



WILLIAM  
& MARY

CHARTERED 1693

*School of Education*

*School Psychology M.Ed & Ed.S.  
Programs*

**STUDENT HANDBOOK**

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## **Introduction**

Welcome to the School Psychology graduate program at the College of William and Mary, a three-year experience comprised of 56 course credit hours exclusive of internship; 68 hours inclusive of internship. The program faculty look forward to working closely with you during the next several years, and we encourage you to avail the many resources and opportunities the College and program have to offer.

This Handbook is designed to provide important information you will need as a student in the program. Please read the Handbook carefully because it delineates policies and procedures you will be expected to understand and follow. Additionally, the Handbook includes a description of the College of William and Mary and the School of Education. A separate handbook addresses issues related to practicum and internship experiences; please refer to the Practicum and Internship Handbook for information about these practical experiences.

### **School of Education Conceptual Framework**

The School of Education conceptual framework incorporates a shared view--across all professional preparation programs--of the broad aims intended for our students. The faculty believes that graduates of the School of Education are characterized by four essential qualities which enable them to deliver services to children, schools, families, and communities in a manner that promotes educationally and psychologically healthy environments in a pluralistic society. As an integrative framework the four strands represented below contribute to the preparation of highly qualified professionals who contribute to the nourishing development of students, families, colleagues, communities, and the profession.

#### **Content Expert**

We believe that professionals must have specific content knowledge to learn and problem solve throughout their careers. A profound understanding of disciplinary subject matter is vital. To accomplish this goal, we facilitate students' mastery of content appropriate to their disciplinary foci, and encourage students to consider diverse perspectives, participate in engaged learning, reflect on their actions, and respond to situations based on research and best practice.

#### **Effective Collaborator**

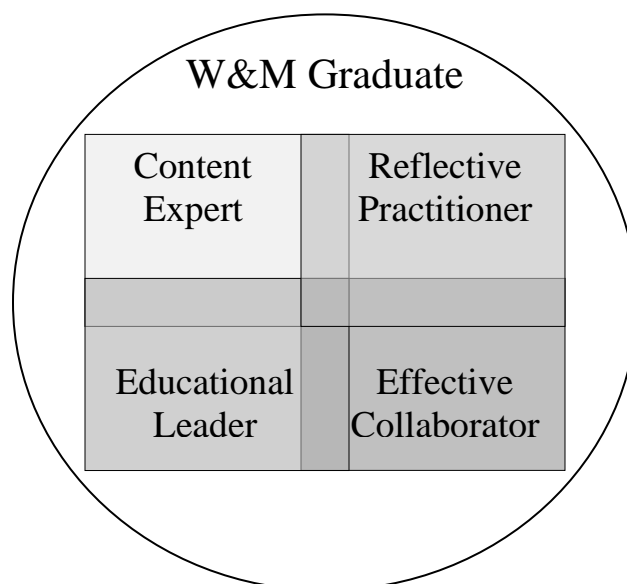
We promote a collaborative style for working effectively and cooperatively in professional communities. We believe it is vital to foster positive and effective relationships among the racially, culturally, economically, and linguistically diverse families and communities we serve. Therefore, meaningful partnerships among professionals, as well as between academic and non-academic realms, are critical for the successful education of all students.

### **Educational Leader**

We expect our graduates to assume leadership roles across a variety of educational and societal settings. Among the important abilities that inform the leadership practices of our graduates are research-based technical skills, conceptually sound decision-making, thoughtful and informed problem-solving, and clear and inclusive communication. We foster among our graduates a personal sense of principled integrity, professional competence, and personal confidence in the assumption of leadership roles

### **Reflective Practitioner**

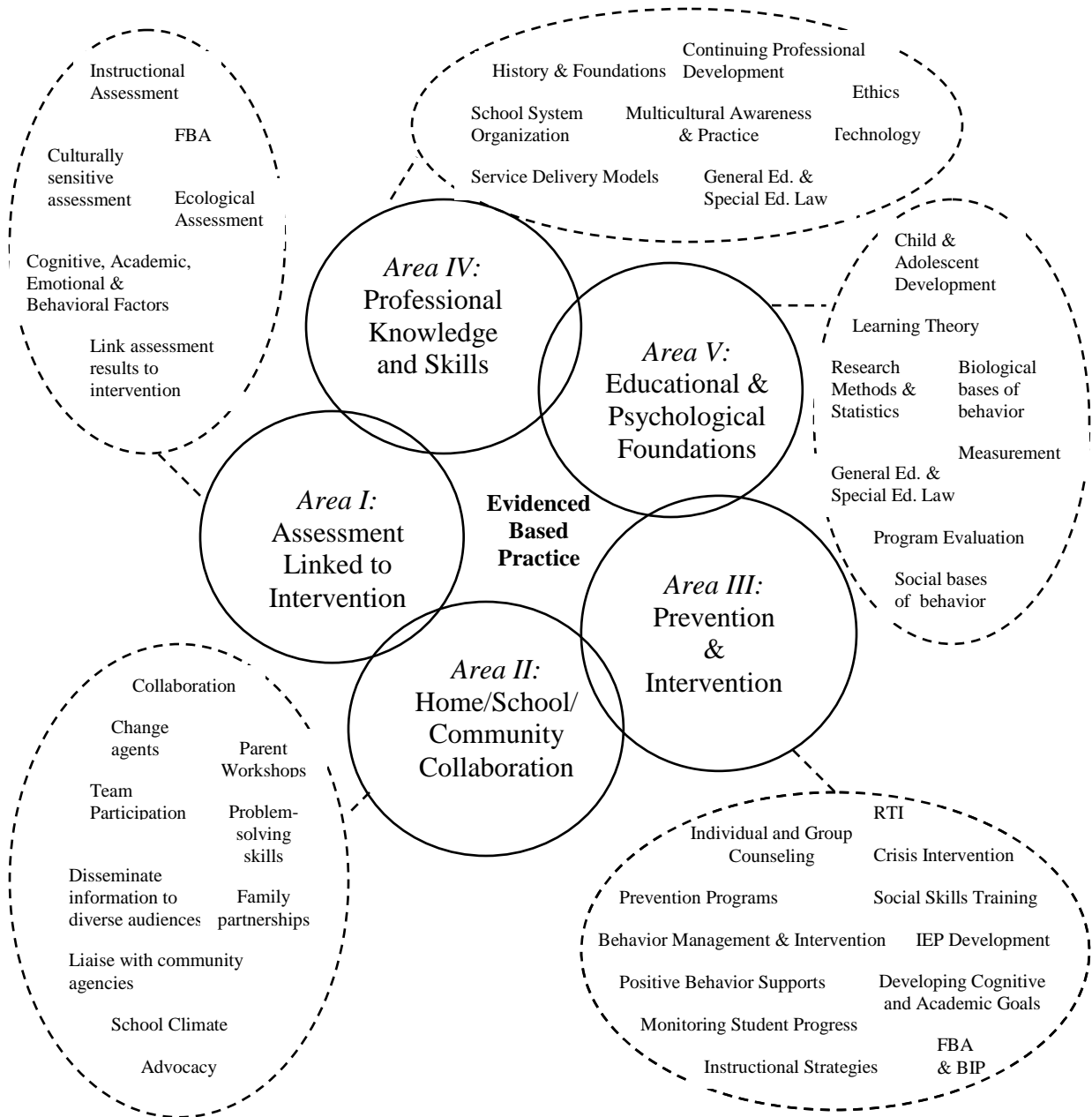
We believe that ideal professional preparation produces an educator who can “reflect-in-action” and “reflect-on-action.” The School of Education cultivates a style of reflective practice that embraces the role of data, active inquiry, careful analysis, and thoughtful decision-making that leads to effective and culturally responsive pedagogy. We focus on the development of analytic and creative practices through which students can approach new issues and problems in a proactive manner throughout their educational careers.



### **School Psychology Program Mission Statement**

The course of study in the School Psychology program at William and Mary prepares students to meet the increasingly diverse responsibilities of school psychologists in an increasingly diverse international society. Curricular and experiential emphasis is placed on content areas that contribute to the development of competencies, understanding, and respect for human diversity. The William and Mary developmental course of study ensures that students’ learning is appropriately sequenced and coordinated with relevant practical experiences. To promote reflective thinking and deeper understanding throughout this course of study, appropriate activities are regularly incorporated into classes (e.g., case studies allow for generating hypotheses and discussing probable outcomes). Inherent in many school psychology courses is a practicum component through which students can practice newly acquired skills and integrate theory with practice. Students frequently maintain journals/logs in which they reflect on their own practice and other important issues. Classes generally include discussion to encourage the exploration and expression of different perspectives. As a capstone, integrative exercise, students in the School Psychology program are required to complete a portfolio to document the development of core professional competencies.

## Conceptual Framework of the SOE School Psychology Competencies



Students are expected to demonstrate competency in each of the domains subsumed under the five content areas, as specified in the Standards for Graduate Preparation of School Psychologists (NASP, 2010)<sup>1</sup>. By requiring competency within each domain, students are assured they will possess the necessary skills to deliver effective services in their roles as professional school psychologists.

<sup>1</sup> The number in parentheses next to each domain refers to the number assigned by the National Association of School Psychologists in the standards.

## Area I: Assessment Linked to Intervention

Graduates must demonstrate competence in assessment and linking assessment results to the design, implementation, and evaluation of effective interventions. Consequently, students are trained to use formal and informal assessment techniques, including standardized tests, behavioral assessments, curriculum-based measurements, observations, ecological assessments, and interviews. Students are taught to apply accepted psychometric standards in their selection and use of assessment techniques. Students also are taught to integrate multi-source assessment data to analyze children's strengths and needs. Such multi-source information is used to corroborate perceptions and inform empirically sound decisions about service delivery and intervention strategies for academic and behavioral difficulties. Students are trained to use assessment and other data collection methods to measure students' baseline abilities, monitor progress, and response to intervention.

Domains:      Data-based Decision-Making and Accountability (Domain 1)  
                    Interventions and Instructional Support to Develop Academic Skills (Domain 3)  
                    Interventions and Mental Health Services to Develop Social and Life Skills  
                    (Domain 4)  
                    School-wide Practices to Promote Learning (Domain 5)  
                    Diversity in Development and Learning (Domain 8)

## Area II: Home- School- Community Collaboration

Graduates must demonstrate competence in Home- School- Community Collaboration, an awareness of their role as a child advocate, and an appreciation of a systems approach to meeting their role expectations. In addition to specific courses devoted to the development of consultation skills, emphasis on the importance of collaboration and problem solving with professionals and parents pervades the majority of collateral courses. Consultation with parents, teachers and other professionals is vital to assist children's learning and optimizes their adjustment within social and educational contexts. Both preventive and remedial aspects of the children's academic and/or social difficulties are emphasized in developing evidence-based interventions. The importance of family involvement and collaboration in education is emphasized throughout the program of study.

Domains:      Consultation and Collaboration (Domain 2)  
                    Family School Collaboration Services (Domain 7)  
                    School-wide Practices to Promote Learning (Domain 5)  
                    Preventive and Responsive Services (Domain.6)  
                    Diversity in Development and Learning (Domain 8)

## Area III: Prevention and Intervention Services

Graduates must demonstrate competence in Prevention and Intervention Services. Graduating students are expected to be able to draw on their knowledge of learning theory and cognitive processes to contribute to the development of instructional strategies for students. Furthermore, graduates are prepared to identify children who could benefit from counseling, behavior management or consultation, and to intervene on an individual and/or group basis. The development of student resilience and problem prevention are emphasized, and include program development, implementation, and evaluation as strategies that benefit all children by preventing academic, social and emotional difficulties and rendering students more resilient to life obstacles.

**Domains:** Interventions and Instructional Support to Develop Academic Skills (Domain 3)  
Interventions and Mental Health Services to Develop Social and Life Skills (Domain 4)  
School-wide Practices to Promote Learning (Domain 5)  
Preventive and Responsive Services (Domain 6)  
Diversity in Development and Learning (Domain 8)  
Research and Program Evaluation (Domain 9)

#### Area IV: Professional Knowledge and Skills

Graduates must demonstrate competence in Professional Practice, including operating in compliance with legal and ethical standards. Students are trained to evaluate the effects of their services and adjust as necessary. Sensitivity to cultural diversity is emphasized across classes, and special attention is given to the awareness of personal biases and how these biases may influence practice. In addition to a formal practicum class and internship, students complete a variety of practical experiences throughout their course of study. These practical experiences enhance the students' understanding of the structure and organization of schools and agencies. Additionally, students are expected to participate in professional development activities to maintain and expand their level of expertise and use technologies that are relevant to their work.

**Domains:** School-wide Practices to Promote Learning (Domain 5)  
Diversity in Development and Learning (Domain 8)  
Research and Program Evaluation (Domain 9)  
Legal, Ethical, and Professional Practice (Domain 10)

#### Area V: Educational and Psychological Foundations

Graduates must demonstrate competence in Educational and Psychological Foundations. Students must demonstrate knowledge of human learning and developmental processes, psychopathology, behavioral principles, and family and organizational systems. They will understand measurement concepts as they relate to assessment and intervention. Students will be educated consumers of research and translate research to practice. They will engage in program evaluation related to their activities in the schools.

**Domains:** Data-based Decision-Making and Accountability (Domain 1)  
Interventions and Instructional Support to Develop Academic Skills (Domain.3)  
Interventions and Mental Health Services to Develop Social and Life Skills (Domain 4)  
Research and Program Evaluation (Domain 9)  
Legal, Ethical, and Professional Practice (Domain 10)

### **Program Objectives**

Upon completion of the program students will be able to:

#### *Assessment Linked to Intervention*

Administer, score, and interpret common formal and informal assessment used to assess/diagnose/report the psycho-educational strengths and needs of referred children. (Domain 1)

Engage in behavioral assessments, curriculum-based measurements, interviews, and ecological assessments relevant to a child's evaluation. (Domain 1)

Interpret assessment results from both formal and informal measures in a manner that provides empirically supported decisions for service and useful recommendations for evidence-based intervention. (Domain 1)

Use assessment data to measure children's baseline abilities, monitor their progress, and evaluate their response to interventions. (Domain 1)

Consider individual differences (e.g., culture, gender, race/ethnicity, language, and context) in all aspects of assessment. (Domain 8)

### *Home/School/Community Collaboration*

Demonstrate an understanding of the importance of family-school partnerships in all aspects of a child's education. (Domain 7)

Promote partnerships with families and community agencies. (Domain 7)

Consult with a variety of consultees, including parents, school personnel and community professionals on both an individual and team basis using appropriate models and methods. (Domain 2)

Demonstrate understanding of the roles and functions of school-based decision making teams (Domain 5).

Demonstrate understanding of the roles of community agencies and how these roles interact with the activities of school-based professionals to improve outcomes for children (Domain 7)

Demonstrate understanding of structural theory and systems theory and how these theories operate to influence school climate (Domain 5).

### *Prevention and Intervention Services*

Develop appropriate cognitive and academic goals for students with various needs and assist with the implementation and evaluation of interventions to meet these goals. (Domain 3)

Select, implement, and evaluate appropriate services to address the behavioral, affective, adaptive, and social needs of students. (Domain 4)

Assess the need for and engage in the development of prevention programs/activities for educational and social-emotional difficulties. (Domain 6)

Implement appropriate counseling methods and psycho-educational interventions for children and adolescents in need of such services. (Domain 6)

Develop and/or implement strategies to create and maintain effective and supportive learning environments for students. (Domain 5)



### *Professional Knowledge and Skills*

Articulate a coherent and current understanding of the philosophy, organization, and professional activities related to the practice of school psychology. (Domain 10)

Demonstrate knowledge of legal issues and ethical standards as they apply to school psychologists and act in compliance with the identified standards. (Domain 10)

Articulate a personally meaningful, objective, reasonable, ethical, and professional philosophy that is fruitful for making personal and professional decisions. (Domain 10)

Demonstrate cultural sensitivity in all aspects of professional practice and implement strategies selected/adapted based on individual characteristics. (Domain 8)

Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices to improve current functioning (Domain 10).

Complete a professional self-assessment and create a plan for ongoing professional development (Domain 10).

Interpret and apply research in education, psychology, and the social sciences. (Domain 9)

### *Educational and Psychological Foundations*

Demonstrate knowledge, understanding, and application of lifespan human development and learning paradigms. (Domain 3)

Interpret and apply research in education, psychology, and the social sciences. (Domain 9)

Translate theoretical concepts and empirical findings into appropriate and systematic professional applications. (Domain 9)

Evaluate the effectiveness of educational and psychological strategies and techniques as employed in education, psychology, and related helping professions. (Domain 9)

### **Professional Dispositions**

Students are expected to perform proficiently in the following areas to remain in the program.

1. Academic and skill-related training (outlined above)
2. Professional demeanor and ethical behavior
  - Maintains clear personal professional boundaries
  - Demonstrates consistent sensitivity to diversity
  - Satisfactorily ensures client safety and well-being
  - Appropriately safeguards the confidentiality of students
  - Shows initiative and self-direction

- Demonstrates effort and enthusiasm
  - Maintains confidentiality
  - Is punctual and reliable
  - Maintains professional appearance
  - Awareness of impact on colleagues and clients
3. Participates in and applies professional development.
    - Uses educational and psychological research to inform practice
    - Actively and reasonably applies new knowledge of content or methods
    - Sets and acts upon professional growth goals
    - Attends school functions (e.g., PTA, faculty/team meetings, extra-curricular activities)
    - Holds membership in professional organizations
    - Shares professional knowledge with colleagues
  4. Effective oral and written communication.
    - Communicates effectively and appropriately with students
    - Communicates effectively and appropriately with university supervisor, field-based supervisor, and other professionals
    - Communicates effectively and appropriately with families and other members of the school community
    - Initiates communication with family members and responds promptly to concerns
  5. Reflects actively and continuously upon practice, leading to enhanced functioning.
    - Accepts responsibility for learning and is open to supervisory feedback.
    - Invites and applies supervisory feedback to practice
    - Incorporates feedback received to change behavior
    - Makes informed decisions based on reflection upon past experiences, present situations, and future goals
    - Makes informed professional decisions based on reflection of knowledge, skills, beliefs, and attitudes
    - Attends to the intellectual, emotional, and ethical aspects of the profession
  6. Demonstrates potential for leadership.
    - Adopts a whole-school perspective
    - Demonstrates basic knowledge of school administration and organization
    - Manages personal stress so it does not interfere with professional functioning.
    - Demonstrates a level of independence appropriate for level of training
  7. Demonstrates cooperation with others
    - Works actively toward reaching consensus in collaborative activities
    - Shows concern for others in all aspects of roles and functions of a school psychologists

8. Awareness of influence on others
  - Recognizes how words and actions affect others
  - Initiates feedback from others regarding impact of words and behaviors
  - Regularly incorporates feedback regarding how own words and behaviors effect positive change
9. Dealing with conflict
  - Always willing to consider others' points of view
  - Always willing to examine own role in a conflict
  - Consistently open to supervisory critique about own role in a conflict
  - Initiates problem-solving efforts in conflicts
  - Actively participates in problem-solving efforts
10. Accepts personal responsibility
  - Monitors personal level of responsibility in professional performance
  - Invites constructive critique from others and applies feedback to professional growth
  - Accepts personal mistakes and responds as an opportunity for self-growth
  - Avoids blame in favor of self-examination
11. Initiative and Motivation
  - Attends all meetings
  - Attends all classes
  - Regularly participates in class activities
  - Meets or exceeds expectations in assigned work
  - Demonstrates initiative and creativity in assigned work
12. Demonstrates professional demeanor and ethical behavior.
  - Shows initiative and self-direction
  - Demonstrates effort and enthusiasm
  - Maintains confidentiality
  - Is punctual and reliable
  - Maintains professional appearance
  - Awareness of impact on colleagues (faculty and students)
13. Participates in and applies professional development.
  - Uses educational and psychological research to inform practice
  - Actively and responsibly applies new knowledge of content or methods
  - Sets and acts upon professional growth goals
  - Attends school functions (e.g., PTA, faculty/team meetings, extra-curricular activities)
  - Holds membership in professional organizations
  - Shares professional learning with colleagues

14. Demonstrates effective oral and written communication.
  - Communicates effectively and appropriately with students
  - Communicates effectively and appropriately with university supervisor, site-based supervisor, and other professionals
  - Communicates effectively and appropriately with families and other members of the school community
  - Initiates communication with family members and responds promptly to concerns
  
15. Reflects actively and continuously upon practice, leading to enhanced functioning.
  - Accepts responsibility for learning and is open to feedback.
  - Applies feedback to practice
  - Demonstrates the ability to make informed decisions based on continuous reflection upon past experiences, present situations, and future goals
  - Demonstrates the ability to make informed professional decisions based on continuous reflection of his or her knowledge, skills, beliefs, and attitudes
  - Attends to the intellectual, emotional, and ethical aspects of the profession
  
16. Demonstrates potential for leadership.
  - Adopts a whole-school perspective
  - Demonstrates basic knowledge of school administration and organization
  - Manages personal stress so that it doesn't interfere with functioning.
  - Demonstrates independence appropriate for level of training.

## ADMISSION TO THE SCHOOL PSYCHOLOGY PROGRAM

Individuals seeking admission to the master's or specialist degree programs in School Psychology at the College of William and Mary must submit all application materials by January 15. No students are admitted to the program on a provisional status. Preference for admission will be given to applicants who intend to pursue full-time graduate study.

### PROCEDURES

Information regarding admission criteria and application packets containing a graduate catalog, application forms, forms for transcripts and references, and detailed application instructions may be obtained from:

Office of Academic Program  
School of Education  
P.O. Box 8795  
College of William and Mary  
Williamsburg, VA 23185-8795

The following items must be submitted to the Office of Academic programs before an application for admission to either the master's degree program or the educational specialist program will be processed:

1. **Official** application form.
2. **Official** transcripts of all previous undergraduate and graduate work.
3. **Official** test scores, **not more than five years old**, from the Graduate Record Examination (GRE). Applicants whose home language is other than English must also take the Test of English as a Foreign Language (TOEFL) in addition to the general test of the Graduate Record Examination.
4. Letters of recommendation from three persons qualified to evaluate the applicant's personal, ethical, and academic or professional qualifications for graduate study. It is suggested that the applicant present a combination of professional, academic, and personal references. The written references will be used exclusively for purposes of admission to the School of Education and will remain the property of the School.
5. A student application for Virginia in-state tuition rates if an applicant intends to claim eligibility.
6. A \$55.00 non-refundable application fee.

## **Master's Degree**

Students are selected on the basis of their academic preparation, work or volunteer experience in psychology or related fields (e.g., counseling, human services), and scholastic ability.

The general admission guidelines are as follows:

- Undergraduate grade point average of 3.0 or greater
- 50th percentile on Quantitative and Verbal portions of the GRE
- A well-written, thoughtful, clearly articulated personal statement
- Strong letters of recommendation

## **Educational Specialist Degree**

Graduate students *currently enrolled* in the Master's degree program in School Psychology at William and Mary who successfully complete their first year in the program must have *completed* at least twelve hours of the Master's degree program, earned a 3.5 cumulative GPA from graduate work, and successfully passed the comprehensive examination administered at the end of students' first year in the program (2<sup>nd</sup> semester).

## THE M.ED. PROGRAM IN SCHOOL PSYCHOLOGY

Course requirements for the M.Ed. Program in School Psychology are presented below:

	<u>Semester Hours</u>
<u>Pre-requisite:</u> EDUC F65-Research Methods in Education	
EDUC F12-Advanced Educational Psychology and Development	3
EDUC F67-Psychological and Educational Measurement	3
EDUC P20a-Psychoeducational Assessment for School Psychologists I	4*
EDUC P20b- Psychoeducational Assessment for School Psychologists II	4*
EDUC 669-Neuropsychological Bases of Behavior	3
CRIN X51-Language Development and Reading Instruction for Exceptional Students	3
CRIN X54- Characteristics and Accommodations for Students with Developmental Disabilities and Autism Spectrum Disorders	3
CRIN X53- Characteristics and Accommodations for Students with Mild/Moderate Disabilities in the General Curriculum	3
CRIN X52- Instructional Design/Methods for Students with Disabilities in the General Curriculum	3
EDUC P23 - Introduction to Professional School Psychology	3

\*Must be completed with a grade of B or above.

## THE ED.S. PROGRAM IN SCHOOL PSYCHOLOGY

Course requirements for the Ed.S. Program in School Psychology are presented below:

	<u>Semester Hours</u>
EDUC P24-Practicum in School Psychology	6
EDUC P56-Consultation in the Schools	3
EDUC 644-Developmental Psychopathology	3
EDUC 675-Theories and Strategies for Counseling School-Aged Children	3
EDUC 638-Prevention and Intervention in Public Schools	3
CRIN X56-Classroom Management and Positive Behavioral Supports for Students with Disabilities	3
Elective (to be selected with advisor)	3

### **Culminating Experience**

EDUC 659-Internship in School Psychology	12
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Culminating Experience. The culminating experience in the Ed.S. Program in School Psychology is the internship which must occur on a full-time basis over a period of one year or on a half-time basis over a period of two consecutive academic years in an accredited school setting. Evaluation of student performance is conducted by both university and site supervisors. Students typically receive a stipend during the internship.

### **Graduation Requirements**

1. Submission of completed and passed individual internship assignments, received satisfactory/passing evaluations from their university and site supervisors, and successfully completed a Comprehensive Professional Portfolio. See Appendices E and F for the University Practicum and Internship Evaluation Form and Rubric for Comprehensive Portfolio, respectively.
2. Submission of passing scores on the National Teachers Examination Praxis II for School Psychology.



***EDUC P20a. Psychoeducational Assessment for School Psychologists I***

Fall (4). Prerequisite: Enrollment in the School Psychology Program.

*This course is the first half of a year long course sequence designed to introduce masters-level students to a problem solving model of assessment for addressing children's educational and behavioral problems. The model defines education problems situationally as the difference between what is expected and what occurs. These problems do not reside solely within the individual child but result from the interaction between student behavior, curriculum, and instruction. The model defines 'effective assessment' as assessment that evaluates the situation as well as the child and which produces effective interventions. Instruction and practice in the application of this problem solving assessment model will be the focus of this course.*

***EDUC P20b. Psychoeducational Assessment for School Psychologists II***

Spring (4). Prerequisite: EDUC P20a and Enrollment in the School Psychology Program.

*This course is the second half of a year long course sequence designed to introduce masters-level students to a problem solving model of assessment for addressing children's educational and behavioral problems. These problems do not reside solely within the individual child, but result from the interaction between student behavior, curriculum, and instruction. The model defines 'effective assessment' as assessment that evaluates the situation as well as the child and which produces effective interventions. Instruction and practice in the application of this problem solving assessment model will be the focus of this course.*

***EDUC P24. Practicum in School Psychology.***

Fall and Spring (3). Prerequisite: Enrollment in the School Psychology Program. (Graded pass or fail.)

*A field-based experience designed to provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to refine skills learned in the university training program. Practicum experiences include administration and interpretation of diagnostic assessment instruments; participation in team meetings; consultation with teachers, parents, and administrators; and intervention with children.*

***EDUC P56. Consultation in the Schools.***

Spring (3).

*This course is designed for professionals working in an educational setting to examine and compare various models of working together to assist children and families. Consultation, collaboration, negotiation, and systems level intervention are discussed and practiced through role play, self-appraisal, and feedback and classroom discussion. Course content addresses the theoretical bases of consultation, with the primary focus on implications for practice as well as the development of each class member's skill in consultation. Issues related to these processes as well as relevant research are reviewed.*

### **EDUC 638. Prevention and Intervention in Public Schools**

Spring (3).

*The role of the school psychologist has evolved dramatically over the past decade. In addition to their role as assessment specialist within schools, school psychologists now spend a large percentage of their time consulting with teachers, parents, administrators, and professionals within the community to help prevent and remediate academic and behavioral/emotional problems. School psychologists are being called upon to play a crucial role on instructional support teams and to develop system-wide prevention and crisis intervention programs. This course will inform school psychology graduate students about effective prevention and intervention programs and strategies that can be implemented within public school settings. The course highlights empirically-supported methods for promoting school success through both prevention and remedial strategies across the grade levels.*

### **EDUC 644. Developmental Psychopathology**

Fall (3). Prerequisites: Enrollment in School Psychology Program or permission from the instructor.

*This course is designed to familiarize students with the psychological disorders of children and adolescents that are most frequently encountered by school counselors and psychologists. The content of the course will focus on developmental issues, defining characteristics, associated features, etiologic factors, assessment and diagnostic classification, and evidence-based interventions for effective treatment.*

### **EDUC 659. Internship in School Psychology.**

Fall and Spring (6). Prerequisite: Completion of all other coursework in the Ed.S. Program in School Psychology. (Graded pass or fail.)

*The culminating experience in the Ed.S. Program in School Psychology is the internship which must occur on a full-time basis over a period of one year or on a half-time basis over a period of 2 consecutive academic years in an accredited school. The internship provides opportunities for students to integrate their knowledge and applied skills in working with children, families, and school personnel under the supervision of a professional school psychologist. The experience must include a minimum of 1200 hours with at least 600 of these hours occurring in a school setting. Evaluation of performance is conducted cooperatively between the College and the appropriate school personnel. Students typically receive a stipend during the internship years.*

### **EDUC 675. Theories and Strategies for Counseling School-aged Children**

Fall. (3).

*The focus of this course is on the understanding and application of contemporary theories of counseling for school aged children and adolescents. Theories will be studied with respect to key concepts, the therapeutic process and goals, and specific techniques. Students will apply their skills in practice sessions with school-aged children. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the children's needs.*

### ***EDUC P23. Introduction to Professional School Psychology***

Fall (3).

*EDUC P23 introduces students to school psychology as a specialty of professional psychology. Students will become familiar with the roles and functions of the profession, both in Virginia and across the nation. This introduction encompasses topics including the historical development of the specialty; relationship to other specialties in psychology and education; graduate training and models of professional preparation; licensure and certification; special education laws relevant to the practice of school psychology; diversity of practice settings; and diversity of client populations served. The course provides opportunity for students to create and individualized experiential component in which student develop a professional “road map”, based on personal reflection. Students are then required to visit local schools and observe in a variety of educational and psychological programs and activities.*

### ***CRIN X51. Language Development and Reading Instruction for Exceptional Students.***

Fall (3).

*A course which focuses on normal language development and language communication disorders in exceptional children and youth. Topics discussed include language acquisition in the normally developing child contrasted with developmentally disordered children diagnosed with mental retardation, emotional disturbance, visual and hearing impairments, aphasia, and autism. Emphasis is placed upon development, teacher assessment, and classroom techniques in teaching reading and written language.*

### ***CRIN X52. Instructional Design/Methods for Students with Disabilities in the General Curriculum.***

Fall (3). Prereq/Corequisite(s): CRIN X53

*This course develops content knowledge in fundamental teaching methods (instructional assessment, instructional design, evidence-based instructional methodology, universally designed instruction, accommodations/modifications, data-based decision-making, and individualized planning) necessary for successful instruction and support of students with disabilities in the general standards-based K-12 curriculum.*

### ***CRIN X53. Characteristics and Accommodations for Students with Mild/Moderate Disabilities in the General Curriculum.***

Spring and Summer (3).

*Characteristics of students with learning and emotional disabilities, traumatic brain injury, and other health impairments participating in the general education curriculum: Definitions, terminology, contributing factors, support needs, and techniques for identifying children and youth with these disabilities are addressed. The impact of these conditions on learning and performance as well as instructional accommodations and service delivery options are examined.*

**CRIN X54. Characteristics and Accommodations for Students with Developmental Disabilities and Autism Spectrum Disorders.**

Spring (3).

*A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder (ASD), and intellectual disability (ID) (i.e., mental retardation). The impact characteristics have on student participation and learning in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed. A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder (ASD), and intellectual disability (ID) (i.e., mental retardation). The impact characteristics have on student participation and learning in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed.*

**EDUC F12. Advanced Educational Psychology and Development.**

Summer (3).

*A course that examines psychological theories and research findings dealing with child and adolescent development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been translated into educational practice.*

**EDUC F67. Psychological and Educational Measurement.**

*Fall (3). Prerequisite(s):* Completion of or concurrent enrollment in EDUC F65 or permission of the instructor.

*An introduction to the use of educational and psychological assessment procedures used by educators and other helping professionals. The course deals with the selection, administration, and scoring of psychological assessment techniques and the interpretation and application of their results.*

## **SPACE PROGRAM ADMINISTRATIVE STAFF AND FACULTY**

### **Administrative Staff**

**Spencer G. Niles**, Professor and Dean, B.S.Ed., Bloomsburg University, M.Div., Colgate Rochester Divinity School, M.Ed., Lehigh University, D.Ed., Penn State University.

**Thomas W. Farmer**, Professor and Associate Dean for Research. B.A., College of William & Mary, M.A., University of North Carolina at Chapel Hill, Ph.D., University of North Carolina at Chapel Hill.

**Leslie W. Grant**, Associate Professor and Associate Dean for Academic Programs. B.A., James Madison University, M.S.Ed., Old Dominion University, Ed.S., George Washington University, Ph.D., College of William & Mary.

### **School Psychology Core Faculty**

**Sandra B. Ward**, Professor, B.S., College of William & Mary; M.S. and Ph.D., The Pennsylvania State University. Research Interests: Assessment, Consultation and Collaboration, Supervision.

**Ryan McGill**, Assistant Professor, B.A. Westmont College, M.A. Point Loma Nazarene University, Ed.S. La Sierra University, Ph.D. Chapman University. Interests: Psychological Assessment, Judgement and Decision-Making in School Psychology, Identification of Specific Learning Disability.

**Janise Parker**, Assistant Professor, B.S., Florida State University, M.Ed., University of Florida, Ph.D., University of Florida. Research interests: Student Engagement and Motivation, Culturally Responsive Practice in School Psychology, School-based Mental Health Services

**Gail B. Hardinge**, Clinical Associate Professor, B.S. Virginia Commonwealth University; Ed.S. and Ed.D. The College of William and Mary. Interests: School psychologists as leaders, the role of the school psychologist in changing academic environments, School Psychology Supervision

### **SPACE Faculty**

**Johnston M. Brendel**, Clinical Associate Professor, B.A., Virginia Polytechnic Institute; M.Ed., Virginia Commonwealth University; Ed.S. & Ed.D. The College of William and Mary. Research Interests: Adolescent and Adult Development.

**Jason Chen**, Assistant Professor, B.A., Emory University, M.A., Emory University, Ph.D., Emory University. Research Interests: adolescent students' motivation and their beliefs about the nature of science.

**Tracy Cross**, Professor, B.S., M.S., Ed.S. & Ph.D., University of Tennessee—Knoxville.  
Research Interests: Gifted education, psychology of gifted students.

**Victoria Foster**, Professor, B.A. and M.A., University of Alabama at Tuscaloosa; Ed.D., North Carolina State University. Research Interests: Marriage and Family Counseling/Family School Collaboration; Impact of Client Suicide on Counselors; Promoting Development of Counselors and Supervisors.

**Charles F. Gressard**, Professor, B.A., Wittenberg University; M.Ed., Kent State University; Ph.D., University of Iowa. Research Interests: Addictions Counseling; Ethical Issues in Counseling.

**Daniel Guitierrez**, Assistant Professor, B.A., University of Central Florida, M.A., University of Central Florida, Ph.D., University of Central Florida.

**Kyung H. Kim**, Associate Professor, B.S., Kyungpook National University; M.S. and Ph.D., Korea University; Ph.D., University of Georgia. Research Interests: Creativity and Giftedness.

**Charles R. McAdams**, Professor, B.S., M.Ed., and Ed.D, North Carolina State University. Research Interests: Marriage and Family Counseling; Impact of Client Violence of Counselors; Promoting Development of Counselors and Supervisors.

**Patrick R. Mullen**, Assistant Professor, B.A. Florida International University, M.A. and Ph.D. University of Central Florida. Interests: Professional School Counseling, Counselor Education and Supervision, Effective Interventions for Children and Adolescents.

**Natoya H. Haskins**, Assistant Professor, B.S. James Madison University, M.Ed. Virginia Commonwealth University, M.Div. Virginia Union University, Ph.D. The College of William and Mary. Interests: Culturally responsive counselor educational experiences for graduate students of color, critical race theory, school counselor advocacy.

## ACADEMIC POLICIES

Students in the School Psychology Program are subject to the academic policies, rules, and regulations of (a) the School Psychology Program, (b) the School of Education, and (c) the College of William and Mary. The academic policies of the School of Education are as follows:

### Advisement

Each student is assigned a program advisor upon acceptance of admission to the School of Education. Students are responsible for planning a course of study with their advisor. Each graduate student and his or her advisor should work closely together to develop a program of studies that is consistent with the student's personal and professional goals; that builds effectively on previous educational experiences; that fulfills degree requirements in foundational, specialty, and emphasis areas; and that satisfies relevant requirements for certification or licensure. An approved program of study that indicates the specific courses the student will take as part of his or her master's, specialist, or doctoral program must be filed in the Office of Academic Programs during the initial term of enrollment following admission. Courses completed prior to the filing of an approved program of studies may not be applicable to the degree program.

### Independent Study

A required course cannot be taken as an independent study or problems in education course, unless the student petitions the Academic Affairs Committee and receives approval prior to registering for the course. The main purpose of an independent study course is to give the student the opportunity to learn information not taught in regular courses.

### Definition of Graduate Credit/Courses

Only those courses numbered in the 500's and above in the School of Education are acceptable for credit toward a graduate degree. Courses at the master's level have alphabetic characters rather than 5's in the hundreds place. When courses are cross-listed at the 400/500 levels, graduate students are expected to enroll at the master's level. Courses offered by other schools and departments of the College are acceptable for graduate credit upon the approval of a student's program advisor, irrespective of course number.

Courses with an *EPPL* designation fall within the Educational Policy, Planning and Leadership division, while those with a *CRIN* prefix are Curriculum and Instruction division classes.

### Academic Standards

1. A degree is awarded only when a student has completed a program of studies with a grade-point average of B (3.0 on a 4.0 scale).
2. Degree credit is granted only for coursework in which the student earns a grade of C- or above. A graduate student may repeat one course in which a grade of C+ or lower is received. The grade earned initially remains a part of the student's record and is included in computations of quality-point requirements.

3. Any student receiving more than one D or F in an approved program of studies will not be permitted to continue in that program.

*All papers/projects/dissertations/theses submitted must be original to each course unless the student has explicit prior permission from the instructor(s) involved.*

#### Program Course Exemptions

Graduate students who believe they have previously met the objectives of a graduate course offered by the School of Education may request a program course exemption. Requests for this exemption should be directed to the appropriate program coordinator using a *Program Course Exemption/Advance Placement* form, available from the Office of Admissions and Financial Aid. The coordinator will make the necessary arrangements for an oral/or written assessment and will report the results to the Office of Admission and Student Services. The Office will inform the student and the student's program advisor of the results. Semester hours of credit are not awarded for exempted courses, and the total number of required hours in a degree program will not be reduced. **Requests for program course exemptions must be made within the first semester following admission.**

#### Transfer Credit from Other Institutions and Work Taken at the College Prior to Admission

Students who wish to request degree credit for graduate work taken at another institution of higher education, whether completed prior to or following admission to graduate study in the School of Education, should consult with their program advisor and request concurrence. Prior coursework can be considered for transfer credit only if it was completed within four years of the date of admission to the student's current graduate program. Also, in order for a course to be considered for transfer credit from another institution, the student must have received a grade of B or better. If approval is given, the advisor will complete an *Approved Transfer of Graduate Credit* form and forward the request to the Office of Admission and Student Services. Request for transfer can be considered formally only following admission to graduate study and upon receipt of an official transcript from the institution where the work was completed.

A maximum of **12 hours** of credit earned at other accredited institutions of higher education and/or credit for coursework completed at William and Mary prior to admission may be applied to a master's degree, **15 hours** toward the Ed.S. and Ed.D./Ph.D.; and only upon approval and recommendation by the student's program advisor and the Associate Dean for Academic Programs. Doctoral students must earn a minimum of 45 hours beyond the master's level at the College of William and Mary. Courses taken during the semester in which the student receives his/her letter of admission will be counted as transfer credit.



## School Psychology Program Retention Policies and Procedures

The faculty of the School Psychology Program at William and Mary acknowledge the importance of both professional and personal growth to a student's success in the field. We hold students to high standards in the evaluation of their work to ensure competent practice in the field. We attempt to provide opportunities and activities to facilitate student growth and minimize stress. Orientation meetings are held each fall to prepare students for the workload and expectations of the program. Each new student is assigned a mentor from the second year class to familiarize him/her with the College, resources, and other students. Each student is expected to meet individually with his/her advisor to plan a course of study that meets his/her needs. Close supervision is provided during all practicum elements of courses as well as throughout the two practicum courses.

### Residency Requirement

Preference for admission will be given to students who intend to pursue full-time graduate study. Students in the M.Ed. and Ed.S. degree programs in School Psychology must enroll in full-time coursework for two consecutive semesters (which can include summer session). Students in the residency phase of their course of study are expected to participate in a variety of professional socialization experiences such as seminars and symposia, case presentations, and group projects.

### Retention Standards

The school psychology training program at William and Mary adheres to the following standards of student performance. Students must meet these standards to ensure satisfactory academic standing within the program.

1. A student must maintain a minimum of a "B" average (3.0 on a 4-point scale) in all academic work completed in order to be awarded a degree.
2. A student receiving more than one "D" or "F" in required courses of the school psychology program will not be permitted to continue in the program.
3. A student who earns a "C" or lower or an "I" in any diagnostic course (marked with an \* in the schedule of classes) will not be allowed to enter practicum (until the course is retaken and the grade improved/changed to at least a "B").
4. A student who earns an "F" in one or more semesters of practicum will not receive a recommendation for internship. The student can petition to retake practicum and his/her status in the Ed.S. program will be reviewed after completing the retaken practicum.
5. A student who earns an "F" in one or more semesters of internship will be dismissed from the program. The student can petition to retake Internship and his/her status in the Ed.S. program will be reviewed after completing the retaken internship.

If the student is approved to retake practicum, options after its completion include: (1) dismissal from program; (2) continuation in the Ed.S. program; or (3) receipt of a recommendation for internship. If the student is approved to retake internship, options after its completion include: (1) dismissal from program; (2) completion of the Ed.S. program and endorsement for VA state licensure by the DOE. Note: As illustrated above, a student who earns an "F" in one semester of practicum and/or internship may be dismissed from the program. **This standard supercedes the academic standard in the Graduate Program Handbook that requires more than one "D" or "F" in required courses before dismissal from the program will occur.**

The petition to retake practicum/internship must be received in writing by the program practicum/intern supervisor. The petition must include an explanation of why the student believes he/she will be successful if given an opportunity to repeat the experience. The program practicum/intern supervisor will present the petition to the School Psychology Program faculty for consideration. The student will be given the opportunity to address the school psychology faculty in person if desired. The program practicum/intern supervisor will respond in writing to the student's written request (after consulting with School Psychology Program faculty). The student will be informed of the program faculty's decision.

## **Evaluation Procedures**

Satisfactory student progress, as well as programmatic efficacy, is continually monitored using multiple methods and multiple data sources, across multiple contexts. That is, our assessment system is based on a multi-method, multi-source approach that is employed throughout students' preparation in the program.

This process begins during pre-admission and continues throughout the course of the program. Upon completion of the program, students must provide evidence demonstrating competency and the ability to bring about positive outcomes to children and youth. Formative and summative data based on quantitative and qualitative methods are used to determine the degree to which: 1) students are making progress, 2) the program is meeting faculty goals, and 3) the program is in compliance with the standards set forth by NASP.

Evaluative data and processes include:

- Pre-admission data (i.e., GPA/GRE scores, course grades, letters of recommendation, a personal statement, and any supplemental materials that the student submits);
- Students who pass a pre-admission screening are brought to The College of William and Mary where they participate in a formal on-campus interview with faculty and current students;
- Coursework, including course grades;
- Annual Student Evaluations (Appendix D);
- Comprehensive Student Exam taken at the end of the first year in the program;
- Practicum and Internship Site Supervisor Evaluations;
- Practicum and Internship University Supervisor Evaluations (Appendix E);
- Calculation of Effect Sizes for Academic and Behavioral Interventions to document the magnitude of the effect of treatment;
- Praxis II exam scores;
- The capstone project during Internship of the Comprehensive Portfolio;
- Exit Survey data;
- Follow-up Survey data (Alumni Survey);
- Twice weekly faculty meetings to evaluation both the program and students' progress.

The triangulation of these data allow the program faculty to make informed decisions regarding individual students' progress, overall program improvement, and whether the student met the School Psychology Program, School of Education, and the College of William and Mary standards for program retention and completion.

Demonstration of dispositions occurs through course participation and while meeting the responsibilities and demands within each course; interactions with peers and university and school personnel; through interactions with students and their families; and through the evolution of the role of school psychologist during practica and internship.

### Unsatisfactory Performance

In some instances a student's performance may be in danger of becoming, or may have become, unsatisfactory. A problem is defined as an interference in professional functioning that is reflected in one or more of the following ways: 1) failure to acquire and integrate professional standards into professional behavior, 2) failure to acquire professional skills needed to reach an acceptable level of competency, and/or 3) failure to demonstrate the professional dispositions described on pages 9 - 12 of this handbook.

More specifically a problem includes one or more of the following characteristics:

1. The problem is more than a skill deficit that can be remedied by academic or didactic training.
2. The quality of services delivered by the student is sufficiently negatively affected.
3. The problem is not restricted to one area of functioning.
4. A disproportionate amount of attention by training personnel is required.
5. The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.
6. The problematic behavior has the potential for ethical or legal ramifications if not addressed.
7. The student does not acknowledge, understand, or address the problem when it is defined.

### Procedures

If a problem is identified, the following procedures will be implemented with all steps being documented in writing on the School Psychology Improvement Plan (see Appendix A), as well as communicated to the student during a formal conference with his/her advisor and/or other appropriate program faculty.

1. The student will be notified in writing of the specific problem areas noted by the program faculty (See Appendix B for notification form).
2. Unless the problems are severe enough to warrant an immediate dismissal, a School Psychology Improvement Plan to remediate the problem will be developed by the student, the student's advisor, and relevant program faculty. This plan will identify the specific area of concern, behaviorally define the student's problem(s), specify the expected objectives for performance improvement, specify a plan to reach those objectives, and designate a timeline for goal attainment or re-evaluation. During this remedial period, the student is on probation. If the student chooses not to accept the remedial plan, he/she will be automatically dismissed from the program.
3. At the time of re-evaluation, a Follow-up of Improvement Plan form (See Appendix C) will be completed. Four options exist for the program faculty:
  - Decide that the specific problem has been appropriately remediated and the student is allowed to continue in the program.

- Continue probation and remediation with an updated improvement plan and a new date set for re-evaluation.
- Counseling the student out of the program.
- Formal dismissal from the program.

A final re-evaluation meeting will be held between the appropriate faculty and the student. During this meeting the faculty decision will be presented to the student in writing.

If the faculty decision is student dismissal, the student will be given five days to respond to the notification of dismissal and have the opportunity to ask the school psychology program faculty to formally review his/her case. This review also will include a faculty member from outside the program. This faculty panel will make the final determination and forward the formal recommendations to the Faculty Advisor and the Associate Dean for Academic Programs.

### Remediation considerations

Several possible courses of action designed to remediate impairments include, but are not limited to:

- Increasing supervision
- Increasing field-work experience
- Broadening field-work experience
- Changing the format, emphasis, and/or focus of supervision
- Recommending personal therapy
- Reducing the student's workload
- Requiring additional coursework
- Recommending a leave of absence

### Student Evaluation

In addition to grades and in-course evaluations that students receive as part of all courses:

#### **Year One:**

1. **Comprehensive Examination:** All Master's level students in the school psychology program are evaluated upon completion of their first year in the program. This evaluation is part of the procedures for elevation to the Educational Specialist program. Students must pass a comprehensive examination at the end of the spring semester of the first year in the program. If students do not pass the exam, they will put on probation. Until a decision is made regarding whether the student has met program expectations and should be elevated to the Ed.S. degree program.
2. **Annual Student Review:** At the completion of the M.Ed. program each student is evaluated on the Annual Student Review by Faculty form (included in Appendix D). On this form, each student is rated on Academic Performance, Professional Behavior, and beginning during their second year in the program, while on practicum, their Clinical Skills Development. Strengths and areas for growth are identified and an action plan is developed to address any weaknesses.

3. Academic Grades from coursework; a minimum of a 3.5 GPA.

### **Year Two:**

4. Annual Student Review: At the completion of each year, each student is evaluated on the Annual Student Review by Faculty form (included in Appendix D). On this form, each student is rated on Academic Performance/Progress, Professional Behavior, and beginning during their second year in the program, while on practicum, their Clinical Skills Development. Strengths and areas for growth are identified and an action plan is developed to address any weaknesses.
5. Practicum Supervisor Evaluations: During the student's second year in the program, he/she completes a year-long practicum. It is during this time that the students will be allowed the opportunity to practice in naturalistic settings the school psychology skills learned during coursework. Frequent feedback is provided on cases and experiences during practicum. At the end of the first (December; formative assessment) and second semester (1<sup>st</sup> week in May; summative assessment), evaluative data are collected from both field-based and university supervisors.
6. For specialist level students, the end of the second year of the program culminates in the program's recommendation or non-recommendation for internship.

### **Year Three:**

7. Procedures for evaluation during the internship include: regular contact with the field-based supervisor, two formal evaluation reports from the field-based supervisor, four quarterly reports from the intern, and formal supervision with and evaluation by the university supervisor.
8. Individual assignments: Each intern completes case study assignments that require the integration of knowledge and applied professional skills across various content areas (i.e., assessment, consultation, intervention) in the delivery of school psychological services. The intent of these case studies is to provide opportunities for interns to demonstrate what they know and what they can do in authentic environments.
9. Comprehensive Portfolio: At the end of the internship, students must submit a comprehensive portfolio that documents entry-level competency in the 10 domains of practice specified by NASP. Required components for this portfolio are specified within the School Psychology Practicum and Internship Handbook and Internship Syllabus (EDUC 659).

Throughout all three-years of professional School Psychology Training, faculty meet with students twice weekly to discuss student progress, as well as ways to strengthen the program.

## THE SCHOOL OF EDUCATION

Founded in the early 1960's, the School of Education at the College of William and Mary, a highly selective, public, four-year University with 7,500 students, was created as a distinct entity within the academic structure. During ensuing years, the traditional commitment to undergraduate education for teachers has been supplemented by a wide range of graduate degree programs, including conferral of the first doctoral degree in Education in 1972. In the past decade the School of Education has been an institutional leader in advanced studies, as it has accounted for nearly a third of the master's degrees and over half of the doctoral degrees awarded at William and Mary each year. Today, the School of Education with an enrollment of approximately 500 students, of which 250 are full-time, continues to take pride in its fusion of liberal education and professional studies at both the undergraduate and graduate levels.

## FINANCIAL ASSISTANCE

### Assistantships, Fellowships and Scholarship Awards

Graduate assistantships are the primary source of financial assistance offered by the School of Education. Through graduate assistantships, full-time graduate students have the opportunity to assist the School of Education in meeting teaching, research, or administrative obligations. In return, students receive tuition assistance and a stipend or salary. The total remunerative value of an assistantship is a "package" including tuition support and a stipend, as well as an out-of-state tuition waiver, if applicable. "In-State tuition waiver" means that out-of-state students will be charged tuition at the in-state rate.

Assistantships are available in other offices on the William and Mary campus as well as in other educational agencies in the community. Although the level of financial support provided in these assistantships usually equals and can even exceed the support provided through the School of Education, the exact dollar value varies each year and is determined by the agency.

Other student financial assistance includes fellowships, scholarships, and awards earmarked for School of Education students.

### Applications

If you would like to request an assistantship application by mail, please write Ms. Dorothy S. Osborne, Director of Admissions and Financial Aid, Office of Admission and Student Services, College of William and Mary, School of Education, P.O. Box 8795, Williamsburg, VA 23187-8795. Applications are also available on our website at: <http://education.wm.edu/admissions/financialaid/assistantships/index.php>. Continuing students may obtain the assistantship application either online or from the Office of Admission and Student Services. Completed application deadline is **February 1**.

### Application Process

The selection process for new students coincides with admission reviews. Appointment announcements are made by mid-April for the following academic year. Although assistantship applications are accepted throughout the year, those submitted by **February 1** will have a better chance of securing an assistantship because most appointments are made with the review of applications for admission.

The actual number of assistantships awarded each academic year varies; however, approximately 100 full-time graduate students are supported in half-time or full-time assistantships each year; some programs provide limited support for part-time students. Because assistantship opportunities also may develop during the year, it is recommended that those students who do not initially receive appointments allow their assistantship applications to remain on file for future consideration. For more information or an application, please contact the Office of Admission and Professional Services in the School of Education at (757) 221-2320.

### Appointment Process

Graduate Assistantships are awarded on merit and financial need. The appointment of graduate assistants is a process that can be greatly augmented by the entrepreneurial bent of the student. Each full-time faculty member and administrator is responsible for the selection of his or her assistant (s). Most appointments are made through a process of application review, prior contact with students, person-to-person interviews, telephone interviews, or some combination of these activities. Therefore, students are encouraged to establish contacts with program area faculty, administrators and offices where they have an interest in working as a graduate assistant. Students should attach a detailed resume with their application.

Graduate assistantship contracts and other financial assistance information are issued by the Office of Admission and Student Services. Please note that the actual appointment of students to assistantships is *not* made by this office but is instead made by the faculty member, program, or office where the student will work.

To improve your chances of being awarded a graduate assistantship, it may be wise to familiarize yourself with faculty members from your program area. Your *Application for a Graduate Assistantship* and other submitted documents (resumes, portfolios, etc.) are maintained in the Office of Admission and Professional Services by program areas.

### Responsibilities of the Graduate Assistant

The graduate assistantship is recognized as a serious commitment on the part of the student. Students may be appointed half-time assistants, working an average of 10 hours per week, or full-time assistants, averaging 20 hours per week. The contract period for graduate assistants runs from August 16 through May 15. The contract period runs through Winter and Spring breaks; therefore, one might also be responsible to work through regularly scheduled vacations.

Although the weekly commitment is typical, it is expected that you remain flexible to accommodate the workload and needs of your supervisor.

A limited number of summer assistantships are available each year, yet are few and dependent on funding. Summer assistants usually work 20 hours per week for a six-week period, or a total of 120 hours, or 10 hours per week for a six-week period, for a total of 60 hours.



## The Earl Gregg Swem Library

Located very near the School of Education, Swem Library contains more than 1,276,876 books, subscriptions to 5,404 print and electronic journals, 1,463,470 microfilms including a complete set of ERIC documents. Books and periodicals supporting the various graduate programs in the School of Education are ordered on a continuing basis for the collections in Swem Library.

The Library Catalog, available from the Swem Library website (<http://swem.wm.edu/>), is the searchable index to the Library's collections. The Library website offers access to hundreds of online subscription databases including *ERIC*, *Mental Measurements Yearbook*, and *PsycINFO* (<http://swem.wm.edu/resources/databases/>) and topical Subject Guides (<http://swem.wm.edu/resources/subject-guides/>). Reference librarians are available to assist users with online resources and other research needs (<http://swem.wm.edu/services/reference/>). Books and journal articles not in Swem Library may be requested through Interlibrary Loan (<http://swem.wm.edu/services/ill/>). A state-of-the-art Media Center with a variety of video and editing equipment opened recently on the ground floor of Swem Library (<http://swem.wm.edu/services/media/>).

## The Learning Resource Center

To supplement the resources of Swem Library, the School of Education maintains a Learning Resource Center (<http://www.wm.edu/LRC/>) in Room 2076. This Center supports the particular needs of the School of Education with curriculum materials, teaching aids, psycho-educational tests, and Virginia Department of Education adopted textbooks. The LRC also maintains a small circulating collection of audiovisual equipment for use by School of Education students and faculty.

## Information Technology

Microcomputers are available for the entire College community—students, faculty and administration. Public-access laboratories housing approximately 300 terminals and microcomputers are available in seven different buildings across campus, and several of these laboratories are open continuously, 24 hours a day, seven days a week. All workstations use an NT workstation and a single NT application server on a lab network. A variety of software is available for statistical analysis, database management, computer language research, and electronic mail. Some software products are site licensed and others may be purchased using an educational discount. A number of IBM RS/600 Unix platforms support E-mail services, listserv and web services, as well as the college's data warehouse of institutional data. Every student has an account (userid) and a password automatically established on the electronic mail server. Most administrative computing is performed on an IBM mainframe running MVS/ESA.

## Support for Students with Disabilities

The School of Education is committed to providing equal educational opportunity for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act of 1990. A student with a disability who seeks and is entitled to reasonable accommodations must notify Disability Services in the Office of the Dean of Students for the College. It is the responsibility of the staff of Disability Services to verify a student's disability, to work with the student to identify reasonable accommodations, and to notify the student's instructors

General

State-supported, primarily undergraduate, four-year co-educational residential university of moderate size with 7,571 students of whom 5,560 are undergraduates. The Graduate School of Education offers a comprehensive program of graduate study, enrolling approximately 600 graduate students of which 250 are full-time.

Location

Historic Williamsburg, Virginia, 150 miles from Washington, D.C., 50 miles from Richmond, 5 miles from Newport News. Accessible by air, ground, and rail transportation.

History

Chartered February 8, 1693, by King William III and Queen Mary II as the second college in the American Colonies. Severed formal ties with Britain in 1776. Became state-supported in 1906 and co-educational in 1918. Achieved modern university status in 1967. Phi Beta Kappa, founded here in 1776, and the Honor System of conduct are among the College's contributions to higher education tradition.

Campus

Approximately 1,200 acres including Lake Matoaka and picturesque College Woods; 40 major buildings, including the Sir Christopher Wren Building, the nation's oldest classroom building in continuous use, where three Presidents (Jefferson, Monroe & Tyler) studied.

Cost

Tuition and fees: \$10,768 annually for full-time in-state students; \$24,638 for full-time, non-residents. Part-time tuition and fees: \$345 per semester hour for in-state students; \$920 per semester hour for out-of-state residents. These are the rates for graduate education students.

Schools

Arts and Sciences, Business Administration, Education, Law and Marine Science.

Graduate Degree in Educations

**Master's**

- (1) M.A.Ed. in Curriculum and Instruction (with concentrations in Elementary Education, Secondary Education, Gifted Education, Reading, and Special Education)
- (2) M.Ed. in Counseling (with emphases in school, community, community and addictions, and family)
- (3) M.Ed. in Educational Leadership (K-12 Administration & Supervision, Gifted Education Administration and Higher Education Administration)
- (4) M.Ed. in School Psychology

**Educational Specialist**

- (1) Ed.S. in School Psychology

**Doctorate**

- (1) Ph.D. in Counselor Education
- (2) Ph.D. in Educational Policy, Planning & Leadership
- (3) Ed.D. in Counselor Education
- (4) Ed.D. in Educational Policy, Planning & Leadership

**Getting to W&M****By Plane**

Newport News/Williamsburg Airport is approximately 30 minutes from campus. Williamsburg is also easily accessible from Richmond International and Norfolk International Airports, each one hour away. Several ground transportation companies at all three airports provide limousine or shuttle service to the College.

**By Bus or Train**

Nationwide service by Greyhound/Trailways serves Richmond and Norfolk, with connections to Williamsburg. Visitors may use direct AMTRAK service to Williamsburg from Boston, New York, Philadelphia, Baltimore, and Washington, D.C. The combined bus and train station is located less than one mile from the College. Taxi service to campus is available.

**By Car**

Williamsburg is located 150 miles south of Washington, D.C. approximately midway between Richmond and Norfolk on Interstate 64. From I-64, take Exit 234, which is Route 199 to Lightfoot and Williamsburg. The first part of this road is limited access. Continue on Route 199 to the Route 321 exit for Monticello Avenue and stay to the left following the signs toward The College of William and Mary. Continue on Monticello Avenue until you get to the 5th stoplight. Turn right to enter the School of Education Building. Parking is located to the right and left of the building.

From Norfolk/Virginia Beach on I-64, take Exit 242A, Route 199. Turn right at Route 321, the Monticello Avenue exit, and stay to the right. Continue on Monticello Avenue until you get to the 5th stop light. Turn right to enter the School of Education Building.

Appendix A  
School Psychology Program Improvement Plan



**College of William and Mary  
School Psychology Student Improvement Plan**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Level of Program: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

University Practicum Supervisor (if applicable): \_\_\_\_\_

Field-based Practicum Supervisor (if applicable): \_\_\_\_\_

**Directions:** The Improvement Plan is to be developed cooperatively by the Student, the Student's Advisor, and when applicable, the University Supervisor and the Field-based Supervisor of practicum or internship. This form is completed when the Student's overall performance is considered to be less than satisfactory according to the School of Education performance standards. The plan is to assist the student in achieving a satisfactory assessment and to improve his or her potential to be a successful school psychologist.

I. Specific area(s) of concern:

II. Behavioral description of the student's difficulties

III. Objectives for performance improvement:

IV. Plan for meeting objectives:

V. Implementation timeline:

VI. Assistance/resources to be provided by the Advisor and/or Program Faculty (and when applicable the Field-based Supervisor and/or the University Supervisor of practicum or internship):

VII. Assessment criteria & procedures:

VIII. Date for re-evaluation:

_____	_____
Student signature	Date

_____	_____
Advisor signature	Date

_____	_____
University Supervisor signature (if applicable)	Date

_____	_____
Field-based Supervisor signature(s) (if applicable)	Date

Appendix B  
Notification Form



The College Of  
**WILLIAM & MARY**

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School of Education  
Post Office Box 8795  
Williamsburg, Virginia 23187-8795  
Fax: 757/221-2988

DATE: \_\_\_\_\_

RE: Notification of Unsatisfactory Performance in School Psychology Program

To: (Student's Name)

This letter is to inform you that your performance has been determined to be unsatisfactory in the following areas:

According to the policies outlined in the School Psychology Program Handbook, you need to schedule a meeting with your advisor to develop a School Psychology Improvement Plan. Your advisor will determine whether other program faculty needs to be involved in the Improvement Plan development.

Please schedule this meeting within 5 business days of the date of this letter.

\_\_\_\_\_  
Advisor Signature



Appendix C  
School Psychology Program  
Follow-up of Improvement Plan



**School Psychology Program  
Follow-Up of Improvement Plan**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Level of Program: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

University Practicum Supervisor (if applicable): \_\_\_\_\_

Field-based Practicum Supervisor (if applicable): \_\_\_\_\_

**Action taken by the Student (provide documentation):**

The Student's performance is:

\_\_\_\_\_ Satisfactory

\_\_\_\_\_ Unsatisfactory (describe actions to be taken)

Student will:

Advisor/Program Faculty will:

Field-based Supervisor will (if applicable):

University Supervisor will (if applicable):

\_\_\_\_\_  
Student

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Field-based Supervisor (if applicable)

\_\_\_\_\_  
University Supervisor (if applicable)

Appendix D  
Annual Student Review by Faculty

**Annual Student Review by Faculty**  
**School Psychology Program**  
**College of William and Mary**

Student: \_\_\_\_\_  
 Year in Program: \_\_\_\_\_

Date: \_\_\_\_\_  
 Rater: \_\_\_\_\_

<b>Academic Performance/Progress</b>	
Is the student showing satisfactory academic progress?	<input type="checkbox"/> Exceeds Expectations (GPA = 3.6 - 4.0) <input type="checkbox"/> Meets Expectations (GPA = 3.0 - 3.5) <input type="checkbox"/> Below Expectations (GPA < 3.0)
Does the student demonstrate an understanding of subject matter?	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Is the student adhering to the approved program of study?	<input type="checkbox"/> Yes <input type="checkbox"/> No (explain) _____

<b>Professional Behaviors/Dispositions</b>	
Demonstrates commitment to and focus on graduate study.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Accepts responsibility for learning and actions.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Completes assigned tasks in a timely fashion and at an acceptable level.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates professional demeanor (e.g., appearance, punctuality, initiative, enthusiasm, dependability).	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Manages time effectively.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective written communication skills.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective oral communication skills.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates appropriate interactions with peers, faculty, and school personnel.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates awareness of impact on others.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations

Demonstrates flexibility and creativity.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective problem solving.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Participates in professional development and applies new knowledge.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Manages personal stress so that it doesn't interfere with functioning.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates good judgment and common sense.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Is receptive to supervision and promptly applies feedback from professors/supervisors.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Exhibits an appropriate level of independence for stage of training.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Adheres to legal and ethical standards and policies.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates respect for human diversity.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective communication skills.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates effective interpersonal relations.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates ethical responsibility.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates adaptability.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Demonstrates initiative and dependability.	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations

If Student is Completing Practicum/Internship, complete the following:

<b>Clinical Skills Development</b>	
Assessment Skills	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Academic Intervention Skills	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Behavior Intervention Skills	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Counseling Skills	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Consultation Skills (teachers, parents, system)	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
Supervision Preparedness/Response	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations
External Practicum Feedback, if available	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Below Expectations

**Decision of Program Faculty:**

- Student is making appropriate progress and should continue in the program.
- Student exhibits at least one area rated below expectations and a conference will be held with the student to determine next steps.
- Student's unsatisfactory performance warrants an Improvement Plan. Procedures in the handbook will be followed.
- Student's unsatisfactory performance is severe enough to warrant immediate dismissal from the program.

Appendix E  
University Practicum and Internship Evaluation Form





<p>Interventions and mental health services to develop social and life skills.  <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery.  Mean supervisor evaluations &lt; 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery.  Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery.  Mean supervisor evaluations <math>\geq 4</math>.</p>
<p>School-wide practices to promote learning.  <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery.  Mean supervisor evaluations &lt; 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery.  Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery.  Mean supervisor evaluations <math>\geq 4</math>.</p>
<p>Preventive and responsive services.  <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery.  Mean supervisor evaluations &lt; 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery.  Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery.  Mean supervisor evaluations <math>\geq 4</math>.</p>
<p>Family-school collaboration services.  <u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery.  Mean supervisor evaluations &lt; 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery.  Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery.  Mean supervisor evaluations <math>\geq 4</math>.</p>
<p>Diversity in</p>	<p>Work products</p>	<p>Work products</p>	<p>Work products provide</p>

<p>development and learning</p> <p><u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>provide a lack of evidence of criteria mastery.</p> <p>Mean supervisor evaluations &lt; 3.0.</p>	<p>provide sufficient evidence of criteria mastery.</p> <p>Mean supervisor evaluations = 3.0-3.9.</p>	<p>exceptional evidence of criteria mastery.</p> <p>Mean supervisor evaluations <math>\geq 4</math>.</p>
<p>Research and program evaluation.</p> <p><u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery.</p> <p>Mean supervisor evaluations &lt; 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery.</p> <p>Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery.</p> <p>Mean supervisor evaluations <math>\geq 4</math>.</p>
<p>Legal, ethical, and professional practice.</p> <p><u>Work Products:</u></p> <p><u>Mean Supervisor Rating:</u> ____</p>	<p>Work products provide a lack of evidence of criteria mastery.</p> <p>Mean supervisor evaluations &lt; 3.0.</p>	<p>Work products provide sufficient evidence of criteria mastery.</p> <p>Mean supervisor evaluations = 3.0-3.9.</p>	<p>Work products provide exceptional evidence of criteria mastery.</p> <p>Mean supervisor evaluations <math>\geq 4</math>.</p>

Appendix F  
Rubric for Comprehensive Portfolio

Student Name: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Rubric for Comprehensive Portfolio  
College of William and Mary  
School Psychology Program

Criteria	Fail 0	Pass 1	High Pass 2
Professional Statement	Professional statement reflects: <ul style="list-style-type: none"> <li>• Vague or lack of knowledge of current developments in the field of school psychology.</li> <li>• Minimal reflection on personal strengths and competencies.</li> <li>• Limited or no integration of personal strengths and competencies with meeting the demands of a school psychologist.</li> <li>• Vague or lack of awareness of the role of the school psychologist in the larger educational context.</li> </ul>	Professional statement reflects:  All but one of the requirements rated as falling within the “High Pass” category  And  No requirements rated as falling under the “Fail” category.	Professional statement reflects: <ul style="list-style-type: none"> <li>• Comprehensive knowledge of current developments in the field of school psychology.</li> <li>• Careful reflection on personal strengths and competencies.</li> <li>• Integration of personal strengths and competencies with meeting the demands of the professional responsibilities of a school psychologist.</li> <li>• Clear awareness of the role of the school psychologist in the larger educational context.</li> </ul>
Vita	Does Not Meet Expectations 0	Meets Expectations 1	Exceeds Expectations 2

Criteria	Fail 0	Pass 1	High Pass 2
Transcript	GPA < 3.0	GPA = 3.00 – 3.74	GPA = 3.75 – 4.0
10 Content Competencies (NASP)	Exemplars of attainment of the 10 competencies are insufficient  OR  Less than 10 competencies have documentation of attainment.	Portfolio contains proficient exemplars of attainment of all 10 competencies (at least 5 of the 10 competencies exceed expectations, while the other five meet expectations.)	Portfolio contains exceptional exemplars of attainment of all 10 competencies (all exceed expectations)
Reflective Practice	Portfolio reflects: Lack of understanding of the discipline. No examination of the skills and attributes necessary for success within the profession. Lack of active inquiry and in depth analysis. Lack of reflection and analysis of actions.	Portfolio reflects: Basic understanding of the discipline. A basic examination of the skills and attributes necessary for success within the profession. Some importance of active inquiry and in depth analysis. Some reflection and analysis of actions.	Portfolio reflects: Clear understanding of the discipline. A careful examination of the skills and attributes necessary for success within the profession. The importance of active inquiry and in depth analysis. Careful reflection and analysis of actions.
Leadership	Portfolio reflects: No application of research-based best practice to provide for positive change. A lack of commitment to prevention, remediation and growth of students. A lack of understanding of human problems from a systems perspective.	Portfolio reflects: Some application of research-based best practice to provide for positive change. A strong commitment to prevention, remediation and growth of students. A consistent understanding of human problems from a systems perspective.	Portfolio reflects: A consistent application of research-based best practice to provide for positive change. A strong commitment to prevention, remediation and growth of students. A consistent understanding of human problems from a systems perspective.