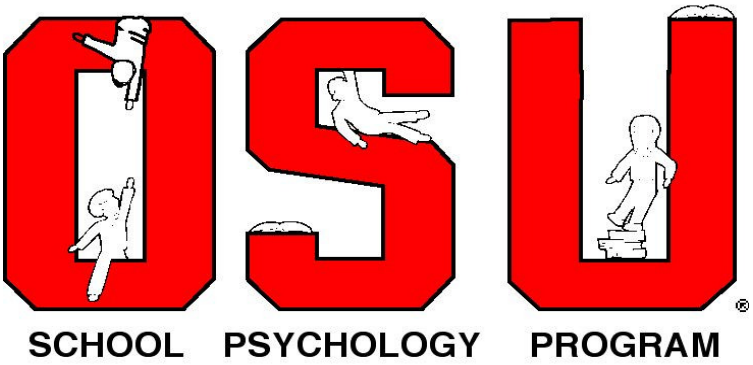
School Psychology Program

The School of Physical Activity and Educational Services

The Ohio State University



Doctoral Handbook
Autumn, 2011

Table of Contents

Mission Statement	3
Program Philosophy	4
Visual Diagram of Theoretical Model	7
Program Description	8
Certification and Licensure	8
Program Goals, Competencies, and Objectives	10
Course Requirements	12
Program Requirements	16
Program Evaluation	23
Research Requirements	24
Procedural Requirements	25
Program Policies	27

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School Psychology Program

Mission Statement

The foundation for the school psychology program at the Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels.

Program Philosophy

The school psychology program at The Ohio State University (OSU) is guided by an ecological and socio-cultural model of training, and a specialty focus. This framework used as the overarching philosophy to the program is based on both the works of Bronfenbrenner (ecological model) and Bandura (reciprocal determinism) and it focuses on the multiple systems in which children exist. This perspective recognizes the complex interaction of person variables within and across multiple systems. The following premises are used as a foundation for this perspective and a visual diagram of this model is also included.

- The child resides in multiple systems that have both direct and indirect influences. The microsystem includes immediate environments such as home, school, and community. Larger systems such as the cultural and political context of the community (e.g., exosystem and macrosystem) influence the child's microsystem indirectly.
- The client, usually the child, is both the center of and an active participant in the ecological model. These variables (e.g. biological and genetic make-up, internal representations of psychological constructs, metacognition) demonstrate that to some extent behavior is under the control of the child and that the child possesses the ability to rationally reflect on and modify his/her interaction with the environment.
- A reciprocal relationship exists between child and system. The child acts on his/her environment exerting control and influence over variables in the immediate and larger systems. Also, the multiple contexts in which the child resides influence the psychosocial development, adjustment and educational experiences and performance of the child.
- Psychologists intervene in the ecology in multiple ways. For existing concerns, problems are defined with information related to the child, the multiple contexts, and the interaction between the child and context. This information guides the practice of psychology including prevention, assessment and intervention services.
- Additionally, psychologists provide services that assist in the creation of healthy individuals and systems. These services focus on wellness and maintenance of healthy environments and individuals.

The scientist-practitioner model of training was used as a guide in creating four program goals, three that are practice-oriented and one that is research-oriented. The practice goals include acquiring professional knowledge and identity in psychology and education, understanding the importance of urban and diversity issues in psychological service delivery, and linking assessment to intervention skills. These practice goals cut across the multiple needs of learners to provide a balanced approach to training psychologists. As increasing demands are placed on school personnel to meet the holistic needs of children, comprehensive psychological services that address the academic, behavioral, and social-emotional needs of children need to be provided in the school setting. The school psychologist is in a prime position to provide these services and bridge the psychological and educational worlds of children. However, these services are best provided when guided by ethical and professional standards of behavior.

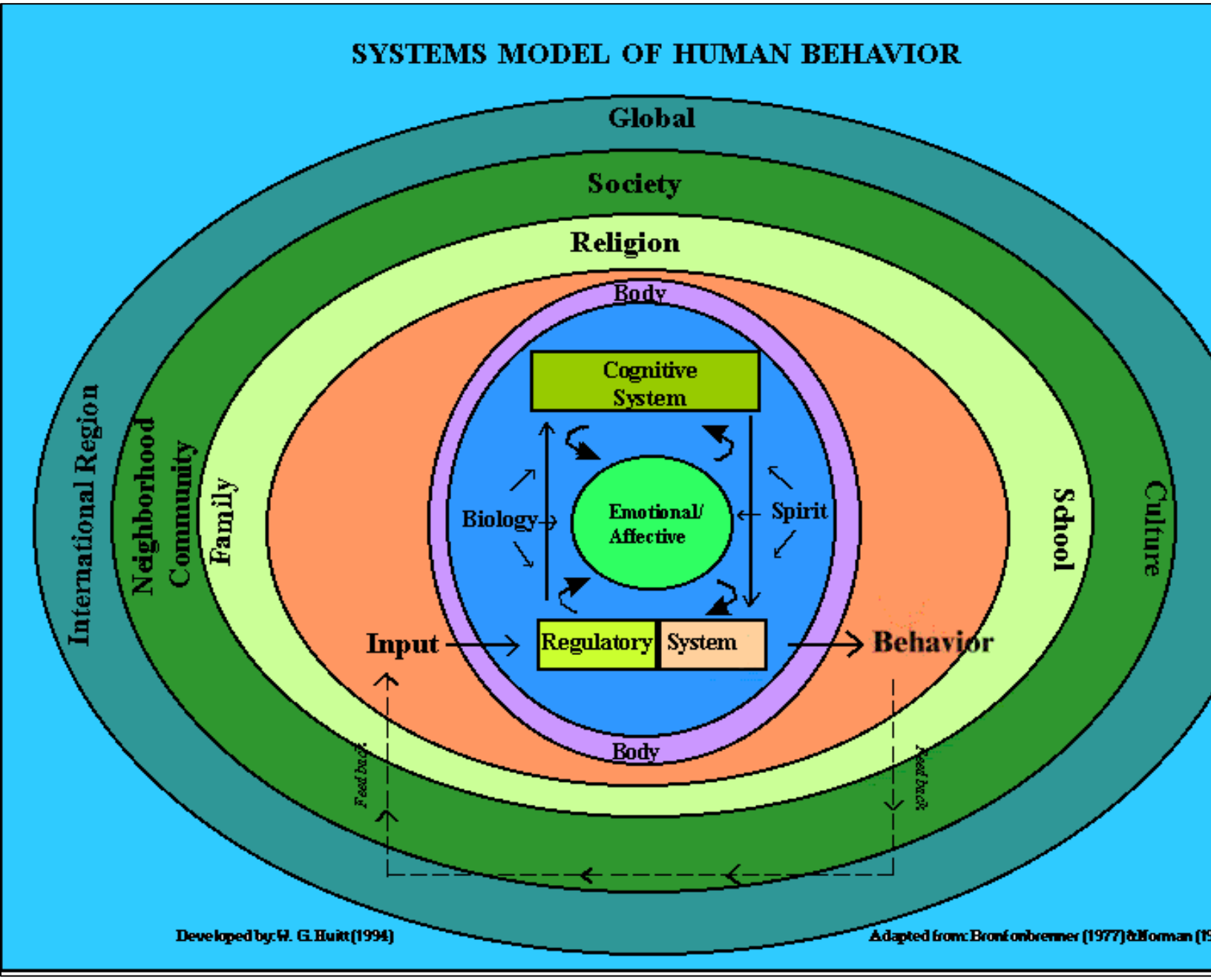
In addition to intersecting the practice goals with learner needs, the research goal cuts across each of the practice goals to entirely reflect the scientist-practitioner model of training. All students are taught to use the scientific model to make clinical decisions by operationalizing problems, identifying appropriate data collection techniques, analyzing and interpreting data collected, and utilizing the findings to determine the efficacy of and need for change in

interventions. These clinical decision-making skills are applied to the development of academic, behavioral, and social-emotional interventions.

Throughout the program, a developmental balance between knowledge and skills is maintained. The education specialist program begins with coursework that focuses on students acquiring the knowledge and beginning skills necessary to practice with structured guidance and field-based assignments. Students then complete practica refining their clinical and professional skills and applying psychological research and theory to practice. Finally, professional autonomy is developed with supervision while on internship.

Finally, the faculty shares a common goal of training school psychology students to meet the needs of children in urban settings. This specialty focus, although integrated heavily throughout coursework, is actually an added area of training that all students in the school psychology program receive. The OSU program is committed to preparing school psychologists to work in not only suburban and rural areas but to also acquire a better understanding of the psychological and educational dynamics related to stressors in urban settings. Recognizing that children in urban areas experience additional challenges related to population density (e. g., poverty, family and community violence), the urban specialty focus allows students to understand issues of poverty in particular and how these issues influence the lives of children in any setting.

In their professional roles, school psychologists are sensitive to the needs of a culturally diverse community, value the importance of children to the future of society, and advocate on the behalf of children. As an integral part of human services available to children, adolescents, adults, and families, school psychologists function across multiple settings with a focus on educational institutions. School psychologists address diverse referral issues with varied services such as consultation, counseling and other social-emotional interventions, academic and behavioral interventions, psychoeducational assessment, inservice education, administrative services, research and evaluation. The urban specialty focus, mission statement, and program philosophy create a framework for cultivating a ‘mindset’ of becoming a change agent


SYSTEMS MODEL OF HUMAN BEHAVIOR
Global
Society
Religion
Body
Cognitive System
Biology
Emotional/ Affective
Spirit
Input
Regulatory
System
Behavior
Body
Feed back
Feed back
International Region
Neighborhood
Community
Family
School
Culture
Developed by: W. G. Huitt (1994)
Adapted from: Bronfonbrenner (1977) & Horman (19

Doctoral Program Description

The School Psychology Doctoral Program at The Ohio State University is a full-time program which is designed to provide students with greater depth in multiple domains (i.e., NASP domains) of school psychology training and practice. Thus, students are required to enroll as full-time students throughout their enrollment in the Ph.D. program. Exceptions to this policy due to medical or other types of concerns or emergency circumstances are made in consultation with program faculty on a case by case basis. The Doctoral Program is accredited by the Ohio Department of Education. With a doctoral degree in school psychology, students have access to numerous credentials including licensure as a school psychologist and as a psychologist. In order to complete the Ph. D., students are expected to complete four to five years of coursework including the dissertation and 1500 clock hours of internship during an academic school year. These requirements are based on students who have not completed an Education Specialist degree in school psychology or some related field. The doctoral internship cannot be substituted with a prior master's internship or previous work experience. Typically, doctoral students enroll for 12-15 semester hours each term during the first three years.

Currently, the OSU School Psychology Doctoral Program is at least 120 quarter hours and at least 102 of those hours are exclusive of the credit hours obtained during dissertation and internship (please note that the University will be converting to semester hours in Summer 2012 and this requirement will change). This may include obtaining a masters degree if the doctoral degree is the entry level into the profession. In other words, currently, students are required to take an additional 75 quarter hours beyond that required of earning a Master's Degree. After the conversion to semester hours, the Doctoral Program will require at least 80 semester hours, 50 of which will be required beyond the Master's Degree. In the College of Education and Human Ecology, The doctoral program seeks to prepare school psychologists whose main contributions will be through research, leadership perhaps as future trainers of school psychologists and/or future leaders in the field of school psychology. Although students in the specialist's and doctoral programs may be expected to acquire similar knowledge and skills, the level of skill or amount of knowledge to be obtained may differ as well as acquirement of different skills. Examples of these include objectives related to research, leadership, supervision skills, and practice in non-school settings. Doctoral students are trained in more advanced design and statistical techniques to meet the "scientist as producer" model of the program. Clinically, doctoral students are also trained to develop skills as case managers, clinicians in comprehensive school and mental health settings, and supervisors of others who provide educational and psychological services to children, adolescents, and families.

Certification and Licensure

The only credential that requires a Ph D. is licensure as a professional psychologist. Certification and licensure is to some degree coordinated with the program in that the program faculty must document certain types of training experiences that must be completed before a graduate can apply for certification and/or licensure. However, guidelines set forth by a state Department of Education or a Board of Health or Psychology are completely independent from guidelines created by the program. Therefore, obtaining these credentials is the sole responsibility of the student and is not part of the requirements of the program. All doctoral students are encouraged to obtain the following credentials:

State Department of Education License/Certification: Students who plan to work in the school setting are required to become licensed/certified by the department of education of the state in which they plan to practice. In addition to meeting all course and practica requirements, applicants must achieve a passing score (160) on the National School Psychology Examination administered by the Educational Testing Service (Praxis) to obtain licensure by the Ohio State Department of Education. Students who do not plan to work in a school setting, especially those who are pursuing academic careers, are also encouraged to obtain this license/certification in their state. Students will receive information about this process while in the program or they can contact the State Department of Education for the state in which they plan to live.

NCSP Certification: The program encourages all students to become NCSP certified. You may apply for NCSP after you have completed internship. Applicants must achieve a passing score (165) on the National School Psychology Examination administered by the Educational Testing Service (Praxis). Test scores remain valid for nine (9) years after the test. Test scores older than nine (9) years are considered expired and would require the re-taking of the examination. You can download forms from the NASP website.

Licensed School Psychologist: In Ohio, nondoctoral students can become licensed as a school psychologist through the Ohio Board of Psychology. This licensure involves passing an exam (Praxis exam and oral exam on ethics) and obtaining three years of supervised clinical experience after completion of their internship. Students can obtain the necessary information from the Ohio Board of Psychology. In most states, licensure of this nature is only available for doctoral psychologists.

Licensed Professional Psychologist: All doctoral students are encouraged to become licensed as a psychologist in the state in which they plan to practice. Individuals interested in becoming licensed as a professional psychologist must have a doctoral degree in school, counseling, or clinical psychology, preferably from an APA-accredited institution (but not required). In addition, although an APA-accredited predoctoral internship is not required, it is recommended for individuals pursuing the licensure in professional psychology. Individuals interested in pursuing an APA accredited internship can refer to the website: www.appic.org. Regardless of whether or not the predoctoral internship APA-accredited, the internship needs to be supervised by a licensed psychologist and be 1500 clock hours. Both the American Psychological Association and State Boards of Psychology expect a doctoral internship to look both qualitatively and quantitatively different from a master's internship. Internships are also expected to be a culminating experience that takes place towards the end of the doctoral program. Licensure usually involves passing a written and oral test and at least a year of full-time supervised clinical practice after completion of the doctorate degree. Graduates can choose to work under supervision until they complete the number of supervised hours needed. Alternatively, graduates may choose to complete a post doctoral internship if they will be looking for a non-clinical position such as academia. The post doctoral internship allows graduates to complete their supervised hours in a timely fashion before moving on with their career. This post doctoral internship is not a requirement, but post doctoral supervised hours are. Students can obtain the necessary information regarding licensure requirements from the Department of Health or Board of Psychology in the state in which they plan to practice Also, the American Psychological Association website offers information on both predoctoral and postdoctoral internships that are accredited by APA. Once you obtain your license as a professional psychologist, it is not necessary to obtain licensure as a school psychologist in states where it is offered.

Program Goals and Competencies

Program Goal 1: Acquiring Professional Knowledge and Identity

- Develop an understanding of the roles, functions, and settings of school psychologists
- Develop Skills in professional/ethical Behavior
- Develop an understanding about relevant legislation & professional regulations
- Participate in professional activities by engaging in leadership roles such as committee membership in professional organizations, providing professional inservices or paper presentations at national and state conferences.
- Develop an understanding of the roles, functions, and settings of school psychologists
- Develop necessary professional Skills for the Practice of School Psychology
- Develop a self-awareness regarding culture, values, and beliefs
- Develop a professional identity as a professional psychologist in general and a school psychologist specifically.
- Develop skills in supervision

Program Goal 2: Understanding Urban and Diversity Issues

- Develop an understanding of the role that diversity issues play in the practice of school psychology
- Develop an understanding of the role that developmental issues and individual differences play in the practice of school Psychology
- Develop an Understanding of Issues Related to Urban Settings
- Develop an understanding of how issues of diversity can influence the delivery of psychological services including academic, behavioral, and mental health interventions and consultation with teachers and parents.
- Apply collaboration skills to working with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

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- Demonstrate and facilitate leadership skills in promoting sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs

- Develop an awareness and sensitivity to one's own cultural heritage and to value and respect differences.

Program Goal 3: Acquiring Knowledge and Skills Related to Linking Assessment to Intervention

- Develop knowledge and skills related to assessment and data-based decision making to address academic, behavioral, and social-emotional issues

- Develop knowledge and skills about assessment for the purposes of targeting appropriate interventions

- Develop skills in case conceptualization

- Develop skills in designing/selecting, implementing, and evaluating interventions

- Develop knowledge and skills of linking assessment to intervention that take into consideration cultural and linguistic factors

- Develop skills in critically appraising theoretical frameworks and research associated with school psychological research and assessment and intervention practice in the areas of cognition, academics, behavior, and social-emotional.

Program Goal 4: Acquiring Knowledge and Skills in the Area of Research

- Develop a Advanced Understanding of Various Research Designs and Data Analysis

- Develop a Advanced Understanding in the Use of Technology

- Develop the skills to be a critical consumer of research

- Develop skills to be a producer of research including the development of design, methods/procedures, and application of data analysis

Course Requirements

First Year	**Autumn Semester**	Roles and Functions of School Psychologists Cultural Diversity Mental Health I: Mental Health Issues in the Schools *Exceptional Children *Introduction to Quantitative Methods
	Spring Semester	Cognitive and Achievement Assessment School-based Consultation: Implementing Behavioral Interventions Mental Health II: Counseling in the Schools Mental Health II: Social Emotional Assessment *Ed Administration *Child Development
	Summer	*Research Methods I *Remedial/clinical Reading Instruction
Second Year	**Autumn Semester**	Urban Issues in Education Linking Academic Assessment to Intervention Practicum Field Based Experience Biological Bases of Behavior: Neuropsychology in the School *Applied Behavior Analysis
	Spring Semester	Practicum Field Based Experience *Legal Aspects of Special Education *Socio-moral development *Motivation or Learning Course Psychological Services for Early Childhood Populations

Third Year	Autumn Semester	Advanced Practicum
		*History and Systems
		Research Courses
		Pro Seminar in P & L (optional)
		Advanced Study
	Spring Semester	Advanced Practicum

		Research Courses
		Supervision Practicum
		Advanced Study
		Elective
Fourth Year	Autumn Semester	Legal and Ethical Issues
		Research in School Psychology
		Research Course
		Elective
	Spring Semester	Research in School Psychology
Fifth Year	All Year	Doctoral Internship

*These three courses are offered various times throughout the year and can be taken at alternate times if there are scheduling difficulties.

PhD Advising Worksheet can be found on the program web site. This form is used by the student and advisor to keep track of the student's program requirements as they are completed.

National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology (These course numbers will change when semesters begin).

Domains

2.1 Data-Based Decision-Making and Accountability	PAES 857 PAES 858 PAES 859 PAES 878 PAES 856 PAES 860 PAES 882 PAES 883 PAES 884.63 PAES 992
2.2 Consultation and Collaboration	PAES 882 PAES 883
2.3 Effective Instruction and Development of Cognitive/Academic Skills	PAES 742 PAES 859 PAES 860 ED T & L 670
2.4 Socialization and Development of Life Skills	PAES 750 PAES 776 PAES 877 PAES 878 PAES 883 PSYCH 832 PSCYH 835
2.5 Student Diversity in Development and Learning	PAES 650 PAES 728 PAES 729 ED P & L 880 OR 901
2.6 School and Systems Organization, Policy Development	PAES 650 PAES 882 PAES 729 ED P & L 846
2.7 Prevention, Crisis Intervention, and Mental Health	PAES 776 PAES 877
2.8 Home/School/Community Collaboration	PAES 677 PAES 877 PAES 897
2.9 Research and Program Evaluation	ED P & L 786 Ag Ed 885 And other research methods and analysis course options (see program course options above)
2.10 School Psychology Practice and Development	PAES 856 PAES 925.63

2.11 Information Technology	PAES 856 PAES 882 PAES 860
3.1 Supervised practicum and internship experiences are completed for academic credit or are otherwise documented by the institution	PAES 884.63 PAES 992

Program Requirements

Field-Based Experiences

Experiences Connected to Early Coursework:
During the four semesters of the EdS program, students will participate in various field-based experiences connected to their core school psychology courses. The majority of these experiences will be conducted at the practicum sites in the Columbus City School District. Students are expected to participate in activities such as shadowing a school psychologist engaging in assessment, consultation, and implementing interventions. Students will also complete their own cases in Linking Academic Assessment to Intervention and Consultation. Students are expected to maintain a log of their hours for these experiences.

Second-Year Practicum:
All students will participate in a practicum experience in their second year of the EdS program. This experience will be completed in the Columbus City Schools, an urban and diverse district, and will take place over the entire academic year. During the Autumn and Spring semesters, students will be expected to be in the schools 8 hours each week (3 credit hours). Additionally, students will be expected to participate in weekly supervision for an hour and a half each week. In addition to school site hours, students will also spend time designing/ selecting interventions, writing treatment plans and psychological reports outside of school-based hours and supervision. Students are also expected to keep a log of their hours while on practicum, and forms for documenting hours will be provided. In total, students need to complete **300 hours** connected to practicum. Additional requirements include a case study presentation and reflection papers.

Students must receive at least a B- in all of their school psychology courses and be granted advancement to practicum during the annual review of their first year. Students who do not complete practicum with their cohort group for any reason may be expected to find their own practicum site and supervisor. However, to ensure the quality of the practicum experience, the practicum student must follow the policies and procedures outlined in the practicum syllabus.

Students will be required to attend a mandatory practicum orientation that will occur before the beginning of Autumn Semester. Students are highly encouraged to review material from the first year courses and practice test administration in preparation for practicum.

Professional behavior and development of clinical skills are extremely important aspects of the practicum experience. You will be expected to have a clear understanding of the program contract and how that relates to your behavior while in practicum. If you have any questions or concerns regarding professional behavior, you are encouraged to ask questions, reacquaint yourself with professional standards and ethical guidelines, and review the program contract. Ignorance will never be allowed as an excuse for unprofessional behavior. Because the school psychology faculty is charged with the duty of gatekeeper for the profession, students will not advance to practicum until certain skills have been acquired during the coursework of the first year. The faculty possesses the complete authority to deny practicum to students who are not sufficiently prepared.

Evaluation of practicum is done once per semester. During the semester, an individual meeting with their supervisor will occur. At that meeting, practicum students will review the practicum evaluation form included in the practicum syllabus. Copies of these evaluation forms will be given to the student and the practicum coordinator to be placed in the student's program folder. Students who have difficulty while on practicum and do not acquire the necessary level of skills to proceed to internship can be denied the opportunity to go on internship the following year. Because internship placements are made in the middle of Spring Semester only students who have satisfactory performance on practicum during Autumn Semester will be placed at an internship site. However, in order to be allowed to begin internship, satisfactory performance (a grade of B- or higher) must also be obtained during Spring semester. If a student is not placed at an internship site in the middle of Spring semester due to performance while on practicum, the student may be given a site at a later date if s/he is able to demonstrate the skills necessary for internship during the Spring semester. The decision to place a student at a later date is left to the discretion of the faculty. Due to the timing and logistical demands of internship, students will not be allowed to make up practicum hours during the summer. Internship placements can only begin in the Autumn due to the State Department of Education funding.

Master's Competency Exam

Toward the end of the Spring Semester of the first year in the program, students who have not obtained a masters degree are required to take a written master's competency exam. This exam consists of questions of an applied nature and that encompass all content and skills taught in the first year of the program. Typically, there will be three faculty generated questions, however this number may vary. Students will be expected to respond satisfactorily to all aspects of each question. The responses will be evaluated by faculty members. This exam is graded as pass/fail. Students will be required to pass this exam as well as earn 30 semester hours in order to obtain the master's degree.

Advanced Practicum

The purpose of the advanced practica in the third year of the doctoral program is to expose students to the multiple settings and populations with which school psychologists practice especially those in urban areas and nonschool settings. Students have a choice as to the settings for their advanced third year practicum experience and must complete a total of 6 semester hours within the third year of their doctoral program. The instructor for the practicum will work closely with the students to create a practicum experience that meets the student's interests; however, placements are ultimately approved by the instructor. For each credit hour required for these practica, students are expected to complete 2-3 clock hours per week meeting practica requirements. One practicum site that has been used and have provided valuable experience for the students has been Children's Hospital as described below.

- Children's Hospital Practicum: Students will work with children in the Autism program at Children's Hospital. They will be supervised by a licensed psychologist who is employed full-time at the hospital.

Certificate in Professional Development

The School of PAES has a program whereby graduate students can complete a certificate in professional development related to college teaching. The school psychology faculty highly encourages students to pursue completion of this certificate, especially those students who are interested in an academic position. Completion of this certificate involves creation of a portfolio and completing a number of tasks. Therefore, if you are interested in pursuing this endeavor should discuss the process with your advisor as soon as possible.

Preparing Future Faculty Program

Ohio State's Preparing Future Faculty program is operated in conjunction with the Office of Faculty and TA Development and is modeled after the national initiative of the Association of American Colleges and Universities in partnership with the Council of Graduate Schools (http://www.preparing-faculty.org). First undertaken in 1996, Ohio State's mentoring program prepares graduate students for the challenges of an evolving professoriate which places increasing emphasis on teaching and service as well as research. Ohio State's PFF program is an approved Graduate School course. Interested graduate students must apply to the program in the fall and, if accepted, must register for one credit of GRADSCH 701 in both winter and spring quarters. There is no fall registration for this course. To learn more about this program, students are encouraged to refer to the Graduate School website. If you are accepted into this program and are interested in academia, you may use this experience as your Advanced Practicum.

Doctoral Internship

A doctoral internship must be a year long, 1500 hour, internship which follows doctoral coursework. Specialist's level internships or prior work experience cannot be used towards a doctoral internship. Students are highly encouraged to seek an APA/APPIC accredited internship especially if the student wishes to become licensed as a psychologist and/or obtain an academic position. Students who seek out APA accredited internships are responsible for keeping up with the relevant deadlines and procedures. Student must also give faculty sufficient time to write letters of recommendation for each site.

Students may choose to obtain an internship within the Ohio School Psychology Internship Consortium; however, they will need to complete a 1500 clock hour internship rather than a 1200. We will make every effort to arrange for them to be supervised by a licensed psychologist. But please note, there is a shortage of licensed psychologists (by the Board of Psychology) in the schools. Internships must have at least six months of a school based component. Please note that if you choose to stay in the state of Ohio and work in the schools, licensure by the Department of Education requires you complete a one year school based internship. The Ohio internship training program provides students from state approved school psychology training programs with applied learning experiences actualized in an approved educational setting which take place on a full-time basis over at least a nine-month period. The Ohio internship training program relies upon the cooperative partnership of local school districts, universities, and the Ohio Department of Education. Through collaboration and commitment to common goals, this partnership strives to guarantee the preparation of school psychologists thoroughly qualified to meet the diverse needs of Ohio's children. The purpose of the internship is to provide a process for integrating, applying, and expanding competencies, attitudes, and values under the direction of a supportive mentor, which leads to the provision of comprehensive school psychological services.

If you enter the program as a certified/licensed school psychologist by a Department of Education, you do not have to complete a school- based internship but may pursue an internship in a different setting.

Prior to internship year, the student must complete the candidacy exam and we strongly encourage students to complete their dissertation proposal. Specific requirements that must be completed and deadlines for these requirements are specified in a contract negotiated between the student and his/her advisor. In general, students are highly encouraged to defend their dissertation proposals during the Spring Semester prior to internship before beginning their doctoral internship. Ideally, students should strive to complete their data collection as well.

Funding. State of Ohio school-based internships are funded by the Ohio Department of Education to ensure that the children attending Ohio schools receive highly effective school psychological services. Acceptance of a school psychology internship obligates the intern to repay Ohio's investment in his/her training by agreeing to serve the children of Ohio. Signing such an agreement testifies to the intern being fully advised of and in agreement with this arrangement. When interns agree to accept the financial support provided by the Ohio Department of Education, they agree to repay Ohio's investment in them by providing quality school psychological services to Ohio's children for a minimum of one year following the internship.

Contractual Agreement. For internship placements, a written contractual agreement is agreed to by both the school district or other placement site and the intern. The contractual agreement specifies the time period for employment and the salary provided. It also states the roles and function expectations of the intern, the supervisor, and intern site. Contractual agreements do not obligate the district or other placement site to continue employing the intern beyond employment during the internship nor shall any contractual agreement require the intern to remain in the employment of the school district or placement site beyond employment during the internship. Hence, in the event that personal reasons or unsatisfactory performance necessitate termination of the internship, neither the intern nor the school district or other placement site are obligated to maintain the employment relationship and the contracted agreement can end.

Placement Selection. Students who choose to participate in an internship funded by Ohio Department of Education will receive their internship placements during the Spring Semester of their second year along with the Application for Licensure. Placements will be determined by program faculty. Only students who have satisfactory performance in practicum will be considered for a site. Because placements are made during Spring Semester, a student who does not maintain satisfactory performance in practicum through spring quarter can be denied their internship placement. If a student does not have satisfactory performance on practicum in Autumn and Spring Semester, but is able to exhibit competency in areas of school psychology delivery during Spring Semester, they may be given a site at the end of Spring quarter at the discretion of the faculty. Candidates for the internship funded by Ohio Department of Education are referred by the university coordinator to an approved school district for an interview. Students will be responsible for contacting the district and setting up an interview. Students are expected to take their completed portfolios with them to the interview. The school district has the option of agreeing or disagreeing to employ the individual(s) recommended by the university faculty for placement in that school district. In the event that a district denies a placement, the university internship coordinator will work with the student to obtain another site. However, if there are no sites available, the student will have their internship experience delayed one year. Students are responsible for securing all necessary signatures o the materials in the Application for Licensure. The Application for Licensure is to be submitted to the Internship Coordinator by Friday of the last week of Spring Semester.

Generally, placement for the internship shall not occur in a school district in which the intern currently resides, has been a student, or has served in another capacity (e.g., teacher, counselor, and administrator). This is to prevent prior experiences and relationships from limiting intern effectiveness and/or scope of experiences. However, exceptions may be made for very large school districts that can provide experiences that are not related to prior experiences.

If students choose to complete the internship funded by the Ohio Department of Education, doctoral students are expected to complete their internship in Ohio. Otherwise, doctoral students are encouraged to seek APA/APPIC accredited internships (i.e., Uniform Notification Day Process). If a student seeks an out of state internship that is not an APA approved internship, they will be responsible for securing their internship placement. The internship coordinator will be responsible for contacting the closest university in that area that has a school psychology program for the purpose of coordinating supervision. In most cases, a school psychology program in that area will agree to perform the supervision duties for the intern. In the event that a university in the area does not provide supervision, the OSU intern supervisor will be responsible for coordinating this with the site. This could be done via phone calls or e-mail.

Placement Site. All types of internship placement sites are expected to provide appropriate support for the internship experience including (a) a written agreement specifying the period of appointment and any terms of compensation; (b) schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency or school district's school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Clock Hours and Salary. Students are required to complete a minimum of 1500 clock hours of internship in a school setting. Interns are expected to keep a log to document their hours and activities, including time they are receiving supervision. The logs should be reviewed periodically with the site supervisor. Students who choose to participate in the internship funded by the Ohio Department of Education are compensated with a stipend during their nine-month internship. However, it should be noted that monies are contingent upon the approval of a budgetary item in the Ohio Department of Education budget by the legislature every two years. Currently, the stipend is 21,900, which is the state minimum for a teacher with a Master's degree and no experience. Please note that the compensation may be less. Not all internships outside of the state of Ohio receive compensation.

Roles and Function. Students are required to perform roles and functions that correspond to NASP standards and domains of practice. These include activities associated with data-based decision making and accountability, consultation and collaboration, effective instruction and development of cognitive/academic skills, socialization and development of life skills, student diversity in development and learning, school and systems organizations, policy development, climate, prevention, crisis intervention, mental health,

home/school community collaboration, research program evaluation, and information technology. Internship sites and supervisors are selected and approved based on the willingness and commitment of the site and supervisor to provide opportunities for interns to engage in roles and functions consistent with NASP domains and standards of professional practice.

Evaluation and Supervision. Students are supervised by an appropriately credentialed school psychologist who is the on-site supervisor, and this supervisor is expected to communicate the intern's progress to the university supervisor(s). Intern site supervisors are required to provide face-to-face direct supervision of the intern for a minimum of 2 hours per week. Site supervisors may need to provide additional face-to-face direct supervision hours depending on the mentoring needs of the intern and as a function of the stage of intern development. Internship experiences are guided by a competency checklist/evaluation form. Internship supervisors complete the competency checklist/evaluation form as part of the written evaluation of the intern at the end of each semester. University supervisors meet with the site supervisor to review the progress of the intern. If the intern is having any difficulty attaining the stated goals, a behavior plan is developed in collaboration with the intern, site supervisor, and university supervisor. All interns maintain an activity log and complete an exit survey at the end of their internship year. There is a formal mechanism in place for ongoing communication and collaboration between field supervisors and program faculty that ensures the comprehensiveness of the intern's training experience.

Monthly Seminar. Interns are required to meet monthly in a two hour seminar class format to hear presentations on topics of interest and topics germane to current and evolving professional practices. These presentations are typically provided by invited guests such as field based supervisors or other practitioners and university trainers. At these seminars, sufficient time is allocated for Interns to share experiences and discuss issues taking place at their site. Interns may also be asked to present case studies or interventions that they have worked with or used in their sites. Lack of attendance at these seminars could result in a deducted grade or termination of the internship depending on the severity of the absences and the circumstances.

Praxis Exam for Licensure and NCSP

All interns must take the Praxis exam, which is the national school psychology exam, and is required for Ohio licensure. It is generally taken at the beginning of their internship year. Students must submit their Praxis scores to the director of the school psychology program by the end of Winter quarter in order to receive a grade for the quarter. Graduates in the past have performed well on the exam.
The Praxis exam is given approximately 6 times a year. You may pick up an application form 110 Arps Hall. Scores should be sent to OSU (code number RA1592), NASP (code 10400), and the Board of Psychology if you are interested in licensure for private practice. The Praxis exam is used for both state certification and National Certification (NCSP). You must have a passing score of 160 to be certified in the state of Ohio.

Licensure Application

At the end of the internship year, the internship coordinator will distribute the application for a five year Ohio Department of Education licensure to those interns who would like to obtain a licensure in the State of Ohio. Interns will return the application and check or money order to the internship coordinator the first week of June. The internship coordinator will complete the necessary steps leading to the College of Education recommending the interns to the State Department of Education for licensure.

Postponing Internship

If after completion of the doctoral program, a student chooses not to go on internship for more than two years, they will be expected to complete additional coursework or repeat coursework as deemed appropriate by the faculty. Additionally, internship will be based on availability of internship slots.

Program Evaluation

Evaluation of students in The OSU School Psychology Program is conducted at two levels. First, students are evaluated in each course, and these procedures are clearly described in the course syllabi. Course objectives and assignments correspond with the competencies described elsewhere in the handbook. Also, students who do not receive at least a B- in the core school psychology courses will not be allowed to continue in the course work within that sequence and will be expected to retake the course in which they received less than a B-. Students who do not receive at least a C- in required courses outside of school psychology must repeat the course and obtain at least a C- before entering internship. The OSU Graduate School also mandates that students must maintain a 3.0 GPA every semester they are admitted to a graduate program. Students who do not maintain this 3.0 average will be placed on probation. In addition, students who are on assistantship and who drop below a 3.0 will be in danger of losing their assistantship. Please refer to the OSU Graduate School Handbook for more information regarding these policies.

In addition to evaluation at the course level, students are also evaluated at the program level. Course evaluation is important, but does not provide students with a more comprehensive overview of their progress in the program. An annual review of students will be completed before practicum and internship by the program faculty.

At the end of the first year in the program, the annual review process will focus on advancement to practicum. Students who are deemed as lacking in sufficient professional or clinical skill by the faculty, may be withheld from the second year practicum or provided a behavioral plan that will be created with input from the student. If students are not allowed to advance to the second year practicum, they will be required to complete the practicum the following year (if they successfully advance to practicum at that time),

thus delaying completion of the program. In addition to waiting to take the specialist practicum, students may also be required to take additional coursework to remediate areas of weakness for the student.

Towards the end of the second year in the program, faculty will again engage in an annual review process focusing on advancement to internship. Students who do not successfully complete practicum, and/or who are deemed as lacking in sufficient professional or clinical skill by the faculty will not be placed on internship. The internship form will be used as the evaluation tool for performance while on internship. Students who do not successfully complete internship will not be given the needed paperwork to file for licensure.

At the end of the internship year, students will be expected to submit a comprehensive case study assignment that serves as the culminating project for NASP approval. This case study will be evaluated by faculty members using a rubric.

Portfolio

Students are encouraged to create a portfolio and maintain a portfolio throughout their internship experience. The portfolio includes a representative sample of work which demonstrates their performance in each of the following competency areas: data-based decision making and accountability, consultation and collaboration, effective instruction and development of cognitive/academic skills, socialization and development of life skills, student diversity in development and learning, school and systems organizations, policy development, climate, prevention, crisis intervention, mental health, home/school community collaboration, research program evaluation, and information technology. These may include for example, case study/assessment reports, documentation of consultation/collaboration activities, development and implementation of an intervention plan, measurement of pupil performance data as a function of an intervention (RTI), or a report summarizing counseling session.

.This portfolio will be very helpful for students as they prepare for internship and apply for positions after completion of the program. All faculty, practicum supervisors, and internship supervisors will have access to the information in your portfolio. In general, the portfolio should be complete, professional in appearance, well organized, clearly written, and contain the appropriate content for each written component.

Research Requirements

Advanced Study in School Psychology

In order to provide doctoral students the mentoring opportunity to develop autonomous research skills, students are required to take advanced study in school psychology. Typically, students will complete the advanced study with their advisor conducting research individually or in a team format. The student and advisor must negotiate the

nature of the relationship (e. g., work load, timeline, authorship, topic) regarding each research project. Minimal expectations regarding the number and nature of research projects to be completed have been identified. Students are graded based on a S/U grading system and will need to complete all course requirements to get all six quarters of credit. Also, students are expected to document their advanced study requirements within their portfolio (see elsewhere in the Handbook).

Non-credit Research Experiences:
It is expected that you engage in research activities throughout your doctoral program. There are a variety of ways to be involved in research including collaborating with fellow classmates on projects; assisting faculty members with their research; reviewing manuscripts; writing for organization newsletters, peer-reviewed journals, and book chapters.

Procedural Requirements

Candidacy Examination
The Candidacy Examination is a single examination consisting of two portions, written and oral, administered under the auspices of the Graduate Studies Committee in conjunction with the student's Advisory Committee and the Graduate School. Students will most likely complete their candidacy exams the summer prior to their dissertation year.
The Candidacy Examination may be taken or begun at any time thought appropriate by the student's Advisory Committee and the Graduate Studies Committee but not later than one semester.. At least one month before the semester in which the Candidacy Examination will be taken, the student will file a "Doctoral Notification of Candidacy Examination" form in the Student Services Office (PAES 100). This form is usually filed after completing a meeting with the Advisory Committee regarding the student's program and candidacy exam. In addition to the "Notification" form, and Doctoral Program form must also be submitted. Students are encouraged to visit the PAES Graduate Studies Handbook for more information.

The Advisory Committee is composed of at least four authorized graduate faculty members. The responsibility for the written portion of the Candidacy Examination rests with the Advisory Committee. The Candidacy Examination Committee is composed of the Advisory Committee.

The written portion of the Candidacy Examination in School Psychology is administered over ten weeks. The student is provided with four questions, one from each member of the committee. The student is expected to write a scholarly paper per question, that is no more than 25 pages. Students may choose, with the support of their advisor, to have two of the questions serve as the foundation for the student's dissertation proposal. The two questions would consist of the Review of Literature and the Methodology chapters. In the event that the student chooses this option, the limits of the pages may vary (i.e. the Methodology will be less than 25 pages). Please note that the candidacy examination

does not substitute for the student's proposal meeting with the dissertation committee which shall take place at a date following the successful completion of the candidacy examination. The student, in consultation with their Advisory Committee, will choose the starting date for their exam and the submission date for the final document.

The oral portion of the Candidacy Examination, which lasts approximately two hours, is held after completion of the written portion. The oral portion normally must be completed within one month of the written portion. It must be scheduled at least two weeks in advance, and the Graduate School must be notified of its proposed time and place by the Advisory Committee Chairperson. A unanimous affirmative vote for "pass" is required to advance to candidacy. Upon successful completion of the Candidacy Examination, the student is "Admitted to Candidacy".

Dissertation

The dissertation is a scholarly contribution to knowledge in the student's area of specialization. By researching and writing a dissertation, the student is expected to demonstrate a high level of knowledge and the capability to function as an independent scholar. The research should be of significant interest to the advisor, and although it may not be a direct extension of a current research program, the driving question must be the creation of the student. The project should be set up in such a way that the student is able to demonstrate autonomy. It is important that the research project include guidance from the advisor and must be work that can be accomplished in a reasonable time. It is also important to consider the availability of resources, resource personnel, and funding (cost of research) before deciding on a project.

The Dissertation Committee is composed of the advisor who must be a Category P Graduate Faculty member and at least two other authorized Graduate Faculty members. Additional Graduate Faculty members also may serve on the Dissertation Committee. Members of your committee should be individuals who provide some type of expertise that is needed for the project. Students should work in conjunction with their committee chair to identify the appropriate committee members.

During the first phase of the dissertation process, the students meets regularly with his/her committee chair to outline a research plan (including authorship), timeline and complete the dissertation proposal. The student's responsibility is to be receptive to the feedback given by the committee chair, to make necessary revisions, and to complete dissertation tasks in a timely manner. The committee chair is expected to balance feedback with the opportunity for the student to maintain an appropriate level of autonomy over the research process. Chairs are expected to provide timely feedback to students and return materials submitted by the student within two to three weeks with appropriate feedback.

Other specific procedures are required by the Graduate School or the PAES Graduate Studies Committee, and the student is responsible for being aware of all deadlines, forms, and policies pertaining to the dissertation. The final oral examination is open only to

faculty and students. Generally, the student will present the dissertation (25 mintes) and then entertain questions from the audience (20 minutes). Thereafter, the defense will be closed for questions from the Committee. The "open" portion of the defense will be no more than 45 minutes. A unanimous vote for "pass" is required. After the defense of the dissertation, the results are sent to the Graduate School on the appropriate forms. All doctoral dissertations must be submitted electronically through OhioLink, The Ohio Library and Information Network by the published deadline for the semester of graduation.

Program Policies

Student Involvement

Student Affiliates of School Psychology (SASP) is a student-run organization that represents the needs of the graduate students, both specialist and doctoral, in school psychology and is a liaison organization to the area faculty. All school psychology students are required to be members and are encouraged to participate in all sponsored activities. The organization seeks to increase awareness of the field of school psychology, increase communication and relationships among school psychology students and faculty at OSU, raise funds for professional events, and maintains a website.

In addition to SASP, students also participate in the functioning of the program through the Student Advisory Board which is a subcommittee of the Student Organization. The program GTA(s), SASP President, SASP President-Elect, and one EdS student represent the student bodies' concerns and ideas to the faculty. These representatives meet with the director once per semester (or at their discretion) so that students are provided updates on new program information as well as provide feedback to the faculty regarding student concerns and ideas. Student representatives may also be asked to attend faculty meetings when deemed necessary. One specific function of the Student Advisory Board is to inform the entire student body of changes made to the program which are then documented in the Program Handbook. Students can provide feedback on any changes and the members of the Advisory Board share this feedback with the faculty. Although faculty make final decisions regarding the structure and operation of the program, student feedback will be seriously considered before changes are adopted. If a student does not uphold the responsibilities of the position, the faculty will reappoint another student to the position for that academic year.

Professional Organizations

As a professional school psychologist, each student is expected to maintain knowledge of current trends and developments in the field of school psychology. One way to accomplish this is through various professional organizations. Students are required to become members of the following associations: Division 16 (APA), NASP, OSPA, and SPCO and become familiar with the procedures and philosophies of the various associations. Membership in APA is optional. Students will be required to show proof of membership to the program Graduate Assistant at the beginning of the academic year.

Academic Standing

It is expected that all students will receive a B- or higher in all core school psychology courses and maintain a 3.0 overall. If a student receives a less than a B- in a core school psychology course, they will be required to repeat the course resulting in the student extending the length of their program. Students who do not receive at least a C- in required courses outside of school psychology must repeat the course and obtain at least a C- before entering internship.

Technology Competencies

To be consistent with professional standards, students will be expected to acquire certain technological skills before completing the program. These skills include using email, searching the internet, understanding basic word processing and power point, using digital video cameras for supervision, and using testing software for assessments. Students will also be expected to have email accounts and access the school psychology list serve on a regular basis. Much of the out-of-class communication with students is done via email. And students may also be required to download Word and Power Point documents for class. Additionally, doctoral students are required to have basic skills in data management and statistical software.

Termination Procedures

Students can be dismissed from the program based on two separate violations. Disciplinary action is taken when students violate institutional standards of conduct. These violations can include stealing, drug abuse, plagiarism, falsifying records, and cheating. Students are responsible for learning about all university, college, school, section, and program policies regarding disciplinary action. Policies regarding disciplinary action can be found in other parts of this handbook, as well as the OSU Graduate School Handbook, the PAES Patterns of Administration and Graduate Studies Handbook.

Academic dismissal occurs when students do not make progress in personal, professional, academic and/or skill-related areas. This type of dismissal is under the jurisdiction of the program; however, minimal standards are also enforced by the OSU Graduate School. Although students are allowed due process, court decisions at the state and federal level have determined that trained faculty have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner. When students choose to appeal any academic action taken by a faculty member or the program, the burden of proof is on the student. In the event that a student does not make sufficient progress, the following procedures will be followed.

As soon as a faculty member has concerns over a student's performance, that student will be given the appropriate feedback and recommendations for improvement. If the student continues to perform poorly, the school psychology faculty will schedule a time to meet with the student to discuss their concerns and create a remediation plan. Students who are

on remediation plans will be closely monitored until satisfactory progress is achieved. In addition to being placed on a remediation plan, advancement in the coursework, advancement to practicum, and/or advancement to internship can be delayed until satisfactory progress is made. Therefore, students can be delayed in their progression through the program and be placed on a remediation plan simultaneously. Throughout this process, students will be encouraged to be active participants by providing feedback to faculty regarding their skills and identifying additional support needed by the student. Students are also encouraged to provide the faculty with any information that will aid in making the best decisions for the student and the field. Documentation throughout this process will also be shared with the Graduate School.

Students can be dismissed from the program or denied further registration based on the following conditions:

- Student does not maintain a 3.0 grade point average after two consecutive semesters.
- Student does not maintain reasonable progress toward the degree.
- Student does not meet the goals of their remediation plan.

Once the faculty determines that the student is not making reasonable progress, the student is then given a final warning along with time frame and expectations for change that must be met to remain in the program. Students are removed from the program after a unanimous vote of the school psychology faculty and a careful review of the student's materials. This decision is then forwarded to the Graduate School and the student will be informed of this decision in writing. Students who are terminated will no longer be considered a member of the school psychology program, nor will they be allowed into any school psychology course. In order to obtain reinstatement, the student must petition the University. Procedures for reinstatement can be found in the OSU Graduate School Handbook.

Mentoring Relationship

The Faculty-Student Relationship is very important to the graduate experience. Specific roles and responsibilities for both faculty and students are outlined in the PAES Patterns of Administration found on the PAES Web Site. Students are expected to communicate with the instructor about any concerns or questions (using appropriate channels), attend all course activities and complete all assignments on time, prepare written assignments in the form specified by the instructor, treat all students, faculty, and staff with respect, be knowledgeable of all university, college, school, and program policies (including academic misconduct), and recognize that course content has been identified to expose students to the necessary knowledge-base of their field.

The mentoring relationship between faculty and student in the EdS program and the doctoral program are somewhat different. EdS students have a very prescriptive program with little flexibility given the accreditation requirements of NASP and APA. EdS students are encouraged to seek mentoring from their advisor whenever they desire. **Also, students are expected to educate themselves on all deadlines and policies.**

The mentoring relationship between faculty and student in the doctoral program is much different than that for the specialist program. Doctoral students are expected to play a very active role in their training. The doctoral program is influenced much more by Graduate School policies than the specialist program. Therefore, keeping up with policies, procedures, and deadlines set forth by the OSU Graduate School and the School of PAES is imperative. You are responsible for contacting your advisor regarding each requirement in your program; therefore, you need to be aware of the requirements and the sequence in which they occur. You are also ultimately responsible for keeping up with policy changes made by the Graduate School or the School of PAES. The school psychology faculty wants your doctoral experience to be a positive one, and this relationship works best when students are actively involved in their educational experience.

Grievance Procedures

Grievance procedures can include grade grievances, academic misconduct, sexual harassment, and other general grievance procedures. These procedures are the jurisdiction of the school, college, or university. Students are expected to be aware of these polices as ignorance will not be accepted as an excuse. The information provided here is just an introduction to these topics. For more information, students are encouraged to review the appropriate university documents. In general, and as appropriate, there will be attempts to resolve grievances at the lowest level possible in an informal manner. Formal grievances must be in writing and presented to the director of the school as soon as possible in time for the situation being grieved. The director will solicit information from the appropriate individuals related to the grievance and will follow university procedures to decide the grievance if such procedures exist for the particular grievance. Otherwise, the director will decide the grievance in a manner that is consistent with the principles laid out in this document and other college or university documents.

Grade Grievance

Faculty rule 3335-7-23 provides the processes and procedures related to the alteration of grades reported to the university registrar. The following perspectives and processes generally reflect those in this faculty rule except where the rule stipulated academic unit involvement, the process and procedure for that involvement is provided. A grade filed with the registrar is subject to change only when a procedural error has been discovered in evaluation or recording of a grade. In no case can a grade be revised in accordance with criteria other than those applied to all students in the class. Action to change a grade must be initiated before the end of the second semester (including summer). If the instructor agrees that an error in determining the grade was made, the instructor should submit to the office of the director a “Change of grade” form. All grade change forms require the signature of the director and should be forwarded to PAES room 100, after the instructor has completed the grade change form.

Academic Misconduct

"Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process (Faculty rule 3335-5-487). Part of the role of the instructional staff should be to educate students about academic honesty and integrity and conversely behaviors that might constitute academic misconduct. This includes clear statements in course syllabi and other course materials about expectations and consequences of dishonesty." Alleged instances of lax or irregular examination methods must also be reported to the committee on academic misconduct. "Both faculty and students have the obligation to report suspected misconduct or irregular or lax examination methods" (Procedures of the committee on academic misconduct, 3.0). Any case of academic misconduct must be brought to the attention of the committee on academic misconduct, unless there is another institutional process that relates to the nature of the misconduct. Cases should be brought to the attention of the committee on academic misconduct even after the student is informed of the allegation and the student confesses to the alleged misconduct. Without a ruling on the alleged misconduct by the Committee on Academic Misconduct, the instructor cannot impose any sanctions on the student including a reduction in grade. Further, at any stage in the process of the alleged misconduct, the individuals who must be involved in the case must maintain the highest level of confidentiality. Sharing information on any alleged act of misconduct with anyone not directly involved in the case violates the Family Rights and Privacy Act of 1974 that requires the privacy of the student is maintained.

Sexual Harassment:

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (A) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status, (B) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual and (C) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus. Sexual harassment can occur between any individuals associated with the University, e.g., an employee and a supervisor; coworkers; faculty members; a faculty, staff member, or student and a customer, vendor, or contractor; students; or a student and a faculty member. The full OSU Sexual Harassment Policy (1.15) can be found on the Office of Human Resources web site.