cultures will be examined across classroom, school, family, and community systems.

Prerequisite: Ethics, Roles and Law (PSYC-512).

Co-requisites: Practicum in School Psychology I (PSYC 615) and Practicum in Consultation and Intervention I (PSYC 617)

PSYC-606—Academic Interventions

Three Credit Hours

This course is critical to the School Psychology program's data-based problem-solving model and emphasizes a multi-tiered model including primary, secondary, and tertiary prevention (e.g., Response to Intervention; RTI). It is an applied course for school psychologists-in-

training designed to develop skills in designing, implementing, and evaluating evidence-based interventions that improve the academic achievement of primary and secondary school students. The course will cover curriculum-based assessment (CBA) and measurement (CBM), collaborative problem-solving, and analysis of students' academic strengths and needs. Emphasis will be placed on linking assessment data to development of appropriate interventions designed to address specific needs in reading, writing, and mathematics.

Co-requisites: Practicum in School Psychology I (PSYC 615) and Practicum in Consultation and Intervention I (PSYC 617)

PSYC-607—Behavioral and Emotional Interventions

Three Credit Hours

This course is critical to the School Psychology program's data-based problem-solving model. It is an applied course for school psychology students designed to develop skills in designing, implementing, and evaluating evidence-based interventions that improve the behavior and emotional well-being of primary and secondary school students. The course will cover behavioral principles and appropriate assessment techniques, including systematic observation of behavioral and functional behavioral assessment. Emphasis will be placed on linking assessment data to development of appropriate interventions designed to target specific needs related to internalizing and externalizing behaviors. Crisis intervention and threat assessment will also be addressed.

Co-requisites: Practicum in School Psychology II (PSYC 616) and Practicum in Consultation and Intervention II (PSYC 618)

PSYC 608 – Advanced Counseling Techniques for School Psychologists

Three Credit Hours

An applied course designed for school psychology students to further develop and cultivate their counseling skills, with particular emphasis on practices useful within school settings. Through didactic as well as experiential methods, the course builds off of content and skills learned in PSYC 525. Students will apply previously learned content, theories, and modalities to counseling practices that are useful for promoting mental health and psychological wellness among children and youth. Under the supervision of the course instructor as well as certified/licensed school psychologists, students will gain practical experiences in delivering counseling techniques.

Prerequisite: PSYC 525

PSYC-612—Reading Assessment and Intervention: A Neuropsychological Perspective

Three Credit Hours

Students will learn to evaluate the reading ability of children and youth using both qualitative and quantitative assessment techniques. This course will emphasize diagnosis leading to scientifically validated instructional interventions. Reading problems will be couched in a neuropsychological framework and will be consistent with the DSM and IDEA. Students will learn how to incorporate assessment data with existing psychological data on the person served to generate a more complete psychological profile. Students will also learn how to incorporate assessment data within a response to programs and methods of instruction used to prevent reading problems before they occur will also be reviewed.

Co-requisites: Practicum in Consultation and Intervention: I and II (PSYC 616/618)

PSYC-615/616 –Practicum in School Psychology: I and II

Two Credit Hours each

These practica courses are part of the final “capping off” of students before they begin professional school psychology internships. Applying the data-based problem-solving model, students will engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visual-perceptual, and socio-emotional functioning that are commonly used by school psychologists. Students will apply data to problem analysis and recommend or implement appropriate interventions, monitor the effectiveness of the interventions, and adhere to standards of best practice in school psychology. Students will experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified/licensed psychologists.

Co-requisites: Practicum in Consultation and Intervention: I and II (PSYC-617/618)

Prerequisites: Objective Assessment (PSYC 503), Special Techniques in Assessment (PSYC 504), and Personality, Social, and Emotional Assessment (PSYC 505)

PSYC-617/618 –Practicum in Consultation and Intervention: I and II

One Credit Hour Each

These practica courses involve the application of principles and theories of consultation and intervention through field-based experiences. Students will learn to employ empirically-based treatments and to evaluate innovative treatment programs applied to a variety of children and conditions. Intervention and prevention programs will target multiple levels within the placement site, including the individual student, classroom, school, and/or system. Demonstration of learning and skill will be exhibited in the development of case studies involving children experiencing academic and/or emotional difficulties. Through these case studies, students will combine the scientist-practitioner model with a data-based problem solving approach to intervene with children in need of school psychology intervention.

Co-requisites: Practicum in School Psychology: I and II (PSYC 615/616).

Prerequisites: Objective Assessment (PSYC 503), Special Techniques in Assessment (PSYC 504), and Personality, Social, and Emotional Assessment (PSYC 505)

PSYC-620—Contemporary Issues in School Psychology

Three Credit Hours

This course provided an in-depth study of current issues and research in school psychology. Course content will cover contemporary issues in the field that impact the school psychologist’s ability to competently and effectively deliver services, as well as review methods and procedures involved in assessing institutional programs (i.e., program evaluation, implementation and efficacy).

PSYC-621/622—Internship in School Psychology: I and II

Three Credit Hours Each

A field placement in school psychology utilizing either a clinic setting (for no more than half the internship) and/or a public school setting in which the student works under the direct supervision of a certified school psychologist in conjunction with The Citadel Coordinator of School Psychology Practicum and Internships. Internship training represents the cumulative experience and the synthesis of all course work and practice. The goal is to prepare the intern for independent function as a school psychologist, i.e., data-based problem-solver, capable of providing a full range of services with a multiculturally diverse client population. Students are required to complete 1200 clock hours (PSYC 621 and 622) of supervised internship experience.

Prerequisite: Completion of all other course work for the Ed.S. degree (including thesis)