

School Psychology Program

The School of Physical Activity and Educational Services

The Ohio State University



Master's Handbook Autumn, 2004

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School of Physical Activity and Educational Services

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

Throughout the 20th century and into the 21st century, a societal emphasis has been placed on schools to provide a better future for children through a life-long educative process. 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 primary distinction that separates school psychology from other areas of professional psychological is the combining of education and psychology in the study and delivery of services to children, youth, families, and learners of all ages. The additional focus of education to this area of psychology stems from the assumption that “schools play a primary nurturing and socializing role” in the lives of all individuals. School psychologists focus on the natural ecologies of children, youth, families, learners, and persons involved in schooling; and the process of schooling in multiple settings. Because of the training in both education and psychology, school psychologists are in a unique position to coordinate educational, psychological, and behavioral health services to learners across the life span.

The school psychology program at The Ohio State University (OSU) is guided by a transtheoretical framework, a model of training, and a specialty focus. The transtheoretical framework permeates the entire program including coursework, practica experience, and mentoring relationships with faculty, and provides a shared mission for the students and faculty. The specific framework used as the overarching philosophy to the program is the ecological model based on both the works of Bronfenbrenner (ecological model) and Bandura (reciprocal determinism) and it focuses on the multiple systems in which children exist. In addition, current research in the areas of child neuropsychology, cognitive neuroscience, and developmental psychopathology provides a foundational understanding of the ways in which genetic, biological, and environmental factors play a role in the lives of children. While students are trained in school psychology practice through a specific framework, they are also exposed to numerous psychological theories (i.e. behavioral, cognitive, socio-cultural, constructionistic, humanistic, social learning) that offer a balance between a shared mission and a more comprehensive approach to training. This perspective recognizes the complex interaction of person variables within and across multiple systems. The following premises are used as a foundation for this transtheoretical perspective and a visual diagram of this model is also included.

- 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.
- 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.

- 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.

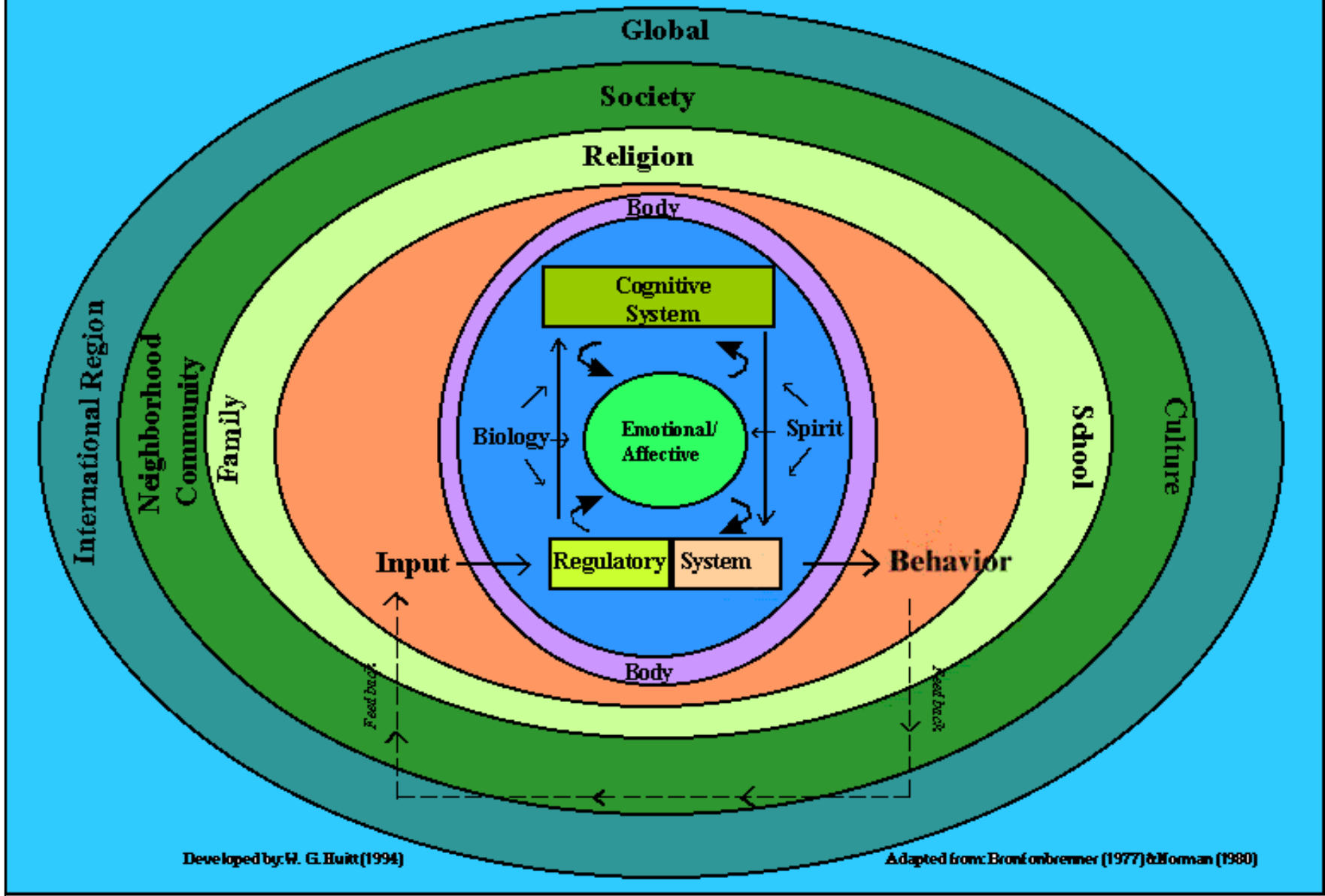
The scientist-practitioner model of training was used as a guide in creating six program goals, four that are practice-oriented, one that is research-oriented and one that focuses on the acquisition of professional skills. The practice goals include acquiring foundational knowledge in psychology and education, understanding the importance of individual differences in psychological service delivery, linking assessment to intervention skills, and developing professional interpersonal 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 doctoral programs 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 leadership 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 with a focus on early intervention. 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.

SYSTEMS MODEL OF HUMAN BEHAVIOR



Masters Program Description

The School Psychology Master's Program at the Ohio State University is a full-time program that is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) in association with the National Association of School Psychologists (NASP). The Master's of Arts Program is also accredited by the Ohio Department of Education.

The MA program focuses on practitioner training for the delivery of comprehensive school psychological services primarily in school settings. In addition to practitioner skills, master's students are trained in a "scientist as consumer" model that emphasizes the use of research findings in clinical decision-making, both in terms of creating interventions as well as evaluating their efficacy. Master's students draw upon the scientific literature to make decisions regarding practice with a focus on empirically supported services. A number of objectives guide the curriculum for the master's program. These objectives fall under one of the six program goals outlined in the program philosophy. Each of the program goals, competencies, and objectives for the master's program can be found in the following six tables.

In order to complete the master's of arts degree, students are expected to maintain two years of full-time enrollment that may include summers. Typically, master's students enroll for 15 quarter hours each term with the exception of summer. The M. A. degree must be at least 90 quarter hours with most OSU students completing between 98 and 107 quarter hours. After completing the M. A. degree, students then complete an internship in the third year of their program. Although no additional degree is awarded after completion of the internship, the internship is required to obtain certification as a school psychologist from the Ohio Department of Education.

Certification and Licensure

All doctoral students are encouraged to obtain the following credentials. 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.

State Department of Education Certification: Students who plan to work in the school setting are required to become certified by the department of education of the state in which they plan to practice. Students who do not plan to work in a school setting, especially those who are pursuing academic careers, are also encouraged to obtain this 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 (660) on the National School Psychology Examination administered by the Educational Testing Service (Praxis). Test scores remain valid for three (3) years after the test. Test scores older than three (3) 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, written exam and oral exam on ethics) and obtaining three years of supervised clinical experience after completion of their nondoctoral 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. 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 from the Department of Health or Board of Psychology in the state in which they plan to live. 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.

**Competencies and Objectives Regarding the Program Goal of
Acquiring Professional Knowledge and Identity**

<u>Competency</u>	<u>Objective</u>
Develop an Understanding of the Roles, Functions, Settings of School Psychologists	<ul style="list-style-type: none"> ▪ Develop an understanding of the multiple roles that school psychologists assume when working in both school and nonschool settings ▪ Develop an understanding of the multiple settings in which school psychologists practice ▪ Develop an understanding of the multiple levels with which school psychologists work: individuals, groups, systems ▪ Develop a professional identity as a school psychologist
Develop Skills in Professional/Ethical Behavior	<ul style="list-style-type: none"> ▪ Develop an understanding of the ethical guidelines proposed by NASP and APA regarding the practice of psychology in the schools ▪ Develop an understanding of the standards of practice set forth by NASP and APA regarding the practice of psychology in the schools ▪ Develop an understanding that one's behavior and choices are a reflection of the training program and the profession of school psychology ▪ Develop skills in professional/ethical behavior that is reflected in all program activities, requirements, and assignments
Develop an Understanding About Relevant Legislation	<ul style="list-style-type: none"> ▪ Develop an understanding of local, state, and federal laws, rules, and regulations that affect the practice of school psychology ▪ Develop a basic understanding of important court decisions that have shaped the practice of school psychology
Understand the History of School Psychology	<ul style="list-style-type: none"> ▪ Develop an understanding of major historical, events, persons, and issues ▪ Develop an understanding of how this history has shaped the profession of school psychology and the current practices in the field
Develop an Understanding of Professional Regulations	<ul style="list-style-type: none"> ▪ Develop an understanding of the major regulatory factors that influence the practice of school psychology ▪ Develop an understanding of the accountability methods used in the delivery of school psychological services
Participate in Professional Activities	<ul style="list-style-type: none"> ▪ Develop an understanding of the mission, history, and publications of the profession's organizations ▪ Become involved in the profession's organizations and conferences ▪ Participate in other professional activities such as assisting with the training program's activities

**Competencies and Objectives Regarding the Program Goal of
Acquiring Foundational Knowledge**

<u>Competency</u>	<u>Objectives</u>
Develop an Understanding of the Theory and Research Related to School Psychology	<ul style="list-style-type: none"> ▪ Develop an understanding of common theories related to constructs being assessed (e.g., personality, social-emotional functioning, behavioral functioning, intelligence, achievement) ▪ Develop an understanding regarding life competencies, resiliency, and healthy social-emotional, behavioral, and academic functioning ▪ Develop an understanding of the basic anatomy and physiology of the central nervous system and how the brain processes information ▪ Develop an introductory understanding regarding the characteristics of various psychiatric disorders, relevant assessment and intervention techniques ▪ Develop an understanding of the foundations of current consultation theory and practice including its use as a systematic problem-solving process ▪ Develop an understanding of factors related to successful home-school-community collaboration ▪ Develop an understanding of the major psychological theories related to counseling and child therapy including client-centered, play therapy, and solution-focused techniques
Develop an Understanding of the Current Issues in the Profession	<ul style="list-style-type: none"> ▪ Develop an understanding of current issues in assessment, including those related to test use and interpretation, political/social issues, and new developments in psychological and psychoeducational assessment ▪ Develop an understanding of current issues in academic, behavioral, and mental health services, including those related to assessment and interpretation, political/social issues, and new developments in empirically-supported interventions
Develop Skills in Critical Appraisal	<ul style="list-style-type: none"> ▪ Develop an understanding for how theory on psychological and psychoeducational assessment relates to practice and data-based decision making ▪ Develop an understanding for how theory on academic, behavioral, and social-emotional functioning relates to practice and data-based decision making ▪ Develop an understanding for how theory and research in the neurosciences relates to practice and data-based decision making
Develop an Understanding of the Profession From a Systems Perspective	<ul style="list-style-type: none"> ▪ Develop an understanding of healthy school environments, effective teaching, and the application of psychology to creating healthy systems ▪ Develop an understanding of how the history of education and the current structure of schools affects the practice of school psychology ▪ Develop an understanding of how theory and research in cognitive neuroscience can inform effective classroom instruction and management

**Competencies and Objectives Regarding the Program Goal of
Understanding Individual Differences**

<u>Competency</u>	<u>Objectives</u>
Develop an Understanding of the Role that Diversity Issues Play in the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop an awareness and sensitivity to one's own cultural heritage and to value and respect differences ▪ Develop an understanding regarding the research on diversity as it relates to children in general and children with disabilities in particular ▪ Develop an understanding of how issues of diversity can influence psychoeducational assessment ▪ 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
Develop an Understanding of the Role that Developmental Issues Play in the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop an understanding of the neurological development of children ▪ Develop an understanding of factors that place a young child at risk for later developmental and mental health problems, develop interventions appropriate for birth-five, considering the child in the family context ▪ Develop an understanding of factors that place a young child at risk for later developmental and mental health problems, develop interventions appropriate for birth-five, considering the child in the context of family ▪ Develop an understanding of traditional as well as non-traditional assessment instruments with early childhood populations ▪ Develop an understanding of how developmental factors relate to psychological and psychoeducational assessment ▪ Develop an understanding how developmental factors relate to the delivery of academic, behavioral and mental health services
Develop an Understanding of Issues Related to Urban Settings	<ul style="list-style-type: none"> ▪ Develop an understanding of the characteristics of urban schools including the relationship between poverty, minority status, and academic achievement ▪ Develop a basic understanding of the research in urban education and urban settings ▪ Develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to psychological and psychoeducational assessment ▪ Develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to the implementation of academic, behavioral and mental health services

**Competencies and Objectives Regarding the Program Goal of
Acquiring Knowledge and Skills Related to Linking Assessment to Intervention**

<u>Competency</u>	<u>Objectives</u>
Develop Knowledge and Skills Related to Assessment	<ul style="list-style-type: none"> ▪ Develop a sufficient understanding of psychometric properties in order to select, use, and evaluate available instrumentation ▪ Develop skills to administer and score normative and alternative assessments when evaluating children in the areas of cognitive ability, academic achievement, and social-emotional-behavioral functioning ▪ Develop skills to observe and interpret assessment-related behavior ▪ Develop skills in using technology for administration and scoring ▪ Develop skills to conduct within and cross-instrument interpretation of various measures
Develop Skills in Conducting Case Conceptualizations	<ul style="list-style-type: none"> ▪ Develop an understanding of the unique nature of each psychoeducational referral, and determine appropriate assessment approaches, procedures and instruments to answer referral questions and guide remediation ▪ Develop skills in the use of theory and data to create and support hypotheses regarding client's current psychological functioning and set goals related to their academic, social-emotional, behavioral needs ▪ Develop skills to establish a linkage between assessment results and the creation of relevant interventions/recommendations ▪ Develop a basic understanding of DSM-IV diagnostic decisions ▪ Develop an advanced understanding of special education eligibility criteria to make diagnostic decisions ▪ Develop an understanding regarding the neurological features of special education diagnoses including neurological disorders
Develop Skills in Designing, Implementing, and Evaluating Interventions	<ul style="list-style-type: none"> ▪ Develop an understanding regarding empirically-supported interventions that address the academic, behavioral, and mental health needs of children ▪ Develop skills in creating, implementing, and evaluating interventions addressing academic, behavioral, and mental health issues for children ▪ Develop skills in applying the scientist-practitioner model in the creation of academic, behavioral and mental health interventions (treatment efficacy) ▪ Develop basic skills in creating, implementing, and evaluating systems level interventions ▪ Develop skills in applying an ecological focus to the creation and evaluation of efficacious school-based interventions addressing the academic, social-emotional, and behavioral needs of children ▪ Develop skills needed to effectively implement interventions with a particular focus on treatment integrity and adherence ▪ Develop skills related to progress monitoring of academic, behavioral, and mental health interventions ▪ Develop skills to use appropriate technologies in the dissemination of information related to services in the schools ▪ Develop technological skills to make data-based intervention decisions and modify interventions

Competencies and Objectives Related to Acquiring Interpersonal Skills

<u>Competency</u>	<u>Objectives</u>
Develop Necessary Communication Skills for the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop the necessary interpersonal skills to establish and maintain rapport, interview, motivate, and manage the behavior of examinees ▪ Develop skills needed to orally disseminate assessment results to clients and other relevant persons including parents and school personnel ▪ Develop skills needed to write psychological/psychoeducational reports ▪ Develop skills to disseminate report results to relevant persons including parents and school personnel ▪ Develop interpersonal skills to establish and maintain a therapeutic alliance when working with children individually or in groups using client-centered, solution-focused, psychodynamic and play therapy ▪ Develop skills to critically analyze factors related to effective therapeutic process and alliance ▪ Develop the necessary interpersonal skills to establish and maintain rapport and intervene with children/adolescents and relevant adults in crisis situations
Develop Necessary Collaboration Skills for the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop skills needed to implement an ecological, problem-centered model of consultation with school personnel ▪ Develop skills to be an effective multidisciplinary team member ▪ Develop a basic skill of working with other mental health and other health-related professionals who play a role in children's lives within the school setting ▪ Develop a basic skill of working with other mental health and other health-related professionals who play a role in children's lives outside the school setting ▪ Develop skills to integrate parents into the design and delivery of academic, behavioral and mental health services

**Competencies and Objectives Related to
Acquiring Knowledge and Skills in the Area of Research**

<u>Competency</u>	<u>Objectives</u>
Develop a Basic Understanding of Various Research Designs	<ul style="list-style-type: none"> ▪ Develop a basic understanding of various research designs and when to use each (both qualitative and quantitative), ▪ Develop a basic understanding of the threats to validity and reliability in both qualitative and quantitative research ▪ Develop a basic understanding of the different types of variables (e.g., independent, dependent, moderating, and mediating) and how to operationally define them ▪ Develop basic skills in selecting measurement devices of the highest quality when used for research purposes
Develop a Basic Understanding of Data Analysis	<ul style="list-style-type: none"> ▪ Develop basic skills in selecting and employing appropriate data analysis given the nature of the data, the research design, and the question or hypothesis presented ▪ Develop a basic understanding of threats to the validity of various data analysis techniques
Develop a Basic Understanding in the Use of Technology	<ul style="list-style-type: none"> ▪ Develop basic skills needed to organize, enter, manage, manipulate, and analyze data using common software packages (e.g., SPSS) ▪ Develop basic skills in technological techniques for data collection
Develop Skills in Scholarly Writing	<ul style="list-style-type: none"> ▪ Develop skills in writing research reports according to the Style Manual of the American Psychological Association ▪ Acquire skills appropriate for scholarly writing
Consume Scholarly Literature	<ul style="list-style-type: none"> ▪ Develop a continuous understanding of the scientific foundation for the field by regularly reading professional literature ▪ Develop a continuous understanding of how research in related fields inform the practice of school psychology
Develop Skills for Responsible Research Practice	<ul style="list-style-type: none"> ▪ Develop an understanding of the professional guidelines regarding the legal and ethical responsibilities of conducting psychological research ▪ Develop basic skills in submitting proposals to appropriate human subjects committees or Institutional Review Boards

Course Requirements

<u>First Year</u>	<u>Fall Quarter</u>	PAES 856-Roles and Functions of School Psychologists PAES 728-Cultural Diversity PAES 877-Mental Health Issues in the Schools I PAES 650-Exceptional Children ED P & L 786-Intro to Quantitative Methods
	<u>Winter Quarter</u>	PAES 857 –Cognitive Assessment I PAES 882-Consultation I PAES 776-Counseling Children PAES 878-Mental Health Issues in the Schools II PAES 750-Teaching Social Behavior
	<u>Spring Quarter</u>	PAES 858-Cognitive Assessment II PAES 859-Academic Achievement PAES 883-Consultation II PAES 742-Applied Behavior Analysis PAES 879- Mental Health Issues in the Schools III
	<u>Summer Quarter</u>	Ag Ed 885-Research Methods I Ed T & L 670-Remedial and Clinical Reading Instruction
<u>Second Year</u>	<u>Fall Quarter</u>	PAES 729-Urban School Psychology PAES 860-Linking Assessment to Intervention Psych 832- Socio-moral Development Ed P & L 846- Ed Administration PAES 884.63-Practicum (2)
	<u>Winter Quarter</u>	PAES 987-Early Intervention Psych 835 or ED T & L 821 Child Development ED P&L 880 or 901-Learning Course PAES 884.63-Practicum (4)
	<u>Spring Quarter</u>	PAES 677-Parents/Professionals PAES TBA-Child Neuropsychology PAES 884.63-Practicum (4) PAES 893 or 999-Masters Project or Thesis
<u>Third Year</u>	<u>Academic Year</u>	PAES 992-Masters Internship (3-12 per quarter)

A MA 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.

Program Requirements

Field-Based Experiences

Experiences Connected to Early Coursework

During the five quarters of the masters 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 Public School District. Students are expected to complete approximately **100 field-based hours** participating in activities such as shadowing a school psychologist and assisting practicum students with assessments, consultations, and mental health interventions. Students will also complete their own cases in Linking Assessment to Intervention, Consultation I, Consultation II, and Counseling Children. Students are expected to maintain a log of their hours for these experiences in order to document their 100 hours. First year master's level students will be assigned a doctoral student supervisor. They will be expected to meet with their supervisor for at least one hour every two weeks to discuss course assignments. Meetings can be individual or in a group.

Second-Year Practicum

All students will participate in a practicum experience in their second year of the masters program. This experience will be completed in the Columbus Public Schools and will take place over the entire academic year. During the first quarter of the second year, students will be expected to be in the schools 4 hours each week (2 credit hours). During the Winter and Spring quarters, students will be expected to be in the schools 8 hours each week (4 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 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 quarterly 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.

During the summer prior to practicum, students will be expected to participate in a practicum orientation and meet with their practicum supervisor. Also, students are expected to review material from the first year courses and practice test administration. Specific instructions for how students should prepare for practicum will be provided during the practicum orientation.

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 quarter. During the quarterly individual meeting with their supervisor, 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 at the beginning of the Spring quarter, only students who have satisfactory performance on practicum during the Fall and Winter quarters 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 quarter. If a student is not placed at an internship site at the beginning of Spring quarter 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 quarter. 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 Quarter. Internship placements can only begin in the Fall due to the State Department of Education funding.

Culminating Master's Project

In addition to coursework and field-based experiences, students in the masters program are also expected to complete a culminating experience. In keeping with the scientist-practitioner model, students can complete a thesis (producer of science) or an intervention project (consumer of science). The expectations for each project are described below.

Master's Thesis (Plan A). The selection of a thesis topic should occur the summer prior to the second year of study. This will require a greater frequency of meetings between advisor and student before the final decisions and proposals are made. In most cases the student will pursue one of the current lines of research in the department or current research of the advisor. In other cases, the research will be of significant interest to the advisor, but it may not be a direct extension of a current research program. It is important that the research project include guidance from the advisor. The research topic 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 research advisory committee consists of the student's primary advisor and a minimum of one other faculty. The research advisory committee should be formed by the end of the first year of study and certainly before the beginning of the second year of study. The student should prepare a written research proposal early during year 2. This proposal should minimally contain the research questions, review of literature, and proposed methods. Ideally, the student will have worked with the advisor to obtain adequate pilot data to suggest that the study is feasible within the time course outlined in the plan of study. This research proposal should be approved by the committee chair or research advisory committee before data collection begins. In addition to the proposal, the student must obtain approval from the Human Subjects Institutional Review Board (IRB) before they can begin collecting data. The time course for completing the thesis and the presentation of results should be set by the advisor and student during the discussions of the research plan.

Based upon the progress to date and upon problems arising from the beginning stages of data collection for the research project, the plan of study may need to be revised. If necessary, the plan should be revised by the student with approval of the advisor. During the final stages of graduate work it is helpful if the plan identifies the anticipated week or month for the final copy of the thesis/project and defense.

Each student will be expected to obtain data in conjunction with and under the supervision of the advisor. The student should schedule meetings with the advisor on a regular basis (weekly or bi-weekly) during the period of data collection. The student should be prepared to provide drafts of manuscripts in progress to the advisor prior to the termination of the study. The student must ensure that all written documents to be included in the thesis conform to the requirements of the Graduate School. These guidelines can be found in the handbook "Graduate School Guidelines for Preparing and Submitting Theses, Dissertations and D.M.A. Documents."

The student and advisor should meet during the periods that encompass data analysis, data interpretation, and initial stages of writing. This will likely be a minimum of once every month until graduation. It is the student's responsibility to provide the advisor and other committee members the required written drafts of the thesis in a timely fashion. The advisor should attempt to return the material with comments and suggested revisions in a timely manner, and this should ordinarily not exceed two or three weeks from the time of submission. This schedule should be part of the time course earlier drafted between advisor and student. The student should also expect to prepare at least one manuscript for presentation and/or publication of research material during this period of time. During this final stage, the student will complete writing the project and presenting the results of this work. It is important that the advisor return the written drafts of the project to the student in a timely fashion. Normally, the drafts should be returned to the student with suggested comments for revisions within two or three weeks after submission. It is recommended that the student and advisor meet at regular intervals to discuss the drafts and progress of the work to ensure a timely graduation. The student should ensure that the posted deadlines and specified requirements for graduation are met. In addition, students will be expected to present their thesis results at the School Psychology Colloquium held in the Spring.

Co-authorship of publications arising from the thesis collected under the supervision of the advisor should be decided before the research is begun. This will eliminate any misunderstandings between student and advisor after the work is complete. Typically, data collected in conjunction with an on-going research project of the advisor will include the advisor as a co-author. This is especially important if research funds awarded to the advisor have been used for the student's study as faculty are obligated to report back to the granting agency to publish their findings, and to provide the appropriate acknowledgment of the funding agency. If the student does not prepare the project/thesis material for publication in a timely fashion, the faculty advisor is obligated by the funding agency and the university to publish the material (i.e., to justify the resources spent on such projects). Occasionally advisor co-authorship may not be warranted. In such circumstances the student will have independently provided the idea for the project and the resources for data collection and analysis, whereas the advisor will have had only a minimal supervisory role in the project.

Master's Intervention Project (Plan B). In lieu of a thesis, students can choose to complete an intervention project instead of a research project. Selection of a topic for the intervention project should occur before the first quarter of the second year of study. It is important that the intervention project include input from the advisor. The topic 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 intervention) before deciding on a project. The advisor's role is clearly described in the thesis section and should be used as guidelines for the advisor's role in the intervention project.

Students must conduct a literature review related to their topic and design an intervention based on the research. The student's advisor approves the literature review and intervention plan before the intervention can be implemented. Before collecting any data or implementing the intervention, the student must obtain approval from the Human Subjects Institutional Review Board (IRB). The intervention must be implemented no later than Spring quarter of the second year of study and be implemented at least 6 weeks.

In addition to designing and implementing the intervention, students must also create an intervention evaluation plan to determine the efficacy of their intervention. Data need to be collected before, during, and after the intervention. A formal presentation of the results will be presented to the School Psychology faculty and student body the 7th week of Spring quarter. The advisor is responsible for approval of the literature review while the faculty evaluate the quality of the presentation, the intervention, and the evaluation plan. Students are encouraged to set their presentation up in poster style fashion.

Master's 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.

Funding for the internship is provided 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 State of Ohio, 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.

A written contractual agreement is agreed to by both the school district and the intern. The contractual agreement specifies the time period for employment and the salary provided. Contractual agreements do not obligate the district 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 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 are obligated to maintain the employment relationship and the contracted agreement can be ended.

Students will receive their internship placements during the Spring quarter 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 quarter, 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 during Fall and/or Winter quarter, but is able to exhibit competency in areas of school psychology service delivery during Spring quarter they may be given a site at the end of Spring quarter at the discretion of the faculty. Candidates for the internship 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 also 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 on 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 class spring quarter.

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, 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.

Students are expected to complete their internship in Central Ohio. If a student wishes to intern outside of Central Ohio, they must submit a formal request to the program faculty by the second week of Autumn quarter of their second year. The student will be notified of the faculty's decision no later than the last week of classes Autumn quarter. Please note, that this request will rarely be approved. There must be extenuating circumstances that would warrant approval of an internship placement outside of the Central Ohio area. Internship sites that are already approved by the State Department of Education will be the only ones considered for students who wish to intern outside of Central Ohio. If a student knows they will be moving out of state, they will be encouraged to seek an internship outside of the state. 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 of 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.

Students 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 not all internships outside of the state of Ohio receive compensation.

Students are supervised by an on-site supervisor and the supervisor is expected to communicate the intern's progress to the university supervisor (s). Internship experiences are guided by a competency checklist. Internship supervisors complete the competency checklist as part of the written evaluation of the intern at the end of each quarter. 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 that insures ongoing communication and collaboration between field supervisors and program faculty that ensures the comprehensiveness of the intern's training experience.

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 program by the end of Winter quarter in order to receive a grade for that quarter. Graduates in the past have performed well on the exam. The median score for the 1998-1999 school year was 715.

The Praxis exam is given approximately six times a year. You may pick up an application from 110 Arps. 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 630 to be certified in the state of Ohio.

At the end of the internship year, the internship coordinator will distribute the application for five year licensure. 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.

If after the completion of the Master's 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.

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-. The OSU Graduate School also mandates that students must maintain a 3.0 GPA every quarter 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. Students will receive written feedback on their

progress in acquiring the program competencies at the end of each academic year. Students who wish to receive verbal feedback or clarification on the written feedback need to make an appointment with their advisor. Students will be expected to complete and sign the annual review form and return to the program director within two weeks of receipt. Students must make reasonable progress as outlined in the Graduate Studies Handbook, the School of PAES Graduate Studies Handbook, and the School Psychology Program Handbook.

At the end of the first year in the master's program, the annual review process will focus on advancement to practicum. Students who do not rate high enough on the Master's Annual Review Form (refer to the program web site for this form), and/or who are deemed as lacking in sufficient professional or clinical skill by the faculty, can be withheld from the second year practicum. 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 master's 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 master's program, students will again complete the annual review process that focusing on advancement to internship. Again, students who do not have high enough ratings on the Master's Annual Review Form, 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 certification. Copies of all forms related to student performance while in the program will be kept in the student's program folder.

In addition to this annual review process, students are expected to create and maintain portfolios representing their performance in the program. Students are required to bring their current portfolio to each annual review. Students will be given instructions on how to create their portfolio and vita in PAES 856, Roles and Functions of School Psychologists. 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. The faculty will evaluate your portfolio during each annual review. In general, the portfolio should be complete, professional in appearance, well organized, clearly written, and contain the appropriate content for each written component. Your portfolio should begin with a table of contents and should be organized using the format found on the program web site.

Program Policies

Student Involvement

The School Psychology Student Organization (SPSO) is a student-run organization that represents the needs of the graduate students, both master's 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, sponsor a lecture series, and maintains a website.

In addition to the School Psychology Student Organization, students also participate in the functioning of the program through the Student Advisory Board which is a subcommittee of the Student Organization. Four students (one first year master's, one second year master's, and one doctoral) are chosen each year to represent the student bodies' concerns and ideas to the faculty. In addition to these three elected students, the president of the student association is also a member of the Student Advisory Board. These representatives are required to meet with the director once per quarter 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.

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 three continuous quarters.
- 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 master's program and the doctoral program are somewhat different. Master's students have a very prescriptive program with little flexibility given the accreditation requirements of NASP and APA. Master's students are encouraged to seek mentoring from their advisor whenever they desire. The master's culminating project is the time when the student works closest with his/her advisor. During this time, students are expected to set ongoing goals with their advisor and to meet these goals in a timely fashion so that the project is completed on time. 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 master's 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 master's 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 policies 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 succeeding quarter (including summer quarter). 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 Pomerene Hall, Room 216, 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.