The University of Findlay
College of Education
Doctorate of Education in School Psychology
Student Handbook

December 2024

The mission of the Doctor of Education in School Psychology degree is to prepare tomorrow's leaders to plan strategically, communicate effectively in the modern world and promote positive change and well-being for children and families within diverse populations, settings and professional environments.

This handbook is continually revised to reflect the standards of the Ohio Department of Education, Ohio Department of Higher Education and the Specialized Professional Association, NASP, as well as changes within the College of Education and The University of Findlay. This handbook is intended as a supplement to the Undergraduate and Graduate Catalogs. It gives some general information that is available in more detail in the catalogs. Its main purpose is to outline policies and procedures specific to the Doctorate of Education in School Psychology Program.

Table of Contents

Table of Contents

NOTE: All graduate students at UF are responsible for understanding the graduate policies located in Graduate Policies webpage.

SECTION I: DOCTORATE OF EDUCATION IN SCHOOL PSYCHOLOGY PROGRAM SUMMARY

Mission Statement

The mission of the Doctor of Education in School Psychology degree is to prepare tomorrow's leaders to plan strategically, communicate effectively in the modern world and promote positive change and well-being for children and families within diverse populations, settings and professional environments.

Program Objectives

The Doctor of Education in School Psychology features applied and professional training with dissertation support. The program content is directly aligned with the National Association of School Psychologists Standards for Graduate Preparation of School Psychologists and prepares students for school psychology credentialing and professional activities in educational, clinical and research settings.

Curriculum Requirements

Required Courses

EDAD 578	Educational Law	3
EDFI 675	The Science of Reading for Literacy Leaders	3
EDPY 600	Role and Function of the School Psychologist	3
EDPY 602	Developmental Child Psychopathology and Interventions	3
EDPY 604	Issues and Practices in Special Education	3
EDPY 606	Psychoeducational Assessment and Interventions I	3
EDPY 608	Psychoeducational Assessment and Interventions II	3
EDPY 610	Practicum I in School Psychology	3
EDPY 611	Counseling Theories and Techniques	3
EDPY 612	Psychoeducational Assessment and Interventions III	3
EDPY 614	Practicum II in School Psychology	3
EDPY 616	Human Growth and Development	3
EDPY 618	Behavior Management: Classroom Discipline and Positive Behavioral Interventions and Support	3
EDPY 620	Internship I in School Psychology	8
EDPY 622	Internship II in School Psychology	6
EDPY 624	Internship III in School Psychology	4
EDSP 645	Educators as First Responders: Crisis, Counseling, and Trauma Informed Care	3
EDUC 502	Collaboration: Education and Community	3
EDUC 505	Research for the Educational Leader	3
EDUC 700	Writing as a Doctoral Scholar	3
EDUC 701	Orientation to Doctoral Study	3
EDUC 763	Single-Case Research Design and Analysis	3

EDUC 707	Global Dimensions and Perspectives on Diversity	3
EDUC 750	Research I: Literature Review	3
EDUC 751	Research I: Dissertation	1
EDUC 760	Research II: Quantitative Research and Measurement	3
EDUC 765	Research II: Qualitative Research and Measurement	3
EDUC 770	Research III: Research Design and Proposal Development	3
EDUC 771	Research III Dissertation	1
EDUC 780	Research IV: Data Analysis Coaching	3
EDUC 781	Research IV Dissertation	1
EDUC 790	Dissemination of Research	3
EDUC 791	Dissertation Submission	0

Course Descriptions

EDPY 600: Role and Function of the School Psychologist (3 semester hours)
This course will provide students with an understanding of the history and development of school psychology, traditional and emerging roles of the school psychologist, direct and indirect service delivery, standards of practice, codes of conduct and ethical decision making, laws and legal issues that influence the practice of psychology and applications of research to practice. The course content will encourage students to analyze professional roles and objectives of the school psychologist.

EDPY 602: Developmental Child Psychopathology and Interventions (3 semester hours)
This course explores child psychopathology from a developmental and educational perspective, recognizing that pathology expresses itself in different ways, at different ages and stages of development and in different environments. Concepts such as risk and resilience and early predictors of better and worse outcome will be integrated with a review of the major types of psychopathology seen in children and adolescents. Emphasis will be on the most recent scientific research literature on each condition, including the exploration of each disorder and the ways the disorder may be manifest in different individuals. Educational disabilities as defined by the Individuals with Disabilities Education Act will be introduced and implications of these disabilities in the educational setting will be explored.

EDPY 604: Issues and Practices in Special Education (3 semester hours)
This course aims to develop professional understanding and skills in the areas of special education and child advocacy. The content presented in this course will facilitate the growth of students into educational leaders and advocates through exploration into current challenges and controversies in special education. The course will consist of readings, reflections, and research of current and historical issues that are of major importance to children with special needs and the personnel that support them.

EDPY 606: Psychoeducational Assessment and Interventions I (3 semester hours)
This course is designed for students to advance their knowledge of, skills for and attitudes regarding the assessment of cognitive functioning and academic achievement in children and adolescents. This course will include review of historical and current theories of intelligence, review of psychometric constructs relevant to the measurement of intelligence and achievement, observation of the administration and scoring of a variety of intelligence tests and achievement measures, practice in the interpretation of test scores, practice in the preparation of written reports summarizing intelligence and achievement test results, exploration of multicultural issues related to the assessment of intelligence and achievement and review of the clinical application of psychological testing in school and clinical settings.

EDPY 608: Psychoeducational Assessment and Interventions II (3 semester hours)
Prerequisite: EDPY 606

This course is designed for students to advance their knowledge of, skills for and attitudes regarding the assessment of cognitive functioning and academic achievement in children and adolescents. This course will evaluate students' abilities to properly administer educationally based cognitive and academic achievement assessments.

EDPY 610: Practicum I in School Psychology (3 semester hours)
The school psychology practicum experience will provide students with close supervision by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.

This course provides students with a basic understanding of school-based evaluation procedures. This course will be graded S/U.

EDPY 611: Counseling Theories and Techniques (3 semester hours)
This course is designed to teach the fundamental principles of providing a helping relationship through counseling and interviewing. Techniques are integrated in a conceptual framework for subsequent professional study. Personal and professional development is attained through skills training in techniques.

EDPY 612: Psychoeducational Assessment and Interventions III (3 semester hours)
Prerequisite: EDPY 608
This course is designed for students to advance their knowledge of, skills for, and attitudes regarding the assessment of the educational disability categories found in the Individuals with Disabilities Education Act. This course will include review of IDEA disability categories, review of psychometric constructs relevant to the measurement of ability, behavior, strength, and need observation of the administration and scoring of a variety of norm-referenced and criterion-referenced assessments, practice in the administration and interpretation of test scores, exploration of multicultural issues related to the assessment of children across all IDEA disability categories and review of the clinical application of psychological testing in school and clinical settings.

EDPY 614: Practicum II in School Psychology (3 semester hours)
Prerequisite: EDPY 610
The purpose of the school psychology practicum experience is to provide students with close supervision by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies. This course provides students with the experience of conducting a full reevaluation case study with supervision. This course will be graded S/U.

EDPY 616: Human Growth and Development (3 semester hours)
This course explores the different stages of human life (i.e., prenatal, infancy, childhood, adolescence, adulthood) and the biological, psychological and social changes occurring in individuals during these stages. Topics include theories of development; genetics and development; birth and the neonate; cognitive and brain development; early experience, attachment, motor and language development; social, sex-role and moral development; aging and death.

EDPY 618: Behavior Management: Classroom Discipline and Positive Behavioral Interventions and Support (3 semester hours)
This course is designed to explore best practices in effective classroom management and individual behavior intervention strategies. Emphasis will be given to creating proactive learning environments through positive behavioral interventions and support. Functional behavioral assessments and behavior intervention plans will be explored.

EDPY 620: Internship I in School Psychology (8 semester hours)
Prerequisite: passing score of comprehensive exams
This culminating experience is part one of a comprehensive, supervised and carefully evaluated internship in school psychology. Students in this class will demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. This course will be graded S/U.

EDPY 622: Internship II in School Psychology (6 semester hours)
Prerequisite: EDPY 620
This culminating experience is part two of a comprehensive, supervised and carefully evaluated internship in school psychology. Students in this class will demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. This course will be graded S/U.

EDPY 624: Internship III in School Psychology (4 semester hours)
Prerequisite: EDPY 622
This culminating experience is part three of a comprehensive, supervised and carefully evaluated internship in school psychology. Students in this class will demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. This course will be graded S/U.

EDSP 645: Educators as First Responders: Crisis, Counseling, and Trauma-Informed Support (3 semester hours)

This course is designed to provide students with an understanding of the research-based foundations of educators' roles in crisis situations. Acute and chronic trauma and their impact on children and educators will be addressed, along with crisis counseling skills and legal and ethical issues. Social-Emotional Learning and the neurological consequences of trauma will serve as foundational concepts for this course.EDUC 505: Research for the Educational Leader (3 semester hours)

Research appropriate to the teaching profession will be reviewed and critiqued. Topics appropriate for research will be explored. Methodologies for conducting quantitative and qualitative research will be introduced, studied and applied.

EDUC 502: Collaboration: Education and Community (3 semester hours)

Understanding ourselves is the first step to working effectively with children and their parents. Next, a historical perspective on the trends and issues that have influenced education leads to today's issues of communication, collaboration and consultation in the education community. Resources available in the community for both teachers and parents of children with special needs are also explored.

EDUC 700: Writing as a Doctoral Scholar (3 semester hours)

This course will focus on writing with the proficiency required of doctoral candidates. The course will review writing skills, grammar, style, sentence structure, paragraph development, referencing in APA format, and writing requirements for research papers reflecting scholarly voice. Candidates will analyze the writing style utilized in peer-reviewed journal articles. This course will be taken with EDUC 701: Orientation to Doctoral Study.

EDUC 701: Orientation to Doctoral Study (3 semester hours)

This course will introduce candidates to the expectations of the doctoral program within the College of Education at The University of Findlay. Candidates will explore the connections between issues they face in their professional settings and what research evidence suggests as solutions. Candidates will explore the kinds of evidence that practitioners draw upon as they inform their practice. This exploration allows

candidates to begin thinking about topics for their dissertation research. This course includes identifying appropriate research topics, using library services effectively, and organizing information.

EDUC 763: Single-Case Research Design and Analysis (3 semester hours)

The purpose of the course is to develop in-depth conceptual, methodological, and practical understanding of single-case research methodologies. It will cover issues relevant to single case experimental designs. The overall goal of this course is to explain clearly the underlying rationale and logic of single case designs along with relative advantages, disadvantages, and limitations. Further it will create a connection between these methods for research purposes and their application in the practice of school psychology in an educational context. After completion of the course, you should be able to approach a potential research question and make a well-reasoned decision in choosing a single case experimental design option and analysis strategy.

EDUC 707: Global Dimensions & Perspectives on Diversity (3 semester hours)

This course will focus on local and global dimensions of diversity and their impact on leadership and organizational success. The diverse world in which we live is a composite of many cultures, values, and ways of interacting with one another. The dimensions of diversity include such things as gender, religious beliefs, race, marital status, ethnicity, parental status, age, education, physical and mental ability, income, sexual orientation, occupation, language, and geographic location. Candidates will explore local contexts of diversity to determine the issues that could impact their organization and will determine ways to address the issues proactively. In addition, candidates will explore globalization and how international comparisons are impacting America today.

EDUC 750: Research I: Literature Review (3 semester hours) *Co-requisite: EDUC751: Research I Dissertation*

This course, the first in a four course research series, will focus on the use of the scientific approach in educational research, to ensure informed decision-making that is grounded in empirical research. Candidates will narrow the field of topics for their dissertation based on a problem in their workplace or field of interest. Utilizing APA style, candidates will develop a comprehensive review of the research literature relative to multiple aspects of their dissertation topic. The concept of institutional research review boards (IRB) will be introduced. Within this course, candidates will successfully complete a training and assessment program in preparation for their upcoming IRB proposal related to their dissertation.

EDUC 751: Research I Dissertation (1 semester hour)

Co-requisite: EDUC750: Research I: Literature Review

This course is the first of three courses to focus on the candidate's production of a doctoral dissertation. During this course, the candidate will secure a dissertation committee chair and two additional committee members. This course will allow the candidate time for regularly scheduled meetings with his/her dissertation chair. During this course the focus of the candidate/chair meetings will be on the dissertation topic and the related review of research literature.

EDUC 760: Research II: Quantitative Research and Measurement (3 semester hours)

This course will focus on concepts and methods of descriptive and inferential statistics used in educational research. Candidates will develop the statistical background required for doctoral-level research. Candidates will develop an in-depth knowledge of measurement procedures appropriate to education and human services. This is the second course in the research series.

EDUC 765: Research II: Qualitative Research and Measurement (3 semester hours)

This course will focus on concepts and methods of qualitative research used in education. Candidates will develop the foundational qualitative skills required for doctoral-level research. Candidates will develop an in-depth knowledge of qualitative research paradigms, measurement and data collection, data analysis and reporting of findings appropriate to education and human services.

EDUC 770: Research III: Research Design and Proposal Development (3 semester hours)

Co-requisite: EDUC 771: Research III Dissertation

This course focuses on the concepts of single and multiple group research design, as well as mixed-methods approaches, incorporating both quantitative and qualitative methods. Candidates will solidify their research questions and determine the appropriate methodology for their dissertation research. At the conclusion of the course, the candidates will submit their IRB proposals to the University of Findlay's research review committee. This is the third course in the research series.

EDUC 771: Research III Dissertation (1 semester hour)

Co-requisite: EDUC 770: Research III: Research Design and Proposal Development

This course is the second of three courses to focus on the candidate's production of a doctoral dissertation. This course will allow the candidate time for regularly scheduled meetings with his/her dissertation chair. During this course the focus of the candidate/chair meetings will be on the development of the dissertation proposal and the related research design. At the conclusion of the course, the candidates will submit their completed dissertation proposal to their dissertation committees for approval.

EDUC 780: Research IV: Statistical Analysis Coaching (3 semester hours)

Co-requisite: EDUC 781: Research IV Dissertation

This course will focus on supporting candidates as they work on the data analysis phase of their dissertations. Prior to enrollment, candidates should have completed their data collection. In this course, they will analyze and interpret their data, determine effective displays of data, and write the discussion and conclusions chapters of their dissertations. At the conclusion of the course, the candidates' dissertations should be ready to submit to their dissertation committees for final approval. This is the fourth course in the research series.

EDUC 781: Research IV Dissertation (1 semester hour)

Co-requisite: EDUC 780: Research IV: Statistical Analysis Coaching

This course is the last of three courses designed to focus on the candidate's production of a doctoral dissertation. This course will allow the candidate time for regularly scheduled meetings with his/her dissertation chair. During this course the focus of the candidate/chair meetings will be analyzing and

interpreting the data and drawing conclusions for their dissertations. At the conclusion of the course, the candidates will submit their dissertations to their dissertation committees for final approval at an oral defense.

EDUC 790: Dissemination of Research (3 semester hours)

This course will focus on assisting candidates to communicate their research findings upon approval of their dissertations. Candidates will explore appropriate platforms to disseminate the findings of their dissertations and determine how to adjust the format to the type of presentation, whether written or oral. Upon completion of the course, candidates will submit an article for publication and present their research at a public forum. (Key Assessment 7- Submission of dissertation research for publication in peer-reviewed journal

EDUC 791: Dissertation Submission (0 semester hours)

This course represents the final stage of a student's doctoral dissertation journey. In this course the student will submit his/her successfully completed, defended and approved dissertation and upload it to the OhioLINK/ProQuest database. This course will be graded S/U.

EDAD 578: Educational Law (3 semester hours)
This course includes a study of legislation, interpretation and court decisions affecting the administration of public schools. Legal and ethical principles originating in statutory, judicial and common law relevant to curriculum, contracts, personnel administration, pupils, liability and finance are included.

EDFI 675: The Science of Reading for Literacy Leaders (3 semester hours)
This course introduces the principles and elements of the science of reading and its application to structured literacy practices. Major research from multiple fields of study is examined to apply evidence-based practices to reading instruction, assessment and intervention.

Four Year Tentative Degree Plan

The Doctorate of Education in School Psychology Program offers a four-year plan of completion. Candidates who wish to complete the Doctoral degree in that time frame should follow the University of Findlay Degree Plan outlined in the table, below. ***There is no guarantee that the Doctoral degree be completed in four years.*** Four years is the *earliest* a student could ***potentially*** complete the program; ***actual completion time will depend heavily on the dissertation process which is not predictable and often requires adjustment to this generalized timeline.***

There is no penalty for deviating from the four-year plan, provided that the student completes all degree requirements within seven years. Students who are not enrolled in courses for three semesters will have to reapply to the university. It should be noted that course offerings are scheduled to facilitate four-year plan and therefore courses may not always be available for students at the desired time if he/she deviate from this plan. Students should plan his/her academic program carefully and consult his/her advisor (the EdD in School Psychology Program Chair) to ensure that they are completing the program in a timely fashion.

Degree Sequence

EDSP645	Educators as First Responders: Crisis, Counseling, and Trauma-Informed Support	3
EDUC505	Research for the Educational Leader	3

Year 1

Fall

EDPY600	Role and Function of the School Psychologist	3
EDUC701	Orientation to Doctoral Study	3
EDUC700	Writing as a Doctoral Scholar	3

Spring

EDPY602	Developmental Child Psychopathology and Interventions	3
EDPY606	Psychoeducational Assessment and Interventions I	3
EDUC750	Research I Literature Review	3
EDUC751	Research I Dissertation	1

Summer

EDPY608	Psychoeducational Assessment and Interventions II	3
EDUC763	Single-Case Research Design and Analysis	3
EDPY618	Behavior Management: Classroom Discipline and Positive Behavioral Interventions and Support	3

Year 2

Fall

EDPY610	Practicum I in School Psychology	3
EDUC760	Research II: Quantitative Research and Measurement	3
EDUC765	Research II: Qualitative Research and Measurement	3
EDPY612	Psychoeducational Assessment and Interventions III	3

Spring

EDPY614	Practicum II in School Psychology	3
EDUC707	Global Dimensions and Perspectives on Diversity	3
EDUC770	Research III: Research Design and Proposal Development	3
EDUC771	Research III: Dissertation	1

Summer

EDPY616	Human Growth and Development	3

| EDPY611 | Counseling Theories and Techniques | 3 |
| EDFI 675 | The Science of Reading for Literacy Leaders | 3 |

Year 3

Fall

EDUC502	Collaboration: Education and Community	3
EDAD578	Educational Law	3
EDPY604	Issues and Practices in Special Education	3

Spring

| EDUC780 | Research IV: Data Analysis Coaching | 3 |
| EDUC781 | Research IV: Dissertation | 1 |

Summer

| EDUC790 | Dissemination of Research | 3 |
| EDUC791 | Dissertation Submission | 0 |

Year 4

Fall

| EDPY620 | Internship I in School Psychology | 8 |

Spring

EDPY622	Internship II in School Psychology	6

Summer

EDPY624	Internship III in School Psychology	4

Total Credit Hours: 99

Candidates may receive a Literacy Leadership Certificate if they also take EDFI 650: Literacy Assessment, Curriculum Alignment, and Data Analysis (offered fall) and EDFI 670: Literacy Leadership (offered every spring).

Updated Fall 2024

SECTION II: PROGRAM POLICIES AND EXPECTATIONS

Admissions Criteria

Admission to this doctorate program is handled through the Office of Admissions, which is the office that handles all graduate admissions to The University of Findlay.

To be considered for initial acceptance, candidates must:

1. Possess a baccalaureate degree or higher from an accredited institution.
2. Have a minimum undergraduate grade point average of 3.0 on a 4.0 scale.
3. Submit an online application form.
4. Supply two letters of recommendation, which will include an assessment of the candidate's ability to perform doctoral-level work.
5. Submit official transcripts, which can be in the form of attested credentials from a University-recognized document verification agency, of all baccalaureate-level work.
6. Supply a Curriculum Vita or Resumé.
7. Supply a Statement of Purpose.
8. Supply a writing sample.
9. Interview (face-to-face or online) with College of Education faculty.

   To obtain full candidate doctoral status, candidates must complete EDUC 700: Writing as a Doctoral Scholar with a "B" or better.

   Students whose native language is not English and who have not graduated from American universities must meet the previously listed admissions conditions, plus:

   1. Score at least 100 on a verified TOEFL Internet-based test (iBT) with a minimum of 25 in speaking and 25 in writing or a verified International English Language Testing System (IELTS) academic score with a minimum overall band score of 8.0. International students can take the program online and enter the U.S. for the one-week live institutes. To facilitate this, the Office of International Admissions would create a new SEVIS record with a new initial I-20 each time and the student would need to pay the SEVIS fee each time.
   2. Provide an affidavit of financial support (original), if not an American citizen or permanent resident.

Transfer Credit Policies

Students must have official transcripts of his/her previous graduate work forwarded directly to the University of Findlay, Office of Graduate Admissions. **The College of Education's Doctoral Chair is responsible for completing the transcript evaluation and informing the Registrar's Office of the number of hours approved for transfer.**

Students pursuing a Doctor of Education degree at The University of Findlay may transfer up to 15 semester hours of credit (completed with a grade of "B-" or better) into one of the program's **elective strands** for graduate work completed at another institution as long as the credit is equivalent to doctorate-level education courses offered in the chosen strand or if the coursework was completed at the master's level and was not used to meet the student's master-degree requirements. Transfer hours must be no older than seven years and must be comparable to electives in the program.

A student may petition for additional transfer hours beyond nine through the Graduate Student Academic Standards Committee. Students wanting to petition must complete an appeal form which is available from the Office of the Registrar. It is recommended that the student provide written support from his/her advisor and/or Chair of the Doctoral Program in this process.

Students pursuing a Doctor of Education degree at The University of Findlay may transfer up to 15 semester hours of credit (completed with a grade of "B-" or better) into one of the program's elective strands for graduate work completed at another institution as long as the credit is equivalent to doctorate-level education courses offered in the chosen strand or if the coursework was completed at the master's level and was not used to meet the student's master-degree requirements.

Students, who are licensed Ohio school psychologists and have completed Ohio practicum and Ohio internship courses, pursuing a Doctor of Education in School Psychology degree at The University of Findlay may transfer up to 24 semester hours of credit in place of the required school psychology practicum and internship courses (EDPY 610, EDPY 614, EDPY 620, EDPY 622, EDPY 624). These courses are considered completed as long as the candidate holds a current Ohio school psychology license. These courses are not subject to the 7-year rule.

Time Limits and GPA Requirement

Time Limits
The University of Findlay requires students to complete all graduate program requirements within seven years. No course more than seven years old may be used for meeting the degree requirements. Students who do not complete his/her graduate program requirements within this time limit will be ineligible to graduate. The degree time limit begins at the start and ends at the completion of a program of study. The degree time limit does not supersede any other obligations to maintain satisfactory academic progress throughout the student's degree program.

A student will be required to retake any class that was taken more than seven years from the planned semester of graduation. For example, a student wishing to graduate Fall 2014 will only be eligible to use courses from fall 2007 until fall 2014. Any course completed outside of this time period will need to be repeated or replaced with a course approved by the student's graduate program. If the class is no longer available, a comparable or substitute class of a corresponding number of credit hours will be determined by the program chair. Please note: classes removed from a program of study are indicative of the changes that occur within a profession or academic body of knowledge. *Students should proactively plan in order to be sure that their academic, work, and personal lives can accommodate this seven-year rule.*

A student may request an exception to this policy by submitting a written appeal to the Graduate Student Standards Committee for review. The student should solicit the written support of his/her academic adviser when making exception requests.

GPA Requirement
Students in the Doctorate of Education in School Psychology program must earn a "B" or better in EDUC 700 to continue in the program. All students must maintain a 3.0 average and must have no more than one "C+" or lower grade during the course of the program. If a student earns a second grade less than or equal to "C+", he/she has the option to retake the course but must raise the grade to a "B" or better. The higher grade will replace the lower one in the GPA calculation. Students are only allowed one opportunity to retake the course and are suspended from taking any other courses in the program while they retake the course. If a student earns a third grade less than or equal to "C+", he/she will be removed from the program.

Key Assessments and Dissertation Requirements

See Appendix A.

Comprehensive Exams

The Ed.D. in School Psychology comprehensive exam will consist of two main portions: *Written Examination comprised of a case study*, and passing of the Praxis Exam. A committee consisting of school psychology faculty will administer and score the written examination, and will evaluate each response as either *Pass, Pass with Modifications, or Fail*. This evaluation should be completed within ten days of the written examination.

Written Comprehensive Examination

The written portion of the comprehensive examination will be comprised of three parts: case study, program evaluation and Praxis exam. The case study and program evaluation will be evaluated by a committee of school psychology faculty and reported as *pass, pass with modifications,* or *fail* within 10 days of the completion of the examination. Two unsatisfactory votes will produce a committee decision of *fail*. The Praxis II School Psychologist Exam must be taken and passed with a minimum score of 147. The sections of the written comprehensive exam will be comprised of the following three elements:

Case Study – Students will complete a case study of an academic or behavioral intervention. This case study will require students to Engage in a problem-solving methodology, interpret assessment data, develop an intervention plan, and evaluate the effectiveness of that plan. The case study will be evaluated based on the National Association of School Psychologists Case Study Evaluation Rubric.

Praxis Exam – The Praxis II School Psychologist Exam must be taken and passed with a score equal to or higher than that required by the State of Ohio for school psychology licensure or the National Association of School Psychologists for a Nationally Certified School Psychologist Certificate, whichever is higher.

CASE STUDY RUBRIC

The National School Psychology Certification Board (NSPCB) of the National Association of School Psychologists (NASP) developed the following rubric to help guide applicants in structuring an effective case study. Additionally, the NSPCB utilizes the rubric as part of the evaluation process for NCSP candidates from graduate programs without NASP approval/accreditation.

We encourage all school psychology graduate preparation programs to disseminate the rubric among students and utilize this resource in relevant courses.

If you have any questions, please contact Dr. Eric Rossen, NCSP, NASP Director of Professional Development and Standards, at erossen@naspweb.org.

The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

Section 1: Elements of an Effective Case Study

	Effective	**Needs Development**
1.1	Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	Demographic information does not include sufficient information.
1.2	Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
1.3	Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	The steps of the problem-solving process are not followed.
1.5	Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	Personal identifying information of the case study subject is redacted from the report.	Personal identifying information is not sufficiently redacted from the report.
RATING	**EFFECTIVE**	**NEEDS DEVELOPMENT**

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	Data are not gathered from multiple sources. The following are missing: Record Review Interview Observation Testing
2.2	The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND The difference between actual and expected levels of performance is explicitly stated.	Expected performance is not based on an appropriate source for comparison or is not included OR The difference between actual and expected levels of performance is not explicitly stated.
2.4	Baseline data are graphed AND Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND Use an appropriate comparison standard.	Baseline data are not graphed AND/OR Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR Do not use an appropriate comparison standard.
RATING	**EFFECTIVE**	**NEEDS DEVELOPMENT**

Comments:

Section 3: Problem Analysis

	Effective	**Needs Development**
3.1	The problem behavior is stated as a skill or performance deficit	The problem behavior is not stated as a skill or performance deficit.
3.2	Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND All hypotheses are testable.	Multiple hypotheses are not developed AND/OR Hypotheses are untestable.
3.3	Hypotheses are stated in observable/measurable terms.	Hypotheses are NOT stated in observable/measurable terms.
3.4	Proposed hypotheses are empirically tested AND Appropriate sources of data are used to confirm or reject each hypothesis.	Hypotheses are not tested AND/OR Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	A conclusive statement that formally describes the cause of the problem is included AND Leads to a logical intervention.	A conclusive statement formally describing the cause of the problem is not included AND/OR Does not lead to a logical intervention.
RATING	**EFFECTIVE**	**NEEDS DEVELOPMENT**

Comments:

Section 4: Intervention

	Effective	Needs Development
4.1	A single evidence-based intervention is implemented AND Is linked to preceding sections.	Multiple interventions are implemented simultaneously. AND/OR The intervention is not evidence-based. AND/OR The intervention is not linked to preceding sections of the report.
4.2	Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	Acceptability of the intervention by one or more stakeholders is not verified.
4.3	The intervention is replicable: Intervention components [i.e., independent and dependent variable(s)] are clearly described AND Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	The intervention is not replicable: Intervention components [i.e., independent and dependent variable(s)] are not clearly described AND/OR Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	A skill or performance goal is stated. AND Described using the same metric as the dependent variables AND Is linked to baseline data AND Achievable based on research or other data.	A skill or performance goal is NOT stated. AND/OR Is not described using the same metric as the dependent variables AND/OR Is not linked to baseline data AND/OR Is not achievable based on research or other data.

Section 4: Intervention (Continued)

	Effective	Needs Development
4.5	Progress monitoring data are presented.	Progress monitoring data are not presented.
4.6	Treatment integrity/fidelity data are: Reported AND Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: Reported AND/OR Are not used in the interpretation of intervention efficacy.
RATING	**EFFECTIVE**	**NEEDS DEVELOPMENT**

Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	A single graph is depicted for the target behavior and includes the following elements: Baseline data AND Goal/Target indicator or aimline AND Treatment/progress monitoring data with a trend line.	A single target behavior is presented on multiple graphs AND/OR Relevant graphs are not included. AND/OR The following components are not included in the graph: Baseline data Goal/Target indicator or aim line Treatment/progress monitoring data with a trend line.
5.2	Adequate intervention data are collected to meaningfully interpret the results of the intervention.: At least 7 data points collected over AND A minimum of 6 weeks)	Insufficient intervention data are collected to meaningfully interpret the results of the intervention. Less than 7 data points AND/OR Less than 6 weeks
5.3	Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used AND The intervention was effective.	Visual or statistical analyses were not used OR The intervention was ineffective.
5.4	Strategies for generalizing outcomes to other settings are included.	Strategies for generalizing outcomes to other settings are not included.
5.5	Strategies for follow-up are included.	Strategies for follow-up are not included.
RATING	**EFFECTIVE**	**NEEDS DEVELOPMENT**

Comments:

Recommended Resources

Brown-Chidsey, R., Andren, K. J. (2015). Assessment for intervention: A problem-solving approach, 2nd Ed. New York: The Guilford Press.

Briesch, A. M., Volpe, R. J., & Floyd R. G. (2018). School-based observation: A practical guide to assessing student behavior. New York: The Guilford Press.

Burns, M. K., Riley-Tillman, C. T., & Rathvon, N. (2017). Effective school interventions: Evidence-based strategies for improving student outcomes, 3rd Ed. New York: The Guilford Press.

Crone, D. A., J. Hawken, L. S., & Horner, R. H. (2015). Building positive behavior support systems in school: Functional behavioral assessment, 2nd Ed. New York: The Guilford Press.

Dougherty Stahl, K. Flanigan, K. & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.) New York, NY: The Guilford Press.

Hagermoser Sanetti L. M., & Collier-Meek, M. A. (2019). Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation. New York: The Guilford Press.

Hulac, D. M & Briesch, A. M. (2017). Evidence-based strategies for effective classroom management. New York: The Guilford Press.

Hunley, S., & McNamara, K. (2010). Tier 3 of the RTI model problem solving through a case study approach.
Thousand Oaks, CA: Corwin and Bethesda, MD: National Association of School Psychologists.

Kovaleski, J., VanDerHeyden, A., & Shapiro, E. (2013). The RTI approach to evaluating learning disabilities. New York: The Guilford Press.

Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). Essentials of planning, selecting, and tailoring interventions for unique learners. Hoboken, NJ: John Wiley & Sons.

Newman, D. S., Rosenfield, S. A. (2018). Building competence in school consultation: A developmental approach.
New York: Routledge.

Riley-Tillman, T. C., Burns, M. K., & Kilgus, S. P. (2020). Evaluating Educational Interventions: Second Edition: Single-Case Design for Measuring Response to Intervention. New York: The Guilford Press.

Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019). Conducting School-Based Functional Behavioral assessments: Third edition: A practitioner's guide. New York: The Guilford Press.

Wanzek, J. Al Otaiba, S., & McMaster, K. L. (2020). Intensive Reading Interventions for the Elementary Grades. New York: The Guilford Press.

2)   <u>Praxis Exam</u> – Students must take and pass the Praxis II School Psychologist Exam. They must achieve a score at least as high as the Ohio threshold for passing.

* In the event that a student has failed to achieve a *pass* or *pass with modifications* rating on all parts of the examination, the student's committee will determine the extent of further examination.

Passing of Dissertation Defense (EDUC 781: Research IV Dissertation)

The student will:

- Completed his/her dissertations to the satisfaction of his/her committees.
- Meet with his/her committees for an oral defense of his/her dissertations. These meetings may be virtual or face-to-face, but all committee members must be in attendance.
- Create a presentation about his/her dissertation research, speaking specifically to each chapter.
- Answer questions of his/her committee and address any concerns committee members might have.

The rubric for this key assessment is in Appendix E.

Outcomes for Dissertation Defense

Students will receive one of three scores on the Dissertation Defense:
1. PASS. This score indicates that the dissertation meets all requirements.
2. PASS WITH MODIFICATIONS. The score indicates that the dissertation is acceptable but not complete until specific modifications are made. PASS WITH MODIFICATIONS will be scored as PASS once all specified modifications have been made to the satisfaction of the committee.
3. FAIL. The dissertation does not meet requirements and cannot be modified enough to satisfy those requirements. Therefore, the candidate must begin the dissertation anew.

At the conclusion of the meeting, the committee will meet in private to determine if the student passed the Defense. The score on the Dissertation is determined by a majority vote of the Dissertation Committee. If the Committee is tied than the Chair holds the final decision on the score of the dissertation. Committees will inform students of his/her decision. If the decision is a score of PASS, the student is considered a Dissertation Completer. If the score is PASS WITH MODIFICATIONS, then the student must complete all specified modifications to the satisfaction of the committee in accordance with the deadline set by the committee. If the decision is that the student has failed, his/her Committee Chair will counsel him/her about next steps.

Submission of Dissertation Research for Publication in Peer-Reviewed Journals (EDUC 790: Dissemination of Research)

The student will:

- Investigate peer-reviewed journals, his/her publication requirements, and upcoming themes (if appropriate) to determine an appropriate journal to which to submit an article about their dissertations.

- Turn his/her dissertation research into a journal article following the publication guidelines of the journal to which the/she would like to submit his/her article. • Write appropriate cover letters to include with their article submissions • Create a presentation of his/her dissertation research.
- Present to the class what he/she will present at the COE Summer Institute.

The rubric for this key assessment is in Appendix F.

Grade Reports

Grade reports are produced by the Registrar's Office in May, August, and December. Students who need written documentation of a grade outside of this schedule, can request transcripts from The Registrar's Office (419-434-4556). There is no charge for "unofficial" transcripts, which can be accessed from MyFindlay. Federal regulations protecting students' privacy require transcript requests to be made in writing and contain the student's signature.

Academic Good Standing Policy

The Doctorate of Education Program abides by the general Graduate Minimum Progress policy described in the *UF Graduate Catalog* on p. 16 at Graduate Catalog

Incomplete/Extended Credit

The University of Findlay has a policy for incompletes and extended credit grades, which is as follows:

X - Incomplete Course

A grade of "X", initiated by the student, will be approved only when documented circumstances beyond a student's control (such as illness or family emergency) have prevented the student from completing the course work. Inability to get work in on time will not constitute a reason for the grade "X". A student must complete the course work within ten weeks (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the "X" was given. The time limit may be extended, up to one year following the end of the course session in which the "X" was given, at the discretion of the instructor and the Dean. If a student does not complete the required course work within the prescribed time period, the "X" grade will automatically convert to an "F".

EC - Extended Course

The grade of "EC" is used for courses, such as clinicals, internships, capstone courses, and band that extend more than one semester. The grade "EC" will be replaced by the grade finally reported for the completed course work. A student must complete the course work within the semester (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the "EC" was given. If a student does not complete the required course work within the prescribed time period, the "EC" grade will automatically convert to an "F."

Grade Challenge

The following procedure is provided to students who believe he/she have been treated unfairly by a faculty member in the final grade given for the course:

The student may initiate consideration of the challenged grade with the faculty member who gave the grade. The grade challenge must occur within four weeks after grades were posted on the student's academic record.

If the issue isn't resolved during informal discussions with the faculty member, the student must start the Application for Formal Inquiry. The Application for Formal Inquiry is available in the Office of the Registrar or on the University's Oilernation website (Keyword: Grade challenge).

Step One: The student and the faculty member will provide a brief summary of his/her discussion(s) regarding the student's request for a change of grade. The faculty member will sign the Application for Formal Inquiry before the student continues the process by meeting with the faculty member's department chair/program director. Note, the faculty member must sign the Application for Formal Inquiry within four weeks of when grades were posted to the student's academic record. If a faculty member is unavailable at the time of the appeal a student may move to Step Two without obtaining the faculty member's signature. The student must provide written documentation (e.g., e-mail) showing that he/she attempted to contact the faculty member.

Step Two: If the student's request is not resolved with the faculty member's department chair/program director, the student and the faculty member's department chair/program director will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member's department chair/program director will sign the Application for Formal Inquiry before the student continues the process by meeting with the associate vice president for academic affairs and institutional effectiveness.

Step Three: If the student's request is not resolved with the associate vice president for academic affairs and institutional effectiveness, the student and the associate vice president for academic affairs and institutional effectiveness will provide a brief summary of his/her discussion(s) regarding the student's request for a change of grade. The associate vice president for academic affairs and institutional effectiveness will sign the Application for Formal Inquiry before the student submits the Application for Formal Inquiry to the Office of the Registrar for review by the appropriate Student Academic Standards Committee. The appropriate college dean will be notified when the Application for Formal Inquiry reaches Step Three.

Step Four: The Application for Formal Inquiry will be reviewed by the Graduate/Undergraduate Student Academic Standards Committee. The final grade will be determined by the Committee which will then report the grade to the student, the faculty member, the student's adviser, and the vice president of academic affairs and dean of the faculty.

If at any time during steps 1-3 all parties are satisfied with the outcome, a change of grade form can be filed along with the Application for Formal Inquiry in the Office of the Registrar. The Office of the Registrar will process the change of grade form and will then report the grade to the

student, the faculty member, the student's adviser and the vice president of academic affairs and dean of the faculty.

If the University representative is associated with multiple roles within these steps, the lower of the two steps will be considered complete. Faculty response is expected unless the faculty member has left the institution.

Program Quality Assurance

The University of Findlay is accredited by the Higher Learning Commission (HLC). The College of Education maintains Council for the Accreditation of Educator Preparation (CAEP) accreditation. The Doctorate of Education Program was approved by the Ohio Department of Higher Education. The EdD in School Psychology was approved by HLC and ODHE. Approval by the National Association of School Psychologists will be sought once the University has the first group of graduates. Approval by these outside agencies assures students that the Doctorate of Education in School Psychology program at the University of Findlay is of the highest quality and is fully accredited.

The College of Education is responsible for directing assessment efforts. The University of Findlay and the College of Education use Taskstream to track assessments. Key assessments in the Doctorate of Education in School Psychology program will be assessed through Taskstream. It is the responsibility of the Dean of the College of Education in collaboration with the Chair of Doctorate of Education in School Psychology Program to enter assessment tasks and rubrics, train faculty in how to use them, and track resulting data.

The Education Advisory Council assists the College of Education in monitoring data from the Doctorate of Education in School Psychology Program and provides input and suggestions for program improvement. This occurs once a year at the spring Education Advisory Council meeting.

Course evaluation is used at the University of Findlay for all classes. All courses in the College of Education are assessed using any or all of the following: an informal midterm needs assessment, the standard University of Findlay faculty evaluation, and/or exit evaluation interviews and surveys. Faculty may also choose to have a peer observe and evaluate them. The Dean of the College of Education reviews course evaluations on a yearly basis during the faculty evaluation period. The dean tracks any issues that arise and takes appropriate steps to correct those associated with the Doctorate of Education in School Psychology Program with the assistance of the Chair of the Doctorate of Education in School Psychology Program.

The College of Education assessment system also tracks graduation rates of its programs every year. In addition, the College of Education conducts exit surveys of graduates upon completion and surveys them again every three years. Graduates of the program are encouraged to stay in touch with the College of Education and inform us of his/her employment so that we can conduct employer satisfaction surveys. This is also done every three years. Information from surveys is tracked, reported to all appropriate groups, and used to inform decision-making related to the program.

The College of Education also encourages alumni to provide us with current contact information so that we can invite them to share his/her stories with the UF Alumni Magazine, speak to our undergraduate and graduate students, share his/her work at our Summer Institute, and perhaps join the Education Advisory Council. With the adoption of Microsoft O365 in Fall 2012, all

graduates will have lifetime email accounts at the University of Findlay, making it much easier to contact and track doctoral graduates.

Outcomes/ Changes as a Result of Program Assessments

Program and unit assessments, Education Advisory Council recommendations, changes in HLC, CAEP, and NASP requirements, and changes mandated by the Ohio Department of Higher Education, Ohio Department of Education and the Ohio Legislature, result in a yearly review of programs by the Doctorate of Education in School Psychology Program and appropriate changes. Graduate Council approves changes in graduate programs.

UF Graduate Program Policies

University Honor Code

"I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during any academic work, course or endeavor. If I observe an act which I believe violates the University's Honor Code, I may, at my discretion, report it to the appropriate personnel."

Additional Graduate Program Policies

All graduate students at UF are responsible for understanding the graduate policies located in Graduate-Policies.

SECTION III: Student Expectations and Responsibilities

Communication

The students in the Doctorate of Education in School Psychology Program should communicate with the selected Dissertation Chair about the plan of study and possible dissertation topics each semester. Communications should include proper email etiquette per the University of Findlay policy and be grammatically correct and free of spelling errors. Students should check his/her University of Findlay email account daily. All communications about the Doctorate of Education in School Psychology Program should be through the student's University of Findlay email account. In addition, students should communicate immediately to course faculty and Dissertation Chair if life situations impact courses. Finally, students should utilize proper APA format in all course activities.

Hardware/Software/Connectivity

Due to the nature of an online Doctorate of Education Program, students should have hardware, software, and connectivity with sufficient power and bandwidth for live video streaming. He/she should use current versions of Microsoft Office, a current operating system, either Apple OS or Windows and use a current Internet browser that is compatible with Canvas. Students should also adhere to additional course-related software requirements.

Registration

The Doctorate of Education in School Psychology Program Chair serves as the advisor to all students in the Doctorate of Education Program. Students will email the Chair (Jeremy.coles@findlay.edu) for course registration. This email communication should be sent at least one semester prior to the intended course semester. It is highly recommended that the student communicates with his/her Dissertation Chair each semester about their progress in the program.

Plan of Study

The student will follow the program sequence of courses. These courses are mostly online, and include synchronous and asynchronous portions. Students may be expected to participate in dated, live discussions. In addition, the student should work with his/her Dissertation Chair to make sure that the plan of study remains current to the student's degree goals. Students should reference the plan of study to determine when to sign up with the Dissertation Chair and the Doctorate of Education Chair for the Comprehensive Exam. The student should also use the plan of study to determine when it is appropriate to apply for graduation (one semester before graduation).

Dissertation Committee

The student will choose his/her Dissertation Chair based on faculty member content expertise relevant to the student's dissertation topic (chair must be a faculty member in the University of Findlay's College of Education). The student should take responsibility for formation of his/her dissertation committee by requesting membership of two additional terminal degree holding individuals (at least one committee member must be a faculty member of the University of Findlay). Finally, students should copy the Dissertation Chair on all communications with committee members.

Institutional Review Board (IRB)

First and foremost, **the Institutional Review Board requires that the students should NOT communicate with anyone in the field about their research without written approval from the University of Findlay's Institution Review Board** (letters of support must be approved by the Dissertation Chair and the Doctorate of Education Program Chair). The student should create his/her IRB forms related to proposed dissertation research in EDUC 770: Research III: Research Design and Proposal Development. Then, the student will submit the completed IRB forms for approval and signature to his/her Dissertation Chair and the Doctorate of Education Program Chair **only after he/she has passed the Comprehensive Exam**. The student should submit the signed IRB forms to the University of Findlay's Institutional Review Board via email to irb@findlay.edu (copy Dissertation Chair) **AND** hard copy to Heather Riffle.

It is important to note, that due to the confidential nature of research and the need to protect participants, the student should use ONLY his/her University of Findlay email address for communications related to the research contents of the approved IRB. Finally, the students should upload all data collected from the approved IRB to the computer in the Doctorate of Education Program Chair's Office (schedule appointment – may not be submitted via email).

Dissertation

The students should submit the dissertation to his/her Dissertation Chair for review every semester of the program to allow the opportunity for feedback. The student should continue to make modifications on his/her dissertation according to feedback provided by their Dissertation Chair and Dissertation Committee members for every chapter. In addition, it is the responsibility of the student to schedule the oral defense of his/her dissertation with the Dissertation Chair and the Doctorate of Education Program Chair. The student should be extremely prepared for the dissertation defense and adhere to the Dissertation Defense Written and Oral Rubrics. The dissertation is graded *Pass*, *Pass with Modifications*, or *Fail*. Students who earn a *Pass with Modifications* on their dissertation must make the required modifications by August 1st or within two weeks of the dissertation defense. Once the modifications are made to the satisfaction of the committee the grade will be converted to *Pass*. Upon the successful completion of the Dissertation Defense, the student should upload the dissertation to Taskstream and OhioLink.

For semester-by-semester recommendations of how to work through the dissertation process, students should follow the *Checklist for Working with Committee Chair and Members* found in Appendix G.

Summer Institute

The Summer Institute satisfies the residency requirement for the student's Doctorate of Education Program. **Attendance at The Summer Institute is mandatory for all students at the conclusion of year one, year two, and year three of the program**. Students are expected to be present and participate in the activities for all three days.

As a result of the Summer Institute, the students will:
- Disseminate and discuss his/her research
- Construct meaningful feedback on the research of other doctoral students
- Create professional relationships with faculty and doctoral students that will support his/her research, presentation and/or publication opportunities, and professional/academic aspirations
- Develop research and writing skills through participation in sessions and workshops

The Summer Institute features activities for students in every year. When students are not presenting, they are expected to choose from the available presentations and participate in the sessions. All students should listen carefully to what is shared, ask relevant questions, learn from the research being presented, and provide helpful feedback to the presenter. The intent is that all students will learn about each phase of the process and support his/her peers in the program.

In addition to student presentations, the Summer Institute features other sessions designed to promote the students' progress in the program. Past institutes have featured guest speakers, times to meet with Dissertation Chairs, faculty research presentations, a panel on the dissertation from recent doctoral graduates, a campus tour, a visit to the world famous Mazza museum, numerous workshops, and opportunities for students to network and socialize with the members of his/her cohort as well as students from other cohorts.

Graduation

The student should complete the Graduation Form required by the University of Findlay's Registrar's Office at least one semester prior to graduation. The student may choose to attend the hooding ceremony and graduation. If the student does choose to attend graduation, he/she must wear the required regalia. **<u>Please note</u>**: participation in the Graduation Ceremony does not necessarily guarantee the completion of the program and/or degree.

Diplomas are mailed to graduates immediately following graduation after the Registrar's Office determines that all requirements are complete. Official transcripts are available through the University of Findlay's Registrar's Office.

Publication of Dissertation

Students will be required to prepare his/her dissertation for publication and presentation during EDUC 790: Dissemination of Research. As a result of the course requirements, students will submit his/her dissertation research manuscript to a peer-reviewed journal for publication. The student will also upload the successfully defended dissertation to OhioLink/ProQuest. The student should have successfully defended his/her dissertation before EDUC 790: Dissemination of Research.

SECTION IV: Student Support Services

Academic Services

Available student academic services at the institution include the Oiler Success Center (see Oiler Success Center), Career Services (see Career Services), Disability Services (see Disability Services) and the Graduate Writing Center. These services support the Doctor of Education degree program.

Counseling Services

Counseling is available to all UF students through Counseling Services (see Student Counseling). The 24/7 Crisis Hotline number is 1-888-936-7116.

Financial Aid

The home page for the Office of Financial Aid is located at Financial Aid. At this link you find information related to financial aid for graduate students.

Graduate Assistantships

The College of Education offers graduate research assistantships to currently-enrolled university graduate students. Assistantships offer students a stipend and tuition remission in exchange for ten hours of work per week under the supervision of a faculty member. Applications for these positions are generally distributed in January, with applicants being notified in May. The year for graduate assistantships runs from May 1 to April 30. Graduate assistantships positions are limited and highly competitive. More information on Graduate assistantships policies and procedures can be found here.

Library Resources
The University of Findlay's Shafer Library staff (10 staff members) assists students in the Doctorate of Education program with library services necessary for doctoral level research. The Shafer Library provides students taking online classes with electronic access to resources, and offers a variety of reciprocal resource-sharing initiatives with other academic, public, and special libraries in Ohio, the state, and the nation.

The Shafer Library home page contains links to a variety of resources: EBSCO for searches of academic articles, Electronic Journal Center (EJC) for scholarly technical articles, JSTOR for scholarly journal articles older than three years, the UF/Winebrenner collection of books and journals, the OhioLINK Library Catalog, the Electronic Book Center, and the Digital Media Center. Through OhioLINK, students can borrow books from other libraries in Ohio, allowing them access to ten million volumes available through these library systems. For access to these portals, go to [Shafer Library](). Students can also access the library directly through Canvas. In addition, the home page contains links to answer questions about a variety of other library services: how to find articles, how to access databases, how to renew books, how to make and track requests, photocopying, scanning, printing, how to cite sources, borrowing policies, and open hours.

Because of the ability to access online and digital resources and to borrow books through OhioLINK, students in the Doctorate of Education Program should be able to acquire sufficient resources to support their study in the program and their dissertation research. To expand the Shafer collection, the College of Education plans on using funds allocated from Shafer Library to the College of Education to purchase books from the knowledge base listed on the program's syllabi.

The Oiler Success Center

Students who need academic, career, or personal support are encouraged to contact The Oiler Success Center. The Oiler Success Center is a resource for students that offers advising, career planning, academic support, disability services, counseling, and study space. Ombudsman services are also available to guide students through university processes, such as withdrawal and re-entry. More information on the Oiler Success Center can be found [here]().

Registrar's Office

Official student records and transcripts are maintained by the Registrar's office. Students that have transcript requests, or questions about graduation, transfer credits, or other matters should contact the Registrar's office ([registrar@findlay.edu]()) or see the [Registrar's webpage]().

Student Administrative Services

Available student administrative services at the institution include admissions, financial aid, student housing, student activities, and the registrar. These offices serve both graduate and undergraduate students with the exception of admissions, which for EdD students is handled by the Office of Graduate Admissions.

Tuition Costs and Other Fees

Current tuition costs and other fees can be found in the UF website at [Business Offices](#).

Technology Support Services

The University of Findlay began using Microsoft O365 in Fall 2012. This cloud computing system integrates with portable electronic devices and allows students to use a variety of virtual applications, which means they are able to try applications without having to purchase the software directly. In addition, limits on email storage were greatly expanded and students are able to keep their UF email for life, making it easier for the University to stay in touch with alumni. These changes greatly enhance the technology infrastructure of The University of Findlay, stabilizing it and making it accessible from anywhere where there is an Internet connection. The University is constantly updating its Canvas course management system and its Taskstream assessment system as well. Canvas offers an increasing variety of tools, such as portfolios, video conferencing, and wikis. All of this ultimately increases the information literacy of the doctoral students as faculty members utilize the tools in their online courses. A variety of technology support is available for all students at UF through Technology Support Services. See [Information Technology](#).

The Writing Center

Students who need guidance on their writing are encouraged to contact the University of Findlay's Writing Center. The staff at the writing center can assist students with all writing matters from grammar to writing style and audience. The Writing Center does not offer editing services. Students can make an appointment to visit the writing center or receive online tutoring through Canvas Collaborate and email. For more information on the writing center or to schedule an appointment, visit the [Writing-Center](#).

Standards for Graduate Preparation of School

Psychologists

PURPOSE

The NASP *Standards for Graduate Preparation of School Psychologists* contribute to the development of effective school psychology services by identifying critical graduate education experiences and competencies needed by candidates preparing for careers as school psychologists. Graduate education of school psychologists occurs through specialist-level or doctoral-level programs of study in school psychology, as defined in these standards. In addition to providing guidance to graduate programs, the NASP graduate preparation standards are intended to serve as a national model that assists state education agencies and other state and national agencies in establishing standards for school psychologists' graduate education and practice. It is important to note that the NASP graduate preparation standards are official policy documents of the association and, as national guiding principles for graduate preparation, provide statements about program structure and content that reflect NASP's expectations for high-quality preparation in all graduate programs in school psychology.

USING THE STANDARDS FOR GRADUATE PREPARATION OF SCHOOL PSYCHOLOGISTS

The NASP *Standards for Graduate Preparation of School Psychologists* will serve as a foundation for NASP's program review and approval, accreditation, and/or national recognition procedures for specialist and doctoral- level programs in school psychology. Programs planning to pursue program review, or newly established programs, can also use these standards when designing the program's curriculum and infrastructure. The *Standards for Graduate Preparation of School Psychologists* cover five primary areas: (a) program context and structure, (b) content knowledge, (c) supervised field experiences, (d) performance-based program assessment and accountability, and (e) program support and resources. More information about the process for formal program review can be found at www.nasponline.org.

Program Standard 1: School Psychology Program Context and Structure

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively affect children and youth, families, schools, and other consumers. A school psychology program may additionally offer nondegree opportunities that lead

to a school psychology credential and are based on the NASP graduate preparation standards. The following elements are apparent in the school psychology program.

1.1. The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates' professional identity as school psychologists, as reflected in the following:

- Clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain.
- An integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates.[1,2]
- Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession.[3]
- While multiple instructional delivery methods (e.g., online, face to face[4], hybrid) may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.
- Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP domains of school psychology practice outlined in Program Standard 2; and direct, measurable effects on children and youth, families, schools, and other consumers.
- Use of data from multiple measures, including performance-based evaluation regarding candidates and program graduates (e.g., employment, licensure/certification, satisfaction) to improve the quality of the program.

1.2. Graduate preparation in school psychology requires intensive support, guidance, and direct supervision of candidates. The school psychology program faculty need to be sufficient to advise candidates, provide instruction in highly applied courses, coordinate and supervise field experiences, engage in continuous program improvement, attend to administrative duties, and provide appropriate class sizes and sufficient course offerings to demonstrate program and candidate outcomes. Graduate preparation is designed, delivered, and assessed by a sufficient number of highly qualified faculty members who primarily are school psychologists.[5] Program faculty requirements include:

- Faculty who are designated specifically as school psychology program faculty members and have teaching loads of at least three full-time equivalents (FTE). Full-time equivalent is defined as 100% of teaching

---

[1] If the school psychology program grants recognition of prior graduate courses and/or field experiences taken by candidates before entry into the program, the program applies systematic evaluation procedures and criteria to ensure (a) equivalency between prior courses, field experiences, and program requirements; and (b) consistency across required program coursework and field experiences for candidates.

[2] An integrated, sequential program of study and supervised practice in school psychology is a planned sequence of related courses and field experiences designed according to the program's philosophy/mission, goals, and objectives. Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, and sequential manner. In addition to requiring a program of study for candidate attainment of primary knowledge and skill areas, the program may offer options for specializations or electives in specific competencies.

[3] Examples of program activities include candidates' attendance at program/department seminars; participation with other candidates and faculty in professional organization meetings; participation in ongoing research, program development, outreach, or service activities; and similar activities in school psychology that promote candidates' professional identity as school psychologists and affiliation with colleagues and faculty.

[4] *Face-to-face* for field-based supervision means in the physical presence of or electronic presence of the individuals involved in the supervisory relationship during either individual or group supervision. Face-to-face supervision may include secure video conferencing or real-time communication with both parties in each other's physical presence.

Face-to-face supervision does not include mail, email, digital chat, or phone calls.

[5] School psychology program faculty members are those designated for primary teaching, research, service, advising, supervisory, and/or administrative responsibilities in the program and who participate in comprehensive program development and mentorship activities, including ongoing decision making, planning, and evaluation processes. Program faculty may hold full-time or part-time assignments in the program, but ongoing participation in a number of comprehensive program activities is a key factor. In contrast, other faculty may contribute to the program only by teaching courses or by participating in other limited activities (e.g., on a limited adjunct, affiliated, or related basis).

load in the school psychology program or teaching load plus release time for directing the school psychology program and/or other responsibilities.

- At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology).

- Other school psychology program faculty members, as relevant for the program, who hold one of the following: (a) a specialist degree in school psychology and significant school-based experience (if allowed by the program's regional accrediting body and institution); or (b) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program.

- Faculty-to-student ratio of no greater than 1 to 12 in the overall program and instructionally intensive courses containing a significant supervision component. This ratio applies to all candidates in school psychology programs at the institution (e.g., specialist, doctoral, respecialization or professional retraining). The ratio may be based on a prorated proportion of program faculty and candidates. Part-time candidates, interns, and candidates working exclusively on research, theses, or dissertations may be prorated based on the credit hours enrolled in and the amount of supervision provided by program faculty.

1.3. **School Psychology Specialist-Level Programs Only:** The specialist-level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences.

- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.[6]

- The supervised internship experience must be taken for academic credit, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.

- Institutional documentation of completion of school psychology specialist-level program.[7]

1.4. **School Psychology Doctoral-Level Programs Only:** The doctoral-level program of study in school psychology[8] consists of the following:

- Greater depth in one or more school psychology competencies described in NASP domains of school psychology practice (see Program Standard 2), consistent with the philosophy/mission of doctoral-level preparation[9] and reflected in program aims, sequential program of study, and supervised practice.

---

[6] Graduate semester hours are units of graduate credit based on a semester course schedule. In cases in which a quarter schedule is used, three quarter hours equals two semester hours. Thus, 90 quarter hours of credit are essentially equivalent to 60 semester hours. Programs that use other credit systems (e.g., trimester credits, unit credits) provide candidates with documentation of institutional policy regarding their equivalency to a semester hour system.

[7] Institutional documentation of program completion is official documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the entire required course of study (minimum of 60 graduate semester hours or the equivalent) in the school psychology program at the specialist or doctoral level, including the internship. Institutional documentation is typically in the form of a degree or diploma (PhD, PsyD, EdS, MS or MA +60, etc.), certificate of advanced graduate studies (e.g., CAS, CAGS), transcript notation indicating program completion, or similar official documentation of completion of the entire school psychology program.

[8] Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the

greatest extent possible within the program's objectives and course of study, credit for prior graduate preparation.

[9] Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study (e.g., greater depth in one or more domains described in NASP Domains of School Psychology Practice, a practice specialization, supervision or leadership competency, preparation for specialized roles or settings such as research or graduate instruction).

- A minimum of 4 years of full-time study, including an internship at the graduate level, or the equivalent if part-time.
- At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and a terminal doctoral project (e.g., dissertation or capstone).
- A supervised internship, taken for academic credit with a minimum of 1,500 clock hours, at least 600 hours of which are completed in a school setting, unless a prior specialist-level internship in a school setting or 600-hour advanced practicum experience in a school setting had been completed prior to internship that provided a comparable experience to a formal specialist-level internship.
- Institutional documentation of school psychology doctoral-level program completion provided to graduates.

1.5. All aspects of human diversity and social justice are recognized as strengths that are valued and respected throughout the school psychology program. Human diversity is broadly defined as it relates to race, ethnicity, gender, gender identification, sexual orientation, age, socioeconomic status, linguistic differences, ability, and intersection of any of the above. Social justice ensures that all children and youth are valued and that their rights and opportunities are protected in schools and communities. Human diversity and social justice are reflected in the following:

- Philosophy/mission, goals, and objectives for candidates' competencies.
- Candidate admissions, candidate and faculty demographics/characteristics, curricula, practica, internships, candidate assessment, and faculty activities, as well as other components of the program. Activities may include recruitment and retention efforts for diverse candidates and faculty, didactic coursework preparation (e.g., nondiscriminatory assessment with English language learners), field experiences with diverse populations/settings, and program partnerships with diverse practitioners, schools, and communities.
- Use of systematic and comprehensive processes to ensure that candidates acquire knowledge, skills, and professional work characteristics to promote effective services, advocacy, and social justice for *all* children and youth, families, and schools.

1.6. Nondegree graduate preparation in school psychology includes two options: respecialization and professional retraining. Respecialization is for candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining is for candidates who hold a graduate degree in a related field (e.g., special education, school counseling, or school social work). If the school psychology program provides nondegree options, at a minimum the following should be addressed:

- Systematic evaluation procedures and criteria to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to demonstrate competencies of professional school psychologists.
- An individualized plan of study and supervised field experiences, based on a candidate's prior preparation and experiences, that foster the development of professional competencies, work characteristics, and a professional identity as a school psychologist.
- A 1,200-hour supervised internship, with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.
- Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP domains of school psychology practice outlined in Program Standard 2; and show direct, measurable impact on children, families, schools, and other consumers.
- Clear distinction between the school psychology degree program and the nondegree

preparation (respecialization or professional retraining) in the program handbook, program of study, and other materials.

Program Standard 2: Domains of School Psychology Graduate Education and Practice

The school psychology program should be based on the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice. School psychologists provide comprehensive and integrated services across

10 general domains of professional practice, as illustrated in the appendix. The following core beliefs form the foundation for the NASP Practice Model:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed
- academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for students, families, schools, and/or consumers.

The domains of school psychology practice describe the comprehensive and integrated services that can be expected of school psychologists as presented in the NASP 2020 *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and that are consistent with the professional competencies that result from graduate education in school psychology. The descriptions below are representative of competencies in each domain but are not intended to be exhaustive or prescriptive. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below.

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports
School psychologists understand the biological, cultural, and social influences on academic

skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design,

implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and

apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility,

adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives and with Program Standard 1. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2. Internship outcome measures comprehensively assess all NASP domains and their integration. Field experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families, and schools. The following components are apparent in the school psychology program.

3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Supervised field experiences must include the following:

- Settings relevant to program objectives and the development of candidate competencies.
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
- Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
- Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice. Internship is a comprehensive experience with a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of NASP domains of school psychology practice (see Program Standards 2).
- Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.

3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.

3.3. The school psychology program requires a comprehensive, supervised, and carefully evaluated

internship in school psychology that includes the following:

- A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
- A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.

- A written agreement that specifies the period of appointment and any terms of compensation for the intern.
- Similar support services for the intern as provided to the agency school psychologist(s).
- Provision for the intern's participation in continuing professional development activities.

3.4. The school psychology program requires that each intern receive appropriate and regularly scheduled field- based supervision, including the following:

- Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- At least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.

Program Standard 4: Performance-Based Program Assessment and Accountability

The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.

4.1. The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on licensing exams, course- embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.

4.2. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods (practica experiences do not need to comprehensively address all NASP domains). The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.

4.3. The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors that are systematic and comprehensive and ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists. It is expected that the intern evaluation cover all NASP domains of school psychology practice.

4.4. As part of the outcome-based assessment, candidates must demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools. Candidates must provide evidence of services in the form of two performance-based products, one of which can be completed during practica. One product must have a primary focus on academic/cognitive skills, and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products.

4.5. Systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field

supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program.

Program Standard 5: School Psychology Program Support and Resources

Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure the accomplishment of program goals and objectives and candidates' attainment of

competencies needed for effective school psychology services that positively affect children and youth, families, schools and/or school personnel, and communities.

The following elements are apparent in the school psychology program.

5.1. The school psychology program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.

5.2. The school psychology program faculty members are assured of adequate professional time for program responsibilities, including the following:

- Faculty loads that take into account instruction, program administration, supervision, research/ scholarship, advising, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities.
- Faculty teaching and supervision loads that usually are no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses.
- At least 25% reassigned or released time for the program administrator for administrative duties related to the school psychology program.

5.3. The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members through the following:

- Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.
- Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Program Standard 1.2.
- A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of degree level), as well as in courses that involve significant supervision including practica and internship.

5.4. The school psychology program faculty receive support for ongoing learning and professional experiences relevant to graduate preparation responsibilities, including the following:

- Involvement in school psychology, including access to professional organizations, research/scholarship, and/or professional service activities.
- Continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology.

5.5. Arrangements are made by the program to provide adequate resources (e.g., tests, academic intervention materials, social and emotional intervention materials, technology) needed to teach, learn, and practice school psychology.

5.6. The institution provides adequate access to library and technology resources.

The Ohio Internship in
School Psychology:
Guidelines and Operating Manual

Ohio Department of Education,
Office for Exceptional Children

Inter-University Council for Ohio School Psychology (IUC)

2015

OHIO INTER-UNIVERSITY COUNCIL FOR SCHOOL PSYCHOLOGY

Ohio benefits from a collaborative network of faculty representing university School Psychology training programs located in the state. The Inter-University Council (IUC) meets two to three times per year to discuss issues such as internship standards and training practices, credentialing, and professional leadership needs. The Oho Department of Education, Office for Exceptional Children, has authorized the IUC to conduct preliminary internship-related activities on its behalf, including internship training site approvals, review of application materials for temporary licensure, planning for the annual Intern Conference, and the annual Evaluation of the Internship Program.

MISSION OF SCHOOL PSYCHOLOGICAL SERVICES IN OHIO

> **The mission of Ohio school psychologists (http://codes.ohio.gov/oac/33-1-24) is to serve the citizens of Ohio by working collaboratively with all learners, families, educators, and others to address the diverse learning and mental health needs of children and youth.**

In order to enhance learner performance and functioning, the school psychologist uses a knowledge base that integrates education, human development, mental health, assessment, and group process to:

- identify learner needs;
- assess numerous factors that influence the learning and adjustment of all students;
- use assessment data to the develop and implement evidence-based interventions within a multi-tiered system of supports;
- monitor the impact of interventions and services upon student learning;
- promote collaboration among educators and/or parents; and
- assist in the evaluation of program outcomes using research-based practices.

Ohio School Psychologists accomplish this mission through a variety of competency domains, which are designed to meet the National Association of School Psychologists (NASP), Standards *for the Graduate Preparation of School Psychologists* (2010). Specifically, knowledge and skills are developed across ten domains of training and practice. These competencies include:

1. Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

3. Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

4. Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-

based school practices that promote academic outcomes, learning, social development, and mental health.

- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family–School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

8. Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

9. Research and Program Evaluation
- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

10. Legal, Ethical, and Professional Practice
- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Further information regarding the standards of practice for training students in school psychology can be found within the *Standards for Graduate Preparation of School Psychologists* (NASP, 2010).

THE OHIO INTERNSHIP IN SCHOOL PSYCHOLOGY

The ability to respond to the diverse and complex needs of the children and youth in Ohio's schools depends on the availability of adequate numbers of highly trained school psychologists. The knowledge and skills needed by school psychologists to work with preschoolers, children, adolescents, families, teachers, and other school personnel require comprehensive and intensive graduate-level preparation.

Because of the wide range of problems to which school psychologists must respond, carefully planned and supervised practice and experience are an essential part of their training. The supervised internship experience may represent the most critical element in the preparation of school psychologists.

Under the close supervision and guidance of credentialed and highly qualified school psychologists and in close cooperation with an approved university training program, the internship provides the school psychology trainee with a full year of experience and advanced training in actual work with students, their families, and other school and community professionals.

The internship enables the prospective school psychologist to integrate, apply, and advance the knowledge and skills introduced during graduate-level courses and practices. This intensive and comprehensive year of supervised professional experience also affords the opportunity for field and university supervisors to closely evaluate the professional competence of the intern and to determine his or her preparedness and qualification to enter professional practice as a credentialed school psychologist in the State of Ohio.

DESCRIPTION. 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 learners.

> **The Ohio internship training program provides students from state approved school psychology training programs with applied learning experiences in an approved educational setting that takes place on a full-time basis over at least a nine-month period.**

The purpose of the internship is to provide an opportunity 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.

The value placed on this training experience by the Ohio Department of Education is reflected in its long history of providing funding for the internship, which enables interns to devote themselves fully to the demands and opportunities of the internship year. Funding continues to be provided by the Ohio Department of Education to ensure that the learners attending Ohio schools receive highly effective school psychological services. ***When interns agree to accept the financial support provided by the State of Ohio, they agree to repay Ohio's investment in them by providing quality school psychological services to Ohio's learners for a minimum of one year following the internship.***

INTENDED OUTCOMES OF THE INTERNSHIP PROGRAM. The internship program in Ohio exists to ensure that specific long-term outcomes are achieved. Specifically, the state-funded program:
- trains individuals in school psychology so they may enter the field as competent practitioners;

- advances the field of school psychology by allowing individuals the opportunity to practice with competent mentors for a one-year period;
- ensures school districts that entry level school psychologists will be able to apply assessment skills to intervention design, counseling, and consultation;
- ensures that learners with disabilities and those at risk have uninterrupted psychological services in schools to meet their psycho-educational and emotional needs;
- improves academic and behavioral outcomes for Ohio learners across all tiers of support;
- provides a resource to the community to assist in the development of school-based programs for families, businesses, and the community at large; and
- prepares school psychologists to meet the mandates of federal and state laws ensuring that primary and secondary interventions are implemented for at risk learners and students with disabilities.

SECTION II:

APPROVAL PROCEDURES

STANDARDS OF UNIVERSITY SCHOOL PSYCHOLOGY TRAINING PROGRAMS

NASP/NCATE STANDARDS. A college or university desiring to prepare school psychologists exceeds the standards of the *National Council for the Accreditation of Teacher Education* (NCATE) and the *National Association of School Psychologists* (NASP). The institution may be approved either by the Unit Accrediting Board of NCATE or by the State Board of Education, which will use NCATE standards in evaluating institutions. Approval by the State Board of Education is based on the following criteria:

- *standards of the National Council for the Accreditation of Teacher Education;*
- *performance standards for teacher licensure specified in the Ohio Administrative Code;*
- *consideration of learned society guidelines; and*
- *consideration of the Instructional Standards for Ohio Schools.*

In addition to state and national training standards, compliance with internship guidelines is considered in determining the allotment of internship funding for students in each university. State and national training standards and internship guidelines reflect a consensus of the profession about what is necessary in the preparation of future school psychologists.

RESPONSIBILITIES OF THE UNIVERSITY. Each university that trains individuals for licensure as school psychologists is responsible for maintaining and following a program of studies approved by the Division of Professional Development and Licensure of the Ohio Department of Education.

Universities are further committed to full compliance with the guidelines and standards set forth by state and national professional organizations.

RESPONSIBILITIES OF THE UNIVERSITY COORDINATOR. One faculty member from each university is designated as the coordinator of the school psychology internship program. The placement of interns, contact with the administrative staff of the training school district, and internship related liaison work with IUC and the Office for Exceptional Children are the responsibility of the university coordinator. The university coordinator, while directly responsible to the university, works in close cooperation with IUC and the Office for Exceptional Children of the Ohio Department of Education.

STUDENT TO FACULTY RATIOS. The university coordinator will be responsible for ensuring that the plan for supervision during the year of internship is carried out. The university coordinator may assign this activity to other school psychology faculty members. Faculty assigned responsibility for field supervision possess at least two years of experience as a school psychologist in a school setting, and have engaged in ongoing field experiences relevant to their responsibilities. However, no faculty member should directly supervise more than twelve (12) interns at any one time.

The university coordinator also is responsible for maintaining the approved ratio of program faculty to total number of students enrolled in the program. **This ratio should not exceed one faculty to every twelve graduate students in school psychology** (NASP 4.2, 2010). In determining this ratio, program faculty are defined as full-time faculty when teaching at least half time in the program. Determination of total student enrollment may be based on full time equivalents (FTEs) in recognition of part time students (e.g., doctoral students completing dissertations).

ALLOCATION OF INTERNSHIP SLOTS TO UNIVERSITIES. The allocation of internship funding provided by the Ohio Department of Education is affected by a number of factors, including the total amount budgeted for this purpose; whether there is a shortage or surplus of school psychologists statewide or regionally; and the total number of interns anticipated in a given year within and across universities. IUC has adopted general standards for the allocation of funded internship positions among Ohio's universities; this plan can be modified on the basis of temporary or long-standing changes in resources on the part of school districts and universities.

 Seven (7) internship positions are allotted to each university meeting the NASP program standard of a minimum of 2 full-time school psychology program faculty. Beyond this initial allocation, an additional 3 positions may be allotted for each faculty member up to and including 4 faculty; with 2 additional positions added for a fifth faculty member. Adjustments to this standard may be made by the IUC, in consultation with the Ohio Department of Education.

OBJECTIVES OF UNIVERSITY CURRICULUM. The university curriculum is delivered within the context of a comprehensive program framework "in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain and in which human diversity is emphasized" (p. 2; NASP, 2010). Furthermore, university training programs require courses and related activities designed to address, assess, and demonstrate that students attain basic knowledge and skills across a range of school psychological service delivery.

The training program also will facilitate access to state licensure and national certification by including coursework in training experiences required for such credentials. In addition, university training programs will encourage students to join and become active participants in appropriate professional associations. By so doing, university programs ensure that each student, at the successful conclusion of the internship, is prepared for the professional practice of school psychology, which includes licensure and membership in professional organizations.

TRAINING SITE APPROVAL PROCESS

APPROVING NEW SITES. The interest of a school district in becoming a partner in the cooperatively administered internship program is made known when the school superintendent notifies the IUC, the Office for Exceptional Children, or a university coordinator of the district's interest in obtaining approval as a training site. Upon receipt of such notification, the university coordinator should schedule an appointment with the superintendent or his/her designee to review the district's program of school psychological services. The university coordinator should determine whether the service program meets the standards for comprehensive training in the prevailing best practice standards of the school psychology profession. This on-site review will result in the university coordinator's completion of the **Training Site Appraisal** (see **Appendix A**).

Standards for Intern Training Site Approval. The Ohio Department of Education (ODE) maintains administrative authority for final training site approval and the assignment of funding consistent with state fiscal responsibilities. On its behalf, the IUC will review the school district/agency request and the university's recommendation for evidence of the following:

- *The school district has a comprehensive program of school psychological services which can provide an appropriate variety of experiences for the intern across age ranges, student need areas, psychological services and service delivery models.*
- *The school district provides a comprehensive special education program and system of pupil personnel services so as to ensure that the intern will be knowledgeable about the full range of available services.*
- *The school district agrees to provide the intern and field facilitator release time to attend conferences associated with the internship as well as those necessary to promote continuous professional development.*

- *The school district has a good working relationship with representative community agencies so that the intern will acquire an understanding of and skills in school community collaboration.*
- *The school district employs at least one more full-time school psychologist than the number of interns assigned to the district so as to ensure the intern's exposure to diverse professional styles and individual strengths in service delivery*
- *The supervising school psychologist agrees to serve as a field facilitator and has at least two years of successful full-time experience as a school psychologist, one of which must be as an employee in the present school system. This requirement is designed to ensure that the intern acquires an understanding of and perspective on the professional role that is acquired through actual experience.*

In addition to these requirements, the school district must demonstrate a commitment to (a) planning, delivering, and evaluating comprehensive interventions for students at risk, and (b) including interns in intervention-related activities as a significant proportion of their assigned activities. A district's commitment is evidenced by their commitment to intervention-based services, demonstrated by, but not limited to, the following:

- Data-based intervention teams operating in school buildings, holding regular meetings and applying a systematic intervention procedure;
- Meaningful academic and/or behavioral intervention for children at risk, prior to (and as part of) evaluation for suspected disabilities;
- Data collection practices suitable for use in a referral system, tiered, and problem-solving process, including direct observation and measurement of academic skills;
- For field facilitators (supervisors), participation in professional development activities that promote and strengthen skills in direct assessment and intervention.

Initial Approvals. Initial approval of an intern training site is for one year. Universities should maintain files containing documentation of approval-related activities. Based on the results of the on-site review process, the university coordinator will forward recommendations to the IUC representative for site approvals by April 15th of the year preceding the school year during which the school district will serve as a training site. This request must include the following:

- *Copy of the completed and signed training site appraisal;*
- *Written request from the **Superintendent** of the district requesting **Initial Approval** as an intern training site (see sample letter in **Appendix B**);*
- *Written request from the **University** internship coordinator attesting to the district's satisfactory evaluation and seeking **Initial Approval** as an intern training site (see sample letter in **Appendix C**).*

IUC will provide appropriate notification of findings regarding approval of districts/agencies as training sites, and will issue recommendations for approval of training sites to the Ohio Department of Education.

Near the conclusion of the first year, district personnel including the field facilitator, along with the university supervisor, review the training experiences provided by the district. The review is based upon procedures described in the preceding section of these guidelines.

Renewal of Approval. Change inherent in any system necessitates ongoing examination of training districts. Re-approval of internship sites will be submitted with the Internship Grant Request completed by the District and Training Program each year.
- Written requests from District and Training Program (see template Scope of Work in Appendix D)

If an approved District has not hosted an intern for three years, an appraisal of each training site should occur, following the procedures identified for initial site approval.

Distribution of Intern Funds. Intern funding will be assigned to the school district on a yearly basis. Funds are released by the Ohio Department of Education to districts designated by the universities to serve as fiscal agents. Although the internship training experience is designed and monitored by the university in collaboration with the district serving as a training site, interns typically enter into an employment agreement with the district serving as a fiscal agent (which may be the same district in which intern training occurs).

In those instances where the fiscal agent is not the training site, only the training site must meet the standards for site approval. Particular attention must be paid to those instances where county boards serve as both fiscal agent and training site. If an intern operates in only one district rather than multiple districts within the board's purview, that district must independently meet all requirements of a training site.

Formal Agreement with School District. Once the district assignment has been finalized, a formal agreement specifying expectations of supervision and released time for interns should be signed by the university and district representatives. (see ***Sample Memorandum of Agreement*** in **Appendix G**). The written agreement includes, at a minimum:

- *Minimum state teacher's salary for the intern;*

- *Benefits consistent with prevailing district policy for school psychologists, to the extent possible in light of internship funding allocations;*
- *Released time for intern and field facilitator attendance at required state and/or university seminars and meetings, as well as state and regional intern conferences, OSPA conferences, and other meetings and activities that support professional growth.*
- *Time for the intern to acquire the required intern competencies;*
- *Assurance that the training experience offered the intern by the school district has training as the primary focus and that field facilitators are given released time to ensure the quality of the internship experience; and*
- *Provision of an appropriate work environment for the intern (e.g. desk, access to computer/internet service, locked file cabinets, telephone access) in a setting appropriate to confidentiality in accordance with program standards.*

It is essential that school districts are aware of the training requirements specified in these guidelines when signing the school district-university agreement and accepting internship funding. Signatures on this agreement indicate that all parties understand and commit to the conditions deemed essential for ensuring best practices in school psychology training. Amendments to the contract can be made in instances when the agreement violates existing collective bargaining contracts.

FIELD FACILITATOR IDENTIFICATION

The ability of the field facilitator to provide quality supervision is the most important factor contributing to the success of the internship experience. Consequently, the identification of highly qualified field facilitators should result from collaboration between Ohio training programs and school districts. The awarding of internship funding will occur only for those school districts having at least one field facilitator who has been identified as a supervisor through this collaborative process, and to whom the intern will be assigned.

FIELD FACILITATOR IDENTIFICATION PROCESS. Individual universities maintain responsibility for the development and implementation of a Field Facilitator identification process that takes the following principles into account:

- *The identification process should include provisions for periodic review and renewal of approval;*
- *The university is responsible to notify the school district and prospective Field Facilitators of the standards and procedures for identification, and of the expectations for performance as a Field Facilitator;*
- *The renewal process is based on the same standards as those established for initial identification.*

This identification process is necessary to ascertain whether the field facilitator will serve as qualified mentor of best practices as evidenced by exemplary professional service delivery. Establishing an approved field facilitator status helps ensure that interns are provided with quality supervision, and also acknowledges and recognizes the professional expertise of the school psychologist selected as field facilitator within his/her district and the profession. The university is responsible for selecting as training sites only those districts that place responsibility for supervision with a highly qualified field facilitator.

FIELD FACILITATOR QUALIFICATIONS

In determining field facilitator identification, the university and partner school district evaluates the field facilitator according to a number of specific criteria. Most germane are the field facilitator's:

- *Philosophy regarding provision of school psychological services as evidenced through his/her own delivery of service, which should reflect a commitment to the planning and delivery of evidence-based interventions;*
- *Ability to demonstrate best practice;*
- *Understand the training process;*
- *Ability to articulate and teach relevant concepts and skills related to performance-based service delivery;*
- *Ability to implement change within the school district;*
- *Quality of relationships with administration, staff, parents and learners;*
- *Employment in a school setting with full time responsibilities as a school psychologist;*
- *Range of services being provided;*
- *Length of experience in school psychology and in the district;*
- *Sensitivity to issues of diversity (religion, gender, culture, race, sexual orientation, gender identity, etc.);*
- *Active participation in ongoing professional development activities, including those that promote and strengthen skills in direct assessment and intervention;*
- *Ethical and professional behavior; and*
- *Membership in at least one regional, state or national professional association related to school psychology.*

Finally, it should be noted that in the event a field facilitator transfers to another district, he/she maintains status as an identified field facilitator, however, the new district also must be approved for that facilitator to be used. Once approved, this individual may supervise interns from any university in Ohio. However, identified status does not guarantee that the field facilitator will receive an intern in any given year.

PROFESSIONAL DEVELOPMENT FOR FIELD FACILITATORS AND UNIVERSITY TRAINERS

It is essential that all field supervisors and faculty of university school psychology programs engage in continuous professional development. Professional development standards for an Ohio education license state that:

> "*Professional development shall be required for continued licensure for all educators. It shall be guided by the learning needs of all students and the axiom that all students can learn. It shall include current theory on the learning needs of educators and shall incorporate a planned progression for improvement on a continuing basis*" (3301-24-06 Teacher Licensure Standards).

STANDARDS FOR PROFESSIONAL DEVELOPMENT. As a part of, or in addition to, these standards, school psychologists desiring to be approved as an intern field facilitator engage in professional development based upon the need to:

- *Continuously demonstrate best practice in the delivery of school psychological services;*
- *Accurately interpret current state and federal requirements for serving learners; and*
- *Contribute to the statewide initiative to provide excellent school psychological services to all learners throughout the state.*

Ongoing Professional Development of University Trainers and Field Facilitators. In order for field facilitators and university trainers to remain current about issues pertaining to the training of interns, the Association of Field Facilitators of Intern Competencies (AFFIC), the Inter-University Council (IUC), individual training universities, the Ohio School Psychologists Association (OSPA), and the Office for Exceptional Children provide timely and relevant learning opportunities.

At the same time, it is incumbent upon field supervisors and university trainers to seek out and take advantage of professional growth opportunities, and for their respective employers to grant sufficient release time for such opportunities.

In order to stay current and focused upon statewide training initiatives, field supervisors and university trainers will be expected to participate in various conferences designed to address issues related to Ohio's internship program.

University Role in Assisting Field Facilitators. Importantly, regional or statewide professional development programs should not serve as a substitute for ongoing training by the university. The university assists approved field facilitator in their efforts to gain the required knowledge and skills necessary to supervise intern practice in:

- *Consultation and problem solving;*

- *Psycho-educational assessment leading to the design of interventions;*
- *Implementation of intervention strategies;*
- *Counseling (individual, group and family);*
- *Evaluation of educational programming, services and interventions; and • Training and development.*

Justification for this assistance is twofold: (1) supervision is a highly complex process which involves a sophisticated knowledge base as well as unique interpersonal skills; and (2) each service involves specific expertise and ongoing training as necessary for the development of these skills. Finally, each approved field facilitator has different educational needs; consequently, the training should reflect these individual differences.

In order for universities to provide such an active continuing professional development program for practicing school psychologists, it is imperative that the program faculty also engage in continuing professional development to ensure their own currency with regard to knowledge and skills necessary for the delivery of comprehensive school psychological services. University supervisors must be committed to the role of modeling professional behavior and also possess the most current knowledge and skills necessary for providing ongoing professional development and training.

SECTION III:

PROGRAM STRUCTURE AND PROCEDURES

ADMISSION TO THE SCHOOL PSYCHOLOGY PROGRAM

University school psychology programs apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program.

ADMISSION STANDARDS MUST REFLECT COMMITMENT TO DIVERSITY. University admissions policy and decisions should reflect a commitment to non-discrimination and cultural diversity in both the recruitment and the retention of students whose characteristics in terms of sex, race, culture, disability, sexual orientation, and socioeconomic status will ultimately enhance diverse representation in the profession.

COMMITMENT TO SERVING OHIO'S LEARNERS. It is important that applicants for the School Psychology training programs clearly understand all the commitments associated with training requirements. At the time individuals apply for admission to school psychology training programs, applicants should be advised by the university coordinator that the program requires successful completion of all program coursework, a full-time, nine-month academic year internship in an educational setting, and *at least one year* of school psychological service to Ohio's learners. The university internship coordinator is responsible for ensuring that applicants

understand all program requirements, and that they agree to be available for employment as a school psychologist to provide service to Ohio's learners for one year following the internship.

The applicant should, upon acceptance to a training program, typically at new student orientation be asked to sign a statement of intent to work for at least one year as a school psychologist in Ohio following the internship year, when that internship occurs in Ohio. Program applicants unable to commit to this post-internship year of service should discuss with the university coordinator options for securing an internship in the state in which they do intend to be employed.

Requirements for Out-of-State Students. Any student seeking to transfer into an Ohio training program from an out-of-state program (or to enroll as a guest/transient student for purposes of internship) must provide evidence of training commensurate with all requirements of Ohio training programs. The university coordinator is responsible for assuring that the student's prior training meets all Ohio standards and guidelines.

- Prospective interns must meet the following eligibility requirements **prior to their acceptance for internship** by an Ohio "host" university:
    - Successful completion (up to the point at which the internship year would be served) of a specialist-level School Psychology training program that is Approved by the National Association of School Psychologists;
    - Eligibility for Ohio Department of Education Temporary License
    - A score that meets or exceeds the cut-off standard established by the Ohio Department of Education on the Praxis Exam for School Psychology;
    - Successful interview with School Psychology program faculty at the Ohio "host" university, including a determination that the prospective intern meets entrance requirements of the School Psychology program at the host university;
    - Two-year commitment to provide School Psychological services in Ohio subsequent to the completion of the internship;
    - Evidence of adequate preparation in tiered intervention-based approaches to School Psychological services, and willingness to become familiar with the _Operating Standards for Ohio School Serving Children with Disabilities_, in a manner prescribed by the host university.

- Ordinarily, the application procedure will occur as follows:
    - Prospective intern and/or School Psychology program advisor contact the prospective Ohio host university to indicate interest in serving a School Psychology internship in Ohio, and to discuss conditions under which this might occur;

- o Host university program advisor notifies the Ohio Inter-University Council for School Psychology, to confirm availability of funds for the proposed internship;
- o Home university program advisor provides verification of that the program is approved by the National Association of School Psychologists;
- o Prospective intern provides host university program advisor with a current transcript reflecting relevant coursework and degree(s). The prospective intern also may be asked to furnish materials (course descriptions or syllabi) that will assist the host university in evaluating the nature of pre-internship preparation;
- o Host university program advisor evaluates the prospective intern's transcript and supporting material to ensure that requirements (coursework and degree status) for temporary licensure in Ohio have been met;
- o Prospective intern arranges an interview with the host university program advisor, who will determine whether requirements for university and program entrance have been satisfied, and whether the prospective intern is a suitable candidate for internship;
- o Host university program advisor collaborates with the home university program advisor (by exchanging lists of internship objectives and other relevant policies) to develop a supervision plan that will attempt to incorporate the training priorities of the home university. However, responsibility for the internship plan, supervision arrangements, and evaluation procedures lies with the Ohio host university, and may not be assumed by the out-of-state home university;
- o When notified of acceptance for internship by the Ohio host university, the prospective intern completes administrative procedures for obtaining admission to the host university or for securing authorization to enroll in courses related to the internship. Host university program advisor informs prospective intern of course enrollment requirements, which may, at the discretion of the host university program advisor, include all courses, as well as tuition and other fees that are required of all interns enrolled in the host university's School Psychology program. The home university may, at its discretion, require additional, separate enrollment in coursework offered by that university.

POLICY REGARDING INTERNSHIP SUPERVISION OUTSIDE OF STATE-APPROVED INTERNSHIP PROGRAM. It is the policy of the Ohio Inter-University Council for School Psychology that no member institution will provide supervision to an out-of-state student serving an internship in Ohio outside of the provisions of the funded Ohio internship program described in this manual.

DETERMINATION OF INTERN ELIGIBILITY

PREREQUISITE SKILLS REQUIRED. The university assures that prerequisite student outcomes have been attained prior to the student's candidacy for the internship. In addition to the completion of university coursework, a satisfactory degree of competency in the NASP content standards should be evident. Evidence of adequate preparation for the internship should be in the form of performance-based indicators, in addition to university transcripts certifying completion of required coursework.

LICENSURE FOR THE SUPERVISED INTERNSHIP EXPERIENCE

COURSEWORK COMPLETION. All coursework for the Temporary Child Study License, and for the university's program of study, must be completed before candidates may begin the internship experience. In training programs requiring thesis, the research project should be completed, though not necessarily defended, before the internship is scheduled to begin. The intern's focus during the year must not be divided but rather focused solely on the acquisition of required competencies. Should an unusual situation occur that would prevent a student from completing all thesis and coursework requirements before the scheduled internship, the Ohio Interuniversity Council for School Psychology should be contacted by the university coordinator. In such rare situations, approval from the Office for Exceptional Children and the Division of Professional Development and Licensure would be required for the student to begin the internship.

TEMPORARY CHILD STUDY LICENSE. Licensure by the Ohio Department of Education is required before an individual can be employed by a school district for the internship. The Temporary Child Study license is granted for this purpose. Coursework requirements for this license are identical to the coursework requirements for licensure in school psychology, with the exception of the successfully completed internship.

PROCEDURES FOR PLACING INTERNS IN SCHOOL DISTRICTS

UNIVERSITY COORDINATOR ARRANGES INTERVIEWS. The university coordinator refers candidates for the internship to an approved school district for an interview. Interviews will be arranged only through the university coordinator. If a school psychology student initiates contact with a school district for the purpose of applying for an internship, the district should instruct the student to contact the university coordinator.

Prior to the interview, the university will provide the district information regarding the prospective intern's past performance, strength, needs and areas of interest. This will help district personnel in formulating interview questions, making a decision whether to accept the prospective intern, and determining who ought to be involved in the interview process.

DISTRICT INTERVIEWS CANDIDATE. In all cases, the district or agency person(s) directly responsible for intern supervision should be involved in the interview of school psychology interns. The selection of interns represents more than a personnel selection decision. It is expected that persons involved in intern supervision are knowledgeable of the purposes and goals of the internship experience. Following to the interview, the superintendent, or designee, of the school district will notify the university coordinator whether the candidate is acceptable.

Generally, placement for the internship should not occur in a school district in which the intern has been a student or has served in another capacity (e.g. teacher, counselor, administrator). This is to both expand the intern's knowledge of a variety of educational environments and prevent prior experiences and relationships from limiting intern effectiveness and/or scope of experience. However, exceptions may be made for very large school districts that can provide experiences that are not related to prior experiences. Length of time between current and previous work also is a consideration in this decision. In cases of exceptions, the potential complications should be discussed at the time of the interview.

DISTRICTS ROLE IN SELECTION OF INTERNS. The school district has the option to agree or disagree to employ the individuals recommended by the university for placement as interns in the school district.

STEPS FOLLOWED WHEN CANDIDATE IS NOT SELECTED. If a candidate is not accepted by the school district where initially referred, the student will be permitted to interview elsewhere, as arranged by the university coordinator. Non-approval by one school district may well be a function of idiographic characteristics of the school district and/or of the intern rather than an issue of intern deficiencies or lack of adequate preparation.

If a school district does not find the prospective intern(s) acceptable, the university may elect not to send an additional candidate to that district for an interview. This policy is intended to prevent the competition among interns and school districts that would more appropriately characterize the pursuit of employment, rather than training. Similarly, in regions where more than one university places interns in school districts, the coordinators of the universities' school psychology programs will devise and follow a policy ensuring that competition between universities for internship placements is discouraged.

FACTORS THAT DETERMINE THE BEST MATCH BETWEEN THE INTERN AND TRAINING SITE

In determining the best match between an intern and a particular training site, several factors need to be considered. The factors include, but are not limited to the following:

- *The particular professional strengths of the field facilitator and the needs and/or interests of the intern;*
- *The personalities and personal style of both the intern and the field facilitator;*
- *The opportunity for diversity of training experiences;*
- *The comprehensiveness of the school system's services for students, families and staff;*
- *Number and quality of psychologists and other professionals;*
- *Intern pre-internship field training experiences (i.e., practica, previous employment)*
- *The commuting distance from the intern's residence;*
- *The willingness of the district to provide released time for the intern and field facilitator to attend intern training related conferences; and*
- *The ability of the district to establish and maintain appropriate personnel policies and practices (i.e., employment contracts, salaries, etc.).*

NUMBER OF INTERNS A FIELD FACILITATOR CAN SUPERVISE

The primary consideration at all times when arranging the placement will be the potential quality of the supervised experience as a teaching/learning situation. Consideration should be given to the intern-to-school psychologist ratio in order to enhance quality control, recognition, and utilization of districts that are able to better facilitate successful internship outcomes. As such, ***field facilitators are responsible for providing supervision to no more than two interns at any given time***.

WRITTEN AGREEMENT BETWEEN UNIVERSITIES AND DISTRICTS

Placement will be contingent upon a written agreement between the school district and the university which ensures that the district is committed to the internship as a training experience and that the training provided will be consistent with state and national standards, guidelines, and ethical principles of the profession. A mutual agreement between the university and cooperating school district(s) is important and necessary to ensure that all parties responsible for the training experience are aware of, and have agreed to, the conditions and responsibilities that are to characterize the internship experience. (See **Appendix G** for a sample ***Memorandum of Agreement***.) The agreement must incorporate all factors specified in the section of this manual entitled ***Standards for Training Site Approval*** (**Appendix A**).

POLICY REGARDING INTERN SERVICE DURING LABOR STRIKES

Both the university and the school district agree that, in the event of a labor strike or lockout in the district of placement, the intern will not be assigned administrative duties that require the intern to cross picket lines. Instead, the intern will be assigned responsibilities related to internship activities, though not necessarily in buildings in the school district that are affected by the strike. The university will have final authority over decisions about the intern's activities during labor strikes.

INTERNSHIP OUTSIDE OF UNIVERSITY REGION

As a function of specific professional interests or extenuating circumstances, a student may petition to do his/her internship in a region of the state other than that where his/her training institution is located. If another regional institution provides supervision of the internship, a collaborative agreement is developed between the training institution and the institution providing supervision for the internship. Requirements regarding the intern's responsibility for registration for coursework at each university should be made in advance. Submission of documentation supporting the intern's applications for Temporary Child Study and Initial Provisional License is the responsibility of the intern's "home" training institution.

APPLICATION FOR TEMPORARY PUPIL SERVICES LICENSE IN SCHOOL PSYCHOLOGY

In order for students to apply for and receive their Temporary Pupil Services license, they must create a SAFE account that links to the Connected Ohio Records for Educators (CORE). Explicit **directions for application for the Temporary Pupil Services License in School Psychology** are provided in **Appendix H**.

All processes necessary for the successful awarding of the Temporary Pupil Services License must be made no later than mid-June of the year the internship is to begin. Although each supervising university is not responsible for the submission of documents to the Ohio Department of Education, the following documents should be prepared and retained:

- *An official transcript of completed coursework for each intern;*
- *A copy of the letter for each intern certifying the intern's readiness for internship;*
- *An outline of behavioral objectives and planned experiences (including substantial opportunities for involvement in intervention-based services) for the supervised experience signed by the intern, field facilitator, and university coordinator;*
- *The plan for supervision by the university indicating the number of contact hours in the school district and at the university;*
- *A signed statement of agreement from the intern indicating the following:*
  - An intent to work as a school psychologist in the state of Ohio for at least one year following the successful completion of the supervised experience;

- An awareness of Ohio court decisions regarding ineligibility for unemployment compensation if a subsequent position is not available; and
- An agreement to terminate the employment contract with the school district in the event that the internship is discontinued by the university.

- *A cover page listing the names, demographic, and placement information for all interns seeking certification and placement (see **Appendix I**).*

In anticipation of the mid-June deadline for application materials, the following materials are to be processed as early as possible in the period preceding the internship:

- Fingerprints Sent to BCI:
  - Individuals who have lived continuously in Ohio for the past five years:
    - ③   *Fingerprint impression on BCI (civilian state) card;*
    - ③   *Payment to the Treasurer, State of Ohio* ○ Individuals who have **not** lived continuously in Ohio for the past five years:
    - ③   *Fingerprint impression on BCI (civilian state) card;*
    - ③   *Fingerprint impression on FBI (applicant) card, and*
    - ③   *Payment to the Treasurer, State of Ohio, in an amount specified for both the state and federal fees.*

STUDENT COMMITMENTS

ONE YEAR OF SERVICE. Acceptance of an Ohio funded school psychology internship obligates the intern to repay Ohio's investment in his/her training by agreeing to serve the learners of Ohio for at least one year. The intern's signature on an agreement testifies to having been fully advised of this policy, and agreeing to provide the required term of service.

CONTRACTUAL AGREEMENT AND TERMINATION OF INTERNSHIP UNDERSTANDING. Both the internship fiscal agent (ESC or school district) and the intern sign a written contractual agreement. The contractual agreement specifies the time period for employment and the salary provided. Contractual agreements do not obligate the district to continue employing the intern beyond employment for the internship, nor may any contractual agreement require the intern to remain in the employment of the school district beyond employment for the internship. Hence, in the event that personal reasons or unsatisfactory performance necessitate termination of the internship experience, neither the intern nor the school district is obligated to maintain the employment relationship, and the contracted agreement can be terminated. In such cases, the university is not responsible for providing an alternative internship opportunity to the student. The intern's signature on the agreement referenced above indicates that he/she understands that his/her employment will be discontinued at the time that the university terminates the internship experience.

INELIGIBILITY FOR UNEMPLOYMENT COMPENSATION. Employment by a school district for the internship does not include any provision for, or give any assurance of continued employment once the internship is completed. Unemployment compensation following the internship has been previously denied in the court systems of Ohio. The intern's signature on the agreement referenced above indicates that he/she has been fully advised of the fact that, and understands that he/she is ineligible for unemployment compensation for a period of one year following conclusion of the internship.

PLAN FOR THE INTERNSHIP

The university coordinator, in collaboration with the school administration and the field facilitator, develops a plan for the internship that should include:

- An outline of planned training experiences including:

  - *Internship competencies, as described in the NASP training content standards;*
  - *A description of appropriate experiences for the achievement of the competencies, and*
  - *An evaluation plan for assessing the attainment of each competency;*

- An outline for supervision including:

  - *A delineation of supervision responsibilities for both the university and the field facilitator; and*
  - *A specific plan for supervision by both field facilitator and university internship coordinator.*

PLANNED EXPERIENCES FOR THE INTERN. Universities will provide the school district with comprehensive information pertaining to the intern's past experiences and performance to assist in the development of an individualized plan for the intern's training experience in the district. Benchmarks for the attainment of competencies will be provided to all parties.

This outline will include the specific competencies that the intern will attain during the internship and will delineate measurable objectives for attaining these outcomes. These outcomes are reflected in performance-based indicators and culminating performance-based evidence that meet or exceed standards agreed upon by IUC (as promulgated in NASP content standards), AFFIC, and ODE.

ASSESSING INDIVIDUAL TRAINING NEEDS OF THE INTERN. The outline of planned experiences will be based upon an assessment of the intern's individual training needs, including level of experience with various populations, intern competencies, and educational settings, and provide opportunities for experience consistent with current Ohio *Operating Standards*.

This assessment, along with the competency checklist reviewed with the field facilitator, will be used to monitor intern progress throughout the year in order to maximize the timely development of intern skills.

STATEMENT OF AGREEMENT TO COOPERATION IN THE INTERNSHIP EXPERIENCE. The university coordinator, the field facilitator(s), and the intern will sign the plan for the internship. In the case of multiple placements, the field facilitator from each district will sign, indicating his/her agreement to adhere to and coordinate the plan. This signed plan constitutes an official statement of agreement to cooperate in the intern experience and must be included with the application materials for Temporary Licensure submitted to the Office for Exceptional Children.

ONGOING EVALUATIONS OF INTERN DEVELOPMENT. Evaluation procedures must include a process that allows for periodic evaluations that occur at least twice during the academic term, as opposed to any single evaluation occurring at the end of the experience. This evaluation process is the combined responsibility of all parties involved, including local field facilitators, interns and university coordinators. The process facilitates the development of a supportive mentoring experience that provides opportunities for modeling appropriate behaviors, and insures the intern's acquisition of required competencies.

STRUCTURE OF THE INTERNSHIP

ACTIVITIES DURING THE INTERNSHIP. The internship occurs on a full-time basis extending across one school year. It may not extend into any part of a second year. The intern will be granted a *Temporary License in Child Study,* which is a valid Ohio educational license. Therefore, the intern must be afforded the same considerations as any other certificated employee of that school district. The imposed parameters of the training experience are designed to insure an intensive and comprehensive learning opportunity. This experience, at a minimum, occurs in accordance with NASP standards for internship experiences.

The intern will be involved in all of the activities needed to fulfill outcome requirements. Activities that are unrelated to the outcome profile, and that do not enhance the role of the intern as a school psychologist will not be assigned. This assures that the intern, field facilitator, and the university coordinator are protected in pursuit of their mutual goal of providing a quality internship experience. It is understood that special requests will be addressed and acted upon according to individual needs.

INTERN CONFERENCE REQUIREMENT. The school system will recognize that the internship is a training experience and, therefore, will support the attainment of the competencies through the following experiences offered outside of the district: Attendance at the Fall/Spring OSPA conferences, attendance at the annual Intern Conference, attendance at in-service trainings, attendance at university seminars, visitations to community agencies and related service settings, and other activities deemed necessary to fulfill all competency requirements. If circumstances warrant special consideration, the university coordinator will consult with the field facilitator and school district officials, as appropriate, before deciding how such circumstances may be accommodated. Reimbursement for travel may be available as a matter of school district policy, and school districts are encouraged to make funds available to interns for this purpose. Ordinarily, the internship funds disbursed to districts by the Ohio Department of Education can be used for this purpose.

INTERN CASELOAD. The Ohio School Psychology Internship emphasizes intern services across the tiers. It is expected that interns will provide services for students in general education in Tier 1, Tier 2, and Tier 3, and as well as students in special education. Although it is not possible to specify the size of the caseload of students served by interns, typical intern caseloads reflect services to _____ students at Tier 1, _____ students at Tier 2, _____ students at Tier 3, and _____ students in special education. A general guideline of reasonable caseloads is a combination of practices that include: assessment (i.e., standardized, criterion-referenced); data-based and tiered intervention-based student and system service delivery across multiple environments; counseling; and consultation-related services.

ASSIGNMENT OF BUILDING RESPONSIBILITIES. In order for the intern to display the ability to function autonomously as a school psychologist, it is expected that he/she will be given a building assignment prior to the end of the school year. This practice allows the intern to demonstrate his/her ability to offer comprehensive school psychological services, while providing the field facilitator, the university coordinator, and the intern with data to: a) evaluate mastery of "end of internship" knowledge and skills, and b) predict future job performance in situations affording less formal supervision.

In the event that it is not possible to assign building responsibilities to the intern, an alternative plan must be developed to permit the intern to demonstrate such independence. The plan must be approved by the university coordinator and the field facilitator, and include data that will later be used to justify the determination that the intern will be able to independently provide effective school psychological services.

COMPETENCY LOG AND PORTFOLIO. Universities specify the nature and extent of documentation maintained by interns to demonstrate that competency has been attained in each domain of service. Ordinarily, this will consist of a log of experiences and a portfolio. This documentation permits the university coordinator and the field facilitator to determine the extent to which appropriate, high quality experiences have been provided during the internship.

RESEARCH PROJECTS. Interns will be given the opportunity, and will be encouraged to participate in innovative projects to enhance the training experience and provide a useful service for the school district. The school system may provide support for this form of service by arranging released time for project activities. District and university guidelines for research will be followed in any research undertaken by the intern. Such experience provides an opportunity for interns to integrate all of their knowledge and skills in a practical and beneficial manner. Requests for interns to become involved in innovative service and research projects will be reviewed and acted on based upon individual needs.

ON-SITE VISITATION BY UNIVERSITY SUPERVISOR. The university coordinator will schedule on-site supervisory visits during each period of registration for the internship. Inter-university reciprocity for supervision may be considered to alleviate logistical difficulties associated with on-site supervision. Such arrangements must insure coordination among supervisors, well-articulated monitoring of intern progress, and the development and implementation of an intern experience in accordance with state and national standards and guidelines.

SUPERVISION BY THE SCHOOL DISTRICT. While an intern may work directly or indirectly with a number of practicing school psychologists during his/her year of internship, a single field facilitator will be designated and acknowledged by the appropriate university training program as being the field facilitator directly responsible for the scope and evaluation of the intern's program and experience. This designated field facilitator is responsible for services to the school district in which the intern will be working. The school district provides the facilitator with released time from other duties for activities necessary for the direct supervision of the intern. Released time may vary based upon the needs of the intern, and will require necessary accommodation in caseload expectations for the designated field facilitator. Field facilitators provide each intern with a minimum average of two (2) hours of face-to-face supervision per week, recognizing that there are differential needs for mentoring as a function of the stage of intern development.

Supervision sessions include the following: modeling and teaching of competencies, direct observation, monthly review of intern competencies, case review, constructive feedback by both parties regarding the progress of the internship, facilitation of the development of a mentoring relationship, and provisions for helping the intern integrate intra- and extra-school system experiences.

The supervision process is essential to: 1) ensure that quality time is devoted to assessing the needs and monitoring the progress of the intern; 2) document that services are being provided by the intern in a legal and ethical manner; 3) assure the continuity of service delivery to the learners, parents, and school personnel following completion of the intern's supervised experience; 4) assure continuous and open communication so that the supervisor is able to identify and address concerns regarding the intern's performance as early in the experience as possible; 5) provide a documented forum for performance appraisal, (this is particularly

important in the event that termination of the internship experience is necessary); 6) provide the university supervisor with a comprehensive overview of the intern's performance to serve as a basis for grading and recommendations for future employment and 7) integrate the intern into the culture of the district and ensure that district policies and procedures are followed.

Finally, while the field facilitator is clearly recognized as the professional responsible for supervision, input from other school personnel (e.g. principals, teachers), as well as parents, should be solicited to ensure comprehensive feedback regarding the intern's progress.

EVALUATION OF INTERNSHIP SITE. Near the conclusion of the internship year, interns are expected to evaluate their internship experience, in collaboration with university coordinators and field facilitators. The evaluation should address all significant aspects of the internship experience, including the following:

- The experiences provided by the local educational agency;
- The quality of local supervision;
- Outcomes for the intern;
- The suitability of the setting for future internships; and
- The completeness of the intern's preparation for the internship.

This cooperative evaluation will provide the opportunity for modeling collaboration, and will ensure the maintenance and/or enhancement of quality internships as changes and modifications are identified and implemented.

EVALUATION BY PROGRAM GRADUATES AND ALUMNI. The university training program is responsible for the periodic, ongoing solicitation of feedback from its graduates. The intent is to develop the retrospective evaluative data regarding training programs, as well as the degree to which alumni have succeeded in addressing the needs of Ohio's learners.

UNIVERSITY RESPONSIBILITY FOR COORDINATING COMMUNICATION

Throughout the internship experience, the university is responsible for providing a formal mechanism to insure ongoing communication and collaboration between field supervisors and program faculty regarding the preparation of students for the internship, as well as the internship itself. Ongoing communication and collaboration are essential for coordinating and ensuring the comprehensiveness of the intern's training experience.

ANNUAL EVALUATION OF THE INTERNSHIP PROGRAM BY THE IUC

The Inter-University Council conducts an annual evaluation of the internship program that is reported to the Office for Exceptional Children of ODE. This evaluation consists of student outcome data (describing the impact of the intern's services to students), as well as

enumerative data regarding the number of students served by demographic categories and according to the three "tiers" of service (primary, secondary, and tertiary prevention). The third component of the annual Evaluation is a record of evaluation results across specific key competencies for each intern (see **Appendix J**). Each university is responsible for coordinating the collection of these data and submitting it to the IUC on an annual basis.

EVALUATION OF INTERNS

Interns enter the field experience with basic didactic knowledge and skills provided through university coursework, practical and prior personal experience. The intern field experience occurs along a continuum intended to enhance professional capabilities and expertise in delivering a full range of school psychological services.

To measure progress in professional growth, each intern receives an assessment of skills and abilities appropriate to the profession of school psychology as prescribed by accepted standards of practice. This assessment should (a) encompass the performance-based objectives specified in the standards for school psychologists and (b) be conducted continuously throughout the internship.

The evaluation process will address levels of growth consisting of: cognitive awareness; entry level exposure; interpretation of dynamics (analysis); functional application; and mastery.

SHARED RESPONSIBILITY FOR EVALUATION. The university coordinator and the field facilitator share responsibility for evaluating the intern's progress toward licensure. A suggested set of seven (7) measures has been developed to guide the evaluative process:

1. The instrument incorporated in the Internship Plan drives evaluation of the intern for licensure. This instrument assures that the intern will participate in a comprehensive experience for preparation as a quality school psychologist.

2. The university coordinator conducted at least three (four, if feasible) on-site reviews in order to assess the intern's progress across all competency areas. The suggested time frame for these reviews is as follows:
   a. *First meeting* – (August-September) as soon as the intern is assigned to a district, a meeting consisting of university coordinator, field facilitator, and intern is held in order to review growth levels or performance indicators, develop a plan and timeline as to when, where, and how competencies will be met;
   b. *Second meeting* (November-January) – university coordinator, field facilitator, and intern meet to review progress of intern across competency areas, and revise timeline if needed. Additionally, should the intern demonstrate any serious problems with attainment of competencies at this juncture, structured

planning for the timely attainment of competencies should occur among the university coordinator, field facilitator and intern.

c. *Third meeting* (March-April) – field facilitator, university coordinator, and the intern will meet to review ongoing progress of intern and revise timeline if needed; and

d. *Fourth meeting* (Final) – the field facilitator, university coordinator and the intern will meet to review and agree upon the extent to which competencies were attained across all areas.

This process is intended to ensure ongoing open communication and collaboration among the university coordinator, the field facilitator and the school psychology intern. The process also ensures that the competencies are being addressed and a quality experience is being provided for the intern. Based on university schedules and school calendars, meeting times may be altered. Individual needs may require adjustments to suggested timelines.

3. If a competency area cannot be fulfilled within an assigned district, it is the responsibility of the university coordinator to make other arrangements to ensure that the intern will have experience in the needed competency area(s). Such arrangements are necessary to ensure that the intern is provided the comprehensive experience that is needed for preparation as a quality school psychologist.

4. Each Internship Plan contains an agreement that the university supervisor, the field facilitator, and the intern agree to participate in the experiences that are outlined in the profile. Alterations or substitutions are not encouraged.

5. Recognizing the internship experience as a cooperative, collaborative endeavor where all parties must agree that the competencies have been fulfilled, each Internship Plan contains an *agreement clause* in which the field facilitator, university coordinator, and the intern agree that competency areas have been assessed and fulfilled, and that the intern is eligible for licensure. If a competency area has not been addressed, then it is the responsibility of the university coordinator and the field facilitator to place in writing the reasons for the area not being fulfilled. The university coordinator and the field facilitator must decide whether the intern has the foundational skills necessary to fulfill duties as a school psychologist licensed by the Ohio Department of Education.

6. Determination of grade assignments or internship credit, which fulfills university requirements for course of study and licensure, are based upon input from the field facilitator. However, the final responsibility for such determination rests with the university.

7. Recognizing that the university is required to implement the process for licensure, the university coordinator maintains responsibility for completing all necessary paperwork for licensure of the intern as a school psychologist upon completion of the internship.

RESOLVING CONFLICTS

Absolute adherence to the above guidelines does not guarantee total avoidance of problematic situations. Despite prescribed procedures, problems may arise when (a) the intern is not fulfilling requirements and is "at-risk" for removal; (b) a field facilitator and/or the school district is not providing experiences that will lead to the intern's acquisition of essential competencies; or (c) the field facilitator and intern have a conflict that jeopardizes the intern's ability to have a quality intern experience. In the event that any one or more of the above situations arise, the university coordinator is responsible for initiating and leading interventions that are modeled after best practices in collaborative problem solving. In doing so, personnel policies of the school district as well as university policies and procedures must be followed. The university coordinator is ultimately responsible for ensuring adherence to procedural safeguards and due process.

APPLICATION FOR A PROVISIONAL LICENSE IN SCHOOL PSYCHOLOGY

The supervising university submits the following materials to the Division of Professional Development and Licensure upon the intern's successful completion of the supervised internship experience:

- *A completed, online application and payment through the student's SAFE account;*
- *A recommendation by the dean or head of teacher education or a designee at an institution approved to prepare school psychologist s;*

The University of Findlay School Psychology Program
Internship Competency Assessment (ICA)

Intern Name:

University Supervisor:

Field Supervisor:

School Year:

Internship Activity (IA)	Method of Documentation (MOD)	Competency Judgment (CJ)
1. Independent Study	1. District Document	1. Field Supervisor
2. Observation	2. Narrative Log	2. University Supervisor
3. Task Involvement	3. Time Log	3. Other
4. Conference	4. Audio/Visual Tape	
5. Team Meeting	5. Direct Feedback Form	
6. Assigned Reading	6. Other	
7. Assessment		
8. Interview		
9. Other		
(Note: All MOD documentation/evidence must be included in corresponding standard folders)		

Major Skill Acquisitions University of Findlay School Psychology Program

2.1   Data-Based Decision Making and Accountability

2.2   Consultation and Collaboration

2.3   Interventions and Instructional Support to Develop Academic Skills

2.4   Interventions and Mental Health Services to Develop Social and Life Skills

2.5   School-Wide Practices to Promote Learning

2.6   Preventive and Responsive Services

2.7   Family–School Collaboration Services

2.8   Diversity in Development and Learning

2.9   Research and Program Evaluation

2.10   Legal, Ethical, and Professional Practice

Intern Disposition

Counseling Activities

Interventions & Educational Innovation Project

Psychoeducational Assessments

Intern Competency Skill Acquisition Rating Scale

Number	Classification	Description
4	Mastery	Intern is able to function independently and supervision is no longer necessary.
3	Progressing Towards Mastery	Intern is progressing towards independent functioning; task attainment requires continued supervision
2	Developing	Intern needs refinement of task; Intern requires intense supervision, guidance and monitoring
1	Unsatisfactory	Intern displays significant skill deficiencies on task; plan to enhance competency is needed

Target: 4 – Mastery
Acceptable: 3 – Progressing Towards Mastery

2.1 Data-Based Decision Making and Accountability

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.										
Intern demonstrates skills to use psychological and										

educational assessment, data collection strategies, and technology resources.									
Intern applies results to design, implement, and evaluate responses to services and programs.									

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.2 Consultation & Collaboration

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has the knowledge of varied methods of consultation, collaboration, and communication applicable to individuals families, groups, and systems										
Intern uses this knowledge to promote effective implementation of services.										
Intern demonstrates skills to consult, collaborate, and communicate with others										

during design, implementation, and evaluation of services and programs.									

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.3   Interventions and Instructional Support to Develop Academic Skills

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has knowledge of biological, cultural, and social influences on academic skills										
Intern has knowledge of human learning, cognitive, and developmental processes										
Intern has knowledge of evidence- based curriculum and instructional strategies.										
Intern demonstrates skills to use assessment and										

data-collection methods and to implement and evaluate services that support cognitive and academic skills. (For standard 2.3, also see both interventions and psychoeducational assessments charts below)										

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has knowledge of bio-logical, cultural, developmental, and social influences on behavior and mental health										
Intern has knowledge of behavioral and emotional impacts on learning and life skills										
Intern has knowledge on evidence-based strategies to promote social–emotional functioning and										

mental health. (For standard 2.4, also see interventions, psychoeducational assessments, and counseling charts below)										

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.5   School-Wide Practices to Promote Learning

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health										
Intern										

demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.										

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.6 Preventive and Responsive Services

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi- tiered prevention, and evidence-based strategies for effective crisis										

response.										
Intern demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.										

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.7   Family–School Collaboration Services

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration										

between families and schools.									
Intern demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partner-ship/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for									

children.										

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.8   Diversity in Development and Learning

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has knowledge of individual differences, abilities, disabilities, and other diverse characteristics										
Intern has knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and										

role differences									
Intern uses evidence-based strategies to enhance services and address potential influences related to diversity									

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.9   Research and Program Evaluation

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern applies knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods										
Intern demonstrates skills to evaluate and apply research as a foundation for service delivery										

Intern uses various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.									

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

2.10   Legal Ethical and Professional Practice

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern has knowledge of the history and foundations of school psychology										
Intern has knowledge of multiple service models and methods; and ethical, legal, and professional standards of practice										
Intern applies ethical, legal, and professional standards of school										

psychology practice										

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

Intern Disposition

Competency	Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Intern identifies personal strengths/weaknesses										
Demonstrates appropriate affective responses to interpersonal experiences										
Takes responsibility for decisions										
Balances work and non-work needs										
Demonstrates empathetic responses in a variety of professional/inter-personal relationships										
Self-monitors verbal and non-verbal communication										
Demonstrates skills in mediating and resolving conflicts										
Maintains professional appearance and										

communication										
Demonstrates ability to collaborate effectively with staff										
Demonstrates ability to collaborate effectively with students/families										
Demonstrates ability to collaborate effectively with community resource persons										

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

Counseling Activities

Competency	# of Sessions/Time Frame	Sept.	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level	Notes/Comments
Individual (non-disabled)										
Individual (disabled)										
Group (non-disabled)										
Group (disabled)										

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

Interventions & **Educational Innovation Project**

Competency	#of Sessions /Time Frame	Sept	Dec.	Mar.	June	IA	MOD	CJ Initials	Competency Level (Scoring a3 or4 requires intervention completion and final data attainment)	Notes/Comments
Academic Evidence-based Intervention at Tier 1										
Behavioral Evidence-based Intervention at Tier 1										
Academic Evidence-based Intervention at Tier 2										
Behavioral Evidence-based Intervention at Tier 2										
Academic Evidence-based Intervention at Tier										

3									
Behavioral Evidence-based Intervention at Tier 3									
Educational Innovation Project is developed, initiated, and completed									

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

Psychoeducational Assessments

Assessment Type Conducted	Pre-K	Elementary	Junior HiJ?h	High Sebool	Other (Optional)	Time Frame	Sept.	Dec	Mar.	June	1A	MOD	CJ Initials	Competency Level
Record Review														
Curriculum-Based														
Criterion-Referenced														
Norm-References														
Structured Interview														
Structured Observation														
IQ														
Academic Achievement														
Ability to select appropriate assessment method	N/A	N/A	N/A	N/A	N/A									
Evaluation experiences span	ı **Completion Date**		ı **lA**			**IMOD**				ı	**CJ Initials**			**Competency** ı **Level**

across disability categories:				
SLD				
ID				
MD				
OHI				
ED				
Autism				
OI				
VI				
HI				
Deafness				
D-B				
SLI				
TBI				

4 = Mastery   3 = Progressing Towards Mastery   2 = Developing   1 = Unsatisfactory

All MOD documentation/evidence for each sub-competency must be included in a corresponding standard folder

The school psychologist intern, the field school psychologist supervisor, and the University of Findlay supervisor agree to engage in this teaching-learning experience.

_____
Intern   Date

_____
University Supervisor   Date

_____
Field Supervisor   Date

The school psychologist intern, the field school psychologist supervisor, and the University of Findlay supervisor agree that competency has been met in all areas.

_____
Intern   Date

_____
University Supervisor   Date

_____
Field Supervisor   Date

Rubrics for Key Assessments

☐ Export to Word

	Unacceptable	Acceptable	Target	Score/Level
Title Page	Missing two or more of the following: Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	Evidence of 4 of the following: Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	
Introduction	The introduction is missing or does not adequately preview the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction is engaging, states the main topic and previews the structure of the paper.	
Body	Each paragraph lacks supporting detail sentences.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	
Organization-Structural Development of the Idea	Organization of ideas not fully developed. Does not adhere to APA style writing.	Paragraph development present but not well-developed of structured. Uses APA style throughout.	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. Uses APA style throughout.	
Conclusion	The conclusion does not adequately restate the thesis.	The conclusion restates the thesis.	The conclusion is engaging and restates the thesis.	
Mechanics	Many errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	No errors in punctuation, capitalization and spelling.	
Usage	Many errors in sentence structure and word usage.	Almost no errors in sentence structure and word usage.	No errors sentence structure and word usage.	
Citation/References	Fewer than 5 cited works.	At least 5 cited works are done in the correct format. (peer-reviewed journals and books are acceptable) .	More than 5 cited works, both text and visual, are done in the correct format with no errors, both in-text and in references (peer-reviewed journals and books are acceptable).	

EDPY602

Export to Word

	Unacceptable	Acceptable	Target	Score/Level
Title Page	Evidence of 3 or less.	Evidence of four.	Title Your Name, University Name, Course Name, Date, Neatly finished-no errors.	
Introduction	The introduction is missing or does not adequately preview the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction is engaging, states the main topic and previews the structure of the paper.	
Review of Literature	Less than 5 peer-reviewed journal articles/books are cited properly.	5 peer-reviewed journal articles/books are cited properly.	More than 5 peer-reviewed journal articles/books are cited properly.	
Organization-Structural Development of the Idea	Organization of ideas not fully developed. Inconsistent/lack of APA throughout.	Paragraph development present but not well-developed or structured. APA style throughout.	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. APA style throughout.	
School Psychology Implications	The relationship between the paper topic and school psychology is not discussed.	The relationship between the paper topic and the field of school psychology is discussed. Implications for practice are outlined.	The relationship between the paper topic and the field of school psychology is discussed. Implications for practice are outlined thoroughly, and new conclusions are drawn.	
Treatment/Intervention Plan	An educationally-based treatment/intervention plan is not recommended/present in the paper and is not thoroughly described.	An educationally-based intervention plan that may be implemented for students with the disorder is outlined in the paper and thoroughly describes each step.	An educationally-based intervention plan that may be implemented for students with the disorder is outlined in the paper and thoroughly describes each step. How this plan may be facilitated by a school psychologist is discussed.	
Conclusion	The conclusion does not adequately restate the topic.	The conclusion restates the topic.	The conclusion is engaging and restates the topic.	
Mechanics/Usage	Many errors in punctuation, capitalization and spelling. Many errors in sentence structure and word usage.	Almost no errors in punctuation, capitalization and spelling. Almost no errors in sentence structure and word usage.	No errors in punctuation, capitalization and spelling. No errors sentence structure and word usage.	
Citation/References	Fewer than 5 cited works. APA style not used.	At least 5 cited works are done in the correct format. (peer-reviewed journals and books are acceptable). APA style.	More than 5 cited works are done in the correct format with no errors, both in-text and in references (peer-reviewed journals and books are acceptable). APA style.	
PowerPoint Presentation	Contains less than 15 slides and does not contain a reference list. Information is not consistent with the paper.	Contains 15-20 slides, coherently outlining the paper. Adequate information on each slide without overcrowding.	Contains 15-20 slides, coherently outlining the paper. Adequate information on each slide without overcrowding. References listed at the end of the presentation.	

EDPY606

Export to Word

	Unacceptable	Acceptable	Target	Score/Level
Title Page	Evidence of 3 or less.	Evidence of four.	Assessment Name Your Name, University Name, Course Name, Date, Neatly finished-no errors.	
Introductory Slides	The introduction is missing or does not adequately preview the structure of the presentation.	The introduction states the main topic and previews the structure of the presentation.	The introduction is engaging, states the main topic and previews the structure of the presentation.	
Review of Literature	Less than 5 peer-reviewed journal articles/books are cited properly.	5 peer-reviewed journal articles/books are cited properly.	More than 5 peer-reviewed journal articles/books are cited properly.	
Assessment Overview	Assessment not fully overviewed. Inconsistent/lack of APA throughout.	Assessment overview development present but not well-developed or structured. APA style throughout.	Writer demonstrates thorough and logical sequencing and description of the assessment. APA style throughout.	
School Psychology Implications	The relationship between the assessment tool and school psychology is not discussed.	The relationship between the assessment tool and the field of school psychology is discussed. Implications for practice are outlined.	The relationship between assessment tool and the field of school psychology is discussed. Implications for practice are outlined thoroughly, and new conclusions are drawn.	
Conclusion	The conclusion does not adequately restate the topic.	The conclusion restates the topic.	The conclusion is engaging and restates the topic.	
Mechanics/Usage	Many errors in punctuation, capitalization and spelling. Many errors in sentence structure and word usage.	Almost no errors in punctuation, capitalization and spelling. Almost no errors in sentence structure and word usage.	No errors in punctuation, capitalization and spelling. No errors sentence structure and word usage.	
Citation/References	Fewer than 5 cited works. APA style not used.	At least 5 cited works are done in the correct format. (peer-reviewed journals and books are acceptable). APA style.	More than 5 cited works are done in the correct format with no errors, both in-text and in references (peer-reviewed journals and books are acceptable). APA style.	
Slide Presentation	Contains less than 20 slides and does not contain a reference list.	Contains 20-25 slides, coherently outlining the topic. Adequate information on each slide without overcrowding.	Contains 20-25 slides, coherently outlining the topic. Adequate information on each slide without overcrowding. References listed at the end of the presentation.	

EDPY611

Export to Word

	Unacceptable	Acceptable	Target	Score/Level
Title Page	Missing two or more of the following: Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	Evidence of 4 of the following: Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	
Introduction	The introduction is missing or does not adequately preview the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction is engaging, states the main topic and previews the structure of the paper.	
Body	Each paragraph lacks supporting detail sentences and reflections.	Each paragraph has sufficient supporting detail sentences that develop the main idea and reflections.	Each paragraph has thoughtful supporting detail sentences that develop the main idea and reflections.	
Organization-Structural Development of the Idea	Organization of ideas not fully developed. Does not adhere to APA style writing.	Paragraph development present but not well-developed of structured. Uses APA style throughout.	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. Uses APA style throughout.	
Conclusion	The conclusion does not adequately restate the thesis.	The conclusion restates the thesis.	The conclusion is engaging and restates the thesis.	
Mechanics	Many errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	No errors in punctuation, capitalization and spelling.	
Usage	Many errors in sentence structure and word usage.	Almost no errors in sentence structure and word usage.	No errors sentence structure and word usage.	

EDPY616

Export to Word

	Unacceptable	Acceptable	Target	Score/Level
Title Page	Missing two or more of the following: Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	Evidence of 4 of the following: Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	Title Your Name, University Name, Course Name, Date, Neatly finished-no errors The introduction is engaging, states the	
Introduction	The introduction is missing or does not adequately preview the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction is engaging, states the main topic and previews the structure of the paper.	
Body	Each paragraph lacks supporting detail sentences.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	
Organization-Structural Development of the Idea	Organization of ideas not fully developed. Does not adhere to APA style writing.	Paragraph development present but not well-developed of structured. Uses APA style throughout.	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. Uses APA style throughout.	
Conclusion	The conclusion does not adequately restate the thesis.	The conclusion restates the thesis.	The conclusion is engaging and restates the thesis.	
Mechanics	Many errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	No errors in punctuation, capitalization and spelling.	
Usage	Many errors in sentence structure and word usage.	Almost no errors in sentence structure and word usage.	No errors sentence structure and word usage.	
Citation/References	Fewer than 10 cited works.	At least 10 cited works are done in the correct format. (peer-reviewed journals and books are acceptable) .	More than 10 cited works, both text and visual, are done in the correct format with no errors, both in-text and in references (peer-reviewed journals and books are acceptable).	

EDPY618

Export to Word

	Unacceptable	Acceptable	Target	Score/Level
Title Page	Missing two or more of the following: Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	Evidence of 4 of the following: Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	Title Your Name, University Name, Course Name, Date, Neatly finished-no errors	
FBA Format	Ohio OP-01 Functional Behavior Assessment form was not used to complete FBA.	Ohio OP-01 Functional Behavior Assessment form was used to complete FBA.	Ohio OP-01 Functional Behavior Assessment form was used to complete FBA.	
FBA Body	Every section of the body of the FBA was not thoroughly completed or contained inappropriate or inaccurate information.	Every section of the body of the FBA was completed with generally appropriate and inaccurate information.	Every section of the body of the FBA was thoroughly completed with appropriate and inaccurate information.	
BIP Format	Ohio OP-02 Behavior Intervention Plan form was not used to complete FBA.	Ohio OP-02 Behavior Intervention Plan form was used to complete FBA.	Ohio OP-02 Behavior Intervention Plan form was used to complete FBA.	
BIP Body	Every section of the body of the BIP was not thoroughly completed or contained inappropriate or inaccurate information.	Every section of the body of the BIP was completed with generally appropriate and inaccurate information.	Every section of the body of the BIP was thoroughly completed with appropriate and inaccurate information.	
Mechanics	Many errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	No errors in punctuation, capitalization and spelling.	
Usage	Many errors in sentence structure and word usage.	Almost no errors in sentence structure and word usage.	No errors sentence structure and word usage.	