School Psychology Program

EdS Handbook

Department of Educational Studies
College of Education and Human Ecology

The Ohio State University

Contents

Department of Educational Studies
School Psychology Program

Mission Statement

The foundation for the school psychology program at The Ohio State University is based on sociocultural theories of psychological and educational practices with youth. Students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity and social justice at the research, training, and service levels. The specific framework used as the overarching philosophy to the program is the ecological model that focuses on the multiple systems in which children exist. This perspective recognizes the complex interaction of person variables within and across multiple systems. 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, humanistic, social learning) that offer a balance between a shared mission and a more comprehensive approach to training.

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 youth 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 youth to the future of society, and advocate on the behalf of youth. 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, in-service education, administrative services, research, and evaluation. The school psychology program at The Ohio State University (OSU) is guided by an ecological and sociocultural model of training, a social justice framework, and an urban specialty focus, which informs the program's philosophy.

School psychologists function as Health Service Psychologists (HSP). The primary distinction that separates school psychology from other areas of professional psychology is the combining of education and psychology in the study and delivery of services to 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. 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.

Throughout the program, a developmental balance between knowledge and skills is maintained. The 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 a year-long practicum refining their clinical 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 youth in urban settings with a focus on socially just practice. This specialty focus, although integrated heavily throughout coursework, is also 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 not only in 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.

Education Specialist Program Description

The School Psychology Education Specialist (EdS) Program at The Ohio State University is a full-time program that is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP) and has conditional approval from the National Association of School Psychologists (NASP). The EdS Program is also accredited by the Ohio Department of Education.

The EdS program focuses on practitioner training for the delivery of comprehensive psychological services primarily in school settings. In addition to practitioner skills, EdS 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. EdS students draw upon the scientific literature to make decisions regarding practice with a focus on empirically supported services.

In order to complete the EdS degree, students are expected to maintain two years of full-time enrollment that may include summers and to successfully complete one year of internship. All EdS students will obtain the Master of Arts degree after their first year (i.e., 30 semester hours). The EdS degree must be at least 30 semester hours post-master's degree. Successful completion of the internship is required to obtain licensure from the Ohio Department of Education.

Certification and Licensure

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 (147) on the National School Psychology Examination administered by the Educational Testing Service (Praxis). Test scores remain valid for ten (10) years after the test. Test scores older than ten (10) years are

considered expired and would require the re-taking of the examination. You can download forms from the [NASP website](#). Students are expected to download their test scores and upload them to Tk20. The downloaded scores must contain the breakdown of the scores in each area that is evaluated.

State Department of Education Licensure

Students who plan to work in the school setting are required to become licensed by the department of education of the state in which they plan to practice. At the end of the internship year, students will complete the online application for the five-year licensure with the state of Ohio. 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. Students will receive further information about this process during internship, or they can contact the State Department of Education for the state in which they plan to live. Students are required to take the Praxis exam for licensure during their internship year. Minimum Praxis passing score for the Ohio Department of Education standards is 147.

Ohio Board of Psychology Licensed School Psychologist

In Ohio, non-doctoral students can become licensed as a school psychologist through the Ohio Board of Psychology. This licensure involves passing an exam (Praxis exam with a passing score of 147, and oral exam on ethics), completion of an internship, and obtaining three years of supervised clinical experience. 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.

Education Specialist Program Goals, Objectives, and Competencies

Goal #1: Students will develop the professional knowledge, skills, and identity to be ethical practicing school psychologists

- Objective 1: Students will develop professional values, attitudes, and behaviors that promote positive outcomes for youth and families and facilitate psychological well-being and educational success.

    - *G1O1 Competency 01: Engages in behaviors that are consistent with values, attitudes, and skills of competent Health Service Psychologists*

    - *G1O1 Competency 02: Demonstrates effective oral and written communication and interpersonal skills in interactions with youth, families, colleagues, education professionals, and other professionals*

- Objective 2: Students will develop an understanding of individual differences and the impact of societal inequities that negatively impact their psychological well-being and their educational experiences.

- o *G1O2 Competency 03: Students will demonstrate an understanding of individual and cultural differences*

- o *G1O2 Competency 04: Students will demonstrate an understanding of how societal inequities, culture, and individual differences impact psychological well-being and educational experiences*

- Objective 3: Students will develop an understanding of professional ethics and legal standards relevant to the practice of school psychology

  - o *G1O3 Competency 05: Students will be knowledgeable and behave in ways consistent with professional ethical principles and legal standards to the practice of school psychology*

Goal #2: Students will learn and apply knowledge and skills of evidenced-based practices to inform data-based decision making across direct and indirect service delivery

- Objective 1: Students will develop knowledge and skills related to the practice of effective consultation with education professionals and other key stakeholders (e.g. parents, caregivers, community health care professionals)

  - o *G2O1 Competency 06: Students are able to effectively apply a model of consultation in practice that incorporates a cross cultural framework*

- Objective 2: Students will develop knowledge and skills of evidence-based interventions to facilitate the psychological well-being and educational success of youth.

  - o *G2O2 Competency 07: Students will be able to identify evidence-based interventions that match the targeted need, implement the interventions, and evaluate the effectiveness of the interventions*

- Objective 3: Students will develop knowledge and skills of evidenced-based assessment practices and tools

  - o *G2O3 Competency 08: Students will demonstrate the ability to administer and interpret psychological and educational assessments*

  - o *G2O3 Competency 09: Students will engage in targeting assessments that meet the individual needs of youth*

Goal #3: Students will learn to be critical consumers of research.

- Objective 1: Students will develop knowledge for understanding research and interpreting data in applied settings

  - o *G3O1 Competency 10: Students will demonstrate knowledge of research design and data analysis*

NASP Standards for Training and Field Placement Programs in School Psychology Domains: Course Map

NASP Standards	SP Program Courses
Standard II: Data-Based Decision-Making and Accountability	*ESSPSY 8057:* Cognitive Assessment *ESSPSY 8058:* Assessment of Academic Achievement *ESSPSY 8060:* Linking Academic Assessment to Intervention *ESSPSY 8079:* Mental Health III: Social Emotional Assessment *ESSPSY 6189:* Field Experience in School Psychology (Practicum) *ESSPSY 8191.01:* EdS Internship: School Psychology
Standard III: Consultation and Collaboration	*ESSPSY 8082:* School-Based Consultation: Implementing Behavioral Interventions *ESSPSY 6189:* Field Experience in School Psychology (Practicum) *ESSPSY 8191.01:* EdS Internship: School Psychology
Standard IV, Element 4.1: Interventions and Instructional Support to Develop Academic Skills	*ESSPSY 8060:* Linking Academic Assessment to Intervention *ESSPSY 6189:* Field Experience in School Psychology (Practicum) *ESSPSY 8191.01:* EdS Internship: School Psychology
Standard IV, Element 4.2: Interventions in Mental Health Services to Develop Social and Life Skills	*ESSPSY 8077:* Mental Health I: Mental Health Issues in the Schools *ESSPSY 8078:* Mental Health II: Counseling in the Schools *ESSPSY 8079:* Mental Health III: Social Emotional Assessment *ESSPSY 8080:* Biological Basis of Behavior: Neuropsychology in the Schools *ESSPSY 8082:* School-Based Consultation: Implementing Behavioral Interventions *ESSPSY 6189:* Field Experience in School Psychology (Practicum) *ESSPSY 8191.01:* EdS Internship: School Psychology
Standard V, Element 5.1: School-wide practices to promote learning	ESSPSY 8060: Linking Academic Assessment to Intervention ESSPSY 8082: School-Based Consultation: Implementing Behavioral Interventions *ESSPSY 8191.01:* EdS Internship: School Psychology

Standard V, Element 5.2: Preventive and Responsive Services	*ESSPSY 6189:* Field Experience in School Psychology (Practicum) *ESSPSY 8191.01:* EdS Internship: School Psychology
Standard VI: Family-school collaboration services	*ESSPSY 8097:* Psychological Services for Early Childhood Populations *ESSPSY 6189:* Field Experience in School Psychology (Practicum) *ESSPSY 8191.01:* EdS Internship: School Psychology
Standard VII: Diversity in Development and Learning	*ESSPSY 7028:* Cultural Diversity: Developing a Multicultural Awareness *ESSPSY 7029:* Urban Issues in Education *ESSPSY 8080:* Biological Basis of Behavior: Neuropsychology in the Schools *ESEPSY 5401:* Adolescent Learning and Development in School Contexts *ESSPED 5650:* Introduction to Exceptional Children *ESEPSY 7402:* Educational Psychology, Cognition, Learning, and Instruction *ESEPSY 7406:* Social Basis of Behavior in Education *ESSPSY 6189:* Field Experience in School Psychology (Practicum) *ESSPSY 8191.01:* EdS Internship: School Psychology
Standard VIII, Element 8.1: Research and Program Evaluation	*ESQREM 6625:* Introduction to Educational Research *ESQREM 6641:* Introduction to Educational Statistics *ESSPSY 8191.01:* EdS Internship: School Psychology
Standard VIII, Element 8.2: Legal, Ethical, and Professional Practice	*ESSPSY 8056:* Roles & Function of School Psychologists *ESSPSY 8082:* School Based Consultation: Implementing Behavioral Interventions *ESEADM 8317:* Legal Aspects of Special Education Administration *ESSPSY 6189:* Field Experience in School Psychology (Practicum) *ESSPSY 8191.01:* EdS Internship: School Psychology

Course Requirements

	Year 1	
Fall Semester		
ESSPSY 7028	Cultural Diversity: Developing a Multicultural Awareness	3
ESSPSY 8056	Roles & Function of School Psychologists	3
ESSPSY 8057	Cognitive Assessment	3
ESSPSY 7193	Advanced Individual Studies: School Psychology (Cognitive Assessment Lab)	1
ESSPSY 8077	Mental Health I: Mental Health Issues in the Schools	3
ESSPSY 8078	Mental Health II: Counseling in the Schools	3
		16 hours
Spring Semester		
ESQREM 6625	Introduction to Educational Research	3
ESSPED 5650	Introduction to Exceptional Children	3
ESSPSY 8058	Assessment of Academic Achievement	3
ESSPSY 7193	Advanced Individual Studies: School Psychology (Achievement Assessment Lab)	1
ESSPSY 8079	Mental Health III: Social Emotional Assessment	3
ESSPSY 8082	School-Based Consultation: Implementing Behavioral Interventions	4
		17 hours

	Year 2	
Fall Semester		
ESEPSY 5401	Adolescent Learning and Development in School Contexts	3
ESEPSY 7402	Educational Psychology: Cognition, Learning, and Instruction	3
ESQREM 6641	Introduction to Educational Statistics	4
ESSPSY 6189	Field Experience in School Psychology (Practicum)	3
ESSPSY 7029	Urban Issues in Education	2
ESSPSY 8060	Linking Academic Assessment to Intervention	3
		18 hours

Spring Semester

ESEADM 8317	Legal Aspects of Special Education Administration	3
ESSPSY 6189	Field Experience in School Psychology (Practicum)	3
ESEPSY 7406	Social Basis of Behavior in Education	3
ESSPSY 8097	Psychological Services for Early Childhood Populations	3
PSYCH 5613	Biological Psychiatry	3
		15 hours

Year 3

Fall Semester

ESSPSY 8191.01	EdS Internship: School Psychology	3
		3 hours

Spring Semester

ESSPSY 8191.01	EdS Internship: School Psychology	3
		3 hours

	72 total hours

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 Public School District. Students have the opportunity to complete field-based hours before their second year practicum experience by participating in activities such as shadowing a school psychologist and conducting assessments, consultations, and behavioral interventions. Students are expected to maintain a log of their hours for these experiences (e.g., with a web-based log such as Time2Track).

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 Public Schools and will take place over the entire academic year. Each semester of the second year, students will be expected to spend approximately 15 hours engaged in practicum each week, 12 which are expected to be in the schools. Additionally, students will be expected to participate in weekly group supervision for a minimum of one hour 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 through a web-based logging system (e.g., Time2Track). In total, students need to complete **400 hours** connected to second-year practicum (approximately 200 each semester).

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 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 (see Appendix A) 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 is not 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. If faculty believe there are concerns about a student's performance the first year that might impact practicum, a behavior plan may be drawn up and implemented during the practicum year. The faculty reserve the right to deny practicum to students who are not sufficiently prepared.

Evaluation of practicum is completed three times during the academic year. During the semester individuals will meet with their site-based supervisor to review the practicum evaluation (see [Appendix F](#)). We encourage students to also complete the evaluation prior to the meeting with their supervisor to assess their alignment with the supervisor's perspective of the student's skill development.

EdS Internship

Ohio-Based Education Specialist Internships

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 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. Internship funding is not guaranteed.

A written contractual agreement is agreed to by both the school district and the intern (see [Appendix B](#)). The memorandum of 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 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 not 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 semester of their second year along with internship paperwork. 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 semester can be denied their internship placement. If

a student does not have satisfactory performance on practicum in autumn 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 semester 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. 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. The Application for Licensure is submitted online with the Ohio Department of Education. Guidelines for application can be found in Appendix C.

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 semester of their second year. The student will be notified of the faculty's decision no later than the last week of autumn semester classes. In the formal request, students need to provide a rationale for wanting to intern outside of Central Ohio. If a student knows that they will be moving out of state, they will be encouraged to seek an internship outside of the state. 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.

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, a safe and secure work environment, adequate office space, and support services consistent with those afforded agency or school district 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.

Students are required to complete a minimum of 1200 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 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 salary may be slightly less due to circumstances beyond our control. Not all internships outside of the state of Ohio receive compensation.

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. See Appendix D for more details regarding the plan for intern supervision. Internship experiences are guided by an evaluation form (see Appendix F). Internship supervisors complete the evaluation form as part of the written evaluation of the intern three times a year. 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 a web-based activity log (e.g., Time2Track) 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.

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 standards and elements of professional practice. Specific minimum requirements can be found in Appendix E of this Handbook.

Monthly Seminar

Interns are required to meet bi-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.

Postponing Internship

If, after completion of the course work, 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.

Praxis Exam

All interns must take the Praxis exam, as it is required for certification (NCSP) and is required for licensure by the Ohio Department of Education to practice in schools. It is generally taken at the beginning of their internship year. Additionally, students are expected to download their test scores and upload them to Tk20. The downloaded scores must contain the breakdown of the scores in each area that is evaluated on the exam. Graduates in the past have performed well on the exam.

The Praxis exam is given approximately six times per 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). The minimum passing score for NASP/NCSP is 147 (Praxis II, 2013). The minimum passing score for the Ohio Department of Education standards is 147, and the minimum passing score for the Ohio State Board of Psychology is 147.

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 this handbook. 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 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. Students will receive written feedback on their progress in acquiring the program competencies throughout the program via an Annual Review Form (see Appendix G. This feedback will be reviewed in their annual meeting with their advisor. Students will be expected to complete and sign the Annual Review Form and return it to the *Director of Student Services-Department of Educational Studies.* Students must make reasonable progress as outlined in the Educational Studies Graduate School Handbook and the School Psychology Program Handbook.

An annual review is completed with each student with their advisor at the end of the academic year. The annual review meeting consists of a review of courses and grades with feedback from core faculty, submission of an updated CV, submission of proof of professional memberships, and advancement to the next practicum sequence. If a student meets all requirements, they will receive an S for satisfactory and advance to the next year. At the end of the first year in the program, the annual review process will focus on advancement to practicum. Students who do

not meet adequate progress as determined by faculty review (e.g., student performance in courses) and/or who are deemed as lacking in sufficient professional or clinical skill by the faculty can be withheld from the second year practicum or provided a behavioral plan (see Appendix I) that will be created with input from the student. This will be reflected on the Annual Review Form (see Appendix G. The students will review the plan with the faculty and sign an agreement. 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 second year practicum, students may also be required to take additional coursework to remediate their areas of weakness.

Towards the end of the second year in the program, students will again complete the annual review process, focusing on advancement to internship. Again, students who do not meet adequate progress as determined by faculty review (e.g., student performance in courses), who do not successfully complete practicum, and/or who are deemed as lacking in sufficient professional skill by the faculty will not move forward to internship.

Master's Competency Exam

Toward the end of the spring semester of the first year in the program, **ALL** students are required to take a written master's competency exam. This exam consists of questions of an applied nature and encompasses all content and skills taught in the first year of the program. In addition, this exam is used as a program assessment to determine minimum proficiency in the foundational skills the first year. 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. In order to receive a pass, the Minimum Level of Achievement is 80%. Students will be required to pass this exam as well as earn 33 semester hours in order to obtain the Master of Arts in Education degree.

Portfolio

Students are required to create 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, and research program evaluation. The portfolio serves two purposes. First, it is assessment #5 for NASP, which demonstrates the integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services. Second, it is the culminating experience for granting the EdS degree. Guidelines for the portfolio can be found in Appendix H. A hard copy of the portfolio is to be submitted to program faculty by the first Friday in April for evaluation using the portfolio rubric.

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 maintain 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. Three students are chosen each year to represent the student body's concerns and ideas to the faculty. Two of the three will be elected at the beginning of the academic year (second year EdS and doctoral student). In addition to these two 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 semester so that students are provided updates on new program information, and they are expected to 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 will make the 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: NASP, OSPA, and SPCO and to become familiar with the procedures and philosophies of the various associations. Membership in Division 16 of APA is optional. When you become a member of Division 16, you also become a member of the student organization, Student Affiliates of School Psychology (SASP). 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 earn a B- or higher in all courses and maintain a 3.0 GPA overall. If a student receives less than a B- in a course, they will be required to repeat the course and obtain at least a B- before entering internship, resulting in the student extending the length of their program.

Student Insurance

As a part of your practicum, you must purchase student liability insurance and **show proof of insurance (i.e., certificate of liability) to the course instructor by the first practicum** seminar meeting. You can obtain insurance either through NASP or through APA. You need to be a member of the organization through which you will get your insurance. Please note that the insurance companies offer different rates, which may correspond to different levels of coverage.

- NASP: http://www.nasponline.org/students/insurance.aspx (this link has the info to the two options below)

    o American Professional Agency, Student Liability Insurance ($23-$41.00) http://www.americanprofessional.com/profession-page/student/

    o Forrest T. Jones & Company http://www.ftj.com/ (under Education, NASP) – Student Educator Professional Liability Plan ($25.00)

- APA: http://www.trustinsurance.com/products/studentliability/. APA Insurance Trust, Student Liability Insurance ($35.00)

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 PowerPoint presentations (including downloading these documents for class), using digital video cameras for supervision, and using testing software for assessments. Students will also be expected to have email accounts and to access the school psychology listserv on a regular basis. Much of the out-of-class communication with students is done via email.

Tk20
Students are expected to purchase Tk20 at the start of their first year. This program is used for evaluations and assignment uploads and allows the school psychology program to maintain information on students that is then used for continual accreditation.

MHS Online Assessment Program
Students are given access to the MHS Online Assessment Program. This program allows students to use several different assessment tools throughout their time in the program. Specifically, you will use this program during your social-emotional assessment class, practicum, and internship.

Web-based tracking system for practicum hours (e.g., Time2Track)

Students will use a web-based tracking system, such as Time2Track, to keep accurate logs of their practicum and internship experiences. Students are expected to buy this program by the start of their second year. Students will be given more information on this during their practicum orientation.

Q-Interactive Assessment Program
Students are given access to the Q-Interactive Assessment Program. This program allows students to use a comprehensive digital system that can administer and score tests that are traditionally given by an examiner in one-on-one settings. Practice with Q-Interactive will give students the chance to administer various cognitive and achievement tests on an app through two iPads so that they will be prepared to use them on practicum and in their jobs.

Termination Procedures

Students can be dismissed from the program based on either violating institutional standards of conduct and/or does not maintain reasonable progress toward the degree. Disciplinary action is taken when students violate institutional standards of conduct. These violations can include theft, drug abuse, plagiarism, falsifying records, and cheating. Students are responsible for learning about all university, college, department, and program policies regarding disciplinary action. Policies regarding disciplinary action can be found in other parts of this handbook, as well as in the OSU Graduate School Handbook and the Educational Studies Graduate School Handbook (Section V.5-7 pp. 25)

Academic dismissal occurs when students do not make progress in personal, professional, academic, and/or skill-related areas. The faculty will inform the student that they are starting the process of dismissal, which is forwarded to the Department's Graduate Studies Committee for approval and then submitted to the OSU Graduate School for final review. It is the Graduate School who will make the final approval regarding dismissal. In most cases, students are provided a plan that they must follow in order to not be dismissed. If there is a lack of compliance with that plan, the Graduate School can then proceed with dismissal of the student from the program. To ensure students' due process rights, they are encouraged to refer to the OSU Graduate School Handbook in Appendix D- Graduate Student Grievance Review Guidelines under Section IV: Conduct of the Hearing. 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 (see Appendix I). 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 any additional support they may need. Students are also encouraged to provide the faculty with any information that will aid in making the best decisions for the student. Documentation throughout this process will also be shared with the Department's Graduate Studies Committee.

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

- Violating institutional standards of conduct.

- Student does not maintain reasonable progress toward the degree (see both the OSU Graduate School Handbook under "Section V: Academic and Professional Standards", and the Educational Studies Graduate School Handbook under "Section V: Academic and Professional Standards").

  o Student does not maintain a 3.0 grade point average after two continuous semesters (see both the OSU Graduate School Handbook under "Section V: Academic and Professional Standards," and the Educational Studies Graduate School Handbook under "Section V: Academic and Professional Standards").

  o Student does not meet the goals of their remediation plan.

Mentoring Relationship

The faculty-student relationship is very important to the graduate experience. 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.

Policy for Individuals Who Hold Degrees and/or License to Practice as a Psychologist and Seek to Respecialize or Retrain

Increasingly, clinical, counseling, and developmental psychologists are seeking school psychology licensure. Individuals who hold a Ph.D., Ed.D. or Psy.D. in a field of psychology can be considered for respecialization as a school psychologist. Respecialization involves individuals obtaining the necessary coursework and experiences to be eligible for licensure by the Ohio State Department of Education. The OSU school psychology program provides opportunities for respecialization, retraining, or other alternative approaches to prepare candidates who already hold license to practice as a psychologist (general or other). This is accomplished by the faculty conducting a face to face meeting with the potential candidate and engaging in a thorough review of their transcripts, resume, curriculum vitae, work samples, recommendation letters, and other pertinent paperwork to determine the breadth and depth of prior training and experiences and determine which of the course requirements listed in this handbook are still needed for this individual to become credentialed and remain consistent with NASP graduate preparation standards. Individuals seeking respecialization must understand the following policy:

Policy for Respecialization

- Individuals must have a Ph.D., Ed.D., or Psy.D.
- A transcript review by the program faculty ensures that individuals satisfy the requirements for licensure set by the state of Ohio Board of Education. All transferable coursework is approved by the program faculty.
    - Program faculty also meet face to face with the applicant and discuss the applicant's interest in the program and their prior coursework and experiences.
- Only individuals requiring 9 or fewer courses, not including practicum, will be considered for respecialization. A contract will be developed between the program faculty and the individual and must be followed in order for the individual to complete respecialization.
- Upon acceptance for specialization, individuals will need to sign up as a grad non-degree student rather than applying for admittance to the school psychology program.
- Prior work experience, if it has been in a school setting or with children, may count for some of the individual's practicum experience.
- These experiences must be reviewed by the program faculty.
- In order to obtain licensure for practice in the schools, individuals must take the Praxis exam **and** have a state-approved internship. Internships will take place in a central Ohio district.
- Because Ohio school psychology programs have a set number of internships available to students, internships designated for respecialization students are based on slot availability.

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 Chair of the Department as soon as possible in time for the situation being grieved. The Chair 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 Chair 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 3335-8-23: Alteration of marks.

(A) A mark filed in the office of the university registrar is a part of the official records of the university. It is subject to change only when a procedural error has been

discovered in evaluation or recording of a grade. Action to change a grade must be initiated before the end of the second succeeding semester or summer term. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class. If the instructor agrees that an error in the mark was made, the mark will be changed upon written authorization of:

(1) The instructor of the course, and
(2) The instructional unit's dean, director, or college secretary.

If a student believes that a procedural error in grading was made, the student should meet with the instructor. If the instructor does not agree that a procedural error was made, the student may meet with the department chair to discuss the grade grievance. The chair shall respond to the student no later than thirty days after the student has requested a review by the chair. Upon receipt of the chair's response, if the issue is not resolved to the satisfaction of the student, the student may within two weeks request in writing by duplicate submission to the dean or director of the instruction unit and the department chair the procedures in paragraph (B) of this rule. Unresolved cases of grade grievance due to grading procedures are subject to paragraph (B) of this rule; unresolved cases of grade grievance due to other causes are not subject to paragraph (B) of this rule.

(B) Unresolved cases of grade grievance due to grading procedures shall be reviewed by a faculty departmental committee appointed by the department chair.

(1) In cases of instructors still affiliated with the university, the review committee shall consult both the student and the instructor and shall determine the validity of the grade grievance due to grading procedures. The review committee shall make its findings known in writing to both the student and the instructor within thirty days of the student's request to the chair.

If the committee finds that a procedural error has occurred and if the instructor declines to accept the findings of the review committee, the committee shall consider the reasons for not authorizing a grade change given by the instructor and may, upon consideration of these reasons, authorize in writing a grade change to be instituted by the department chair.

(2) In cases of instructors no longer affiliated with the university, the findings of the committee shall be reported to both the student and the instructor. If the instructor chooses not to respond, the judgment of the committee shall prevail. If the instructor responds and declines to accept the findings of the committee that a procedural error has occurred, the committee shall consider the reasons for not authorizing a change given by the instructor. In either case, the committee may, upon due consideration, authorize in writing a grade change (if such can be determined) to be instituted by the department chair.

If a department committee can find no academic basis upon which to recommend an appropriate grade for the course, the student shall be given the option of having the course stricken from the student's record and, if so desired, to retake that course without prejudice or penalty.

(C) If charges of grave academic misconduct against an instructor are made and substantiated under rule 3335-5-04 of the Administrative Code, the department chair shall be authorized to appoint a department grade grievance committee to consider grading errors that are alleged to be related to the misconduct. The committee shall consider all evidence and present, in writing, a report to the chair indicating any recommended grade changes. The department chair shall be authorized to institute grade changes in accordance with the recommendations of the committee.

If a department committee can find no academic basis upon which to recommend an appropriate grade for the course, the student shall be given the option of having the course stricken from the student's record and, if so desired, to retake that course without prejudice or penalty.

(D) The graduate school and graduate professional colleges may formulate appropriate modifications of this rule, subject to the approval of the council on academic affairs, and publish this rule in their bulletins.

Please see http://trustees.osu.edu/assets/files/RuleBook/UniversityFacultyRules.pdf, p.104.

Academic Misconduct

Code of Student Conduct 3335-23-04: Prohibited Conduct

Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

(1) Violation of course rules as contained in the course syllabus or other information provided to the student;

(2) Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;

(3) Knowingly providing or using unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment;

(4) Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;

(5) Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;

(6) Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignment;

(7) Serving as, or enlisting the assistance of a substitute for a student in;

(8) Alteration of grades or marks by the student in an effort to change the earned grade or credit;

(9) Alteration of academically-related university forms or records, or unauthorized use of those forms or records;

(10) Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system; and

(11) Violation of program regulations as establishment by departmental committees and made available to students.

Please see http://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html

Sexual Harassment

Physical contact or other non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent, including but not limited to:

(1) Non-consensual sexual intercourse, defined as any sexual penetration (anal, oral, or vaginal), however slight, with any body part or object, by any person upon any person without consent.

(2) Non-consensual sexual contact, defined as any intentional sexual touching, with any body part or object, by any person upon any person without consent.

(3) Sexual exploitation, defined as taking non-consensual, unjust or abusive sexual advantage of another. Examples include, but are not limited to, prostituting another student, non-consensual video or audio-taping of sexual activity, going beyond the boundaries of consent (such as knowingly allowing another to surreptitiously watch otherwise consensual sexual activity), engaging in non-consensual voyeurism, and knowingly transmitting or exposing another person to a sexually transmitted infection (STI) without the knowledge of the person.

(4) Sexual harassment, as defined in applicable university policy.

(5) Indecent exposure, defined as the exposure of the private or intimate parts of the body, in a lewd manner, in public or in private premises, when the accused may be readily observed.

For the purposes of this rule, consent shall be defined as the act of knowingly and affirmatively agreeing to engage in a sexual activity. Consent must be voluntary. An individual cannot consent who is substantially impaired by any drug or intoxicant; or who has been compelled by force, threat of force, or deception; or who is unaware that the act is being committed; or whose ability to consent is impaired because of a mental or physical condition; or who is coerced by supervisory or disciplinary authority. Consent may be withdrawn at any time. Prior sexual activity of relationship does not, in and of itself, constitute consent.

The full OSU Sexual Harassment Policy (1.15) can be found on the Office of Human Resources web site.

Background Check

POLICY: The Ohio State University Educator Preparation Unit implemented the requirement that any student who is involved in field placements (of any length or purpose) will need to complete a background check from the Bureau of Criminal Investigation and Identification as well as from the Federal Bureau of Investigation (regardless of length of residency in Ohio) *prior* to entering a school setting, and all documents must be received by the Office of Educator Preparation before the placement can begin. *Approval for field placements for educator preparation candidates from The Ohio State University will be based on the same system used by the Ohio Department of Education for licensure approval, and will be determined by the results gained from an outside assessment of criminal activity using a WebCheck background check system. When requesting a background check, request* **Section 3319.39 – applicants who have applied to a school district or for school employment in any position responsible for care, custody, control of a child (see http://ehe.osu.edu/educator-preparation/background-checks/).**

RATIONALE: All school districts and agencies require some level of background check verification. A few of the districts/agencies want to maintain their own records while others want Ohio State to be the gatekeeper of such documents. Therefore, in order to meet the various requirements of the districts/agencies, it is necessary that the Office of Educator Preparation maintain copies of all said documents. Another rationale is that the UNIT wants to notify a candidate of his/her potential of obtaining a teaching license before engaging in coursework, time, and money. A negative background check could jeopardize a candidate's ability to meet the state of Ohio's requirement for licensure.

REQUIRED DOCUMENTATION: The Office of Educator Preparation will be the office that maintains all records related to placements. The Office of Educator Preparation must have the following documents for each student prior to requesting an approval for a placement:
1. Background checks - BCI&I/FBI reports as per the WebCheck system.
    a. County or social security searches are not valid background reports for the purpose of field placements.
    b. We are not allowed to take the word/email of a previous employer that a recent check had been completed. We need the actual report(s).
    c. All students, regardless of residency, need BOTH BCI&I as well as FBI checks.
    d. All documents must be current within ONE year from date of processing.

e. All students must have current background checks while in their placement. If a background check expires, a new one must be completed to remain in the placement.
2. Application - Student Field Experience (renewed every academic year)
3. Resume (renewed every academic year)

Program Improvement Process

Faculty will meet annually for a one-day retreat that will occur in May, generally the second Friday, at the end of every academic year. Every three years, faculty will engage in a two-day retreat to do a more extensive review of the program and to address more fully consistency with NASP standards and elements. The program, at this meeting, will annually review student data from identified assessments, Praxis II scores, surveys, feedback from meetings with advisor, evaluations, and course grades. Students also have an opportunity to provide feedback to the faculty, which will also be discussed at this meeting. As stated previously under Student Involvement, representatives from each cohort are required to meet with the director once per semester so that students are provided updates on new program information and they are expected to 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.

At the beginning of the year orientation meeting, any changes to the program will be detailed with appropriate handbooks updated.

Appendix A: Program Contract

OSU School Psychology Contract

Education Specialist Program

This contract outlines the expectations that all students must meet in order to successfully complete the education specialist program in school psychology at The Ohio State University. Although legal issues, ethical guidelines, and standards of practice as set forth by the American Psychological Association and the National Association of School Psychologists will be covered in select coursework, students are required to be familiar with these procedures whenever providing psychological services of any kind. In addition to the policies set forth by these professional organizations, students are also expected to meet additional program requirements as described in the program manual and this contract. Students who do not meet these requirements can be formally dismissed from the program. Although the material included in this contract may appear punitive, the purpose of this contract is to ensure that all students are informed of the program dismissal policies at the onset and also to inform students of their due process rights.

Students can be dismissed from the program based on two separate violations, disciplinary or academic. 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, department, 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 and Educational Studies Graduate Student Handbook.

Academic dismissal occurs when students do not make progress in personal, professional, academic and/or skill-related areas. The faculty will inform the student that they are starting the process of dismissal which is forwarded to the Department's Graduate Studies Committee for approval and then submitted to the OSU Graduate School for final review. It is the Graduate School who will make the final approval regarding dismissal. In most cases, students are provided a plan that they must follow in order to not be dismissed. If there is a lack of compliance with that plan, the Graduate School can then proceed with dismissal of the student from the program. To ensure students' due process rights, they are encouraged to refer to the OSU Graduate School Handbook in Appendix D- Graduate Student Grievance Review Guidelines under Section IV: Conduct of the Hearing. 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 (Appendix I; i.e., same plan as used above for practicum). 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 any additional support they may need. Students are also encouraged to provide the faculty with any information that will aid in making the best decisions for the student. Documentation throughout this process will also be shared with the Department's Graduate Studies Committee.

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

- Violating institutional standards of conduct.

- Student does not maintain reasonable progress toward the degree (see both the OSU Graduate School Handbook under "Section V: Academic and Professional Standards", and the Educational Studies Graduate School Handbook under "Section V: Academic and Professional Standards").

  o Student does not maintain a 3.0 grade point average after two continuous semesters (see both the OSU Graduate School Handbook under "Section V: Academic and Professional Standards", and the Educational Studies Graduate School Handbook under "Section V: Academic and Professional Standards").

  o Student does not meet the goals of their remediation plan.

Understanding Course Expectations and the Program Handbook. Students are expected to read in detail the program handbook and ask questions if necessary. Additionally, students are expected to completely review their course syllabi and refer to it when unsure about course expectations. Students are ultimately responsible for seeking answers to any questions or concerns they may have regarding a specific course or other component of the program. Finally, students are expected to be familiar with the information provided in the Educational Studies Graduate School Handbook that can be obtained from the Educational Studies web site (see Resources section), and the OSU Graduate School Handbook that can be obtained from the OSU Graduate School web site.

Professional Judgment. This document attempts to address the main professional issues that may arise while you are a student in the school psychology program; however, all possible professional issues cannot be specifically addressed in the coursework. If at any time you are unsure about how to respond professionally in a given situation, please obtain the appropriate supervision from your advisor, instructor for the course, or your site supervisor. You are ultimately responsible for obtaining necessary supervision in order to maintain all professional codes of ethics and standards of practice. Additionally, students should understand that professional behavior while in the program includes not only performance in practica and internship, but also performance (behavioral and academic) in course work and at other times while representing the school psychology program (e. g., Head Start, assistantships, contract work). Although the atmosphere in graduate school can appear relaxed at times, expectations at this level of training are very intense, and students are continually being observed regarding their professional behavior and potential for effective practice in the field.

Sensitivity to Diversity. While working with clients and colleagues, you must pay attention to the influence of various diversity dynamics on the services you will be providing. When conceptualizing cases, assessing clients, or providing interventions to clients, you must take diversity issues into consideration. Also, all of your interactions with others (other students, other professionals at your sites, and clients) should be respectful and sensitive to issues of diversity. Be sure to use non-sexist and non-racist language as outlined in the APA Publication Manual.

Confidentiality. One of the most important aspects of professionalism in human services is maintaining confidentiality. Different confidentiality issues will need to be observed during your work in the schools and community agencies. Your site supervisor will inform you of policies relevant to the work you will be doing. You may not discuss any aspect of your cases with individuals who are not at your site unless given permission to do so. Your site supervisor will inform you as to the appropriate procedures for handling case materials away from your site, and you are responsible for understanding and following these procedures.

Autonomy and Time Management. Education specialist students will participate in some courses that have a seminar or independent study format (e.g., second-year practicum). This means that students participate heavily in the instructional process. Because of the nature of these courses, students must develop sufficient skills in time management and maintaining a sense of autonomy while in the program. In order to be successful, students must be self-starters who are able to follow through and manage multiple assignments and responsibilities.

Advancement to Practicum and Internship: 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. If faculty believe there are concerns about a student's performance the first year that might impact practicum, a behavior plan may be drawn up and implemented during the practicum year. The faculty reserve the right to deny practicum to students who are not sufficiently prepared.

This three-page document addresses a number of professional issues, and by signing this document, you are stating that you have read and fully understand the professional and academic responsibilities outlined here.

_____   _____

Student's Signature   **Date**   **Student's Printed Name**

_____   _____

Witness' Signature   **Date**   **Witness' Printed Name**

Appendix B: Memorandum of Agreement Between
The Ohio State University and Ohio School Districts/ESCs

The School Psychology Program at The Ohio State University hereby enters into an agreement with _____ (Intern) and _____ (School District/ESC/Agency) for the purpose of a School Psychology Internship. This agreement sets conditions of the internship and clarifies the responsibilities of the parties to this agreement. The sources for the agreement include The *Ohio Internship in School Psychology Manual (2015), Standards for Graduate Preparation of School Psychologists (NASP, 2010), Best Practice Guidelines for School Psychology Internships (NASP, 2009), The Ohio State University Program Handbook* (doctoral), the *Intern Competency Checklist* (doctoral) and *The Internship Requirements.*

Intern Expectations

1. The intern has completed all program coursework needed for temporary licensure.

2. The intern and field facilitator will meet at the beginning of the internship year to develop a plan and timeline for activities specified in the *Intern Competency Checklist and the Internship Requirements*

3. The intern will notify the university internship coordinator of any internship-related concerns that cannot be resolved in the placement setting, and cooperates in problem-solving activities recommended by the university and/or district/ESC.

4. The intern maintains a log of activities and a record of the number of hours of face-to-face supervision provided each week. (Face-to-face supervision must average 2 hours per week plus 2 hours of supervision per week that may be held in a group format).\

5. The intern completes all requirements for written documentation of activities as required by the university and submits a portfolio as the culminating project in April of the internship year.

6. The intern maintains appropriate professional conduct at all times and displays behavior consistent with ethical and legal guidelines and requirements (APA. NASP).

7. The intern attends all professional development activities required by the university and/or district/agency, and ODE including on-campus class meetings, seminars, professional development programs, and conferences/meetings of professional association in school psychology. Interns are required to attend either an OSPA conference or the NASP convention.

8. Services and professional activities of the intern are conducted in a manner consistent with standards for professional practice and the current IDEIA-related Ohio operating standards and rules for delivery of services and procedural safeguards, and related rules or procedures.

9. The intern will purchase professional liability insurance.

Field Supervisor Expectations

1. The supervisor is an appropriately credentialed School Psychologist in Ohio. To comply with CDSPP guidelines, supervisors of doctoral candidates should also be licensed by the Board of Psychology as a General Psychologist or School Psychologist.

2. The supervisor has at least three years of professional experience as a School Psychologist at the time the internship is initiated, with at least one of those years served in the district/agency in which the supervision will occur.

3. No more than two supervisors will collaborate in the supervision of an intern at any time.

4. The supervisor and intern will meet at the beginning of the internship year to develop a plan and timeline for activities specified in the *Intern Competency Checklist and Internship Requirements.*

5. The supervisor will provide to the intern an average of two hours per week of face-to-face supervision time and four hours per week of total supervision and will be provided released time for supervision

6. The supervisor will ensure that the experience provided to the intern has training as its primary focus, and will provide ample time and opportunity for the intern to attain the competencies specified in the *Intern Competency Checklist.*

7. The supervisor will cooperate with the university in conducting periodic written evaluations of the intern's progress toward attaining the competencies specified in the *Intern Competency Checklist.*

8. The supervisor will comply with the standards in *The Ohio Internship in School Psychology: Procedures and Operating Manual, 2015.*

9. The supervisor will notify the university on a timely basis of any concern about the intern's performance that cannot be resolved in the placement setting, and will cooperate with the university in developing and monitoring a remedial plan of action, if needed.

10. The supervisor will participate in continuing professional education activities to ensure a best practice orientation to the provision of school psychological services.

School District/ESC/Agency Expectations

1. The school district will provide adequate, well-lighted office space that ensures confidentiality for consultation and other professional activities.

2. The school district will provide a lockable cabinet or other secure place for keeping confidential information.

3. The school district will provide all necessary assessment and intervention materials comparable to those provided for licensed school psychologists employed by the district.

4. The school district will enable the intern to meet internship-training requirements, including diverse professional experiences, attendance at on-campus classes and seminars, out-of-district meetings, professional association conferences, the annual Ohio intern conference, and other regional, state, or national programs that will further the intern's professional knowledge and skills.

5. The school district (or fiscal agent) will enter into a contract with the intern for compensation ($21,900, the state minimum provided to the district as a grant by the State Department of Education), expense reimbursement, services to be rendered, support services, due process safeguards, and a start and end date for the services provided by the intern for a full-time 1200 hour internship.

University Expectations

1. The University will provide the school district and the intern with a copy of *The Ohio Internship in School Psychology Manual* (2015) and other NASP and Program materials (*Program Handbook, Field Manual, Guide to internship activities, Internship Competency Checklist).*

2. The University faculty supervisor will make periodic site visits (minimum of three) during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field supervisor. For internships out of the Columbus area, there is a limited option to complete an Ohio internship in another region in conjunction with another Ohio university, in approved settings only. In this case, the host university is _____.

3. The University faculty supervisor will assist the intern and field supervisor in problem solving when the intern or the field supervisor reports an unresolved issue

4. University faculty members will conduct on-campus intern seminars.

5. It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience. Revisions will be communicated in writing upon agreement by involved parties. Failure to meet requirements can lead to disciplinary actions as described in The Ohio State University Program Handbook, including probationary status and/or termination from the program.

By: _____   Date: _____

     School Psychology Internship Student

By: _____   Date: _____

     Representative of School District or Agency

By: _____   Date: _____

     School Psychology Program Director (OSU)

Start Date_____

End Date_____

Appendix C: Application Instructions for Temporary Pupil Services License in School Psychology

All Temporary, Initial Professional, and subsequent Renewal applications for licenses for educators in Ohio, including substitutes, are now processed online (no other format will be accepted). This document is prepared to provide information and resources on the Ohio Department of Education CORE system, which includes the online licensure application and payment process, which will be necessary for students to apply for and obtain both the Temporary Pupil Services License and the subsequent Initial Pupil Services Professional License in School Psychology. Please take the time to read the following information.

It is recommended that students sign up for a SAFE account, as all licensure will be done via this account.

What is CORE? CORE is an acronym for Connected Ohio Records for Educators. It is a web site that addresses all aspects of an Ohio educator's qualifications such as licensure, residency, employment history, and professional conduct. The CORE product most commonly used by teachers and school staff is "My Educator Profile" and "Educator Profile."

- The "My Educator Profile" provides a secure environment for future and current educators to detail their demographic data, and, most importantly, within this context, apply and pay for initial and renewal licensure.
- The "Educator Profile" allows teachers, administrators, and parents to check the status of an educator's application, as well as review credential history.

For additional information see CORE Overview provided on the ODE website.

How do I access CORE? You will need a SAFE account to access CORE. If you have been employed in the past as a teacher, you may already have a SAFE account. However, if you are new to the educator licensure system within the state of Ohio, you will need to create a SAFE account.

How do I create a SAFE account? To obtain a SAFE account, do the following:

1. Have your state-issued driver's license or state identification card on hand. Information from a valid state driver's license or state ID card will needed to create a SAFE account.
2. Proceed to the **SAFE-Sign Up** page to begin the steps for creating a SAFE account. Once at the *SAFE Sign Up* page, enter the basic information (Name, Social Security Number, and Birthdate) and click Next.
3. On the subsequent page, you will be asked to provide your Contact Information, Identity Verification (this is where you will use your valid Ohio Drivers License or other approved documentation), and Account Information (for selection of your unique username and

password). After completing these fields, you will need to verify that you agree to the *ODE Terms of Services and Privacy Policy* and select Next.

4. Once all of the above information has been successfully entered, you will receive an email confirmation to complete the SAFE sign up (this request expires in 30 days).
5. To confirm your SAFE account, click the link provided within the email that was sent to you and enter your social security number and the Key that was sent in your confirmation email. Click Continue.
6. Congratulations! You now have successfully created your SAFE account and can login!

> **When will I need my SAFE account?** Ohio educators need a SAFE account to view their personal information as it is on record at the Ohio Department of Education and to apply for Temporary, Initial and Renewal certificates, licenses, and/or permits.

Now that I have created my SAFE account, how do I apply for the Temporary License?
Once your SAFE account has been created, application for licensure requires a few simple steps:

1. **Proceed to the main login page for [SAFE](#)** using your unique username and password.
2. Once logged in, you will find a page that provides your demographic information (e.g., email, address, phone), account management/access information, and web systems. It is the Web Systems portion that you will use to apply for licensure.
3. **Click the ODE.CORE** (Connected Ohio Records for Educators) link. This will direct you through the Online Licensure System
4. Once at the ODE CORE main page, **click *My Educator Profile*** (found under the heading of Educator Licensure). Everything related to your future professional educator career in Ohio will be managed through your profile.
5. At the My Information page, you will need to create a unique State ID code that will be used to identify your educator status (this is required for any persons already not in the system). This number is generated automatically following your answering "yes" or "no" to several questions. In addition, you will want to verify that your demographic information is accurate.
6. Once your personal information has been verified, you are ready to begin your official application. To initiate your application, **click the *My Applications* link** (located under the My Educator Profile tab—there also may be a direct link at the top of the page).
7. Once at the My Applications page, **click the *New Credential Application* tab.**
8. After clicking the New Credential Application tab, you will be directed to a page asking you to choose the type of license. For interns in school psychology, do the following:

a. **Expand the *License* tab**
b. **Select *Temporary License*** (this is for an Initial Temporary Pupil Services license that requires an electronic signature of the superintendent or his/her designee of the employing (fiscal agent) Ohio school district
c. **Click *Apply***

9. The Term for your License Application will be for 1 Year and the Professional Classification should be listed as Temporary.

10. **Select the *1-Year Temporary License—Pupil Services*** credential in the drop-down menu.

11. After you select this credential, you will be prompted to select an appropriate Teaching Field. **Select *School Psychologist.***

12. **Select the *Effective Year*** from the drop-down menu (for 2014-2015, the Effective Year would be 2014—all licenses will be dated effective on July 1st).

13. **The next steps are <u>ESSENTIAL</u> to the process (failure to complete the following steps or provide false information may result in delay or denial of your application):**
    a. **Enter a Valid IRN for the district that is serving as the fiscal agent for your internship.** You will do this by selecting the find icon (looks like a magnifying glass). This will direct you to a pop-up box asking for either the IRN or the Name (from experience, it is MUCH easier to enter the 6-digit IRN number for the district). After entering the IRN number, you should see the district name appear in the dialogue box. Confirm this is the CORRECT fiscal agent. If this is correct, move your cursor over the district name to active the hyperlink and click. Automatically, this information (valid district and where to mail your license) will be generated on your application. **Click *Save Application and Next* to continue.**
    b. **Select the *Organization for Superintendent Signature.*** You will search for the superintendent signature much in the same way as described previously. That is, select the find icon (looks like a magnifying glass), enter the 6-digit IRN for the district, move your cursor over the district name to active the hyperlink and click. Automatically, this information will send your application to the appropriate e-signer.
    c. **Answer the *Residency* Question.** Indicate either "Yes" or "No" on the appropriate radio buttons to respond to the question Have you live continuously in Ohio for the past five years?
    d. **Examine the information provided within the *Background Check* window.** The dialogue box will indicate if your Background Checks are valid. If not, you will be required to complete the appropriate BCI and FBI criminal background checks. For additional information see the Background Check FAQs provided on the ODE website.

e. **Answer the 5 *Legal Questions*.** If you select "Yes" to any of these questions, you will be required to provide an explanation.
f. **Certify your application under the *Applicant Signature* dialogue box.**
g. **Click *Save Application and Next* to continue.**
h. **Instructions for Temporary Pupil Services License in School Psychology** For SPSY students applying for the Temporary License, there is no requirement to submit academic transcripts. However, you will be required to submit a letter on university letterhead signed by the program's intern coordinator(s) verifying completion of requirements and readiness for internship in school psychology. To upload this letter to the system, you will be able to browse/upload documents from your computer into your unique file in the licensure database through the My Documents tab.
i. **Click *Save Application and Done*.**
j. **Provide $40 dollar payment.** To do so, click the dialogue box next to the green dollar sign that signals you will be paying for the 1-Year Temporary License— Pupil Services and then Click the Cart Tab (says *Pay $40 for selected Applications*).
k. **Verify Account information and click *Next*.**
l. **You will be prompted through the *Credit Card Payment* (Steps 1 through 4).**
m. **Finished.**

How will I know what is happening with my submitted application? As the application moves through the approval process, you will receive an email if any of your approvers "decline" your application. Additionally, you can log into your SAFE account at any time and see the status of any applications you've submitted by going to the "My Applications" page.

Appendix D: Plan for Intern Supervision

The Ohio State University
Department of Educational Studies

SCHOOL PSYCHOLOGY TRAINING PROGRAM
University Supervision Plan for OSU School Psychology Intern, (*Name goes here*)

A. **Coursework**
The Ohio State University intern will register for the following academic recognition for the school psychology internship experience during the _____ - _____ internship year:
- ESSPSY 8191.01: EdS Internship: School Psychology – 3 hours (Fall and Spring Semester; 6 hours total)

B. **Site Supervision**
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.

C. **On-Campus Seminars**
OSU school psychology faculty will arrange a minimum of eight two-hour seminars for interns during the internship year. Intern attendance at these seminars will be required. These activities provide opportunity for school psychology faculty to be available for supervision input approximately once each month throughout the internship year--i.e., in addition to "site visits."

D. **School-District Visits**
The University intern supervisor will make three or more visits to the intern's school district during the internship year in order to render additional supervisory services. Further visits will be conducted as and when requested by the university supervisor, the school district facilitator, or the intern.

E. **Time and Location of Internship**
1. This internship plan shall be in effect for the _____ - _____ school year, and include a fulltime, full academic year supervised experience of at least 1200 clock hours.
2. This internship shall take place in the following district(s): _____

_____
Intern Signature

_____
Field-based Supervisor Signature

_____
University-based Supervisor Signature

Appendix E: EdS Intern Requirements

These are required experiences for EdS students in the Ohio State University Internship Program. These experiences provide breadth and depth for intern school psychologists. These experiences encompass all the Standards and Elements in the NASP 2010 Standards. Please review these requirements and plan accordingly so that the intern will be able to meet the minimum requirements outlined in this document.

REQUIREMENT	STUDENT	SCHOOL	TYPE	DATE COMPLETED
EVALUATIONS				
Minimum of 5 high school initials/ reevals (at least 2 initials)				
Minimum of 5 middle school initials/ reevals (at least 2 initials)				
Minimum of 8 elem. Initials/reevals (at least 2 initials)				

Minimum of 3 preschool cases (at least one initial)				
Minimum of 3 low incidence evals.				
Involvement in at least one: ESL case 504 case TBI FBA				
At least 5 initial/ reeval SLD cases				

At least 3 initial/ reeval ED cases (1 must include FBA)				
At least 2 initial/reeval ID cases				
At least 2 initial/reeval Autism cases				
At least 1 initial/reeval of ADHD/OHI				
Use of curriculum based assessment/RTI				
Maximum of 35 MFEs				
COUNSELING				
Group Counseling: 1 elementary case				
1 secondary case				

Individual: 1 elementary case				
1 secondary case				
TRAINING/INSERVICE				
Minimum of 2 parent inservices/training				
Minimum of 2 professional inservices				
INTERVENTIONS				
At least 3 behavioral interventions: one at each tier				
Home-School Collaboration Project or Intervention				
At least 3 academic interventions: one at each tier				

At least 1 formal consultation case where student meets regularly with teacher using collaborative problem solving model-this case will be presented at the end of Spring Semester				
Consult regularly in assisting, targeting implementing and monitoring interventions				
MEETINGS				
Regular member of IAT				
Participate in MFE and IEP meetings				
Observe Manifestation Determination meeting				
OTHER				
Learn district crisis intervention plan				
Involvement in at least one Program Evaluation				

at class, school or district level				
Development of Portfolio				

Appendix F: Practicum and Internship Evaluation

Practicum Student/Intern Competencies/Evaluation

Student/Intern_____   Supervisor_____

School District _____   Semester_____

Please rate the practicum student's or intern's progress towards competency on the skills listed below according to the following scale:

>**1 =** Minimal, the student/intern has little to no experience and is in need of direct supervised assistance
>**2 =** Adequate, the student/intern requires some direct assistance in this area,
>**3 =** Emerging, the student/intern requires minimal supervision, but no direct assistance
>**4 =** Entry-Level, the student/intern requires occasional supervision/consultation
>**5 =** Professional, the student/intern can independently perform the task with no supervision
>**ND =** No Data (e.g., may not have had an opportunity).

		Rating					
Data-based Decision Making and Accountability (NASP Standard II)							
1.1	Demonstrates knowledge of varied methods of assessment and data collection methods to identify strengths and needs	1	2	3	4	5	ND
1.2	Systematically collects information to identify the problem and determine strengths and needs.	1	2	3	4	5	ND
1.3	Utilizes assessment information to plan services & make decisions	1	2	3	4	5	ND
1.4	Develops effective interventions and treatment plans to meet the needs of the student	1	2	3	4	5	ND
1.5	Monitors progress of student over time with appropriate assessment tools to make decisions about intervention effectiveness	1	2	3	4	5	ND
1.6	Utilizes data to evaluate the outcomes of services	1	2	3	4	5	ND
1.7	Demonstrates fluency in the problem-solving process	1	2	3	4	5	ND
Consultation and Collaboration (NASP Standard III)							
2.1	Establishes collaborative relationships	1	2	3	4	5	ND
2.2	Communicates effectively with school personnel	1	2	3	4	5	ND
2.3	Communicates effectively with families	1	2	3	4	5	ND
2.4	Communicates effectively with children and youth	1	2	3	4	5	ND

2.5	Communicates effectively with community professionals	1	2	3	4	5	ND
2.6	Shows concern, respect, & sensitivity to others	1	2	3	4	5	ND
2.7	Appropriately mediates and resolves conflicts	1	2	3	4	5	ND
2.8	Facilitates home-school communication & collaboration	1	2	3	4	5	ND
2.9	Demonstrates good Problem Solving Skills	1	2	3	4	5	ND

Interventions and Instructional Support to Develop Academic Skills (Standard IV: Element 4.1)

3.1	Utilizes appropriate assessment strategies to assess learning difficulties	1	2	3	4	5	ND
3.2	Properly administers assessment strategies	1	2	3	4	5	ND
3.3	Appropriately analyzes & interprets assessment data	1	2	3	4	5	ND
3.4	Links assessment data to development of instructional interventions	1	2	3	4	5	ND
3.5	Utilizes empirically-demonstrated instructional methods/interventions	1	2	3	4	5	ND
3.6	Assesses acceptability of intervention ideas	1	2	3	4	5	ND
3.7	Appropriately evaluates outcomes of interventions	1	2	3	4	5	ND
3.8	Utilizes intervention data to guide instructional decisions	1	2	3	4	5	ND
3.9	Assesses treatment integrity of intervention implementation	1	2	3	4	5	ND

Interventions and Mental Health Services to Develop Social and Life Skills (Standard IV: Element 4.2)

4.1	Utilizes appropriate assessment strategies to assess behavioral, social, affective, & adaptive domains	1	2	3	4	5	ND
4.2	Properly administers assessment strategies	1	2	3	4	5	ND
4.3	Appropriately analyzes & interprets assessment data	1	2	3	4	5	ND
4.4	Links assessment data to the development of interventions	1	2	3	4	5	ND
4.5	Utilizes ecological & behavioral approaches when developing behavior change programs	1	2	3	4	5	ND
4.6	Assesses acceptability of intervention ideas	1	2	3	4	5	ND
4.7	Appropriately evaluates outcomes of interventions	1	2	3	4	5	ND
4.8	Utilizes intervention data to guide instructional decisions	1	2	3	4	5	ND
4.9	Assesses treatment integrity of intervention implementation	1	2	3	4	5	ND

School wide practices to promote learning (NASP Standard V: Element 5.1)

5.1	Is knowledgeable of general education, special education, and other educational and related services	1	2	3	4	5	ND
5.2	Applies principles of systems theory to promote learning, prevent problems, & create effective learning environments	1	2	3	4	5	ND
5.3	Participates in the development, implementation &/or evaluation of programs that promote safe schools	1	2	3	4	5	ND

Preventive and Responsive Services (NASP Standard V: Element 5.2)

6.1	Collaborates with other education professionals to contribute to the development and/or implementation of school-wide practices to support student learning and well-being	1	2	3	4	5	ND
6.2	Is knowledgeable of current theory & research about child/adolescent development, psychopathology, societal stressors, crises in schools	1	2	3	4	5	ND
6.3	Is knowledgeable of resilience and risk factors as it relates to student learning, behavior, and mental health	1	2	3	4	5	ND
6.4	Demonstrates skills to promote services that enhance learning, mental health, safety and physical well-being through protective and adaptive factors	1	2	3	4	5	ND
6.5	Displays initiative & resourcefulness to meet mental health needs	1	2	3	4	5	ND

Family-School Collaboration Services (NASP Standard VI)

7.1	Communicates effectively with families	1	2	3	4	5	ND
7.2	Communicates effectively with community professionals	1	2	3	4	5	ND
7.3	Shows concern, respect, & sensitivity to others	1	2	3	4	5	ND
7.4	Facilitates home-school communication & collaboration	1	2	3	4	5	ND
7.5	Demonstrates skills to design, implement, and evaluate services that are responsive to culture and context as it relates to families	1	2	3	4	5	ND

Diversity in Development & Learning (NASP Standard VII)

8.1	Assists in the integration of all students into instructional programs	1	2	3	4	5	ND
8.2	Keeps families' cultures, backgrounds & individual learning characteristics in mind when developing interventions	1	2	3	4	5	ND
8.3	Values Diversity Issues in Assessment, Consultation, Counseling, and Interventions	1	2	3	4	5	ND
8.4	Promotes and appreciates school diversity in the environment	1	2	3	4	5	ND

Research & Program Evaluation (NASP Standard VIII: Element 8.1)

9.1	Demonstrate skills to evaluate and apply research as a foundation for service delivery	1	2	3	4	5	ND
9.2	Applies measurement tools to evaluate effectiveness of practices at the individual, group and/or systems level	1	2	3	4	5	ND
9.3	Uses various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices	1	2	3	4	5	ND

Legal, Ethical, and Professional Practice (NASP Standard VIII: Element 8.2)

10.1	Presents appropriate personal demeanor	1	2	3	4	5	ND
10.2	Demonstrates dependability (punctual; follows through on tasks)	1	2	3	4	5	ND
10.3	Interacts with others in a professional manner	1	2	3	4	5	ND
10.4	Presents information to stakeholders in a clear manner	1	2	3	4	5	ND
10.5	Responds appropriately to feedback from others	1	2	3	4	5	ND
10.6	Is flexible and open to suggestions	1	2	3	4	5	ND
10.7	Exhibits a level of comfort and ease with other professionals	1	2	3	4	5	ND
10.8	Maintains thorough, organized case notes	1	2	3	4	5	ND
10.9	Presents information in a clear and useful manner	1	2	3	4	5	ND
10.10	Offers relevant recommendations	1	2	3	4	5	ND
10.11	Has adequate writing skills	1	2	3	4	5	ND
10.12	Incorporates supervisor feedback into reports	1	2	3	4	5	ND
10.13	Shows evidence of continued self-evaluation	1	2	3	4	5	ND
10.14	Adheres to ethical and legal standards for service delivery	1	2	3	4	5	ND
10.15	Adheres to all Due Process guidelines in all decisions affecting students	1	2	3	4	5	ND

<u>Additional Comments Regarding Strengths</u>

_____

_____

_____

_____

_____

_____

Additional Comments Regarding Areas of Needed Improvement and/or Areas to Focus on Next Semester:

_____

_____

_____

Intern's Signature _____ Date: _____

Supervisor's Signature _____ Date: _____

Appendix G: Annual Review Form

EdS Program Specializing in School Psychology (with MA)
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
Non-Thesis – 71 Semester Hours

Student's Name _____ ID# _____

Semester/Yr Admitted to EdS program _____ Advisor_____

Graduate Non-Degree Credit transferred? Y/N (circle one) _____

_____ **Non-thesis option (33 sem. hrs.)**

At the end of the successful completion of Year One coursework, students may apply to graduate with a master's degree; however, they cannot be licensed as a School Psychologist in Ohio without completing the required courses for the respective license. To be awarded the MA, students MUST meet the department's core requirements (foundations course [3 hours], multicultural course [3 hours], and research course [minimum 3 hours]).

Semester Program Worksheets
Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses.

YEAR 1

Hrs. Taken	Course #	Course Name	Sem. Taken or Planned
Fall Semester (16 hours)			
Required Foundations Course (3 hours)			
_____	ESSPSY 8056	Roles and Function of School Psychologists (3)	_____
Required Multicultural Course (3 hours)			
_____	ESSPSY 7028	Cultural Diversity: Developing a Multicultural Awareness (3)	_____
Required Courses (10 hours)			
_____	ESSPSY 8057	Cognitive Assessment (3)	_____
_____	ESSPSY 7193	Advanced Individual Studies: School Psychology (Cognitive Assessment Lab; 1)	_____
_____	ESSPSY 8077	Mental Health I: Mental Health Issues in the Schools (3)	_____
_____	ESSPSY 8078	Mental Health II: Counseling in the Schools (3)	_____

Spring Semester (17 hours)

Hrs. Taken	Course #	Course Name	Sem. Taken or Planned
_____	ESSPED 5650	Introduction to Exceptional Children (3)	_____
_____	ESSPSY 8058	Assessment of Academic Achievement (3)	_____
_____	ESSPSY 7193	Advanced Individual Studies: School Psychology (Achievement Assessment Lab; 1)	_____
_____	ESSPSY 8079	Mental Health III: Social Emotional Assessment (3)	_____
_____	ESSPSY 8082	School-Based Consultation: Implementing Behavioral Interventions (4)	_____

Required Research Course (3 hours)

Hrs. Taken	Course #	Course Name	Sem. Taken or Planned
_____	ESQREM 6625	Introduction to Educational Research (3)	_____

YEAR 2

Hrs. Taken	Course #	Course Name	Sem. Taken or Planned
Fall Semester (18 hours)			
_____	ESEPSY 5401	Adolescent Learning and Development in School Contexts (3)	_____
_____	ESEPSY 7402	Educational Psychology: Cognition, Learning and Instruction (3)	_____
_____	ESQREM 6641	Introduction to Educational Statistics (4)	_____
_____	ESSPSY 6189	Field Experience in School Psychology (3)	_____
_____	ESSPSY 7029	Urban Issues in Education (2)	_____
_____	ESSPSY 8060	Linking Academic Assessment to Intervention (3)	_____
Spring Semester (15 hours)			
_____	ESEADM 8317	Legal Aspects of Special Education Administration (3)	_____
_____	ESEPSY 7406	Social Basis of Behavior in Education (3)	_____
_____	ESSPSY 6189	Field Experience in School Psychology (3)	_____
_____	ESSPSY 8097	Psychological Services for Early Childhood Populations (3)	_____
_____	PSYCH 5613	Biological Psychiatry (3)	_____

YEAR 3

Hrs. Taken	Course #	Course Name	Sem. Taken or Planned
Fall Semester (3 hours)			
_____	ESSPSY 8191.01	EdS Internship: School Psychology (3)	_____
Spring Semester (3 hours)			
_____	ESSPSY 8191.01	EdS Internship: School Psychology (3)	_____

YEAR 1: Annual Review

_____

Semester and Year

_____   _____

Student Signature   Advisor Signature

_____   _____

Date   Student Services Review (Initials) Date

Student meets all requirements and is advanced to Practicum   _____Y_____N

S_____U_____   CV_____ Professional Memberships _____ (APA, NASP, OSPA, SPCO)

Faculty comments _____

_____

_____

MA Graduation Review (Comprehensive Exam Required)

Application to Graduate: http://gradforms.osu.edu

Master's Student Procedures – Final Semester:
http://gradsch.osu.edu/Depo/PDF/MasterStudentProceduresFinalSemester.pdf

Minimum credit hours required for graduation (MA): _____
　　　　　　　Total semester hours completed:　　　　_____

Yes/No　　　Minimum hours required for graduation met?

Other requirements:
Yes/No　　　Program time limit met?
Yes/No　　　Registered for minimum of 3 hours semester graduating
Yes/No　　　Fees Paid
Yes/No　　　Missing Grades or Incompletes?

_____   _____

Student Signature   Advisor Signature

_____   _____

Date   Student Services Review (Initials)   Date

YEAR 2: Annual Review

_____
Semester and Year

_____   _____
Student Signature   Advisor Signature

_____   _____
Date   Student Services Review (Initials) Date

Student meets all requirements and is advanced to Internship _____Y_____N

S_____U_____   CV_____   Professional Memberships _____ (APA, NASP, OSPA, SPCO)

Faculty comments _____

_____

_____

Year 3: Annual Review

_____
Semester and Year

_____   _____
Student Signature   Advisor Signature

_____   _____
Date   Student Services Review (Initials) Date

Appendix H: Portfolio Guidelines

**PROFESSIONAL PORTFOLIOS FOR
SCHOOL PSYCHOLOGY CANDIDATES**

Materials Needed for Portfolio

Background Information   Updated Student Resume
Personal Statement
Transcripts

Program Requirements   Letter of Completion of Masters Exam
Annual Evaluation Letters & Program

Internship-Practice Exemplars   Consultation Case Study
Psychological Assessment Reports (2)
Individual Counseling Case
Group Counseling Case
Intervention Project- 1 academic, 1 behavior
Internship Log of Hours
Internship Evaluation Forms
Program Evaluation Project Report
Home-School Collaboration Project
Crisis Intervention Report

Professional Issues   Memberships in Professional Organizations
Credentials (licensure, certification)
Professional Workshops Attended

Please place a check (√) if the items in Background Information, Program Requirements, and Professional Issues is present

Resume	Personal Statement	Transcripts	Master's degree	Annual Evaluation	Membership in Prof Org	Licenses	Log of hours	Prof Confer attended

Comments:

_____

_____

_____

_____

RUBRIC SCORE FOR PRACTICE EXEMPLAR
Please use the following scale to evaluate each of the Practice Exemplars

4 = Exemplary– *demonstrates the highest level of knowledge and/or skills that exceed expectations of a beginning school psychologist*

3 = Proficient– *demonstrates acceptable knowledge and/or skills expected of a beginning school psychologist*

2 = Adequate– *provides evidence of minimally acceptable knowledge and/or skills expected of a beginning school psychologist*

1 = Insufficient *– presents insufficient evidence of the knowledge and/or skills expected of a beginning school psychologist.*

Consultation Services				
	1 **Insufficient**	**2** **Adequate**	**3** **Proficient**	**4** **Exemplary**
Concern Clearly Defined				
Development of Plan				
Consultant/consultee relationship				
Implementation plan				
Evaluation of Plan				
Assessment Case Study Report				
	1 **Insufficient**	**2** **Adequate**	**3** **Proficient**	**4** **Exemplary**
Background Information				
Statement of Referral/Current educational placement				
Report on Previous Interventions that were Implemented				
Observation data				
Selection and Use of Assessments				
Interpretations of Results and Summary				
Disability Determination				
Recommendations and Intervention considerations				
Individual Counseling Case Study Report				
	1 **Insufficient**	**2** **Adequate**	**3** **Proficient**	**4** **Exemplary**
Generation of Goals / Program Goals				
Description of Theory or Approach / Program				

Application of Methods and Strategies or Program				
Recorded Progress Notes/ and Plan for Monitoring Progress				
Use of Progress Data to Inform Counseling (e.g., mood checks, grade improvement, achievement of goals)				
Description of outcomes or progress if ongoing				

Group Counseling Case Study Report				
	1 Insufficient	**2 Adequate**	**3 Proficient**	**4 Exemplary**
Generation of Goals / Program Goals				
Description of Theory or Approach / Program				
Application of Methods and Strategies or Program				
Recorded Progress Notes/ and Plan for Monitoring Progress				
Use of Progress Data to Inform Counseling (e.g., mood checks, grade improvement, achievement of goals)				
Description of outcomes or progress if ongoing				

Academic Intervention Case Study Report				
	1 Insufficient	**2 Adequate**	**3 Proficient**	**4 Exemplary**
Definition of Problem				
Baseline				
Problem Analysis				
Selection of Evidence-based Intervention				
Intervention Implementation Procedures				
Progress Monitoring				

Treatment Integrity				
Evaluation of Intervention Effectiveness				

Behavioral Intervention Case Study Report				
	1 **Insufficient**	**2** **Adequate**	**3** **Proficient**	**4** **Exemplary**
Definition of Problem				
Baseline				
Problem Analysis				
Selection of Evidence-based Intervention				
Intervention Implementation Procedures				
Progress Monitoring				
Treatment Integrity				
Evaluation of Intervention Effectiveness				

Program Evaluation Report				
	1 **Insufficient**	**2** **Adequate**	**3** **Proficient**	**4** **Exemplary**
Description of the Program				
Plan for Evaluation				
Report and Analysis of Data				
Conclusions about Program Effects				

Appendix I: Sample Student Behavior Contract

The Ohio State University
School Psychology Program
Program, Student Behavior Contract
RE: (*Practicum, Internship, Program)*
Semester/Year

This behavior contract will be agreed upon and signed by the parties listed below:

Student Name   _____

University Supervisor   _____

Practicum/Internship Supervisor   _____

Practicum/Internship Supervisor   _____

Purpose

Concerns with performance (***detail the area(s))*** (***student name)*** indicates that a behavior plan is necessary to ensure that these areas are remediated. This behavior contract (hereafter referred to as "contract") was drafted to address those concerns; to provide the student with specific goals to address during the (***Fall, Spring)*** Semester; and to provide the student with an opportunity to demonstrate a willingness to address these concerns, competence in addressing the areas of concern, and progress towards the goals listed in this contract. It is important for the student to fulfill the goals of the contract as well as other skills put forth by (subject area, interpersonal skills, practicum, internship, etc.) to successfully advance in the program.

(Sample) Behavior Plan

List areas of concern and ideas for specific ways to address the concerns. Be as specific as possible including goals that are Measureable, objective, and specific. A timeline should be included with an ending date for evaluation of plan. A decision should also be included if goals of contract are not met.