

Radford University



School Psychology Program Handbook

School Psychology Training Program
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Greetings!

Welcome to Radford University and the exciting field of School Psychology. You have committed yourself to a worthwhile and challenging course of study leading to a professional career in school psychology. The [U.S. News and World Report \(2/18/02\)](#) cites school psychology as one of the nation's eight most secure careers!

To help you achieve your Ed.S. Degree, the School Psychology Program at Radford has developed this Handbook. In it you will find information on program policies and procedures, plan of study, and important forms that should help you in planning your graduate career. Additional important information such as Graduate College and Psychology Department policies and procedures can be found in the University Graduate Catalogue. This Handbook is intended to be an up-to-date, accurate, and useful source of information to supplement other Radford University documents.

We wish you a successful and happy graduate school experience.

Sincerely,

Dr. Jayne E. Bucy
Dr. Bob Hiltonsmith
Dr. Jennifer Mabry
Dr. Eric Mesmer

SCHOOL PSYCHOLOGY GRADUATE HANDBOOK
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Radford University

School Psychology Training Program

Welcome to Radford University

RU is a coeducational, comprehensive public university with highly diverse curricula for undergraduates and selected graduate programs. Undergraduate majors include 112 program options in the Colleges of Arts and Sciences, Business and Economics, Education and Human Development, Health and Human Services, Information Science and Technology, and Visual and Performing Arts. The College of Graduate and Extended Education offers 45 programs of study at the master's and specialist levels. These programs provide advanced and specialized courses of study, supervised practicum experiences and opportunities for research. The university has an outstanding nationally recruited faculty, 82 percent of whom hold doctorates or other terminal degrees in their teaching fields. While their primary focus is on the teaching and learning process, the faculty are also engaged in significant scholarly, creative, and public service activities.

What is a Highlander?

The influence of the Scottish immigrants who settled Southwestern Virginia more than 300 years ago is visible today in many areas of the university. These people were characterized by "firmness of decision, resourcefulness, ardor in friendship, love of country and a generous enthusiasm." Radford's athletic teams celebrate that heritage by proudly carrying the Highlander name into competition. In the spring of 1978 the university adopted as its school colors the red, navy and forest green woven into tartan plaid. From the plaid comes the name of the student newspaper, *The Tartan*.

History of Radford University

Radford University was established by the General Assembly as the State Normal and Industrial School for Women in 1910 and has been in continuous session since its 1913 opening. The university became Radford State Teachers College in 1924 and was authorized to award the Bachelor of Arts degree in 1935. In 1944, the university was consolidated with the Virginia Polytechnic Institute as its Women's Division and renamed Radford College. The General Assembly severed the formal affiliation of Radford College with Virginia Tech in 1964, and an autonomous administration was established for Radford College. The college also was authorized to grant the Master of Science degree. In 1972, after almost 60 years as an all-women's college, Radford became coeducational and in 1979 was granted university status by the General Assembly.

History of School Psychology Program at Radford University

Radford University first offered a Master's degree program in School Psychology in 1967. At that time, it was a one-year program. In 1972 the program was expanded to two-years with a quarter-long internship requirement. The State Council of Higher Education for Virginia (SCHEV) approved the three-year Ed. S. Program in 1978 at which time the internship requirement was extended to three quarters (later to two semesters when the university adopted the semester system in 1984). In 1983, the program underwent its first review by the National Association of School Psychologists (NASP) for the purpose of accreditation, which it received at that time and has maintained ever since.

The Ed. S. is the highest degree awarded at Radford University. The program has trained approximately 8-10 school psychologists each year for the past 30 years, and therefore many of the school psychologists who practice in southwest Virginia, eastern Tennessee, and northern North Carolina have been trained at Radford University. A number of graduates are also working in Pennsylvania, Maryland, Georgia, and other nearby states. Your program faculty have nearly 70 years of combined experience practicing as school psychologists and training graduate students in school psychology, so rest assured, you are in experienced hands!

Philosophy and Goals of the School Psychology Program

The School Psychology Program at Radford University is founded on training school psychologists with a philosophical and practical understanding of the role and function of the school psychologist. Our graduates are trained to function as interpreters of behavioral science in educational settings, and to work with professional educators and others toward improving the psychological climate of the school environment for all children. The program operates under the philosophy that practicing school psychologists should be knowledgeable in both theoretical and applied skills.

Program Training Goals

There are three major roles or responsibilities school psychologists must assume: an assessment role, an intervention role, and a research/program evaluation role. These roles or functions are not separate from each other. Assessment is done with the intention of intervention planning and research and program evaluation techniques are used to choose interventions that are evidence-based and to assess the effectiveness of interventions. The requirements of the SPTP enable students to integrate these three roles (as well as others) with an entry-level set of professional competencies. The Domains of School Psychology Training and Field Placement adopted by the National Association of School Psychologists are the training goals of the SPTP. To this end, candidates are expected to graduate with an entry-level competency in each of the following:

Domain 1: Data-Based Decision-Making and Accountability

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Domain 3: Effective Instruction and Development of Cognitive Academic Skills

School psychologists have knowledge of human learning processes, techniques to assess these processes and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate

cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve these goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Domain 4: Socialization and Development of Life Skills

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Domain 5: Student Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and /or adapted based on individual characteristics, strengths, and needs.

Domain 6: School and Systems Organization, Policy Development, and Climate

School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Domain 7: Prevention, Crisis Intervention, and Mental Health

School psychologists have knowledge of human developmental and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Domain 8: Home/School/Community Collaboration

School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Domain 10: School Psychology Practice and Development

School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Domain 11: Information Technology

School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Accreditation and Certification

The School Psychology Training Program at Radford University has program approval from the National Association of School Psychologists (NASP) and by the National Council for Accreditation of Teacher Education (NCATE). Upon completion of the program, graduates are fully certifiable as School Psychologists in Virginia and, upon successfully completing the examination requirements, also are nationally certifiable, making them eligible for certification in most other states. Program graduates may also seek licensure as a School Psychologist-Limited as regulated by the Commonwealth of Virginia Board of Psychology. More information regarding regulations governing the practice of psychology in the Commonwealth is available at <http://www.dhp.state.va.us/psychology/default.htm>.

Diversity Goals

As a Specialty Program Area of NCATE, School Psychology is a part of the NCATE “Unit”, which is made up of the undergraduate and graduate teacher preparation programs at Radford University. As a part of the Unit, the program endorses its diversity goals and its commitment to culturally responsive and responsible practice in leading, teaching, and helping professions. Specific Unit goals of the academic community and for candidate performance are provided in Appendix A. In addition, the School Psychology Program is committed to training candidates to be fully competent to provide school psychological services to increasingly diverse group of learners and to promoting inclusive environments for students of all races, cultures and ethnicities. Our curriculum is designed to prepare our graduates to provide culturally competent services to all students. The six domains of culturally competent service delivery are outlined in Appendix B.

School Psychology Faculty

Jayne E. Bucy (Ph. D. University of North Carolina) Interests include early intervention for infants, toddlers and preschoolers, and family rituals. Courses taught are Introduction to School Psychological Services, Directed Study, Early Childhood Assessment and Intervention, and Internship Supervision. Dr. Bucy is the current coordinator of the School Psychology Training Program.

Dr. Bob Hiltonsmith (Ph. D. Peabody College, Vanderbilt University) Interests include psychoeducational assessment, cross-cultural perspectives on children with disabilities, and the impact of environments on human behavior. Courses taught are Cognitive and Intellectual Assessment Techniques, Practicum in School Psychology, and Internship Supervision.

Dr. Jennifer Mabry (Ed. D. University of Virginia) Interests include neuropsychological assessment. Courses taught include Learning Theory Approaches to Behavior Modification, Principles of Learning, Practicum in School Psychology, and Personality Assessment.

Dr. Eric M. Mesmer (Ph.D. University of South Florida) Interests include intervention generalization, Response to Intervention (RtI), and improving teacher use of data in instructional decision-making. Courses taught are Instructional Assessment and Intervention, Psychological Consultation, Learning Theories, Child Psychopathology, and Practicum in School Psychology.

Advising

All students are assigned an advisor upon acceptance into the program. Advising occurs as needed, with general advising offered by the Program Coordinator. Students are responsible for contacting their advisor before registration each semester and should a question or issue arise at other times. Students may also request a change of advisors if they so desire.

School Psychology Program Overview

The School Psychology Program offers students the opportunity to receive the Educational Specialist Degree (Ed.S.). The program is a 71 semester hour program and requires a three-year, full-time commitment of all entering students. Depending on course load during the fall and spring semester, study during one or more summer sessions will be required. The School Psychology Program has a residency requirement, in that candidates are required to complete two consecutive semesters of full time (9 hours/semester) graduate study prior to their internship year.

During the first year, students complete courses that enhance practical skill, particularly in assessment, and also provide students with more in-depth knowledge in the theoretical foundations of psychology and special education. In the second year, skills continue to be developed through course work and also through several practica in local school districts. Building assessment skills, and direct and indirect intervention skills through practica and additional course work are the focus of the second year. Practica give the student supervised practice in service delivery in the areas of assessment, consultation and intervention.

In the third year, students are able to apply and integrate the experiences of the first two years of the program, through work in a full-time school psychology internship. Students also complete a school-focused research project during this year. The School Psychology Internship requires a total of 1200 clock hours with at least half of these hours in a school setting. This internship is usually a paid one, and the intern serves as a school psychologist with both field and university supervision.

At the end of each academic year, students are evaluated on their professional and personal readiness to continue the program at the next higher level. This annual evaluation occurs using the student portfolio, interview, practicum evaluations, and feedback from department faculty. A comprehensive oral examination designed to assess the student's readiness to enter the third year internship is required at the end of the second year.

The Ed. S. degree will be awarded following the successful completion of the year-long

internship, final comprehensive oral examination, portfolio evaluation, and a minimum of 71 semester hours of graduate coursework with a GPA of 3.0 or better. Students will be eligible to apply for full certification as school psychologists in Virginia at that time. For further information on actual certification procedures, the State Department of Education (in the state in which you plan to work), or the employing school district is the best source for current procedures.

Ed. S. Degree Curriculum

The program curriculum is designed to address each of the training standards set forth by the National Association of School Psychologists. A typical student schedule follows:

Typical Candidate Course Schedule Students Entering 2008/2009

Fall, Year 1	Spring, Year 1
PSYC 631 Cognitive Assessment (3) PSYC 632 Child Behavioral Assess/Intervention (3) PSYC 665 School Psychological Services (3) PSYC 663 Child Psychopathology (3) 12 hours	PSYC 610 Analysis of Behavioral Data (3) PSYC 636 Personality Assessment (3) PSYC 633 Instructional Assessment and Intervention (3) EDSP 651 Programs & Services for Disabled (or if taken as undergrad, approved 3 hour course) 12 hours
Summer, Year 1	
PSYC 611 Methodology and Program Evaluation in Psychology (3) PSYC 660 Human Growth and Lifespan Development (3) (PSYC 690 Directed Research in School Psychology (2)) 8 hours	
Fall, Year 2	Spring, Year 2
PSYC 678 Child Neuropsych Assess/Interven (3) PSYC 687 Pre-Internship Seminar (1) PSYC 688 Consult & Collab in the Schools (3) PSYC 692 Mental Health Interv/Prevention I (3) PSYC 781 Practicum (4) 14 hours	PSYC 638 Early Childhood Assessment/ Intervention (3) PSYC 693 Mental Health Interv/Prevention II (3) PSYC 782 Practicum (4) EDSP 672 Mild Disabilities (3) 13 hours
Fall, Year 3	Spring, Year 3
PSYC 795 Internship (6) 6 hours	PSYC 796 Internship (6) 6 hours
Total Minimum Graduate Hours for Ed. S. degree is 71*.	

* Students that elect to earn a Master's degree in addition to the Ed.S. degree must complete 77 hours.

Program of Study

Students admitted to the Educational Specialist program will submit a program of study for the Educational Specialist degree before the completion of 15 semester hours (during second semester of full-time enrollment). Students who are attending part-time should consult with their advisor regarding their timeline for various forms and requirements. The Program of Study must be submitted prior to applying for Practicum. No student will be able to begin practicum work until the Program of Study has been submitted and approved. Any necessary changes to the approved Program of Study must also be approved using the Petition for Program Changes Form, available from the Graduate Office. Students admitted to the School Psychology Program on "provisional" status must apply for regular status using the Petition for Program Change Form after submitting the Program of Study.

The program of study is not considered to be official until the signature of the authorized person in the Graduate College is affixed. Once a course in the program of study has been attempted, it cannot be deleted from the program. Every course on the program of study must be completed with at least a grade of "C", and the student must maintain at least a "B" average. A student who receives more than two grades of "C" or lower in any graduate work attempted at Radford University will be removed from the program.

The Virginia State Department of Education requires that all public school personnel have certain courses at the undergraduate or graduate level before certification can be obtained. Two specific required courses that students often have not had at the undergraduate level are American History and Personal Health. School psychology students should examine their undergraduate and graduate course work carefully with certification requirements in mind and should work closely with their advisors in the development of a program that will meet all the certification requirements.

All program requirements are at the graduate level and must total a minimum of 71 hours. No more than 6 hours of graduate credit may be transferred from another institution to be applied to Educational Specialist Degree. Permission must be obtained for any courses that the student wishes to have transferred using the Permission to Transfer Courses to Radford University form available from the College of Graduate and Extended Education. Only courses with an earned grade of "B" or higher will be considered for transfer credit.

No more than 12 hours outside Psychology may be counted toward the 71-hour minimum Educational Specialist Degree requirement. Student may be required to take more courses in education or another field if the School Psychology Program Committee deems it necessary in order to meet State Department of Education Guidelines for School Psychology Certification. These hours would be in addition to the required minimum number of 71 hours for the Educational Specialist Degree. Students entering the program without prior coursework (i. e., Psychology of Exceptional Children, Introduction to Special Education) or comparable work experience with exceptional children will be required to take EDSP 651: Survey of Programs for Exceptional Children.

Students Entering with Master's Degrees

Students with a Master's Degree from another institution will need to discuss their Program of Study with their advisor to make sure that all certification requirements will be met when they complete their Ed. S. Degree. No more than 30 hours of the Master's Degree from another institution may count toward the 71 hours of the Ed. S. Degree at Radford University. If the Master's Degree is in a field other than School Psychology and there is minimal overlap between the two fields (e.g. school counseling, speech pathology), the student may be advised to take a substantial number of courses, and should consult with their advisor regarding the amount of time that will be required to complete the Ed. S. Program. All candidates for the Ed. S. Degree must take the second year oral comprehensive examination to earn approval to start the School Psychology Internship.

Students Desiring to Obtain a Master's Degree in Psychology from Radford University

Students entering the program without a master's degree in psychology or closely related field may earn a master's of science degree in psychology from Radford University by completing all requirements for the Ed. S. degree, completing a total of **77 hours** (36 hours applied to the master's degree and 41 hours applied to the Ed. S. degree) and passing the comprehensive examinations for the Ed. S. degree. For these students, the M. S. degree and Ed. S. degree will be awarded simultaneously. Additional coursework undertaken to earn the M.S. degree must be approved by the student's advisor.

Practicum Experiences and Requirements

The practicum sequence is integrated with other coursework during the second year of the student's program. Each of the three practicum courses involves weekly on-site experience in local public school settings under the direct supervision of a qualified, certified school psychologist.

Approval for Practicum

Students must apply for practicum in the spring of their first year. They must have an approved program of study and have completed PSYC 631: Cognitive and Intellectual Assessment, PSYC 632: Behavioral Assessment, and PSYC 636: Child Personality Assessment with a grade of "B" or better. Students may be enrolled in for EDSP 669: Diagnostic Educational Procedures with Exceptional Individuals during practicum. The approval process involves evaluation of the student's academic transcripts and evaluation of personal/professional attributes and character as observed in the classroom and through interactions with school psychology faculty. Because students have unequal exposure to the members of the School Psychology faculty, all students are encouraged to informally meet with all school psychology faculty so that consideration of all practicum applications may be well informed.

Field Experiences

The school psychology program emphasizes the importance of field-based training in its mission to train competent and effective school psychologists. To this end, most students will be required to participate in the following field experiences:

Prepracticum

(PSYC 665). All students will participate in a prepracticum experience at Radford Head Start or Roanoke City Schools during the fall semester of their first year. This prepracticum is tied to the PSYC 665 course. Careful documentation of experiences is required.

(PSYC 633). Students will be placed within a public school to observe advanced students and practitioners engage in aspects of school psychological service delivery. During the latter half of the semester, students will receive a case in which they will engage in initial supervised practice of assessment, intervention design and intervention delivery.

School Psychology Practica I (PSYC 781) and School Psychology Practica II (PSYC 782).

The student is expected to work in a supervised setting for a minimum of 8 hours weekly, sometimes all in one day, or more typically, in two half days. Additionally, the student attends an on-campus, two-hour weekly supervision seminar. The student has a field supervisor who is a practicing and certified school psychologist in the school setting. A university supervisor, who is a faculty member in the school psychology program, leads the weekly seminar. Both supervisors evaluate the student at the end of each semester, and the student is graded on a "Pass/Fail" basis.

The faculty member who is supervising the practicum will provide guidance to the student in setting up the practicum site, but attending interviews and completing any site-based applications for practicum are the student's responsibility. The student may secure practicum placements independently, but the approval of the supervising faculty member is required. Prior practicum students have been placed in Radford City, Floyd County, Carroll County, Franklin County, Roanoke County, Montgomery County, Wythe County, Salem City, and Pulaski County.

Professional Liability Insurance

All students are required to obtain and maintain at least 1 million dollars worth of professional liability insurance from the beginning of their first semester until the end of their internship. Affordable and quality insurance is available to students from either of the companies listed below. Membership in NASP may be required to obtain these policies at a discount rate. Students must provide the coordinator with documentation that coverage has been obtained.

American Professional Agency 1-800-421-6694

<http://www.americanprofessional.com/schoolpsy/index.htm>

Forrest T. Jones & Company 1-800-265-9366

<http://www.ftj.com/>

Comprehensive Examination of NASP Domains

To earn the Ed. S. degree in School Psychology, the student must take and pass the Comprehensive Examination of NASP Domains. This examination is typically taken during the spring of the second year, prior to the student's third year internship, but if the student wishes to take the exam in the fall of the second year, it may be arranged, following the same procedure outlined below. The exam consists of both an oral and a written component and will follow the procedure outlined below.

The student forms a committee of three faculty members typically consisting of the student's

graduate advisor and two additional faculty member from the School Psychology Program. Designated dates will be set in which the graduate student can arrange for the oral portion of the comprehensive exam to be administered by the committee. Approximately one week prior to the designated date, each student taking the exam will receive the written portion of the comprehensive exam. Generally, the written portion provides assessment information about a case study in which the student is expected to write a psychological report providing interpretation and evidence-based interventions. At least 2 days prior to the scheduled oral examination date, candidates for the exam must provide each committee member a copy of his/her report. During the oral examination, committee members will ask questions regarding the case study in order to provide the student with the opportunity to elaborate on and defend their work. In addition, questions not directly related to the case that cover other areas of expected competence will also occur during the oral examination.

No less than 5 days in advance of the examination date, the student must request the necessary examination form signed by the Graduate Dean in the Graduate College Office in Lucas Hall. This form is signed by the committee at the completion of the Oral Examination. If the student is unable to pass the exam he/she must repeat the examination the following semester. The student may not complete internship until successfully passing the examination. Failure to pass the Oral Examination in two attempts will result in dismissal from the program.

Oral Comprehensive Exams will assess student's knowledge and competence in each of the eleven NASP Domains. Preparation should include but not be limited to the Core Reference List provided in Appendix C.

The Internship

The capstone integrative experience for the Educational Specialist Degree student in the Radford University School Psychology Program is the third year internship. The School Psychology Internship is a minimum of 1,200 hours full-time supervised professional experience during which the intern should be exposed to the variety of roles and functions of the school psychologist. This should include: assessment, consultation, counseling, working with agencies and families, and any other needs that the school system requires the school psychologist to fulfill, such as program development or program evaluation. The intern should also be exposed to children of all ages and abilities. The internship experience is primarily for the purpose of training; therefore school districts that narrowly define the intern's role, such as assessment only, would not be an acceptable one for internship. (See Appendix C).

Eligibility for Internship

Students must apply for and be approved for internship before the student will be allowed to register for internship hours. Approval is based on satisfactory performance on practica experiences, course work, interpersonal and professional demeanor and responsibility, and completion of at least 57 credit hours. A satisfactory evaluation of your performance during practicum, which will include evaluation of personal characteristics, dependability, maturity, interpersonal relationships and professional skills, will be necessary in order to receive approval for internship. This evaluation will include information from both your field and university supervisors.

Internship Supervision

The internship is a fulltime position as a practicing school psychologist with field supervision from an on-site certified and experienced (two years of practice) school psychologist who is supervising no more than two interns at a time. Evidence of certification and documentation of supervision limits (2 interns) must be provided to the university supervisor. This may take the form of a copy of a supervisor's actual certificate or a letter from the field supervisor providing the supervisor's certificate number and a statement regarding supervisor's experience and intern supervision duties. The intern must receive at least 2 hours/week of field-based supervision.

The university supervisor is a member of the school psychology faculty and will be assigned once the intern semester begins. It is preferable that field supervision occur within the school district in which the intern is employed. The internship is usually a paid one. Specifics of the salary are contracted between the student and the employing district. Internship Guidelines are sent to all supervisors. These Guidelines includes evaluation forms, the Internship Agreement and an Educational Core Competency Contract, along with other important information and documents.

Internship Progress Reports

Periodically during the internship year, the field supervisor (the supervising school psychologist in the district) will send evaluations of the intern's progress on the short and long-term objectives to the university supervisor. The field supervisor should provide weekly face-to face supervision to the intern for a minimum of two hours, and this should be stated specifically in the objectives contract. The university supervisor should provide regular phone supervision and may make one or two on-site visits if possible. Additionally, the intern is required to return to the university once each semester for an internship seminar, where group supervision as well as individual supervision may be provided.

Weekly Internship Log

The intern is expected to keep a log, in a format approved by the university supervisor, recording the number and type of hours worked daily. This log should be mailed to the university supervisor on a regular basis, and the student and university supervisor should agree on the time frame for this. See the Internship Guidelines for additional information.

Praxis II Exam

In addition to progress reports and logs, interns are required to take the Praxis II (School Psychology) exam no later than February of the internship year and have the results reported to RU. This is a way of monitoring student achievement and program accountability.

Directed Research

All students who are working toward the Educational Specialist Degree must complete a directed research study (Psychology 690). Typically, students take a two hour directed study during the second semester of the second year. The directed study is an opportunity to do applied research and statistical skills using real data.

Graduate Student Evaluation and Retention Policies and Procedures

The School Psychology Training Program has an ethical and professional responsibility to continually assess student progress and to facilitate professional and personal growth. This progress is demonstrated through course work, course grades, supervisor evaluations, and

student demeanor, professionalism, and interactions with faculty, colleagues and other professionals. The School Psychology Training Program at Radford University follows the model policy developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC). Though the CCTC designed this model for doctoral programs and doctoral internships, we believe that as an Ed. S. level school psychologist in training, our students should be held to the same standards.

The policy is as follows:

“Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).”

In order to ensure sufficient feedback to graduate students regarding their progress, each student will have an annual review meeting with at least two school psychology faculty members. These meetings will occur during the spring semesters of years one and two in the program. Additional and/or earlier meetings may be held as necessary. Information provided to students at that time will address not only the student's academic progress but also interpersonal skills, communication, professionalism, sensitivity to diversity issues, judgment, and development of expected professional skill sets. Students who are not progressing in a manner consistent with faculty expectations or who have demonstrated insufficiencies in academic, interpersonal or professional competence, self-awareness, or openness to processes of supervision may be required to undergo remediation strategies such as those listed below.

Retention Standards

In addition to those stated above, the following retention standards also apply. To remain in good academic standing, students must:

- 1) Maintain at least a 3.0 average on all academic work completed at RU.
- 2) Receive no more than 2 grades of "C" or lower in any graduate work attempted at RU.
- 3) In order to proceed to practicum, have an approved program of study and have completed PSYC 631: Cognitive and Intellectual Assessment Techniques, PSYC 632: Behavioral Assessment Techniques with Children, and PSYC 636: Child Personality Assessment with a grade of "B" or better

In addition to course grades and in-course evaluations, professional work characteristics will also be assessed in the following manner:

- 1) Annual evaluation of students by program faculty
- 2) Frequent feedback on second year practicum
- 3) Feedback from practicum supervisors
- 4) Comprehensive Oral Examinations
- 5) Programs decision to recommend or not to recommend student for internship
- 6) Evaluation procedures during internship including but not limited to
 - a) Visit to internship site in fall semester
 - b) Two evaluation reports from LEA supervisor sent to university supervisor
 - c) Submission of logs to university supervisor
 - d) Submission of sample reports to university supervisor
 - e) Periodic telephone conferences between LEA supervisor and university supervisor
 - f) Two on-campus intern meetings

Remediation Strategies

It is important to have meaningful strategies to address potential problems as they arise. When professional or personal growth has been determined to be insufficient to meet training standards or when professional competencies are not being met, remediation strategies may include, but are not limited to:

1. Increased supervision
2. Increased fieldwork experiences such as repeating practicum
3. Change in course requirements such as additional courses or repeating of courses
4. Recommendation or requirement that student receive therapy to address personal issues interfering with successful performance
5. Changing the format, emphasis or focus of supervision
6. Reducing student's workload
7. Leave of absence
8. Recommending and assisting in implementing a career shift for the student, and/or
9. Dismissing the student from the training program.

In addition, the School Psychology Training Program is approved by the VA Department of Education. Graduates of our program are eligible to apply for licensure as a School Psychologist in the Commonwealth of VA. The Department of Education may deny or revoke or refuse to issue a license for reasons including but not limited to conviction of any felony, conviction of any misdemeanor involving moral turpitude, and/or conduct with direct or detrimental effect on the health, welfare, discipline, or morale of students. Graduation from our program does not guarantee that the VA DOE will grant a license. In addition, successful completion of our

program is dependent upon student's acceptance on Practicum and Internship placements in school districts that may require background and drug and alcohol checks before placement approval. Students concerned about their ability to pass these checks should speak with the Program Coordinator immediately.

Program Evaluation

The School Psychology Training Program at Radford University is committed to providing the best possible training to our students. To this end, the following program assessment plan was developed:

Method	Frequency
Coordinator meets with student representatives	Fall and Spring
Student Evaluation of Faculty and Course	Every semester
Mid-term evaluation of first year students	Annually
Performance Assessment of Practicum Students by Field-based Supervisors	Fall and Spring
Performance Assessment of Practicum Students by Faculty	Spring Semester
Intern Evaluation	Fall and Spring
Performance Assessment of Intern by Faculty Supervisor	Spring Semester
Praxis II Exam	Spring Semester
Program Exit Survey	Spring Semester
Faculty Annual Report	Annually
Comprehensive Examination of NASP Domains	Spring Semester
Faculty Meetings with Practicum and Intern Supervisors	Annually
Alumni Survey	Every five years
NASP Accreditation	Every Five years

Honor System

Radford University's Honor System provides the foundation for a university community in which freedom, trust, and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor System without compromise or exception. The students of Radford University believe that individuals have the right to compete fairly, to keep what they have earned and to have others accept their work without questions. Individuals have the responsibility to be honorable in their own conduct and to insist that other students act honorable.

Lying cheating, and stealing are considered to be acts of dishonor, and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. Students who commit an honor violation or any members of the Radford University community

who have knowledge that a student has committed an honor violation are expected to comply with reporting procedures.

The Radford University Honor Code

I do hereby resolve to uphold the Honor Code of Radford University by refraining from lying, from stealing or unauthorized possession of property and from violating the Standards of Student Academic Integrity.

University Non-Discrimination Policies

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices.

Students with disabilities who are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Resource Office (DRO). The DRO is located in Room 61, Tyler Hall. Phone is 831-6350.

Graduation

An application to graduate must be completed in order to receive your degree. Usually, this application is due at the beginning of the fall semester of the academic year in which the student expects to receive the degree. An application to graduate must be filed with the Graduate College prior to completion of the internship year, if you wish to receive your degree immediately after completing your degree requirements. Failure to complete the application may result in your not being eligible for licensure/certification as a school psychologist as soon as you had planned, so be sure to complete your application in a timely fashion.



Responsibility of the Graduate Student

The student must become familiar with the academic policies that apply to him/her. The academic adviser will advise the student on all matters related to the program of studies, and the dean of the Graduate College will aid the student in the interpretation of policies whenever necessary. The ultimate responsibility for meeting all state requirements for graduate degrees awarded by the university rests with the student.

Appendix A

Culturally Responsive and Responsible Practice In Leading, Teaching, and Helping Professions

GOALS

Academic Community Goals

1. Actively invite the participation of individuals with diverse academic and training traditions, ideas, and intellectual points of view to foster academic excellence, professional development, and service in the helping and teaching professions;
2. Value and reward professional endeavors and relationships that demonstrate and enhance the worth, dignity, potential, and uniqueness of others;
3. Assure educational opportunities and equality of access to the academic community for persons from diverse cultures, identities, statuses, experiences, and perspectives;
4. Ensure that programs and experiences provide candidates with opportunities to demonstrate the knowledge, skills, abilities, and dispositions that enhance effectiveness as leaders, teachers, helpers, and that reflect competence service individuals and groups from diverse cultures, identities, statuses, and experiences.

Candidate Performance Goals

College faculty and staff provide candidates with opportunities to develop:

1. an applied understanding of psychological and social variables, cultural values, traditions, communication and learning styles, relational patterns, and historical experiences and contributions of diverse populations;
2. an applied understanding of models for success as well as common challenges and barriers to teaching, leading, and helping in pluralistic democratic societies, including such challenges as institutional racism, cultural “blindness,” and the impact of privilege and oppression;
3. attitudes and dispositions that contribute to understanding, valuing, teaching and helping students and clients from diverse backgrounds;
4. skills in cross-cultural communication in order to create culturally relevant and caring environments that promote student and client development;
5. skills in the design and implementation of culturally relevant curricula, programs, and interventions.

Approved by the College of Education and Human Development and by the Professional Education Committee Fall 2002

Appendix B

Six Domains of Culturally Competent Service Delivery¹

I. Legal and Ethical Issues

- Knowledge of local, state, and federal laws and regulations, and court rulings pertaining to culturally and linguistically diverse children and youth.
- Advocate for public policy and educational laws that eliminate disparities in services to diverse children and youth
- Understanding of ethical standards as they relate to delivering services to culturally and linguistically diverse children and youth
- Ability to recognize the limits of our own multicultural competence
- Seek educational, consultative, and training experiences to improve multicultural knowledge

II. School Culture, Educational Policy, and Institutional Advocacy

- Knowledge of and advocacy for aspects of organizational culture and values that promote achievement and mental health and reduce risk of inappropriate services for culturally and linguistically diverse (CLD) students
- Examine individual referrals within the context of institutional and systemic patterns (e.g. cultural misinformation, racism, cultural differences) affecting CLD learners and provide leadership in seeking and implementing systemic interventions.
- Skills in educating the school and community about issues which affect the learning, development, and well-being of children from CLD backgrounds.

III. Psychoeducational Assessment

- Knowledge of and skills in assessing CLD students, including consideration of variables such as environment, social issues, language development, second language acquisition, acculturation, educational history, quality of educational program, SES and racism
- Understanding that normed tests may not be a valid measure for English Language Learners (ELLs) due to inappropriateness of norms, scores reflecting English proficiency, product as opposed to process orientation, fairness of content, and differences in educational background, acculturation, and economic situation

IV. Academic, Therapeutic, and Consultative Interventions

- Skills in multicultural counseling and cross-cultural consultation
- Knowledge of recommended practices for interpreters translating for parent conferences, including using school personnel and community members as interpreters (never children or family members)

V. Working with Interpreters

- Knowledge of recommended systemic practices, including guidelines from professional organizations and national and state policies, and plans for hiring, training, and managing interpreters.
- Knowledge of recommended practices for interpreters translating for parent conferences,

¹ Rogers, M. R., Ingraham, C. L., Bursztyn, A., Cajigas-Segredo, N., Esquivel, G., Hess, R. S., & Nahari, S. G., & Lopez, E. C. (1999). Best practices in providing psychological services to racially, ethnically, culturally, and linguistically diverse individuals in the schools. *School Psychology International*, 20, 243-264.

including using school personnel and community members as interpreters (never children or family members).

VI. Research

- Knowledge of research related to culture and language issues and ability to conduct research using qualitative and quantitative methods that is sensitive to cross-cultural issues.
- Knowledge of how own value system and identity impacts the formulation of research questions, the selection of research methods, the development of research design, and interpretations made of the results.
- Skills in eliminating bias when conducting research.
- Awareness of Emic-Etic distinctions.

Appendix C

School Psychology Program Core Reference List

- American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed., text revision). American Psychiatric Association: Arlington, VA.
- American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed.). American Psychological Association: Washington, DC.
- Jacob, S. and Hartshorne, T. S. (2007). Ethics and Law for School Psychologists (5th ed.). John Wiley & Sons: Hoboken, NJ.
- Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2006). School psychology for the 21st century: foundations and practices. The Guilford Press: New York, NY
- National Association of School Psychologists (1997). Professional Conduct Manual (3rd ed.). National Association of School Psychologists: Bethesda, MD.
- National Association of School Psychologists (2000). Standards for the Credentialing of School Psychologists. National Association of School Psychologists: Bethesda, MD.
- National Association of School Psychologists (2000). Standards for Training and Field Placement Programs in School Psychology. National Association of School Psychologists: Bethesda, MD.
- Sattler, J.M. (2007). Assessment of Children: Cognitive Applications (5th ed.). San Diego: Jerome M. Sattler, Publisher, Inc.
- Thomas, A. and Grimes, J. (2008). Best Practices in School Psychology V. National Association of School Psychologists: Baltimore.

Appendix D
Important Program Dates/Deadlines
2008/2009

Program Orientation	Sept 3 rd (W)	Mandatory for 1st year candidates
Fall Intern Meeting	Nov 14 th (F)	Mandatory for 2 nd and 3 rd year candidates
Last day to apply for Graduation	Feb 3 rd (T)	3 rd year candidates
Submit Program of Study	Feb 15 th (F)	1 st year candidates
Petition for Program Change	Mar 4 th (F)	Students admitted on “provisional” basis
Oral Examinations	By Apr 3 rd (F)	2 nd year candidates
Spring Intern Meeting	May 8 th (F)	Mandatory for Interns
Commencement	May 9 th (S)	Optional