

**The University of Findlay
College of Education
Doctor of Education in School Psychology Student
Handbook**



March 2025

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 Doctor of Education in School Psychology Program.

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

SECTION I: DOCTOR 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 Support	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 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 763	Single-Case Research Design and Analysis	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 Doctor 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 the four-year plan and therefore courses may not always be available for students at the desired time if there is a deviation from this plan. A student should plan his/her academic program carefully and consult his/her advisor (the EdD in School Psychology Program Chair) to ensure that he/she is completing the program in a timely fashion.

Degree Sequence

Before Year 1

Summer

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

Year 2

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
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Spring

EDPY622	Internship II in School Psychology	6
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Summer

EDPY624	Internship III in School Psychology	4
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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).

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SECTION II: PROGRAM POLICIES AND EXPECTATIONS

Admission Requirements

Admission to the Doctor of Education in School Psychology 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 resume.
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 a University of Findlay approved English speaking university, must meet the previously listed admission conditions, plus the following for full admission:

1. Must have a verified International English Language Testing System (IELTS) of 8 composite score with all bands at 7.5 or above, or an equivalent score as indicated on the University of Findlay's **English Exam Admission Standards**. Full admission is dependent on satisfying all admission requirements.
2. Provide an affidavit of financial support (original), if not an American citizen or permanent resident.

Additionally, if the applicant supplies a non-U.S. school transcripts the University's Office of International Admissions and Services may require additional specific documentation.

Contact the Office of International Admissions at 800-472-9502 ext. 4558 or <https://www.findlay.edu/admissions/international/>.

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) as long as the credit is equivalent to doctorate-level education courses offered in the program 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.

Degree Time Limits and GPA Requirement

Degree 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.

Graduate students are expected to complete their program of study within seven (7) years from the time at which they commence their study. That is, no course more than seven years old from the semester in which a student plans to graduate may be used for meeting the requirements of the degree.

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 pursuing a Doctor of Education in School Psychology degree are eligible for an exemption to the degree time limit policy if they hold a current school psychologist license during their enrollment at The University of Findlay, and students may receive transfer credit for **EDPY 610**, **EDPY 614**, **EDPY 620**, **EDPY 622**, and **EDPY 624**.

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 and possible approval. The student should solicit the written support of his/her academic adviser when making exception requests.

GPA Requirement

Students in the Doctor 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

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.

Students, who are licensed school psychologists and have completed practicum and internship courses, pursuing a Doctor of Education in School Psychology degree at The University of Findlay have the comprehensive examination requirement waived as both of those components are necessary for graduation from a school psychology program and licensure.

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

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.
RAT ING	EFFECTIVE	NEEDS DEVELOPMENT

Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	<p>A single graph is depicted for the target behavior and includes the following elements:</p> <p>Baseline data</p> <p style="text-align: center;">AND</p> <p>Goal/Target indicator or aimline AND</p> <p style="padding-left: 40px;">Treatment/progress monitoring data with a trend line.</p>	<p>A single target behavior is presented on multiple graphs</p> <p style="text-align: center;">AND/OR</p> <p>Relevant graphs are not included.</p> <p style="text-align: center;">AND/OR</p> <p>The following components are not included in the graph:</p> <p>Baseline data</p> <p>Goal/Target indicator or aim line</p> <p>Treatment/progress monitoring data with a trend line.</p>
5.2	<p>Adequate intervention data are collected to meaningfully interpret the results of the intervention.:</p> <p>At least 7 data points collected over</p> <p style="text-align: center;">AND</p> <p>A minimum of 6 weeks)</p>	<p>Insufficient intervention data are collected to meaningfully interpret the results of the intervention.</p> <p>Less than 7 data points</p> <p style="text-align: center;">AND/OR</p> <p>Less than 6 weeks</p>
5.3	<p>Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used</p> <p style="text-align: center;">AND</p> <p>The intervention was effective.</p>	<p>Visual or statistical analyses were not used</p> <p style="text-align: center;">OR</p> <p>The intervention was ineffective.</p>
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.

Praxis Exam – 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 then 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

Grades can be viewed by student via Workday. Transcripts are available from Registrar's Office (<https://www.findlay.edu/offices/academic/registrar/transcripts> 419-434-4556). There is no charge for "unofficial" transcripts, which can be accessed from Workday. Federal regulations protecting students' privacy require transcript requests to be made in writing and contain the student's signature.

Academic Good Standing Policy

The Doctor of Education Program abides by the general [Graduate Minimum Progress](#) policy.

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".

At the graduate level, a maximum of three "X" grades or nine semester hours will be permitted. If a student should carry four or more "X" grades, the student will NOT be permitted to register for additional courses until the "X" grades are reduced to a maximum of three "X" grades or nine semester hours.

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 Registrar's website.

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 by meeting with the Associate Vice President of Academic Affairs.

Step Three: If the student's request is not resolved with the Associate Vice President of Academic Affairs, the student and the Associate Vice President of Academic Affairs will provide a brief summary of his/her discussion(s) regarding the student's request for a change of grade. The Associate Vice President of Academic Affairs 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 Executive Vice President of Academic Affairs.

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 Executive Vice President of Academic Affairs.

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 Doctor 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 Doctor 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 Watermark to track assessments. Key assessments in the Doctor of Education in School Psychology program will be assessed through Watermark. It is the responsibility of the Dean of the College of Education in collaboration with the Chair of Doctor 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 Doctor 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 Doctor of Education in School Psychology Program with the assistance of the Chair of the Doctor 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.

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 Doctor 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 Doctor 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 Doctor 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 Doctor 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 Doctor of Education in School Psychology Program Chair serves as the advisor to all students in the Doctor of Education Program. Students will email the Chair (kyle.wagner@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 Doctor 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)

No students may collect data or communicate with potential research participants without written approval from the University of Findlay's Institution Review Board. Any data collected without an approved IRB cannot be used in the dissertation study. Student will create IRB proposals for dissertation study in *EDUC 770: Research III: Research Design and Proposal Development* and should work with the Dissertation Chair to get feedback on IRB proposal drafts. IRB proposals need to include all appendices, such as email communication, scripts, interview protocols, survey(s), and such. **Only after the successful completion of the Dissertation Proposal Defense** may students submit the completed IRB proposal to the Dissertation Chair and the Doctor of Education Program Chair for approval and signature. The student should submit the signed IRB forms to the University of Findlay's Institutional Review Board at irb@findlay.edu being sure to copy the Dissertation Chair, who serves as the primary investigator (P.I.) and the Administrative Coordinator. All email communications related to the research in the approved IRB must be conducted through a University of Findlay email address.

Dissertation

Writing a dissertation is an iterative process and no dissertation is complete until it is successfully defended and approved and submitted to the university in the EDUC 791 course. Students must compose their dissertation using one of the approved University of Findlay Doctor of Education program Dissertation Templates. All sections of the template must be included unless approval to deviate from the template is authorized by the Dissertation Chair or the research methodologist. Work in the core and research courses are considered **foundations of the various chapters, not finished products**. Students should submit dissertation drafts to their Dissertation Chair and Committee at least once per semester and continually modify their dissertation based on the feedback they receive. During the EDUC 750/751, EDUC 770/771 & EDUC 780/781 courses there are strict deadlines that students must adhere to in order to progress in the Program according to the schedule on the degree plan (see course syllabi for these deadlines).

In addition, once approved by the Chair, it is the responsibility of the student to schedule the defense of their dissertation with the Dissertation Committee prior to the deadline of May 1. Students who earn a *Pass with Modifications* on their Dissertation defense must make the required modifications within two weeks of the defense unless otherwise directed by the Chair. Once the modifications are made to the satisfaction of the committee, the grade will be converted to *Pass*. Students who do not earn *Pass* by May 15 will be ineligible to take EDUC 790/791.

Students will upload their successfully defended, digitally accessible dissertations to ProQuest/OhioLINK in the EDUC 791 course. OhioLINK requires that all dissertations submitted meet the [OhioLINK minimum requirements for digitally accessible PDF files](#). Students should utilize

the resources provided in EDUC 791 and the [Electronic Theses and Dissertations Center Submission Manual](#) to prepare a digitally accessible PDF file of the dissertation.

Dissertation Committee

The student will choose their Dissertation Chair based on faculty member content expertise and research productivity relevant to the student's dissertation topic. The Chair must be a faculty member at the University of Findlay. The formation of the Dissertation Committee is a cooperative effort between the student and the Dissertation Chair. The Committee must be composed of at least two additional individuals with terminal degrees and at least one Committee member must be a faculty member in the University of Findlay College of Education. Outside experts who possess knowledge or skills relevant to the dissertation topic and who possess the appropriate qualifications may also serve as Dissertation Committee members with the approval of the Dissertation Chair. Some studies may require the participation of individuals who do not possess a terminal degree but have expertise derived from experience. Such individuals may take an active role in consulting with the student and Dissertation Committee; however, they cannot be a member of the actual committee.

The student is responsible for keeping all members of their committee informed of their progress, changes to the research plan, modifications to the dissertation, defense dates, and all other relevant information. The student should share the Ed.D. Portfolio with the Dissertation Chair and committee members as well as copy the Chair and committee members on all emails relating to the dissertation and the dissertation process.

Online Ed.D. Portfolio

Students are required to maintain an online Ed.D. Portfolio on SharePoint. Once students receive an email indicating that their SharePoint folder (which contains the portfolio) has been shared, the student will use the [Directions for SharePoint](#) document to complete the steps necessary for granting access and sharing the content with their Dissertation Chair and Dissertation Committee Members. Students are responsible for uploading drafts of chapters, sharing folders or files with Dissertation Chair and/or Dissertation Committee members (see syllabi associated with EDUC 700, EDUC 751, EDUC 771, and EDUC 781), making revisions, and completing forms and checklists.

Ethical Behavior Expectations

Beyond adhering to the UF Honor Code, students are expected to engage in professional conduct as outlined by the [Ohio Department of Education's Licensure Code for Professional Conduct for Ohio Educators](#). The Department of Education's fundamental beliefs are defined in the following nine principles: 1. Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession. 2. Educators maintain a professional relationship with all students at all times, both in and out of the classroom. 3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law. 4. Educators adhere to federal, state and local laws and statutes regarding criminal activity. 5. Educators comply with state and federal laws related to maintaining confidential information. 6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs. 7. Educators ensure school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain. 8. Educators fulfill all the terms and obligations in their employment contracts. 9. Educators use technology in a responsible manner and safeguard the electronic devices and data entrusted to them.

Publication of Dissertation

Students will be required to prepare their dissertation for publication and presentation during *EDUC 790: Dissemination of Research*. In accordance with course requirements, students will submit their dissertation research manuscript to a peer-reviewed journal for publication. All students are encouraged to present their research at a professional conference.

Students may elect to have their dissertation printed and bound by an outside company. However, the university does not provide or pay for binding, nor does it recommend specific companies. Students are responsible for any arrangements made with an outside vendor.

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 Doctor 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.

Year One Students

The purpose of the Year One Presentation Roundtables is to provide students in the first year of the Doctor of Education Program with the opportunity to share and receive faculty and peer feedback on their potential dissertation topic, research questions, and methods. A roundtable session provides an opportunity for maximum interaction between presenters and participants. Each roundtable will have a designated moderator to facilitate interaction and participation. Each student will have a period of time to briefly summarize their potential dissertation topic, research questions, and methods followed by a discussion between the student and the participants. The participants will include faculty, second year students, and third year students.

Year Two Students

Year two students may defend their Dissertation Proposal Defense prior to Summer Institute or arrange to defend sometime during Summer Institute or prior to the August 1 deadline. Students are also expected to attend Year One Roundtables and Year Three Presentations to ask questions, provide feedback, and engage with faculty and peers. More details on the Dissertation Proposal Defense may be found in the Moving Forward section.

Year Three/Four Students

Year three students will share an academic presentation based on their dissertation research. This presentation satisfies a course requirement of *EDUC 790: Dissemination of Research*. The instructor of the course will provide year three students with more information on the assignment and the criteria for assessment.

School Psychology Practicum Experience

Students are required to complete 250 hours of practicum experience. Students begin the practicum placement process by completing a Practicum Placement Request Form, where they specify their preferred school districts for placement. Once the forms are submitted, the Practicum Supervisor takes responsibility for coordinating the placements. This involves reaching out to the requested school districts to secure available and appropriate practicum opportunities for each student. The supervisor works to match students with placements that align with their training needs while also considering district availability and site supervisor capacity. Once a placement is confirmed, students receive details about their assigned site, supervisor, and any additional requirements specific to the district.

During practicum, students engage in a variety of professional activities under the supervision of a school psychologist. The primary assignments include:

- **Two Intervention Case Studies** – One focused on **academic intervention** and the other on **behavioral intervention**, where students assess, design, implement, and monitor evidence-based strategies to support student learning and behavior.
- **Evaluation Team Report (ETR)** – Students actively participate in the comprehensive evaluation process by conducting assessments, interpreting data, collaborating with multidisciplinary teams, and contributing to the development of an ETR used to determine student eligibility for special education services.

In addition to these core assignments, practicum students gain experience in:

- **Conducting psychoeducational assessments** to evaluate students' cognitive, academic, social-emotional, and behavioral functioning.
- **Consulting with teachers, parents, and school staff** to support student success and implement interventions.
- **Participating in ETR and multi-tiered system of support (MTSS) meetings** to engage in collaborative decision-making.
- **Observing and analyzing classroom environments** to assess student needs and intervention effectiveness.
- **Practicing data-based decision-making** by collecting and interpreting progress-monitoring data to adjust interventions.

These experiences help students develop key competencies in assessment, intervention, consultation, and collaboration, ensuring they are well-prepared for internship and future professional practice in school psychology.

School Psychology Internship Experience

Students are required to complete a 1500 hour internship. Standards for the internship are outlined in the Ohio Internship in School Psychology Manual (attached at the end of this handbook).

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. **Please note: participation in the Graduation Ceremony does not guarantee the completion of the Program and/or degree. In order to officially graduate and earn the Ed.D. degree students must complete all degree requirements.** Once all degree requirements have been fulfilled, the Registrar's Office will issue the degree. Students may not take the title of "Doctor" until the University has issued them the Ed.D. degree.

Diplomas are mailed to graduates immediately after the Registrar's Office determines that all requirements are complete, typically in August. 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 Doctor 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 Doctor of Education Program should be able to acquire sufficient resources to support their study in the program and their dissertation research.

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.

Technology Support Services

The University of Findlay began using Microsoft Office 365 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 Watermark 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](#).

Tuition Costs and Other Fees

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

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 face⁴, 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 psychology⁸ 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 preparation⁹ 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 PROGRAM IN School Psychology Guidelines and Operating Manual

Ohio Department of Education Office for Exceptional Children in Collaboration with
Inter-University Council for School Psychology since 1958

2023

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Section I: Introduction

School Psychology Internship: A Culminating Professional Preparation Experience

The school psychology internship is the culminating professional preparation experience for graduate students pursuing licensure as a School Psychologist. Internships in school psychology are designed to provide an opportunity for interns to integrate, apply, and expand their knowledge and skills under the direction of a credentialed and highly qualified supervisor throughout the entirety of a school year. This intensive and comprehensive year of supervised professional experience also affords the opportunity for field and university supervisors to evaluate the 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. 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* (2020). Specifically, knowledge and skills are developed across ten domains of training and practice. These domains include:

1. Data-Based Decision Making

- School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports (MTSS).
- 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 consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

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.

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.

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.

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.

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 multi-tiered 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, psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

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.

8. Equitable Practices for Diverse Student Populations

- School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects 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 to 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.

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.

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.

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* and *the Proposed 2020 Graduate Preparation Standards* (NASP, 2020).

The Ohio Internship Program in School Psychology

The Ohio Internship Program is a collaborative graduate preparation effort among all Ohio school psychology programs, the Ohio Department of Education, and the Ohio School Psychologists Association (OSPA). School psychology internships are governed through the guidelines detailed in this *Manual*, which are consistent with the NASP (2020) *Standards for Graduate Preparation of School Psychologists* and the prevailing best practice standards of the school psychology profession.

Ohio has a long history of supporting the development of school psychologists, through a partnership with the Ohio Department of Education's Office for Exceptional Children. Since the late 1970s, Ohio has provided state funding for internships through the Ohio Department of Education, Office for Exceptional Children to school districts/Educational Service Centers that are approved by

the state on criteria adopted by the Inter-University Council for School Psychology (IUC), a group comprised of faculty from the state's NASP-approved school psychology programs. (See below.)

The primary objective of the Ohio Internship Program in School Psychology is to ensure interns complete their graduate preparation with a nine-month (1200-hour/Ed.S., 1500-hour/Ph.D.) school-based internship resulting in measurable gains for the school psychology interns and the students they serve. School districts and Educational Service Centers in Ohio serve as state-approved internship sites, according to the approval process described in this *Manual*. Field-based internship supervisors are selected to support interns in the Ohio Internship Program based on the criteria outlined in this *Manual*. Through ongoing collaboration and commitment to common goals, the Ohio Internship Program supports approximately 100 school psychology interns annually in their development of the professional competencies needed to meet the diverse needs of Ohio's learners.

Graduate students who are approved by their university faculty for an internship in the Ohio Internship Program must commit in writing their intention to provide at least one year of school psychological service in Ohio following the internship, as an acknowledgment of Ohio's investment in their professional preparation.

Inter-University Council for School Psychology (IUC) in Ohio

The IUC in Ohio is a collaborative network of faculty representing university school psychology graduate preparation programs in Ohio. The Ohio Department of Education's Office for Exceptional Children authorized the IUC to coordinate the Ohio Internship Program. The IUC is chiefly responsible for implementing the activities of the Ohio Internship Program detailed in this manual with regards to internship site approvals, reviewing application materials for temporary licensure of eligible interns, planning for the annual Ohio Intern Conference, and conducting the annual intern program evaluation.

The Ohio Internship Program in School Psychology provides graduate students from NASP-Approved university preparation programs with applied professional experiences in a state-approved school-based site on a full-time basis over the course of a school year.

Section II: Approval Procedures

This section outlines the expectations for the roles and responsibilities of university school psychology programs in Ohio in preparing graduate students for a successful internship experience. This section details the procedures for initial approval and re-approval of internship sites and the selection criteria for field-based supervisors.

University Graduate Preparation Programs

Program Accreditation Standards. Universities committed to preparing graduate students for an internship in the Ohio Internship Program must meet the standards established by the Council for the Accreditation of Educator Preparation (CAEP) and NASP. The university may be approved either by the Unit Accrediting Board of CAEP or by the State Board of Education, which will use CAEP standards in evaluating institutions. NASP became Recognized by the Council for Higher Education Accreditation (CHEA) as an accrediting organization in 2022. Starting with the Fall 2024 review cycle, NASP will no longer serve as a Specialty Professional Association (SPA) under the CAEP. After that date, Universities in Ohio must meet the accreditation standards established by NASP. In addition to state and national standards for graduate preparation, compliance with internship guidelines is considered in determining the number of internship slots allotted to each university. State and national training standards and the *Ohio Internship Program in School Psychology: Guidelines and Operating Manual* reflect a consensus of the profession about what is necessary for the preparation of future school psychologists.

Responsibilities of the University. Each university's graduate preparation program is responsible for maintaining a program of study approved by the Office of Educator License, 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 Internship Coordinator. Each university's graduate preparation program shall designate one faculty member to serve as the Internship Coordinator. The Internship Coordinator is responsible for the placement of students in approved internship sites, communicating with key partners in the school district or Educational Service Center associated with the internship, cultivating and approving new internship sites across the state, as needed, and contributing program data to the evaluation of the Ohio Internship Program. The Internship Coordinator represents their university's program on the IUC and works collaboratively with other members of IUC and the Ohio Department of Education, Office for Exceptional Children to ensure the integrity of the Ohio Internship Program in School Psychology.

Faculty-to-Intern Ratios. The Internship Coordinator is responsible for ensuring that the plan for supervision for each intern is implemented. The Internship Coordinator may assign university- based internship supervision responsibilities to other school psychology faculty members to ensure high-quality supervision. No faculty member shall directly supervise more than 12 interns at any one time.

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 designated for the Ohio Internship Program in School Psychology, the status of the school psychology workforce (i.e., shortage or surplus) statewide or regionally, and the total number of interns within and across universities each year on a biennium basis. IUC has historically adopted the following guidelines for the allocation of funded internship slots among NASP-approved school psychology programs in Ohio:

Based on the number of universities, the number of internship positions will be adjusted as needed. In the past, seven (7) internship positions were 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 have been 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 have been made by the IUC, in consultation with the Ohio Department of Education.

Readiness for Internship and Licensure: Graduate preparation programs in school psychology must deliver the approved program's integrated and sequential curriculum within the context of a comprehensive program framework to ensure graduate students attain foundational knowledge, skill, and professional dispositions. In the process of certifying graduate students as having the foundational competencies for internship, the Internship Coordinator will facilitate access to temporary state licensure for internship (and state licensure and national certification following the successful completion of the Ohio Internship Program). In addition, school psychology programs will encourage graduate students to join and become active participants in appropriate professional associations, most notably the NASP and OSPA. By so doing, school psychology 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.

Internship Site Approval Process

Internship Site Approval. Internship Coordinators at each university work collaboratively with regional educational leaders responsible for school psychological services to develop new internship sites, as needed. Interest in developing a new internship site can be initiated by the educational leaders in a school district or Educational Service Center or by the Internship Coordinator. Once a school district or Educational Service Center has been identified as a potential internship site, the Internship Coordinator will complete the **Internship Site Appraisal** (see Appendix A) as part of the site approval process. The site approval process ensures that each intern in the Ohio Internship Program has a placement in a district or Educational Service Center that features high-quality school psychological service delivery and highly competent and committed field-based supervisors according to the prevailing best practice standards of the school psychology profession. If the *Internship Site Appraisal* supports the designation of the school district or Educational Service Center as an approved internship site, the Internship Coordinator will make a formal request to the IUC for site approval by April 15 of the year preceding the school year in which the school district or Educational Service Center will serve as an internship site. The following documents must accompany the Internship Coordinator's request for internship site approval:

- Copy of the completed and signed *Internship Site Appraisal*;
- Written request from the **Superintendent** of the school district or Educational Service Center requesting **Initial Approval** as an internship site (see sample letter in Appendix B);
- Written request from the **University** Internship Coordinator attesting to the district's or Educational Service Center's satisfactory evaluation and recommendation for **Initial Approval** as an internship site (see sample letter in Appendix C).

Standards for Internship Site Approval. The Ohio Department of Education maintains administrative authority for final internship site approval and the assignment of funding consistent with state fiscal responsibilities. On its behalf, the IUC will review the school district/Educational Service Center's written request and the university's formal recommendation for evidence of the following:

- The school district/Educational Service Center has a comprehensive program of school psychological services that 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/Educational Service Center provides a comprehensive special education program and system of pupil personnel services to ensure that the intern will be knowledgeable about the full range of available services.
- The school district/Educational Service Center agrees to provide the intern and field-based supervisor release time to attend conferences associated with the internship as well as those necessary to promote continuous professional development and dissemination of research.
- The school district/Educational Service Center has a good working relationship with representative community agencies so that the intern will acquire an understanding of school-community collaboration.
- The school district/Educational Service Center has the capability of providing comprehensive training/supervision for the designated number of interns 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-based supervisor 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/Educational Service Center must demonstrate a commitment to (a) planning, delivering, and evaluating comprehensive interventions for students at risk, and (b) including interns in intervention and prevention-related activities as part of an MTSS framework as a significant proportion of their assigned activities. A district/Educational Service Center's commitment is evidenced by the promotion of intervention and prevention, demonstrated by, but not limited to, the following:

- Evidence-based practices for the provision of academic, social-emotional, or behavioral assessment linked to intervention within an MTSS framework for children at risk, prior to (and as part of) evaluation for suspected disabilities;
- Multidisciplinary problem-solving teams engaged in data-based decision-making regarding individual student and systems-level needs with an intervention and prevention focus;
- Data collection practices driven by a problem-solving process, including direct observation and assessment of academic, social-emotional, or behavioral skills; and
- For field-based supervisors, participation in professional development activities that promote and strengthen skills in direct assessment and intervention.

Internship Site Re-Approval. Internship site re-approval is not guaranteed. Re-approval is granted annually with the Internship Grant Request completed by the school district or Educational Service Center (see **Scope of Work** template in Appendix D). If an approved school district or Educational Service Center has not hosted an intern for three years, a new *Internship Site Appraisal* needs to be conducted to ensure the site will support a high-quality internship experience.

Distribution of Internship Funds. Funding from the Ohio Department of Education to support an Intern's salary and associated costs (i.e., State Teacher's Retirement System, Medicare, Workers' Compensation) will be provided to the approved school district or Educational Service Center (fiscal agent) on an annual basis. Funding from the Ohio Internship Program is available only to school districts or Educational Service Centers that have been designated as approved internship sites. School districts or Educational Service Centers offer an employment agreement to the intern for the duration of their internship (that is, one school year).

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

Formal Agreement with School District/Educational Service Center

Once the internship placement has been finalized, a formal agreement specifying expectations of supervision and released time for the intern should be signed by the university and district representatives (see **Sample Memorandum of Agreement** in Appendix E). The State funding awarded to school districts and Educational Service Centers must be dedicated to the intern's salary, the State Teacher's Retirement System, Medicare, and Worker's Compensation. The salary cannot be less than the minimum salary set by the state legislature. Funds must be budgeted for salary/benefits to meet these requirements above (minimum salary-master's level with zero years experience) and benefit percentages) or until all funds are budgeted for these purposes, whichever comes first. If the minimum salary and benefit percentages are fully budgeted and funds remain available, those funds may be used for professional development and travel for professional development.

The written agreement includes, at a minimum:

- Salary for the intern;
- Associated deductions (i.e., FICA, State Teacher's Retirement System, Medicare, Workers' Compensation, state and local taxes) ;
- Released time for intern and field-based supervisor to attend required state and/or university seminars and meetings, as well as state and regional intern conferences, the Ohio School Psychologists Association conferences, and other meetings and activities that support professional growth.;
- Time for the intern to acquire the required intern competencies;
- Assurance that the internship experience offered the intern by the school district/Educational Service Center has professional preparation as the primary focus and that field-based supervisors 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.

Signatures on this agreement indicate that all parties understand and commit to the conditions deemed essential for ensuring best practices for a school psychology internship. Amendments to the contract can be made in instances when the agreement violates existing collective bargaining contracts.

Field-Based Supervisor Role and Responsibilities

The ability of the field-based supervisor to provide quality supervision is the most important factor contributing to the success of the internship experience. Consequently, the selection of highly qualified supervisors is essential and should involve collaboration between the university's Internship Coordinator and educational leaders responsible for school psychological services in Ohio's school districts/Educational Service Centers. Internship site approval and re-approval is contingent upon the selection and commitment of field-based supervisors.

Field-Based Supervisor Selection Process. School psychology programs are responsible for identifying highly competent, appropriately credentialed school psychologists to serve as field-based supervisors. The guidelines for the selection process are as follows:

- The identification process should include provisions for periodic review and renewal of approval;
- The university is responsible to notify the school district/Educational Service Center and prospective field-based supervisors of the criteria and procedures for identification, and of the expectations for performance as a field-based supervisor;
- The renewal process is based on the same standards as those established for initial identification.

The selection process is necessary to ascertain whether the field-based supervisor will model and mentor the intern in the use of best practices as evidenced by exemplary professional service delivery. Establishing an approved field-based supervisor 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-based supervisor within the school district/Educational Service Center and the profession. The university is responsible for selecting as training sites only those districts/Educational Service Centers that place responsibility for supervision with a highly qualified field-based supervisor.

Field-Based Supervisor Qualifications. University faculty work collaboratively with school district/Educational Service Center leaders to identify field-based supervisors that meet the following criteria:

- Philosophy regarding provision of school psychological services as evidenced through their own delivery of service, which should reflect a commitment to the planning and delivery of evidence-based interventions;
- Ability to demonstrate best practice;
- Understands the professional preparation process;
- Ability to articulate and teach relevant concepts and skills related to performance-based service delivery;
- Ability to implement change within the school district/Educational Service Center;
- 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/Educational Service Centers;
- Competency in providing school psychology services to promote understanding and appreciation for diversity, equity, and inclusion;
- 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.

In the event a field-based supervisor transfers to another school district/Educational Service Center, the school psychologist maintains status as an identified field-based supervisor; however, the new district/Educational Service Center also must be an approved internship site for that school psychologist to be a field-based supervisor. Once selected to be a field-based supervisor, the school psychologist 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.

Section III: Admission Procedures

This section describes the admission procedures for school psychology graduate students seeking an internship in the Ohio Internship Program. Although first priority rests with graduate students from fully accredited graduate preparation programs in Ohio, admission may be granted to graduate students from fully accredited school psychology programs outside of Ohio, based on the number of available internship slot in a given year.

Graduate School Admission

The school psychology internship is the culminating professional preparation experience for graduate students in school psychology programs. Graduate school admission can be competitive and is based on specific published criteria established by each school psychology program.

Diversity, Equity, and Inclusion in Graduate School Admission. University admissions policy and decisions must reflect a commitment to diversity, equity, and inclusion in both the recruitment and the retention of students whose characteristics in terms of race/ethnicity, 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 to school psychology programs in Ohio understand all the commitments associated with graduate school. At the time individuals apply for admission to school psychology programs, applicants should be advised by the university program coordinator that the program requires successful completion of all program coursework, a full-time, nine-month academic year internship in an educational setting. Graduate students interested in participating in the Ohio Internship Program in School Psychology must sign a statement of intent to give **at least one year** of school psychological service to Ohio following the internship year. 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. A school psychology graduate student who is unable to sign a statement of intent to work for at least one year as a school psychologist in Ohio following the internship year should discuss the individual's options with the Internship Coordinator for completing an internship outside of Ohio. There are no options for an internship in Ohio that operate outside of the Ohio Internship Program in School Psychology (that is, "rogue" internships).

Requirements for Out-of-State Graduate Students

A graduate student in a school psychology program located outside of Ohio must provide evidence of graduate preparation commensurate with all requirements of Ohio school psychology programs. The Internship Coordinator at the Ohio university serving as the "host" university is responsible for assuring that the graduate student's prior preparation meets all Ohio standards

and guidelines. The procedures for considering an out-of-state graduate student for an Ohio internship are as follows:

- 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 graduate program that is approved by NASP;
 - Eligibility for Ohio Department of Education Temporary License;
 - 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; and
 - Evidence of adequate preparation in tiered intervention-based approaches to school psychological services.
- The application procedure typically includes the following steps:
 - Prospective intern and/or school psychology program advisor contact the prospective Ohio host university to indicate interest in completing a school psychology internship in Ohio, and to discuss conditions under which this might occur;
 - Host university program advisor notifies the IUC, to confirm the availability of funds for the proposed internship;
 - Home university program advisor provides verification of that the program is approved by NASP;
 - Prospective intern provides host university Internship Coordinator 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;
 - Host university Internship Coordinator 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;
 - Prospective intern arranges an interview with the host university Internship Coordinator, who will determine whether requirements for university and program entrance have been satisfied and whether the prospective intern is a suitable candidate for internship;
 - Host university Internship Coordinator 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; and

- 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 Internship Coordinator 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 Prohibiting Internship Supervision Outside the Ohio Internship Program

It is the policy of the IUC that no member institution or individual faculty member will provide university-based supervision to an out-of-state student seeking to complete an internship in Ohio that operates outside of the IUC (i.e., "rogue" internship). Members of the IUC will be consistent in communicating that there are no options for school psychology internships outside of the IUC.

Section IV: Eligibility and Procedures for Internship

This section details the procedures for determining a graduate student's eligibility for internship as well as the procedures established to support a successful internship experience within the Ohio Internship Program in School Psychology. Professional accountability is a hallmark of the Ohio Internship Program. Universities, school districts and Educational Service Centers, and interns each play a critical role in ensuring Ohio's school psychology interns receive a high-quality internship experience and demonstrate the professional competencies required to meet the diverse and complex needs of learners in Ohio.

Determination of Eligibility for Internship and Temporary Licensure

Each university graduate preparation program ensures that that prerequisite student outcomes have been attained prior to the student's candidacy for the internship. In addition to the completion of university graduate 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. School psychology graduate students must apply for, and obtain, a Temporary Pupil Services License in School Psychology from the state of Ohio prior to beginning an internship in Ohio.

Coursework Completion. All graduate coursework for the Temporary Pupil Services License in School Psychology and for the university's program of study, must be completed before candidates begin the internship experience. Should an unusual situation occur that would prevent a student from completing the coursework requirements before the internship begins, the Internship Coordinator should communicate to the IUC. In such rare situations, approval from the Office for Exceptional Children and the Division of Professional Development and Licensure is required for the graduate student to begin the internship.

Temporary Pupil Services License in School Psychology. Licensure by the Ohio Department of Education is required before an individual can be employed by a school district/Educational Service Center for a school psychology internship. The Temporary Pupil Services License in School Psychology is granted for this purpose. Coursework requirements for this license are identical to the coursework requirements for licensure in school psychology, with the addition of the successfully completed internship.

Procedures for Placing Interns in School Districts/Educational Service Center

The Internship Coordinator refers candidates for the internship to a school district or Educational Service Center designated as an approved internship site. Interviews are arranged only through the Internship Coordinator. If a graduate student from a school psychology program within or outside of Ohio initiates contact with a school district/Educational Service Center for the purpose of applying for an internship, the district/Educational Service Center should instruct the student to contact the Internship Coordinator of a School Psychology Program in Ohio.

Prior to the interview, the Internship Coordinator will provide the district/Educational Service Center leader responsible for school psychological services with information regarding the

prospective intern's past performance, strength, needs and areas of interest. This will help district/Educational Service Center leaders formulate interview questions and determine who should participate in the interview process.

School psychologists directly responsible for internship 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 school psychologists involved in intern supervision are knowledgeable of the purposes and goals of the internship experience. Following the interview, the superintendent, or designee, of the school district/Educational Service Center will notify the Internship Coordinator whether the candidate is acceptable. Generally, placement for the internship should not occur in a school district/Educational Service Center 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 large school districts/Educational Service Centers 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.

District/Educational Service Center Role in Accepting Prospective Intern. Ultimately, the school district or Educational Service Center decides whether to accept the prospective intern for an internship at their site. The school district/Educational Service Center will enter into an employment agreement for the duration of the school year in which the individual is completing the school psychology internship.

Next Steps IF the Candidate is Not Accepted. If a candidate is not accepted by the school district/Educational Service Center for an internship placement, the graduate student will be permitted to interview elsewhere, as arranged by the Internship Coordinator. Non-approval by one school district/Educational Service Center may well be a function of idiographic characteristics of the school district/Educational Service Center and/or of the intern rather than an issue of intern deficiencies or lack of adequate preparation.

If a school district/Educational Service Center does not find the prospective intern(s) acceptable, the Internship Coordinator may elect to not send an additional candidate to that district/Educational Service Center for an interview. This policy is intended to prevent competition among interns and school districts/Educational Service Centers. Similarly, in regions where more than one university places interns in school districts/Educational Service Centers, the Internship Coordinators will work collaboratively to ensure the equitable distribution of interns among districts/Educational Service Centers with the capacity to support multiple interns.

Internship Arrangements within the District/Educational Service Center

Ratio of Interns to Field-Based Supervisors. The primary consideration at all times when arranging the intern's placement will be the quality of the supervised internship experience.

Consideration should be given to the intern-to-supervisor ratio in order to maximize the intern's involvement in a wide variety of professional experiences. It is advantageous for an intern to have two field-based supervisors to gain a wide range of experience, but no intern should have more than two

primary field-based supervisors at one time. Field-based supervisors are responsible for providing supervision to no more than two interns at any given time.

Written Agreement between Universities and Districts/Educational Service Centers

A written agreement between the school district/Educational Service Center and the university provides accountability for the internship to be supported according to the Ohio Internship in School Psychology: Guidelines and Operating Manual and in a manner consistent with state and national standards, guidelines, and ethical principles of the profession. A mutual agreement between the university and cooperating school district(s)/Educational Service Center(s) is important and necessary to ensure that all parties responsible for the internship experience are aware of, and have agreed to, the conditions and responsibilities that are to characterize the internship experience (See Appendix E for a sample **Memorandum of Agreement**). The agreement must incorporate all factors specified in the section of this manual entitled **Internship Site Approval** (see Appendix A) and include the following elements:

- A delineation of supervision responsibilities for both the university-based and the field-based supervisors; and
- A specific plan for supervision by both field-based supervisor(s) and Internship Coordinator.

Policy Regarding Intern Service during Labor Strikes. In the event of a labor strike or lockout in the district/Educational Service Center 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/Educational Service Center that are affected by the strike. The university will have final authority over decisions about the intern's activities during labor strikes. In such cases, the Ohio Department Education, Office for Exceptional Children is responsible for decisions regarding the applicable and allowable uses of the project funds.

Ohio Internships in Distant Regions of the State

As a function of specific professional interests or extenuating circumstances, a graduate student may request to have an internship placement in a region of the state other than that where the intern's university is located. In most cases, university-based supervision can be provided using video conferencing technology. If another School Psychology Program in that region provides supervision of the internship, a collaborative agreement may be developed between the home university and the host university. 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 Pupil Services License in School Psychology is the responsibility of the intern's home university.

Application for Temporary Pupil Services License in School Psychology

Interns will refer to the Ohio Department of Education Educator Licenses website for information on temporary pupil services licensure pathways and requirements. The general

requirements are:

- Enrollment in an approved school psychologist licensure program;
- A letter from the college or university is required to verify enrollment in the program and program internship; and
- Nonrenewable license – this license is to be used for completion of internship (required for school psychologist licensure program) only.

Intern Commitments: Statements of Understanding

In acknowledgment of the investment the state of Ohio has made in funding the school psychology internship, each intern is required to commit in writing to provide at least one year of service to Ohio following the successful completion of the internship. Prior to the internship, the graduate student is also expected to sign a written statement of understanding regarding their employment status following the internship and the ineligibility for unemployment compensation. A description of each statement of understanding follows:

One Year of Service to Ohio. Acceptance of an Ohio-funded school psychology internship obligates the interns to repay Ohio's investment in their professional preparation by agreeing to serve the learners of Ohio for at least one year following the successful completion of the internship. The graduate student's signature on the statement of understanding serves to document that the individual was fully advised of this policy and committed to providing the required year of service.

Contractual Agreement and Termination of Internship. Interns are provided a written contractual agreement with the internship fiscal agent (school district or Educational Service Center) that specifies the time period for employment and the salary provided. Contractual agreements do not obligate the district/Educational Service Center 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/Educational Service Center beyond employment for the internship. Hence, if personal reasons or unsatisfactory performance necessitate termination of the internship experience, neither the intern nor the school district/Educational Service Center 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 graduate student's signature on the statement of understanding provides documentation that the individual understands that employment will be discontinued at the end of the internship year or at the time that the university terminates the internship experience.

Ineligibility of Unemployment Compensation. Employment by a school district/Educational Service Center 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 graduate student's signature on the statement of understanding documents that the individual has been fully advised of the fact and understands that the individual is ineligible for unemployment compensation for a period of one year following the conclusion of the internship.

Written Plan for the Attainment of Internship Competencies

A plan for the attainment of competencies will include the specific competencies that the intern will demonstrate 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 the IUC (as promulgated in the NASP Standards for Graduate Preparation) and the Ohio Department of Education. This university-specific written plan for the attainment of internship competencies may serve as the competency checklist used to monitor intern progress throughout the year in order to maximize the timely development of intern skills. The Internship Coordinator, field-based supervisors, and the intern will agree to the written plan for the attainment of internship competencies. In the case of multiple placements, the field-based supervisor from each district/Educational Service Center will agree 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 documentation gathered for the intern's application for a Temporary Pupil Services License in School Psychology.

Evaluation of an Intern's Professional Competencies

Students enter the internship experience with basic didactic knowledge and skills provided through university coursework, practica, 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.

Shared Responsibility for Evaluating an Intern's Competencies. The university-based supervisor and the field-based supervisor 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 written plan for the attainment of competencies (i.e., competency checklist) drives the evaluation of the intern's progress toward independent practice and licensure. This instrument assures that the intern will participate in a comprehensive experience for preparation as a quality school psychologist.
2. The university-based supervisor will conduct at least three (four, if feasible) site visits 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/Educational Service Center, a meeting consisting of a university-based supervisor, field-based supervisor(s), 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-based supervisor, field-based supervisor(s), and intern meet to review the progress of intern across competency areas, and revise timeline if needed. Additionally, should the intern demonstrate any serious problems with the attainment of competencies at this juncture, structured planning for the timely attainment of competencies should occur among the university-based supervisor, field-based supervisor(s), and intern;
- c. *Third meeting* (March-April) – university-based supervisor, field-based supervisor(s), and the intern will meet to review the ongoing progress of the intern and revise the timeline if needed; and
- d. *Fourth meeting* (Final) – the field facilitator, Internship 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-based supervisor, field-based supervisor(s), and the 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. Although most site visits will be conducted in person, site visits may be conducted virtually when distance, weather conditions, or other factors impede meeting in person.

3. If a competency area cannot be fulfilled within an assigned district/Educational Service Center, it is the responsibility of the university-based supervisor 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-based supervisor, field-based supervisor(s), 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 university-based supervisor, field-based supervisor(s), 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-based supervisor and the field-based supervisor(s) to identify in writing the reasons for the area not being fulfilled. The university-based supervisor, and field-based supervisor(s) 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-based supervisor. 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 Internship Coordinator maintains responsibility for completing all necessary paperwork for licensure of the intern as a school psychologist upon completion of the internship.

Resolving Conflicts. Despite prescribed procedures, problems may arise when (a) the intern is not fulfilling requirements and is “at-risk” for removal; (b) a field-based facilitator and/or the school district/Educational Service Center is not providing experiences that will lead to the intern’s acquisition of essential competencies, or (c) the field-based supervisor 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-based supervisor 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/Educational Service Center, as well as university policies and procedures, must be followed. The Internship Coordinator is ultimately responsible for ensuring adherence to procedural safeguards and due process.

Structure of 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 school year. As the bearer of a Temporary Pupil Services License in School Psychology, the intern is afforded the same considerations as any other certificated employee of that school district/Educational Service Center. The imposed parameters of the training experience are designed to ensure 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-based supervisor, and the university-based supervisor 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.

Supervision Responsibilities. Although an intern may have the opportunity to interact with many practicing school psychologists during the internship year, one school psychologist will be designated as the primary field-based supervisor directly responsible for the scope and evaluation of the intern’s program and experience. The school district/Educational Service Center provides the field-based supervisor 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-based supervisor. Field-based supervisors 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 supervision

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-based 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/Educational Service Center and ensure that district/Educational Service Center policies and procedures are followed.

Finally, while the field-based supervisor/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.

Professional Practice 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 professional practice log of experiences and a portfolio. This documentation permits the university-based supervisor and the field facilitator to determine the extent to which the intern has progressed given high quality internship experiences.

Intern Caseload. The Ohio Internship Program in School Psychology Internship emphasizes intern services across the tiers: Universal supports (Tier 1), targeted interventions (Tier 2), and intensive individualized interventions (Tier 3). 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, interns should have time dedicated to supporting students at an individual student-level and systems-level across all three tiers. A general guideline of reasonable caseloads is a combination of practices that include: assessment (i.e., standardized, criterion-referenced); data-based decision making, problem-solving and intervention design across multiple environments using an MTSS framework; counseling; and consultation.

Progress toward Independent Practice. For the interns to demonstrate the ability to function autonomously as school psychologists, arrangements may be made to give the interns building assignments (in part or full) prior to the end of the internship year. This gradual release of supervision allows the interns to demonstrate their ability to offer comprehensive school psychological services, while providing the field-based supervisors, the university-based supervisors, and the interns with data to

- a) evaluate mastery of professional competencies, and
- b) predict future job performance in situations affording less formal supervision.

If 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-based supervisor and the field-based supervisor 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.

Evaluation of the Internship Site. Near the conclusion of the internship year, interns are expected to evaluate their internship experience and the quality of the supervision received. The evaluation should address all significant aspects of the internship experience, including:

- 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.

Ohio Intern Conference Requirement. The school district (or Educational Service Center) will recognize that the internship is a protected professional preparation experience and, therefore, will support the attainment of the competencies through the following experiences offered outside of the district/Educational Service Center: Attendance at the Fall/Spring conferences of OSPA, attendance at the annual Ohio 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-based supervisor coordinator will consult with the field-based supervisor and school district/Educational Service Center officials, as appropriate, before deciding how such circumstances may be accommodated.

University Responsibility for Coordinating Communication

Throughout the internship experience, the university is responsible for providing a formal mechanism to ensure ongoing communication and collaboration between field-based 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 Ohio Internship Program

Accountability for the Ohio Internship Program in School Psychologists rests with the IUC. The Ohio Department of Education's Office for Exceptional Children has charged the IUC with conducting an annual evaluation of the Ohio Internship Program. The primary purpose of this evaluation is to assess the effectiveness and impact of the Ohio Internship Program. The evaluation examines (a) the effectiveness of the Ohio Internship Program with regard to interns' skill attainment and competence in key domains, and (b) the impact of interns' activities and practices on student outcomes. This effectiveness and impact evaluation is consistent with the outcome orientation of the NASP (2020) *Standards for Graduate Preparation of School Psychologists*, which require School Psychology

Programs to document the impact of graduate students' activities on the students they serve.

The annual evaluation also serves a secondary purpose of informing the continuous improvement of the graduate preparation efforts culminating with the Ohio Internship Program in School Psychology. A unified approach to measuring outputs and outcomes of the Ohio Internship Program has been adopted by all of Ohio's school psychology programs, as a result of this evaluation process. These accountability efforts have implications for how school psychology graduate students are prepared prior to and during their internship year.

Application for a License in School Psychology

Upon the intern's successful completion of the Ohio Internship Program in School Psychology, the Internship Coordinator facilitates the intern's application to obtain a license in school psychology in Ohio. The following documentation is required:

- A completed, online application and payment through the student's OHID account;
- A recommendation by the dean or head of teacher education or a designee at an institution approved to prepare school psychologists;
- An official copy of the applicant's transcript, including evidence of a passing score on the Praxis exam and a passing grade for the internship; and
- Fingerprint impressions on BCI card (and FBI card if applicant had not resided continuously in Ohio during the past five years).

The university must also provide evidence of:

- Successful completion of an approved program of preparation, and
- Recommendation by the dean or head of teacher education or the designee at an institution approved to prepare school psychologists.

Section V: Colleges and Universities Approval Procedures

This section describes the procedures for colleges and universities to be approved to prepare graduate students for eligibility as an intern in the Ohio Internship Program in School Psychology. Colleges and universities are critical to ensuring Ohio's school psychology interns have mastery of the foundational content knowledge and supervised field experiences needed for readiness for internship.

Accreditation Status of Graduate Preparation Programs in School Psychology

All colleges and university school psychology programs must be accredited by the NASP Program Accreditation Board to be a member of the IUC. Any college or university seeking to start a school psychology program and who intends to obtain state funding for school psychologist interns must submit the following documents to the IUC:

1. The Ohio Department of Higher Education recommendation or approval letter including the Institutional Action Committee's final approval information.
2. A copy of the School Psychology Program description including the program of study.
3. The projected starting date of the School Psychologist Internship Program.
4. The NASP accreditation program reviewer's report regarding the completion of the accreditation process.
5. The NASP candidacy status, if the college or university is in the process of accreditation, the paperwork must be submitted including the phase of accreditation.
6. The NASP accreditation and site visit approval must be submitted to the IUC in Ohio by December 15th of the year the application has been made.

The IUC Committee will review the submitted documents and respond with its recommendations to the applicants within 20 business days. If the IUC Committee has determined that the applicant meets all the required components for NASP accreditation, the IUC Committee will assign the applicant a mentor from the IUC. The mentor will be responsible for the following:

1. Collaborating with the applicant;
2. Providing technical assistance until the applicant receives NASP final approval;
3. Collecting all the NASP applicant updates and submitting the information to the full IUC Committee for review;
4. Reviewing and explaining *The Ohio Internship Program in School Psychology: Guidelines and Operating Manual* and the applicant's responsibilities; and
5. Assisting with the transition to full IUC membership.

Colleges and universities that have yet to receive NASP accreditation may be invited to attend IUC meetings but until fully accredited will not be permitted to vote on those items in the IUC's purview.

Appendix A Internship Site Appraisal

Internship Site Appraisal

Ohio Internship Program in School Psychology

(To be completed by the University Internship Coordinator) Date _____

School District/Agency Requesting Approval University Program Coordinator _____

Directions: Please indicate whether the school district/agency meets each of the following requirements:

<u>Yes</u>	<u>No</u>	Does the internship site have a comprehensive program of school psychological services that can provide an appropriate variety of experience for the intern across age ranges, student need areas, psychological services, and service delivery models?
Yes	No	Does the internship site provide a comprehensive special education program and system of pupil personnel services so as to insure that the intern will be knowledgeable about the full range of available service?
Yes	No	Does the internship site agree to provide the intern and field-based supervisor release time to attend conferences associated with the internship as well as those necessary to promote continuous professional development?
Yes	No	Does the internship site have a good working relationship with representative community agencies so that the intern will acquire an understanding of and skills in school-community collaboration?
Yes	No	Does the internship site employ at least one more full-time school psychologist than the number of interns to be assigned to the district/agency so as to insure the intern's exposure to diverse professional styles and individual strengths in service delivery?
Yes	No	Does the training site demonstrate a commitment to (a) planning, delivering, and evaluating comprehensive interventions for students at risk, and (b) including interns in intervention and prevention-related activities as a significant proportion of their assigned activities, as evidenced in the following: <ul style="list-style-type: none">● Evidence-based practices for the provision of academic, social-emotional, or behavioral assessment linked to intervention within an MTSS framework for children at risk, prior to (and as part of) evaluation for suspected disabilities;● Multidisciplinary problem-solving teams engaged in data-based decision making regarding individual student and systems-level needs with an intervention and prevention focus.● Data collection practices driven by a problem-solving process, including direct observation and measurement of academic, social-emotional, or behavioral skills;● For field-based supervisors, participation in professional development activities that promote and strengthen skills in direct assessment and intervention.

Field-Based Supervisor of Intern Competencies

- Yes No Does the field-based supervisor agree to serve as an internship supervisor?
- Yes No Does the field-based supervisor have at least two years of full-time experience as a school psychologist?
- Yes No Does the field-based supervisor have at least one year of full-time service in this district/setting?
- Field-Based Supervisor's Name _____

Number years of experience: _____ Number of years in district/setting: _____

- Yes No Will the proposed supervisor be given released time for supervision? (Guidelines specify a minimum of 2 hours of face-to-face direct supervision per week)
- Yes No Does the proposed supervisor have administrative duties other than intern supervision? If so, please describe:

Other School Psychologists Who May Participate in the Intern's Supervision

Name: _____ No. Years Experience: _____ Buildings assigned: _____
 Elementary School Middle School High School

Name: _____ No. Years Experience: _____ Buildings assigned: _____
 Elementary School Middle School High School

Name: _____ No. Years Experience: _____ Buildings assigned: _____
 Elementary School Middle School High School

Name: _____ No. Years Experience: _____ Buildings assigned: _____
 Elementary School Middle School High School

Place a checkmark in each column to indicate the populations of children with whom the intern will have experience:

Special Education Category	Preschool	Elementary	Middle	High School
Intellectual Disability				
Specific Learning Disability				
Emotional Disturbance				
Sensory Impairment				
Multiple Disabilities				
Autism Spectrum Disorder				
Traumatic Brain Injury				

Orthopedic & Other Health Impairment				
Gifted & Talented				
Other: _____				

Agreements between the Internship Site, University, and Office for Exceptional Children

Yes	No	Throughout the period of approval, the internship site will maintain supervising staff and programs at or above the level in effect at the time of this approval.
Yes	No	The internship site will award funds to compensate the intern to the fullest capacity of the funds.
Yes	No	The internship site will allow the intern and field-based supervisor to attend required state and/or university seminars and meetings. The internship site will make provisions for release time for the intern to attend state and regional intern conferences, Ohio School Psychologists Association conferences, and other meetings that support professional growth.
Yes	No	The internship site will provide ample time, opportunity, and resources for the intern to acquire the intern competencies outlined in the intern's Outline of Behavioral Objectives and Planned Experiences.
Yes	No	District/agency leaders will include the proposed field-based supervisor in the initial interview of an intern proposed for a given school year.
Yes	No	The internship site provides assurance that the internship experience offered the intern has professional preparation as the primary focus, and that field-based supervisor(s) are given release time to ensure the quality of the internship experience.
Yes	No	The internship site demonstrates a commitment to continued professional development as related to the responsibilities associated with intern supervision for both the intern and the field facilitator.
Yes	No	The internship site provides an appropriate work environment for the intern in a setting that provides adequate space, supplies, telephone access, and confidentiality as may be required for various professional activities.
Yes	No	The superintendent of the internship site will provide to the university a written letter requesting approval of the district/agency as an internship site.

Summary Recommendation

_____ Recommended for approval (No. of interns to be assigned:_)

_____ Recommended for approval under the following conditions: _____

_____ Not recommended at this time. The following components of the intern training experience need to be strengthened: _

University Representative Signature	Title	Date
School District/Agency Representative Signature	Title	Date
Other	Title	Date

Appendix B

Letter from Superintendent Requesting Initial Internship Site Approval

School Psychology Intern: Superintendent's Letter (Initial Approval)

Ohio Department of Education

Ohio Inter-University Council for School Psychology

c/o _____ (University School Psychology Program Coordinator)

_____ (University Address)

Dear _____:

This letter is intended to convey our interest in serving as an approved internship site for a School Psychology Intern. Our district /agency employs a total of _____ school psychologists, who are funded through the following sources (% of funding from each source, or FTEs funded from each source) _____ via state funds; _____ via IDEA Part B funds; _____ via local funds; and - _____ via auxiliary funds. We are willing to support _____ interns under the supervision of a School Psychologist who has completed at least two years of service as a School Psychologist, with at least one of those years in service to our district/agency.

_____ University will coordinate the internship training experience, and **(District/entity serving as fiscal agent)** will serve as the fiscal agent for this internship placement.

(Name of district/agency) agrees to comply with guidelines of the *Ohio Internship Program in School Psychology*, and other policies as implemented by the Inter-University Council for School Psychology and the Office for Exceptional Children, and with the *Operating Standards for Ohio's Schools Serving Children with Disabilities*. We agree to provide comprehensive internship experiences across age groups and disability conditions in the areas of: (a) Multi-Tiered System of Supports (MTSS); (b) tiered model of prevention and intervention, with particular emphasis in the area of early reading and literacy; (c) consultation with parents/teachers of children with and without disabilities; and (d) counseling individually and/or in groups of children with and without disabilities.

Thank you for your consideration of our request for approval as an internship site for School Psychology interns. We look forward to hearing from you. [If notification of approval should be sent to any person other than this superintendent: "*Please send additional notification of approval to _____*".]

Sincerely, [Superintendent]

cc: [Other person to whom notification of approval should be sent]

APPENDIX C

Letter from University Requesting Initial Internship Site Approval

School Psychology Intern: University Letter (Initial Approval)

Ohio Inter-University Council for School Psychology c/o ____

(Address of IUC Designee for Site Approval) Dear ____:

This letter is to request initial approval of the ____ School District/agency as an internship training site for School Psychology interns. We have conducted a site visit and completed the Internship Site Appraisal. We have concluded that the district/agency meets all of the requirements to qualify as an internship site, as specified in *The Ohio Internship Program in School Psychology: Guidelines and Operating Manual*. We have enclosed a copy of the *Internship Site Appraisal* for review. A letter from the Superintendent of the ____ School District/agency requesting initial approval as an intern training site also is enclosed.

Sincerely,

_____(University School Psychology Program Coordinator)

APPENDIX D

Scope of Work Template

Scope of Work: School Psychology Internship

Please complete the following:

Name of LEA (District or Educational Service Center (ESC)):	
LEA Information Retrieval Number (IRN) #	
University Partner:	

Districts/ESCs must provide additional information on pages 4 and 5, and in Sections 1 & 2 at the end.

By our submission of this document, the district/ESC affirms that it has reviewed and adopted the principles outlined in this Scope of Work and confirms our desire for approval as an Ohio School Psychology Internship Training Site.

The program's major objectives, as they align with the indicators identified in Ohio's Annual Performance Report (APR) are detailed below. All objects with this project are measured and include data elements that will be used to determine progress towards completion of the objective.

The Ohio Internship Program is a collaborative graduate preparation effort among Ohio school psychology programs, the Ohio Department of Education, Office for Exceptional Children, and the Ohio School Psychologists Association. School psychology internships are governed through *The Ohio Internship Program in School Psychology: Guidelines and Operating Manual 2022* (Ohio Department of Education, Office for Exceptional Children, in collaboration with the Inter-University Council (IUC) for Ohio School Psychology) and are designed to be consistent with NASP's *Standards for Graduate Preparation of School Psychologists* (2020) and the prevailing best practice standards of the school psychology profession.

For more than 40 years, Ohio has provided state funding for internships through the Ohio Department of Education, Office for Exceptional Children to school districts/Educational Service Centers that are approved by the state on criteria adopted by the IUC (a group comprised of faculty from the state's school psychology programs).

The major objective of the Ohio Internship Program in our district/ESC is to ensure school psychology interns complete their graduate preparation with a nine-month (1200-hour/Ed.S., 1500-hour/Ph.D.) school-based internship resulting in measurable gains for the school psychology interns and the students they serve. Our district/ESC serves as a state-approved internship site in collaboration with our university partner. School psychology interns receive direct supervision from appropriately credentialed, field-based school psychologists in the development of competencies identified in the *NASP Model for Comprehensive and Integrated School Psychological Services*, also known as the *NASP Practice Model*.



The NASP Practice Model recognizes that school psychologists are uniquely qualified specialized instructional support personnel (SISP) who are members of school teams that support students' ability to learn and teachers' ability to teach (NASP 2020). While the NASP Practice Model refers to the broad practice domains of school psychology services, there is an emphasis on the academic skill of reading.

Acquisition of literacy and reading fluency skills enables students to develop critical thinking and advanced communication and problem-solving skills. In essence, acquiring a foundation in literacy helps children move from *learning to read* to be able to *read to learn*, thus enhancing children's ability to learn. Children who struggle learning to read experience increased risk for school drop-out, overall lower achievement, and behavioral, and socialization problems. Persistent achievement gaps in reading skills across diverse student populations exacerbate the risk for poor and minority students. School psychological student and system-level services, which target children's reading, enhance school climate, student learning, and empower teachers to prepare students for the advanced skills they need to succeed in the 21st century.

The NASP Practice Model also corresponds with the Ohio Department of Education's alignment for

emphasis on literacy for Ohio's learners. The NASP Practice Model outlines school psychological services that have a direct and measurable impact on Ohio's APR. Specifically, grant funding to support the Ohio Internship Program in our district/ESC is intended to provide student-level and systems-level school psychological services that directly impact Ohio students. The following are APR indicators for students with disabilities and students at risk:

- Increased student reading performance
- Increased likelihood of graduation
- Decreased likelihood of dropouts
- Increased achievement of state assessments, such as the Third Grade Reading Guarantee
- Reduction of suspensions and expulsion
- Increased parent involvement
- Decreased disproportionality in special education by race/ethnicity
- Decreased disproportionality in specific disability categories by race/ethnicity

To increase student achievement on state assessments, increase graduation rates, and decrease dropouts, school psychology interns will work collaboratively with teachers, parents, administrators, and related services personnel to meet students' academic and behavioral needs through the proactive provision of a system of tiered services (i.e., universal supports, targeted interventions, and intensive, individualized interventions). Intern academic intervention efforts will emphasize student gains in reading and literacy.

To decrease suspensions and expulsions, school psychology interns will work collaboratively with teachers, parents, administrators, and related services personnel to meet students' academic and behavioral needs through the proactive provision of Positive Behavioral Interventions and Supports (PBIS), a multi-tiered system of universal supports (MTSS), targeted interventions, and intensive, individualized interventions.

To increase parent engagement, school psychology interns will engage parents in problem-solving processes during team meetings by developing, conducting, and evaluating the impact of academic and behavioral interventions. Interns will work to involve parents in systemic and individualized reading promotion interventions.

To decrease disproportionality in special education by race/ethnicity and disproportionality in specific disability categories by race/ethnicity, school psychology interns will work collaboratively with teachers, parents, administrators, and related services personnel to meet students' academic and behavioral needs through the proactive provision of a system of tiered services based on student need.

Describe the services and/or products that are supported or developed with these funds, including target population(s). Detail how much, how frequent, or for how many individuals:

The Ohio Department of Education maintains administrative authority for final training site approval and the assignment of funding consistent with state fiscal responsibilities. On its behalf, the IUC of the School Psychology Faculty has reviewed and approved our request to serve as an internship site. A Memorandum of Agreement formalized our district's/ESC's commitment to providing supervision support for school psychology interns from our university partner for the upcoming school year. Our district/ESC 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. Our district/ESC provides a comprehensive special education program and system of pupil personnel services to ensure that the intern will be knowledgeable about the full range of available services. Furthermore, our district/ESC 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 district/ESC 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 district/ESC has the capability of providing comprehensive training/supervision for the designated number of interns to ensure the intern's exposure to diverse professional styles and individual strengths in service delivery. The supervising school psychologists agree to serve as field facilitators and have 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.

Districts/ESCs must complete this section. Consistent with the long-standing requirements for re-approval as an Ohio School Psychology Internship Training Site, our district/ESC affirms that the following statements are true by checking each box:

- ☐ The district/ESC has served as a training site for school psychology interns within the past three years or has recently gone through the IUC Training Site Appraisal process and is capable and willing to do so in the future.
- ☐ The district/ESC employs full-time school psychologists through local funding.
- ☐ The district/ESC has the capability of providing comprehensive training/ supervision support for a designated number of interns.
- ☐ The university partner will coordinate internships with our district/ESC.
- ☐ We agree to comply with the guidelines of the IUC for Ohio School Psychology and the *Operating Standards for the Education of Children with Disabilities*.
- ☐ We agree to provide comprehensive training experiences across age groups and disability conditions in the areas of:
 - ☐ MTSS;
 - ☐ Tiered models of prevention and intervention, with particular emphasis on the area of literacy;
 - ☐ Consultation with parents/teachers of children with and without disabilities; and
 - ☐ Counseling individually and/or in groups of children with and without disabilities.
- ☐ The district/ESC will serve as the fiscal agent.

Describe the methodological approach and data collection activities you will use to evaluate program/project implementation and impact. If not using a third-party evaluator, describe how you will maintain standards of objectivity and credibility in measuring and reporting program impact:

Responsibility for evaluating the implementation and impact of the Ohio Internship Program is shared with the university partner. School psychology interns completing their internship in the district/ESC must rigorously document their gains in competency, as assessed by: (a) ratings from their field-based supervisors on the Internship Competencies Checklist, (b) student outcomes obtained on six interventions/supports targeting academic and social/behavior concerns, and their (c) logs. Interns and their field-based supervisors meet on three occasions during the 9-month school year to review the intern's performance. Direct, measurable outcomes for students served by school psychology interns are documented in the state-wide evaluation of the Ohio Internship Program submitted annually to the Ohio Department of Education, Office for Exceptional Children. The assessments used to measure the implementation and impact of the Ohio Internship Program in

our district/ESC are consistent with the

graduate preparation standard set forth by the NASP which states, “The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as an early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate’s ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools.” (*The Professional Standards of the National Association of School Psychologists*, 2020)

Describe the intended changes for students due to the outcomes of the proposed project. How does this impact results for students?

Students benefit from the school psychological services provided by a school psychology intern. Interns bring to the district the most up-to-date knowledge and skills in evidence-based practices to address academic and social/behavioral concerns. The intended positive outcomes for students served by school psychology interns include the following APR indicators: (a) increased reading performance, (b) increased likelihood of graduation, (c) decreased likelihood of dropouts, (d) increased achievement of state assessments, (e) reduction of suspensions and expulsion, (f) increased parent involvement, (g) decreased disproportionality in special education by race/ethnicity, and (h) decreased disproportionality in specific disability categories by race/ethnicity.

Describe the extent to which this program allows for statewide capacity:

Our district/ESC contributes to the statewide capacity for the Ohio School Psychologist Internship Program by providing a high-quality internship experience that produces highly competent school psychologists. As part of the commitment to the Ohio Internship Program, interns must agree to provide at least one year of service as a school psychologist in Ohio. Our district/ESC has a long-standing track record of hiring school psychology interns from our university partner, thus building and sustaining the local and statewide capacity for comprehensive, evidence-based school psychological services to students in Ohio.

How do you plan to build sustainability for this project?

Our district/ESC plans for the sustainability of the Ohio Internship Program by supporting school psychologists to advance their knowledge and skills as internship supervisors.

Describe how information/services or products supported or developed with these funds will be disseminated statewide:

The statewide evaluation of the Ohio Internship Program is conducted annually by the IUC of the School Psychology Faculty. This evaluation report, which describes the implementation and impact of the Ohio Internship Program in our district/ESC and throughout the state, is submitted to the Ohio Department of Education, Office for Exception Children.

Districts/ESCs Must Complete Sections 1 & 2:

1. ***In the gray box below, describe how the district/ESC will assure school psychology interns receive a high-quality and meaningful internship experience and describe any ways the district/ESC will provide a unique training experience.***

2. ***Please complete the table below by entering the appropriate number in the gray boxes provided:***

a.	The number of full-time school psychologists employed by the district/ESC through local funding presently.	
b.	The number of interns for whom the district/ESC plans to provide comprehensive training/supervision support during the upcoming school year.	

At the end of the fiscal year for this project, you will be asked to detail how your agency met these requirements.

Appendix E

Memorandum of Agreement between University and School District/Agency

Memorandum of Agreement between University and School District/Agency

The School Psychology Program at _____ University (University) hereby enters into an agreement with _____ (Intern) and _____ School District/Agency (District/Agency) pursuant to the Supervised Experience in School Psychology (Internship). The purpose of this agreement is to set forth conditions of the internship and to clarify the responsibilities of the parties to this agreement.

Intern

1. The intern has completed all program coursework, with the exception of courses offered in conjunction with the internship.
2. The intern and field-based supervisor will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Outline of Behavioral Objectives and Planned Experiences*.
3. The intern will notify the university Internship Coordinator of any internship-related concerns that cannot be resolved in the placement setting, and cooperates in problem-solving activities recommended by the university and/or district/agency.
4. The intern maintains a log of activities and a record of the number of hours of face-to-face supervision provided each week. (Face-to-face supervision must average 2 hours per week.)
5. The intern completes all requirements for written documentation of activities as required by the university (e.g., portfolio), and submits such documentation to the university prior to the conclusion of the internship.
6. The intern maintains appropriate professional conduct at all times, respects the authority of the field-based supervisor and other supervisory personnel, and displays behavior consistent with ethical and legal guidelines and requirements.
7. The intern attends all professional development activities required by the university and/or district/agency, including on-campus class meetings, seminars, in-service programs, and conferences/meetings of professional associations in School Psychology (i.e., Ohio School Psychologists Association).
8. Services and professional activities of the intern are conducted in a manner consistent with standards for professional practice and the *Operating Standards for Ohio's Schools Serving Children with Disabilities*.

Field-Based Supervisor

1. The field-based supervisor is an appropriately credentialed School Psychologist in the state in which the supervised experience is offered.
2. The field-based supervisor has at least two years of professional experience as a School Psychologist at the time the internship is initiated, with at least one of those years served in the district/agency in which the supervision will occur.

3. No more than two field-based supervisor will collaborate in the supervision of an intern at any time.
4. The field-based supervisor and intern will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Outline of Behavioral Objectives and Planned Experiences*.
5. The field-based supervisor will provide to the intern an average of two hours per week of face-to-face supervision time.
6. The field-based supervisor will ensure that the experience provided to the intern has training as its primary focus, and will provide ample time and opportunity for the intern to attain the competencies specified in the *Outline of Behavioral Objectives and Planned Experiences*.
7. The field-based supervisor will cooperate with the university in conducting periodic written evaluations of the intern's progress toward attaining the competencies specified in the *Outline of Behavioral Objectives and Planned Experiences*.
8. The field-based supervisor will notify the university on a timely basis of any concern about the intern's performance that cannot be resolved in the placement setting, and will cooperate with the university in developing and monitoring a remedial plan of action, if needed.
9. The field-based supervisor will participate in continuing professional education activities to ensure a best-practice orientation to the provision of school psychological services.

School District/Agency

1. The school district/agency will provide adequate, well-lighted office space that ensures confidentiality for consultation and assessment.
2. The school district/agency will provide a lockable cabinet or other secure place for keeping confidential information.
3. The school district/agency will provide all necessary assessment and intervention materials, including test scoring and report preparation resources comparable to those provided for certified/licensed school psychologists employed by the district.
4. The school district/agency will enable the intern to meet internship-training requirements, including attendance at on-campus classes and seminars, out-of-district meetings, professional association conferences, the annual Ohio intern conference, and other regional, state, or national programs that will further the intern's professional knowledge and skills.
5. The school district (or fiscal agent) will enter into a formal contract with the intern pursuant to compensation, services to be rendered, and the time frame for the services provided by the intern.

University

1. The University will provide the school district/agency and the intern with a copy of *The Ohio Internship Program in School Psychology: Guidelines and Operating Manual*.

2. The university-based supervisor will make periodic site visits during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field- based supervisor.
3. The university-based supervisor will assist the intern and the field supervisor in problemsolving when the intern or the field supervisor reports an unresolved issue.
4. The university-based supervisor is responsible for assigning internship grades.
5. University-based supervisors will conduct scheduled intern seminars.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience. Revisions will be communicated in writing upon agreement by involved parties.

By: _____
By: _____
By: _____

Date: __ School Psychology Program Coordinator, University
Date: __ Representative of School District or Agency
Date: __ School Psychology Internship Student

Appendix F
University Cover Sheet for Interns

TO: Ohio Inter FROM: _____ PHONE & E-MAIL: No. Units IUC Agrmt.: _____ No. Units Used
University Council for School Psychology _____ UNIVERSITY: _____ Last Year: _____ No. Units Requested: _____
DATE: _____

DATE DUE: June 1, __

The following are intern placements for the school year.

[illegible]

* If the intern is working with a county region, specify the local school districts where the internship will occur.

**Field Facilitator: the school psychologist sharing building assignment with intern; not a district supervisor or administrator. REV 05/2022

**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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

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

[illegible]

<p>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.</p>											
---	--	--	--	--	--	--	--	--	--	--	--

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

[illegible]

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

[illegible]

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

[illegible]

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 High	High School	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	Completion Date	1A	IMOD			CJ Initials			Competency 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
------------------	------

