



School Psychology Program

Admissions Handbook 2006-2007

Division of Human Services

Admissions Handbook
School Psychology Program
University of Cincinnati

PREFACE

This booklet is intended to provide prospective students with specific information about the School Psychology Program, Specialist and Doctoral levels, at the University of Cincinnati. Students may also refer to the Program web site (uc.edu/schoolpsychology/) for up-to-date information and contacts with current students. When students are accepted and enrolled at UC, they are provided a more comprehensive Program Handbook.

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GRADUATE STUDY IN SCHOOL PSYCHOLOGY

UNIVERSITY OF CINCINNATI

The School Psychology Program at the University of Cincinnati is dedicated to preparing highly competent professional school psychologists according to the scientist-practitioner model at both specialist (Ed.S.) and doctoral (Ph.D.) levels. As a result of their comprehensive training, graduates are prepared to make significant contributions to this challenging field through the most up-to-date and research-based professional practice, child and family advocacy, and leadership for best practices. Doctoral-level graduates are prepared in these areas plus research, leadership, systems change facilitation, and advanced behavioral theory and research.

The Program has attained a high level of national recognition and visibility as a result of its leadership in developing training methods and its state-of-the-art curriculum. Since 1983, the Specialist and Doctoral Programs have been fully approved by the National Association of School Psychologists (NASP) and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In the most recent review by NASP (2002), the Program received continued full approval, with several strengths highlighted. The Program overall was noted as a "strong program commensurate with national standards." Reviewers made several positive evaluations of the program, including curriculum model, faculty, student skill attainment, field experiences, and outcome evaluation. Some specific reviewer comments included:

- "The Program has several strengths, including its general curriculum, faculty, and scope and sequence of courses."
- "An integrated and well articulated program of study is provided to students."
- "The Program is clearly committed to human dignity and responding to issues of diversity."
- "The Program's attention to data-based decision making is exceptional."
- "An innovative and comprehensive collaboration exists between the state, local districts, and university for the development and practice of internships."

The University of Cincinnati also holds the Program in high regard. During the most recent review of graduate programs, it was noted that the scholarship of the School Psychology faculty and students "compares favorably with the strongest graduate programs in the University." In the 1995-96 Graduate Program Review, external reviewers noted "This program clearly provides state-of-art graduate preparation of school psychologists, who, in turn, provide state-of-the-art services to students, teacher, and parents." "By setting a national standard for the knowledge base of best practice, the University of Cincinnati faculty prepare their students to become leaders in developing best practices in school psychology."

In 2002, the Doctoral Program received research funding and recognition through the state's Doctoral Incentive Fund. The Program's research proposal was ranked third of 20 outstanding doctoral programs across all disciplines in Ohio. This funding established research center to support education reform efforts and provide research opportunities for doctoral students. Clearly, the School Psychology Program has attained national prominence for academic excellence. It is a reputation in which the faculty, students, and staff take great pride, and one which we are determined to maintain.

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Statement of Program Philosophy

The School Psychology Program at the University of Cincinnati is founded on the core ethical principles that psychologists respect the dignity and worth of all individuals and aim to promote measurable positive outcomes in their work. These principles are articulated in the ethical, professional practice, and training standards of the National Association of School Psychologists. The University of Cincinnati School Psychology Program, in applying these core principles, places an emphasis on the use of scientist-practitioner and ecological-behavioral models to guide practice. As scientist practitioners, students are trained to critically examine theory and practice, develop a defensible professional model of practice, and collect and use accountability data for decisions. In applying an ecological-behavioral approach, students learn to focus on changing behaviors in important contexts, such as the school and family, and to collaborate with key individuals for effect meaningful changes in these contexts. Doctoral students also apply the themes to research and systems-level change.

These core principles serve as the foundation for the Program philosophy and approach, and are translated into several interrelated training themes that together form the basis for the Program training model and activities. These Program training themes are:

- Family/child advocacy centered
 - competence enhancement perspective - accountability for improved skills and outcomes
 - promotion of positive outcomes for all students and each student
- Scientist-practitioner model
 - development of and adherence to a defensible personal model of practice aligned with the Program model
 - legal-ethical foundations for practice
 - data-based practice and accountability
 - use of research for practice
 - contribution to practice and profession (and to research, at the doctoral level)
- Ecological/behavioral orientation - integrating key theoretical approaches and psychological foundations
 - ecological-behavioral, social cognitive, and systems theories
 - meaningful approach to diversity and individual differences
- Problem-solving approach for prevention and intervention
 - data-based decision making; linking assessment, intervention, evaluation
 - data-based problem solving as core of practices across all tiers of services delivery
 - universal/core system level instruction and support (district, school, class-wide) - Tier 1
 - targeted (classroom, small group) interventions - Tier 2

-intensive/individualized interventions - Tier 3

- Collaboration/collaborative approaches across all activities
- Leadership
 - responsibility for developing, refining, adhering to and examining model of practice
 - responsibility for continued professional development (self and others)
 - leadership and advocacy for effective practices
 - leadership to the profession, including research contributions at the doctoral level)

The Program provides future school psychologists with a solid professional and academic foundation reflecting depth and diversity in both psychology and education. The Program fosters a special sensitivity to the social foundations and cultural diversity of all people and respect for the uniqueness and human dignity of each and all persons. Self-awareness, positive regard for others, and respect for cultural and individual differences are actively cultivated and expected of all students.

The major emphasis of the Program is the preparation of school psychologists within a scientist-practitioner framework. Thus, rather than being trained to respond to specific problems in specific ways, students are prepared as highly competent problem solvers who draw on strong foundations in psychology and education to collaborate with other professionals and parents to promote the educational and social/emotional competence of all children. A scientist-practitioner, data-based problem-solving approach is used to develop, implement, and evaluate the effectiveness of strategies for preventing or resolving problems. This scientist-practitioner approach pervades all aspects of professional practice and decision making, including using a research-base and technically adequate data sets to guide practice and evaluate outcomes of professional practices and activities. Contributing to research that informs professional practice is a central focus of the Doctoral Program.

The Program emphasizes the importance of delivering school psychological services from a consultative, collaborative problem-solving framework to prevent and remediate learning and adjustment problems experienced by children and adolescents. Students learn to view problems from a systems/ecological-behavioral perspective focusing on the child, the family, school, and community. A child advocacy perspective provides a framework, along with a scientist-practitioner perspective, for guiding decisions and practices that provide supportive educational environments and enhance positive outcomes for all children. Both the theoretical and the empirical bases of professional practice are emphasized, and a diverse range of practical experiences are provided throughout all preparation. These include work with preschool through high school-aged students in urban, suburban, and rural settings and working with supervisors who can support and model a scientist-practitioner approach to practice.

Program graduates at both levels have been very successful. Graduates have had a 100% placement rate in employment following graduation and a 100% pass rate on state and national licensure/certification examinations. Many graduates have had leadership positions in professional associations and received professional practice awards. About one-third of doctoral graduates are in university settings. Many students and graduates have published in national journals in school

psychology, special education, and early intervention and present with faculty at national conventions.

School Psychology Program Approval and Accreditation

The School Psychology Program has full program approval at both the specialist and doctoral levels by the National Association of School Psychologists (NASP) and the unit (College of Education, Criminal Justice, and Human Services - CECH) is accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, the Program is approved by the Ohio Department of Education.

Faculty

The School Psychology Program is housed administratively in the Division of Human Services, College of Education, Criminal Justice, and Human Services. The other academic programs in the Division are Counseling and Health Promotion and Education.

Four full-time faculty members are responsible for the School Psychology Program (plus one additional open line for 2006-2007). Each faculty member is a school psychologist with a doctoral degree in school psychology and experience as a school psychologist. Faculty are actively involved in professional practice, consultation, training, and research in schools and educational organizations. Faculty are very involved in supporting reform efforts in Ohio schools/preschools, and have received numerous state and federal grants consistent with these efforts.

External reviewers in the most recent University of Cincinnati Program Review noted that "the faculty are one of the many strengths in this program," and that "the University of Cincinnati School Psychology Program faculty are widely known and well respected scientist-practitioner psychologists" and "are active in continuing educational practice, modeling the scientist-practitioner role emphasized in their training model." Faculty also were noted as a program strength in the NASP program review.

The members of the school psychology faculty have distinguished themselves and attained national prominence and respect through their professional accomplishments. They are active researchers and have published numerous books, chapters, and articles on diverse topics relevant to school psychology. Two different faculty articles in the *School Psychology Quarterly* received awards for best article. Faculty have been appointed to positions on editorial and director boards of such widely disseminated publications as *School Psychology Review*, *School Psychology Quarterly*, *Journal of School Psychology*, *Exceptional Children*, *Journal of Psychoeducational Assessment*, *Journal of Behavioral Education*, and *Topics in Early Childhood Special Education*; they also frequently serve as ad hoc reviewers for other journals.

The faculty also are active members and leaders of national and state professional organizations. Faculty have served and/or are serving in leadership positions in the National Association of School Psychologists (NASP), the American Psychological Association (APA Division 16), the Ohio School Psychologists Association (OSPA), the Council of Directors of School Psychology Programs (CDSPP), and the Ohio Inter-University Council for School

Psychology (IUC). Faculty also have served on state and national policy committees (Ohio Department of Education, United States Department of Education, National Association of State Directors of Special Education). Faculty hold many honors, including Fellow status in APA and Lightner-Witmer award with APA. In addition, they have conducted workshops and given presentations for numerous professional groups throughout the United States.

David W. Barnett (Professor, Ph.D., 1974, Indiana State University) teaches in the areas of psychoeducational assessment and intervention, early intervention, behavioral research, and shares responsibility for supervision of school psychology practica and internship. Dr. Barnett has conducted research and published widely in the areas of assessment and intervention, services delivery for preschool children, and professional decision making. He is Research Director and Co-Investigator for a federally-funded Head Start research grant. Dr. Barnett serves as Coordinator for Field Experiences.

Janet L. Graden (Professor, Ph.D., 1984, University of Minnesota) is the Acting Program Director and teaches courses in family interventions and systems change. Dr. Graden has conducted research and published widely in the area of intervention-oriented approaches. Dr. Graden is Head of the Division of Human Services.

Renee Hawkins (Assistant Professor, Ph.D., 2005, University of Tennessee). Dr. Hawkins shares responsibility for the practicum sequence and teaches other assessment and intervention course. Her research focus is academic and behavioral interventions.

Francis E. Lentz, Jr. (Professor, Ph.D., 1982, University of Tennessee) teaches courses in school-based interventions and psychoeducational assessment. Dr. Lentz has conducted research and published widely in the areas of direct assessment and intervention for academic and behavioral problems. He is Lead Evaluator of a federally-funded state improvement grant for special education. Dr. Lentz is the Coordinator of Admissions.

Student Composition

Each year approximately 12-16 students are admitted into the first-year of the Program (at both specialist and doctoral levels) and a limited number with prior graduate training may be admitted at the advanced Doctoral level. The current student body in school psychology is composed of 5% males and 5% ethnic minority group members. There are 54 students total in the Program (38% Doctoral). A broad range of geographic areas and undergraduate institutions are represented. Most first-year students have recently completed their undergraduate training, although many have relevant work experience.

A special effort is made to recruit a diverse student body. As a reflection of the University of Cincinnati's commitment to ethnic minority students, the National Advisory Council on Black Higher Education recently identified the University as one of only 3 predominately white comprehensive research institutions to rise above the national average in retaining and graduating Black graduate and professional students. The School Psychology Program and the University are deeply committed to providing the guidance and support necessary for the successful completion of every student's program of study.

The University and Community

The University consists of 16 colleges and divisions that provide a wide range of graduate and professional programs. Over the years, the University has achieved an outstanding national and international reputation in many areas. The Carnegie Commission has designated it a Level 1 Research University. The National Science Foundation ranks the University's sponsored research as 44th in the nation (top 2%), and the University is ranked in the top 100 public institutions by U.S. News and World Report.

Approximately 35,000 students (approximately 8,000 graduate and professional) attend the University of Cincinnati. The campus includes excellent facilities for a variety of recreational activities including a new Student Center for swimming, basketball, running, tennis, racquetball, weight training and other activities. There is wide access to computer labs and wireless networks. The University has undergone extensive renovation to modernize and enhance student facilities. It also sponsors movies, concerts, theater, athletic, and musical events. The School Psychology Program holds various social gatherings for Program students.

There is much in the city of Cincinnati that will add a broader dimension to students' academic careers. Cincinnati has been rated as being one of the most attractive and livable cities in the United States. It is noted for its cultural heritage, with its nationally known symphony orchestra, ballet, museums, zoo, and public theater. There are numerous other activities to enjoy including the Cincinnati Reds baseball team, the Cincinnati Bengals football team, many beautiful parks and rivers, and a nearby ski area. Within the region are many opportunities for outdoor recreation, including camping, hiking, rock climbing, and boating/canoeing. The cost of living is moderate, as is the climate. Greater Cincinnati captures the unique characteristics of 3 states (Ohio, Kentucky, and Indiana) within a single metropolitan area. Its hills and valleys surround the Ohio River, providing a setting for one of America's most beautiful inland cities.

The Cincinnati metropolitan area of 1.5 million people has 8 colleges and universities in addition to the University of Cincinnati. The city is located conveniently along major interstates as well as airline, train, and bus routes. It is within a 2 hour drive of Columbus, Indianapolis, Louisville, and Lexington, and with 5 to 6 hours of Pittsburgh, Cleveland, St. Louis, Knoxville, Detroit, and Chicago.

APPLICATIONS, ADMISSIONS, AND MATRICULATION FOR STUDY IN SCHOOL PSYCHOLOGY: SPECIALIST AND DOCTORAL LEVELS

Prerequisite Coursework

It is highly recommended that applicants have an undergraduate major or strong background in psychology or a closely-related field. Although applicants from other areas are accepted into the Program, a firm foundation in psychology will prove beneficial to the student in advanced study. As a general guideline, it is suggested that prospective students have a minimum of 18 semester (27 quarter) hours in psychology distributed over the following areas:

History and Systems of Psychology
Child Development

Research and Statistics
Social Psychology

Biological Bases**Learning Theory**

In addition, a minimum undergraduate GPA of 3.0/4.0 is recommended for admission to the Specialist-level Program and for the Doctoral-level Program. A 3.0 GPA in the student's undergraduate major is required.

Admission Of Students With Advanced Degrees

Students are admitted at both the post baccalaureate and post master's degree levels. All students are expected to complete all program and course requirements, including the year long internship. Under College policy, transfer of up to 30 hours of previously taken graduate coursework is permissible following a careful examination of course content by Program Faculty. According to College policy, students must complete a minimum of 135 hours of study. Of these hours, 117 must be courses exclusive of those for internship or dissertation credit. Doctoral committees may modify pre-internship practicum requirements (hours and type) for students admitted with advanced degrees depending on their level and type of experiences, certification, and/or licensure. All doctoral students must complete doctoral internship subsequent to their matriculation.

Graduate Record Examination

In accordance with College policies, all prospective students are required to take the aptitude section of the Graduate Record Examination (GRE) and in addition, doctoral students are required to take the GRE Advanced Test in Psychology. The required test(s) must be taken prior to enrollment in the Program. Students may petition under special circumstances to take the appropriate examination(s) on a specified date following enrollment in the Program. Failure to comply may result in termination from the Program. Students will not be permitted to take comprehensive examinations unless a record of all required GRE scores is on file.

Admission Process

The following is an outline of the process by which prospective students are evaluated and selected for the School Psychology Doctoral- and Specialist-Level Programs. An underlying assumption of the process is that every student who is accepted is seen as capable of successfully completing the program. For this reason, the selection procedure is quite rigorous. Applicants are selected based upon their potential to benefit from the training program and to contribute to the field of school psychology.

A culturally diverse student body is actively recruited, and applicants of academic and professional promise are not systematically excluded on the basis of race, ethnicity, gender, age, disability, religion, lifestyle, or sexual orientation. The admissions process is highly selective but flexible. The profession of school psychology requires that the practitioner possess positive personal characteristics as well as academic and technical competence based on both objective and qualitative information.

1. The decision-making process regarding admissions begins on January 15; applicants are strongly encouraged to complete their files by that date. However, applications are accepted

until all program vacancies have been filled. After January 15, prospective applicants may wish to contact the Program to determine the status of Admissions decision making.

2. Upon request, the following material is mailed to a prospective applicant:
 - (a) program description and curriculum guide
 - (b) admission and financial aid applications (on-line application)
 - (c) description of the admissions process

3. Items required to complete the application process include submission of the following items (unless otherwise instructed) to Admissions Coordinator, School Psychology Program, University of Cincinnati, P.O Box 21002, Cincinnati, OH 45221-0002:
 - Application for Admission (apply on-line at www.grad.uc.edu)
 - Current vita (resume) (mail to P.O Box 21002)
 - Official transcripts (mail to P.O Box 21002)
 - Goal statement The goal statement should include an explanation (up to 3 pages in length) of why you have chosen to pursue a career in school psychology and graduate study at the University of Cincinnati (mail to P.O Box 21002).
 - GRE scores (including Advanced Psychology, if doctoral) (mail to P.O Box 21002)
 - Financial aid application (mail to P.O Box 21002)
 - Three letters of evaluation/recommendation. These letters are to be sent directly to Admissions Coordinator, School Psychology Program, University of Cincinnati, P.O Box 21002, Cincinnati, OH 45221-0002. At least 1 letter should be from a person familiar with your academic performance.

4. Upon receipt of any application material, an individual prospective student folder is established. Confirmations are sent to the applicant to acknowledge receipt of material and to indicate when the file is complete.

5. Faculty members review the individual files as they are completed. An initial screening is based on a careful consideration of:
 - (a) academic record - grades, previous coursework
 - (b) letters of evaluation/recommendation
 - (c) goal statement - compatibility with program
 - (d) relevant work and life experience (vita)
 - (e) GRE scores

Although the College requires GRE scores for all students, all of the above criteria are used in admissions decisions, and GRE scores are not a major factor for ethnic minority student admissions.

6. A meeting of the School Psychology faculty is held during which the applications are reviewed and discussed. At this point, a decision is reached as to which students will be invited for an interview.
7. Prospective students are invited for an interview with faculty members and current students. At this time, applicants also have the opportunity to pose questions to faculty and students in order to familiarize themselves further with the Program.
8. After the interview, an assessment is made based on the applicant's record and his/her:
 - (a) career goals and their compatibility with those of the Program philosophy and goals for Specialist/Doctoral study
 - (b) potential for successful completion of the Program
 - (c) alignment with the Program's stated criteria for Continuous Progress Monitoring, especially, sensitivity to the needs of children, families, and school personnel; interpersonal skills, communication skills, both oral and written, respect for diversity, initiative, and potential for leadership. NOTE: If geographical constraints prohibit a personal interview, a telephone interview may be conducted by the faculty or another procedure may be used.
9. As the interviews are completed, a prioritized list of acceptable candidates is compiled by the School Psychology faculty. Offers of admission are made to the top candidates based on the number of openings in the Program. The additional acceptable candidates are placed on a waiting list. Those offered admission are requested to respond with their decision within a specified time period consistent with The Council of Graduate Departments of Psychology. Applicants on the waiting list may be offered admission if additional vacancies occur.

Transfer of Credits

As a means of assuring that standards embodied in graduate degrees at the University of Cincinnati and training standards in school psychology (e.g., NASP, APA) are preserved, transfer of credits from other institutions is carefully monitored. For students matriculated in the Doctoral-level Program, the faculty advisor carefully reviews prior coursework and, in consultation with the full faculty, approves/disapproves transfer of credits to meet degree requirements. In any case, students must meet all course requirements, whether taken at the University of Cincinnati or at other institutions.

At least 1 year of full-time study must be completed at the University of Cincinnati. Full time study is defined under "Residency."

Tuition (Fall 2006)

*State Residents	\$3881/Quarter
Non-Residents	\$7159/Quarter

*The University of Cincinnati has a tuition reciprocity agreement (Metropolitan Rate) with several nearby Kentucky counties within Northern Kentucky. The Metropolitan Rate is Ohio in-state tuition plus \$100 per quarter for full-time graduate students. To obtain reciprocity for any quarter, a completed application form must be submitted to the Office of Research and Advanced Studies prior to the beginning of the quarter (to obtain more information, go on-line to www.grad.uc.edu). Completed application forms received after that time will be considered for the following quarter.

Financial Assistance

The School Psychology Program actively assists as many students as possible in obtaining financial assistance. Over the past several years, all students have received aid for most of their graduate study.

<u>Types of Assistance</u>	<u>Approximate</u>	<u>Value</u>
University Graduate Scholarship	Varies	\$6880 - 15,993
Graduate Teaching, Research, Administrative Assistantships	Full Tuition + Stipend	\$19,975 - \$31,889
Yates Fellowships	Full Tuition + Stipend	\$19,702-\$30,108
Yates Scholarships	Full Tuition	\$10,792-\$19,908
Gabbard Fellowship	Full Tuition + Stipend	\$19,702-\$30,108
University Distinguished Graduate Assistantship	Full Tuition + Stipend	\$19,702-\$30,702
APA Minority Fellowships	Available*	
Resident Graduate Advisors	Varies (stipend + room & board)	
Loans, Grants	Available	
Part-time on and off-campus employment	Available	

PROGRAMS OF STUDY

The University of Cincinnati prepares students at two levels in school psychology. The first level is reflected in the Specialist-level (Ed.S.) Program which includes 2 years of full-time study followed by a 10-month (1500 clock hour), full-time, supervised internship in a school setting.

Students complete a masters degree (M.Ed.) in the course of this 3-year program at the end of Year 1. This specialist-level preparation leads to Ohio Department of Education licensure in school psychology. It also meets training requirements for National Certification in School Psychology administered through the NASP, and consistent with these national standards, meets licensure requirements for many other states. When supplemented by the required post-certification experiences in school psychology, the Specialist-Level Program meets the eligibility requirements for entrance to the Ohio State Board of Psychology licensing examination in school psychology.

The second level of preparation leads to the Doctor of Philosophy (Ph.D.) in School Psychology. Doctoral-level training is a comprehensive 5-year program of study, with 3 years of sequential full-time coursework and integrative field experiences, a year of internship (minimum 1500-hour), Doctoral Comprehensive Examination (completed as portfolio), and research and dissertation requirements. The Masters Degree (M.Ed.) is earned upon completion of requirements in Year 1. The doctoral curriculum is based on disciplinary standards for professional psychology and school psychology, including the *Standards for Training and Field Placement* of the National Association of School Psychologists (2002), training guidelines of the Association for Behavior Analysis (ABA) and the *Guidelines and Principles* of the American Psychological Association (2002), as well as the Program's philosophy and model of training.

The comprehensive training culminates in a full-time (1500 hour) pre-doctoral internship in the fourth year of study that is consistent with APA and NASP guidelines and those of the Council of Directors of School Psychology Programs (CDSPP) and Association of Psychology Postdoctoral Internship Centers (APPIC). The internship includes a minimum of 600 hours of school psychology specialization. With the internship and Advanced School Experience (completed in Year 3), students are eligible for licensure as a school psychologist with the Ohio Department of Education (and most other states) and meet training requirements for National Certification in School Psychology. Licensure requirements vary for school psychology (typically governed by states' Department of Education) and psychology (typically governed by states' Department or Board of Psychology). Students are prepared for doctoral practice, research, and leadership in school psychology. Depending on state requirements, some school internships are not aligned with requirements for doctoral-level psychology licensure. Students will learn of these requirements to make informed choices relative to their career goals.

The Doctoral Program is designed for full-time study, and students are expected to retain full-time status until all required coursework (excluding dissertation hours) is completed. There is a Program option for part-time doctoral study for professionals with an advanced degree returning for study. University residency requirements are met in all Program options.

Specialist–Level (Ed.S.) Program of Study

The professional school psychologist must be broadly trained as a competent consumer of new knowledge and be prepared to deal with far-ranging and diverse problems of a multifaceted and complex nature. The Specialist-level Program is designed to be aligned with the overall Program philosophy, NASP training standards, training standards of the Association for Behavior Analysis (ABA), and Ohio Department of Education licensure standards. Specifically, the Program provides preparation in all of the NASP and ABA content domains, with a strong, pervasive focus across training on data-based decision making and accountability and a consultative approach to practice across tiers of service delivery (universal/systems, targeted,

intensive/individualized). Training is provided in all of the NASP content domains, which include:

- Data-based decision-making and accountability
- Consultation and collaboration
- Effective instruction and development of cognitive/academic skills
- Socialization and development of life skills
- Student diversity in developing and learning
- School and systems organization, policy development and climate
- Prevention, crisis intervention, and mental health
- Home/school/community collaboration
- Research and program evaluation
- School psychology practice and development
- Information technology

Most of these domains are addressed in an integrative, cumulative fashion over many courses and some are supported by specific foundation area courses (e.g., Intermediate Statistics, Child Development) in addition to coverage within the School Psychology curriculum. These domains are consistent with Program themes (pp. 3-4) which provides the Program's areas of emphasis and serve as an organizing framework for training.

Specialist Program Requirements

The curriculum sequence requirements for the Specialist-level (Ed.S.) Licensure/ Certification Program are described below. Students are admitted in cohorts and complete the full-time Program in sequence. All students admitted to graduate study in school psychology must meet all curricular requirements before beginning a 1500-hour internship.

Specialist Curriculum Sequence

Year 1 Overview: Orientation to profession of school psychology and Program training model; mastery of foundations for professional practice, especially behavior foundations. The Masters degree (M.Ed.) is awarded upon successful completion of all curricular requirements through Spring Quarter (including a minimum of 45 credits hrs.) and the Masters Comprehensive Examination.

Autumn	Course	Hours
18PSYC721	School Organizations and the Role of School Psychologists	3
18PSYC860	Applied Behavior Analysis	3
18EDFN792	Cultural Diversity and Mental Health	3
18SPED600	Challenging Learner in Society	3
	Foundation Requirement/Elective	3

Winter

18PSYC810	Developmental Principles and Psychopathology	3
18PSYC842	Academic Assessment	3

18PSYC861	Found. in Social/Behavioral Assessment and Intervention	3
18PSYC730	Introduction to Legal and Ethical Issues in School Psychology	1
	Foundation Requirements (Intermediate Statistics rec. here)	6

Spring

18PSYC840	Theories of Measurement for School Psychology	3
18PSYC841	Introduction to Intellectual Assessment	3
18PSYC850	Assessment and Intervention for Early Childhood	3
18PSYC862	Academic Interventions	3
18PSYC872	Consultation I	3

Year 2 Overview: Development of competencies for professional practice; integration of knowledge and skills cross courses; emphasis on application and development of Professional Practice Portfolios (submitted in Spring Quarter to demonstrate competency for Internship).

Autumn

18PSYC805	Behavioral Research and Accountability Methods	3
18PSYC815	Social Cognitive Theory and Intervention	1
18PSYC821	School Psychology Practicum I	2
18PSYC824	Early Intervention Practicum I	3
18PSYC851	Family Intervention	3
18PSYC873	Consultation II	3
	Foundation Requirements/Elective (as needed)	3

Winter

18PSYC822	School Psychology Practicum II	3
18PSYC825	Early Intervention Practicum II	2
18PSYC843	Functional Assessment	3
18PSYC852	School-based Behavioral Counseling	3
	Foundation Requirement/Elective	3

Spring

18PSYC823	School Psychology Practicum III	2
18PSYC826	Early Intervention Practicum III	2
18PSYC853	School-Based Behavioral Counseling Practicum	1
18PSYC863	School-Based Mental Health Prevention and Intervention	3
18PSYC877	Critical Examination and Legal/Ethical Issues for Professional Practice	2
	Foundation Requirement(s) (Biological Bases recommended here)	3

Year 3 Overview: Supervised full-time (10 month, 1500 hours) school-based Internship focusing on integration and application practice within Program training model; continued development of personal model, professional development and sharing; preparation for profession (licensure,

national examination, job seeking, interviewing). The Specialist Degree (Ed.S.) is awarded upon successful completion of all remaining curricular and internship requirements and demonstrating advanced competency in professional skills as evidenced in the Professional Practice Portfolio.

18PSYC891, Internship in School Psychology (3 cr hrs per quarter)
892, 893

Ohio certification in school psychology typically granted at this point contingent upon successful completion of Program requirements and passing the National Examination in School Psychology.

Foundation Course Requirements

Requirements in the following areas must be completed in Year 1 and 2 and prior to the initiation of the internship.

Human Development

Total of 6 credit hours in Human Development required, including

18PSYC810 Developmental Principles and Psychopathology

Plus one course from the following:

18DFDN735 Human Development: Early Childhood
18DFDN736 Human Development: Middle Childhood
18DFDN737 Human Development: Adolescence
15PSYC807 Proseminar: Developmental Psychology

Human Learning

Addressed in School Psychology Curriculum primarily through:

18PSYC721 School Organizations and the Role of School Psychologists
18PSYC860 Applied Behavior Analysis
18PSYC861 Foundations in Social Behavioral Assessment and Interventions
18PSYC862 Academic Interventions
18PSYC815 Social Cognitive Theory and Intervention

Statistics and Research Design

Foundations in statistics and research design. All students must demonstrate proficiency in statistics and research design. The foundations for this area encompass coursework and experiences in intermediate statistics (18EDFN711), and in measurement and evaluation (covered in 18PSYC821/842, in addition to other courses).

Behavioral research methods. This area includes demonstrated competence in behavior analysis, behavioral interventions, and behavioral research methods. The requirement for this

area can be met through successful completion of the foundation areas in addition to the following coursework and associated experiences.

18PSYC805	Behavioral Research and Accountability Methods
18PSYC860	Applied Behavior Analysis
18PSYC861	Foundation in Social/Behavioral Assessment and Intervention
18PSYC862	Academic Interventions

Cultural Diversity

Cultural diversity is addressed in multiple ways throughout the Program curriculum. Content relative to cultural diversity is addressed in all core professional coursework. In addition, students must complete 18EDFN792 - Cultural Diversity and Mental Health.

Counseling

18PSYC852	School-based Behavioral Counseling
18PSYC853	School-based Behavioral Counseling Practicum

Biological Bases of Behavior

Minimum of 3 credit hours required from the following courses or a course deemed equivalent by the program advisor. Students who have not had an undergraduate course in this area must complete physiological psychology.

15PSYC518	Physiological Psychology
15 PSYC537	Broken Brains: Biological Bases
15PSYC731	Core Psychology: Biological Bases
15PSYC793	Psychopharmacology
15PSYC802	Pro-Seminar: Sensation and Perception

Computer Literacy and Information Technology

Students are expected to attain a level of computer literacy appropriate for the practice of school psychology and knowledge and skills in use of relevant information technology. Specific requirements and applications are imbedded in coursework and field experiences including use of web-based resources and applications for statistical analysis, word processing, data management, presentation, and graphing.

Specialist-level Pre-Internship Practicum Experiences

Prior to enrolling in the school psychology internship, all students must complete a minimum of 400 hours of planned and sequential practicum experience. It is the individual student's responsibility to document these experiences by completing and submitting the *Professional Practice Log* provided by the School Psychology Program. Logs documenting practicum hours and experiences must be submitted each quarter to supervising faculty for a signature and then to the

Program Secretary for inclusion in the student's file, and all documentation must be completed prior to approval for internship.

Professional Practice Portfolio (Pre-Internship and Ed.S/Internship)

Specialist-level students are required to develop, maintain, and submit Professional Practice Portfolios at two points in time – Pre-Internship and Post-Internship (Ed.S. Portfolio). Portfolios reflect the student's integration and application of major program themes and competence and mastery of major skill domains. Students receive a separate document on portfolio development, guidelines, and scoring criteria. Students work on portfolio entries through coursework and practicum requirements and meet with their advisers to aid portfolio development.

The Pre-Internship Portfolio is submitted in May of Year 2 to demonstrate initial competency (minimum of novice level) in NASP domains and areas of Program emphasis. The Post-Internship Portfolio is submitted in May of the Internship year (Year 3), to meet requirements for the Specialist Degree (Ed.S.). This Ed.S. portfolio shows advanced competency for NASP domains and areas of Program emphasis.

Specialist-level Internship

Ohio Internship Program. UC and Ohio's other school psychology training programs are extremely fortunate to have a state-wide Ohio Internship Program that is a collaborative training effort among all Ohio school psychology programs, the Ohio Department of Education (ODE) and the Ohio School Psychologists Association. Internships are governed through the Ohio Internship Manual and are designed to be consistent with NASP training standards and to support best practices under ODE initiatives.

In the Ohio Internship Program, school districts are approved as internship settings through a review process that examines services delivery, training opportunities, and supervision. All training sites collaborate with a university training program (or programs). Typically, students remain in the geographical area and complete internships in approved settings with their university training program. There is a limited option to complete an Ohio Internship in another region in conjunction with another Ohio university, in approved settings only. Students must inform the Internship Coordinator of such a request by the beginning of Year 2 to allow for planning and coordination. Such arrangements are subject to approval and agreement by both universities and contact is initiated by the Program, not the student.

History and context. For over 40 years, Ohio has supported the professional training of school psychologists in the state through the Ohio Internship Program. Ohio interns receive training support and stipends at approximately a beginning teacher's salary (about \$23,000 for 2006-07). The Ohio Internship Program is based on legislative appropriations on a bi-annual basis and thus may be subject to change by the Ohio legislature. However, an important context is the strong history of support for this internship program by the Ohio Department of Education and the legislature. Because the Ohio internship program has functioned to support training of school psychologists to meet the Ohio need, students should be aware of the **professional and ethical obligation** to serve Ohio schools as a school psychologist following the internship. The State requires that students who

receive state-subsidized internships **must sign a commitment** to employment as a school psychologist in Ohio for at least one year immediately following the completion of training. However, students should be aware that the Program view is that it is a **longer term commitment**, not just technically a one-year commitment, to Ohio schools. Students who do not wish to incur this obligation are required to inform their advisor **no later than the beginning of the second year** so alternative internship arrangements can be planned, as described in the section on out-of-state internships.

Pre-internship background checks. Prior to participation in an Ohio internship, students will complete an application for temporary licensure in Ohio (the process may differ in other states, but all require a level of licensure/certification). Students **should be aware that this licensure review process requires a fingerprint check** through the Ohio Bureau of Criminal Investigation (BCI) and also the Federal Bureau of Investigation (FBI) for persons who have not been Ohio residents for the past 5 years. This licensure application and review typically occurs in the summer prior to internship. If any problems are anticipated, the student should inform his/her advisor or the Program Director and seek assistance early to avoid delays in licensure.

Ohio internship deadlines and requirements. To facilitate Program and state-wide planning, all students must notify the Program of their intent to participate in the Ohio Internship Program **by November 15th** of Year 2. Once a student has committed to an Ohio internship, the Program will **not** approve an out-of-state internship. If a student chooses to decline an Ohio internship and instead pursue an out-of-state internship, the student forfeits his/her position for an Ohio Internship in that year.

Program expectations for out-of-state internships. Students seeking approval for an out-of-state internship should be aware that out-of-state internships must meet Program and NASP standards and fulfill specified criteria consistent with the UC School Psychology Program training model in order for the experience to be deemed an “approved internship.” Also, although Program faculty will provide assistance with contacts, as feasible, it is the student’s responsibility to make contact with prospective settings and provide all necessary information to the Program and the setting. If an out-of-state internship setting fails to meet the specified NASP and Program standards upon review or in fulfilling its agreement to training during the internship year, the internship will **not** be approved by the Program. Out-of-state interns are required to maintain their relationship with the University to retain alignment with the training emphasis of the Internship.

Doctoral-Level (Ph.D.) Program of Study

The Doctor of Philosophy (Ph.D.) in School Psychology is based on a comprehensive 5-year program of study, with 3 years of sequential coursework and integrative field experiences, a year of internship (minimum 1500 hour, 600 in schools), Doctoral Comprehensive Examination (completed as portfolio), and research and dissertation requirements. The Masters Degree (M.Ed.) is earned upon completion of requirements in Year 1. The program of study is designed to prepare highly competent professional school psychologists as scientist-practitioners who are trained to be both competent consumers and producers of new knowledge and who are broadly trained to deal with diverse and complex problems from a problem-solving perspective. The doctoral curriculum is based on

disciplinary standards for professional psychology and school psychology, including the *Standards for Training and Field Placement (2000)* of the National Association of School Psychologists and the *Guidelines and Principles (2002)*, training guidelines of the Association for Behavior Analysis (ABA) and the *Guidelines and Principles* of the American Psychological Association (2002), as well as the Program's philosophy and model of training.

The doctoral curriculum is organized within 5 curricular areas of preparation aligned with the *Guidelines and Principles* of the American Psychological Association. These areas are: Basis for Scientific Psychology; Scientific, Methodological and Theoretical Foundations of Practice in School Psychology; Professional Practices in Assessment, Intervention, and Evaluation; Cultural and Individual Diversity; Professional and Personal Models of Practice.

The Doctoral Program also provides preparation in all of the NASP content domains, with a strong, pervasive focus across training on data-based decision making and accountability and a consultative approach to practice (system level, group, and individual). Training is provided in all of the NASP content domains, which include:

- Data-based decision-making and accountability
- Consultation and collaboration
- Effective instruction and development of cognitive/academic skills
- Socialization and development of life skills
- Student diversity in developing and learning
- School and systems organization, policy, development and climate
- Prevention, crisis intervention, and mental health
- Home/school/community collaboration
- Research and program evaluation
- School psychology practice and development
- Information technology.

Most of these domains are addressed in an integrative, cumulative fashion over many courses and some are supported by foundation area courses (e.g., Intermediate Statistics, Child Development) in addition to coverage within the School Psychology curriculum. These domains are consistent with Program themes which provide the Program's areas of emphasis and serve as an organizing framework for training. Training also is aligned with the standards of the ABA for doctoral-level programs. Both advanced coursework and related field experiences address application of applied behavioral-analytic approaches to theory, research, and practice.

The comprehensive training culminates in a full-time (1500 hour, 600 in schools) pre-doctoral internship in the fourth year of study that is consistent with APA and NASP guidelines and those of the Council of Directors of School Psychology Programs (CDSPP) and Association of Psychology Postdoctoral Internship Centers (APPIC). The internship includes a minimum of 600 hours of school psychology specialization. With the internship and Advanced School Experience (completed in Year 3), students are eligible for licensure as a school psychologist with the Ohio Department of Education (and most other states) and meet training requirements for National Certification in School Psychology.

The Doctoral Program, when supplemented by the required doctoral internship and post-doctoral experience as aligned with APPIC standards, meets the eligibility criteria for entrance to the Ohio State Board of Psychology licensing examination in psychology.

Licensure requirements vary for school psychology (typically governed by states' Department of Education and psychology (typically governed by states' Department or Board of Psychology). Students are prepared for doctoral practice, research, and leadership in school psychology. Depending on state requirements, some school internships are not aligned with requirements for doctoral-level psychology licensure. Students will learn of these requirements to make informed choices relative to their career goals.

The Doctoral Program is designed for full-time study, and students are expected to retain full-time status until all required coursework (excluding dissertation hours) is completed. There is a Program option for part-time doctoral study for professionals with an advanced degree returning for study. University residency requirements are met in all Program options.

Doctoral Core Curriculum

Area 1: Basis for Scientific Psychology

Biological Aspects of Human Behavior (3 hrs.)

15PSYC731 Core of Psychology: Biological Bases

Cognitive/Affective Basis of Behavior (6 hrs.)

15 PSYC735 Core of Psychology: Cognition and Learning **OR**

18EDFN835 Cognition and Learning

18PSYC815 Social Cognitive Theory and Intervention

Social Basis for Behavior (6 hrs.)

15PSYC732 Core of Psychology: Social **OR**

15PSYC744 Advanced Social Psychology

18PSYC910 Advanced Behavioral Theory and Practice

History and Systems of Psychology (3 hrs.)

15PSYC551 Systems of Psychology **OR**

15PSYC733 Core of Psychology: History and Philosophy

Psychological Measurement (3 hrs.)

18PSYC840 Theories of Measurement for School Psychologists

Research Methodology and Techniques of Data Analysis (42 hrs); includes competency in 2 research tools of (a) quantitative research methods and (b) behavioral research methods)

- 18EDFN711 Intermediate Statistical Methods
- 18EDFN876 Experimental Research
- 18EDFN878 Multivariate Analysis of Differences **OR**
- 18EDFN879 Multivariate Analysis of Relationships **OR**
- 18EDFN880 Advance Multivariate Analysis
- 18PSYC805 Behavioral Research and Accountability Methods
- 18PSYC905 Advanced Behavioral Research Methods
- 18PSYC953 Doctoral Colloquia in School Psychology (1 hr per quarter across 9 quarters)
- 18PSYC973 Individual Dissertation Guidance (min. 18 hrs)

Area 2: Scientific, Methodological and Theoretical Foundations of Practice in School Psychology

Individual Differences in Behavior

- 18SPED600 Challenging Learner in Society

Human Development (3 hrs.)

- 18PSYC907 Pro seminar: Developmental Psychology **OR**
- 18EDFN735 Human Development: Early Childhood **OR**
- 18EDFN736 Human Development: Middle Childhood **OR**
- 18EDFN737 Human Development: Adolescence **OR**
- 18EDFN775 Lifespan Human Development

Psychopathology

- 18PSYC810 Developmental Principles and Psychopathology

Professional Standards and Ethics (6 hrs.)

- 18PSYC721 School Organization and the Role of School Psychologists
- 18PSYC730 Legal and Ethical Issues for Helping Professional
- 18PSYC877 Critical Examination and Legal/Ethical Issues for Professional Practice

Area 3: Professional Practices in Assessment, Intervention, and Evaluation Assessment (9 hrs.)

- 18PSYC841 Introduction to Intellectual Assessment
- 18PSYC842 Academic Assessment
- 18PSYC843 Functional Assessment

Effective Intervention and Evaluation (22 hrs.)

Within the University of Cincinnati training model, assessment and planning, intervention, and evaluation of effectiveness are considered part of the same process and the content of these courses reflects this orientation.

18PSYC850	Assessment and Intervention for Early Childhood
18PSYC851	Family Intervention: Theory and Application
18PSYC852	School-based Behavioral Counseling Groups
18PSYC860	Applied Behavior Analysis
18PSYC861	Foundations in Social/Behavioral Assessment and Interventions
18PSYC862	Academic Interventions
18PSYC863	Social and Behavioral Interventions
18PSYC864	School-based Mental Health Interventions
18PSYC815	Social Cognitive Theory and Intervention

Consultation (6 hrs.)

18PSYC872/3	Consultation
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Facilitating Systems Change, Supervision, Leadership and Staff Development (9 hrs.)

18PSYC881/2/3	Advanced School Experience (9 hrs.)
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Practica and Internship (27-33 hrs.)

18PSYC821/2/3	School Psychology Practicum I, II, III (7 hrs.)
18PSYC824/5/6	Early Intervention Practicum I, II, III (7 hrs.)
18PSYC853	School-Based Behavioral Counseling Practicum (1 hr.)
18PSYC881/2/3	Advanced School Experience (9 hrs.)
18PSYC961/2/3	Doctoral Internship in School Psychology (3-9 hrs.)

Area 4: Cultural and Individual Diversity

This area cuts across multiple curricular requirements and is addressed throughout all core professional courses. Additionally courses in theories of measurement, academic and intellectual assessment, and all intervention courses contain significant related content.

18EDFN792	Cultural Diversity and Mental Health
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Area 5: Professional and Personal Models of Practice

Students continue to apply the scientist-practitioner model to develop a model of practice; critically examine topics in psychology and education, explore emerging scientific knowledge, and develop a plan for continued life-long learning and scholarly inquiry.

18PSYC877	Critical Examination of Professional Practice
18PSYC953	Doctoral Colloquia in School Psychology

Doctoral Curriculum Sequence

Core Doctoral-level school psychology courses are taken in sequence. Foundation and support courses that are required but that are individually sequenced are taken across the first 3 years of study, prior to the Doctoral Internship. The sequence of these courses will be outlined in each student's Plan of Doctoral Study approved by the Doctoral Committee.

Year 1

Overview: Orientation to profession of school psychology, to research (through participation on research team), and to the Doctoral Program training model; mastery of scientific, methodological, and theoretical foundations for psychology in general and professional practice specifically. The Masters Degree (M.Ed.) is awarded in Spring Quarter of Year 1 upon successful completion of all curricular requirements (min. 45 cr. hrs.) and passing the Masters Comprehensive Examination.

Autumn	Course	Hours
18PSYC721	School Organization and the Role of School Psychologists	3
18PSYC860	Applied Behavior Analysis	3
18PSYC953	Doctoral Colloquium	1
18EDFN792	Cultural Diversity and Mental Health	3
18SPED600	Challenging Learner in Society	3
	Psychology Foundation Requirement	3
Winter		
18PSYC861	Found. in Social/Behavioral. Assess. and Intervention	3
18PSYC953	Doctoral Colloquium	1
18PSYC730	Introduction to Legal/Ethical Issues	1
18PSYC810	Developmental Principles and Psychopathology	3
18PSYC842	Academic Assessment	3
	Psychology Foundation Requirements (typically includes Intermediate Statistics)	6
Spring		
18PSYC840	Theories of Measurement for School Psychology	3
18PSYC841	Introduction to Intellectual Assessment	3
18PSYC862	Academic Interventions	3
18PSYC850	Assessment & Intervention for Early Childhood	3
18PSYC953	Doctoral Colloquium	1
18PSYC872	Consultation I	3
	Psychology Foundation Requirements	3

Year 2

Overview: Development of competencies for professional practice; continued development

of the research competencies (through research teams and beginning development of independent research project); practice in teaming and supervision; continued mastery of scientific, methodological, and theoretical foundations and professional practice knowledge foundations; integration of knowledge and skills across courses.

Autumn

18PSYC805	Behavioral Research and Accountability Methods	3
18PSYC821	School Psychology Practicum I	2
18PSYC824	Early Intervention Practicum I	3
18PSYC851	Family Intervention	3
18PSYC815	Social Cognitive Theory and Intervention	1
18PSYC873	Consultation II	3
18PSYC953	Doctoral Colloquium	1

Winter

18PSYC822	School Psychology Practicum II	5
18PSYC825	Early Intervention Practicum II	2
18PSYC843	Functional Assessment	3
18PSYC852	School-based Behavior Counseling	3
18PSYC910	Advanced Behavioral Theory and Practice	3
18PSYC953	Doctoral Colloquium	1

Spring

8PSYC823 1	School Psychology Practicum III	2
18PSYC826	Early Intervention Practicum III	2
18PSYC853	School-Based Behavioral Counseling Practicum	1
18PSYC864	School-Based Mental Health Interventions	3
18PSYC877	Critical Exam. of Prof. Practice & Legal & Ethic. Issues	2
18PSYC905	Advanced Behavioral Research Methods and Design	3
18PSYC954	Doctoral Colloquium	1
	Psychology Foundation Requirement	3

Year 3

Overview: Completion of advanced doctoral course work and experiences in school psychology, consistent with doctoral themes of research, leadership and supervision, change facilitation, and advanced behavioral content; completion of Advanced School Experience; completion of pre-dissertation research requirements (completed research project with submitted presentation and article); completion of Doctoral Comprehensive Examination and advancement to candidacy; application for Doctoral Internship.

Autumn

18PSYC881	Advanced School Experience	3
18PSYC953	Doctoral Colloquium	1
	Psychology Foundation Requirements (typically includes Multivariate Analysis)	6-9

Winter

18PSYC882	Advanced School Experience	3
18PSYC910	Advanced Behavioral Theory and Practice	3
18PSYC953	Doctoral Colloquium	1
	Psychology Foundation Requirements	6-9

Spring

18PSYC883	Advanced School Experience	3
18PSYC954	Doctoral Colloquium	1
	Psychology Foundation Requirements (typically includes Experimental Research)	6-9

Year 4^a

Overview: Completion of full-year Doctoral Internship

18PSYC961/2/3	Doctoral Internship in School Psychology	12-45
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Year 5^a

Overview: Completion of dissertation research.

18PSYC973	Dissertation Guidance	18+
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Note^a: For students seeking APPIC/APA internships, Years 4 and 5 can be switched to align with requirements at many internship sites to have an accepted dissertation proposal prior to internship.

Required Doctoral-level Field Experiences

Prior to internship students engage in field experiences as part of courses or practica. It is the student's responsibility to document all field-based training experiences by completing and submitting *Professional Practice Logs*. Logs must be submitted each quarter to supervising faculty for signature and then to the Program Secretary for inclusion in the student's Program file.

Pre-Internship Practicum Experiences. Across Years 1 and 2, and prior to enrolling in the Doctoral Internship, doctoral students must complete a minimum of 400 hours of planned, integrated and sequential practicum experience.

Advanced School Experience. All doctoral students who are not certified/licensed as a school psychologist prior to admission must complete at least 600 clock hours (9 quarter hours) across 3 quarters) of an Advanced School Experience. This experience takes place in an approved school and agency settings during Year 3 of full-time study prior to the one-year culminating Doctoral

Internship. The Advanced School Experience ensures that all graduates have a competent foundation in school-based professional practice. Completion of this 600 hour experience, when combined with the subsequent full-year internship, allow graduates to seek licensure as a school psychologist.

Doctoral Internship. All students must complete an approved full-year internship following completion of all required coursework except the dissertation, and passing the written comprehensive examination (submitted as a portfolio). Consistent with APA, NASP, CDSPP, and APPIC guidelines, this internship may be 10 months long (1500 hours) if it is a school psychology internship, with non-school psychology internships typically being 12 months (2000 hours). Students are strongly encouraged to apply for APA and APPIC approved internships that fit their professional development goals. Internship sites not APA and APPIC approved must meet guidelines adopted by APA, APPIC, NASP, and CDSPP; provide experiences to meet all competencies specified within the Program's Doctoral Internship Competency Checklist, be approved by the Program Faculty; provide a structured training experience commensurate with doctoral-level professional practice; and provide 4 hours of supervision per week (including 2 hrs. of individual direct supervision) by a licensed psychologist/licensed school psychologist.

Decisions about desired placement for doctoral internship are made by the student in collaboration with the Doctoral Committee and Program Faculty. Students are expected to base their choice on the internship characteristics related to meeting their individual goals as a professional school psychologist. Internship activities and training models vary widely across settings and populations that are served.

Planned Leadership and Systems Change Experiences: Change Facilitation, Staff Development, Supervision and Teaching

To support the doctoral theme of professional leadership, all doctoral students participate in required leadership experiences including change facilitation, staff development, and supervision and teaching. This planned supervised leadership training occurs through several experiences, many of which occur naturally while meeting Program requirements including: (a) activities within the Doctoral Colloquia (mentoring and supervising in prior years in a vertical team model through roles in research teams, supervising 1st year tutoring experiences, supervising 2nd year practica experiences); (b) individually planned teaching experiences (available through working with individual faculty); and (c) opportunities to engage in change facilitation and staff development through the Advanced School Experience. Student plans for the Planned Leadership Experience are developed in consultation with and approval by the Doctoral Committee and are contained in the Plan of Doctoral Study.

Each student must construct their Doctoral Portfolio (submitted as the Written Doctoral Comprehensive Examination) to include narrative and entries directly reflective of their planned leadership experiences. As specified in College of Education, Criminal Justice, and Human Services Doctoral Policy, plans for the structure of the portfolio are made in conjunction with the Doctoral Committee at least one quarter prior to the submission date.

Doctoral Research Requirements

Doctoral students are expected to develop sophisticated knowledge and skills in research methods through both coursework and completion of research experiences. Four distinct strands plus the dissertation contribute to this development: participation in programmatic research project by faculty and students; the Doctoral Colloquia; required research courses; completion of a pre-dissertation research project leading to a manuscript and conference presentation proposal submissions.

Participation in research related to program themes. All doctoral students will continually participate in research projects related to program themes, beginning their first quarter following admission. Research projects consist of one or more faculty member and students at various stages of training and are part of defined research agendas. As students progress through training, more experienced students serve as mentors to less experienced students on research teams, and student responsibilities for directing research will increase across the 3 years of study prior to internship. Student interests guide project participation. A written plan for completing this requirement is contained in the Plan of Doctoral Study and is developed in collaboration with the Doctoral Committee during the second year of study.

Doctoral colloquia. All students enroll for 1 hour of Doctoral Colloquium (18PSYC953) each quarter prior to the doctoral internship (6-9 quarters depending on level of education prior to matriculation). Colloquia (involving all doctoral students) will meet regularly to enhance student exposure to ongoing research, consider critical themes in research, provide an additional forum for development of effective research plans, and aid in preparing research for publication and presentation.

Research courses. School Psychology Doctoral students complete research requirements for Quantitative Research Methods and Behavioral Research Methods. These areas are based on required courses but also depend on continued student involvement in research through research teams and Doctoral Colloquia, and in guided experiences across the range of core school psychology courses. Basic required courses for the quantitative research tool are: 18 EDFN886 (Experimental Research), 18EDFN711 (Intermediate Statistics); and one course in multivariate statistics (18EDFN878/879/880). The behavioral research method tool is the focus of two courses: 18PSYC805 (Behavioral Research and Accountability Methods) and 18PSYC905 (Advanced Behavioral Research Methods and Design). Given the ecological behavioral orientation of the program, students also receive extensive instruction and experience in single case accountability design across nearly all intervention courses and practica. Demonstration of the use of elements of research design for intervention accountability is required in both the Specialist's and Doctoral portfolios.

Pre-dissertation research experience. Each doctoral student must complete an independent pre-dissertation directed research experience in school psychology. This requirement is completed prior to the Doctoral Internship. The requirement is fulfilled under supervision of a faculty member within practicum experiences, faculty/student research projects, or another applied research project. Although students can assist each other in these projects, each student is expected to have prime responsibility (with faculty supervision) for his or her own unique research study. A report of the project, written in APA article format and approved by the supervising faculty member, serves as written evidence of the fulfillment of the requirement and is included in the Doctoral Portfolio. The Program expectation is that the study and manuscript are of sufficient quality to be submitted to a

refereed journal for publication consideration and for presentation at a national professional convention.

Doctoral Portfolio

Students are required to develop, maintain, and submit a Doctoral Research and Practice Portfolio demonstrating competence in all areas of program emphases. Portfolios reflect the student's integration and application of major program themes and competence and mastery of major doctoral skill domains. Students work on portfolio entries through coursework and fieldwork and research requirements and meet with their Doctoral Chair/Committee to aid portfolio development. The Doctoral Portfolio is submitted to meet requirements for the Doctoral Comprehensive Examination. A separate document, *Doctoral Portfolio Guidelines*, details requirements for use of portfolios across training.

CONTINUOUS PROGRESS MONITORING AND SELECTIVE RETENTION

Program expectations and review processes. In order to ensure the development of adequate professional competencies and to ensure satisfactory progress toward degree completion, the faculty continually monitors student performance. Students likewise are expected to engage in goal setting, self-monitoring of progress academically and professionally, and reflection on skills, progress, and areas for continuous improvement. This process of review, feedback, and continuous improvement is critical to any applied professional training program. Faculty advisors meet with each advisee quarterly to plan the student's program and provide overall feedback on progress in the Program related to expectations at both Program levels (specialist and doctoral). Specific feedback related to coursework and applied work is provided by instructors and field supervisors. Annually during Spring Quarter, students receive a summary evaluation encompassing overall ratings across courses and field experiences. As needed, written action plans may be used to set specific targets and goals for improvement, delineate plans, and note review dates and expectations for good progress.

Progress monitoring and selective retention criteria. Students must adhere to University, College, and Program rules and regulations regarding academic performance and professional conduct. Furthermore, because school psychology is an applied profession, all students must demonstrate not only knowledge but skill competency and personal characteristics (dispositions) appropriate to the requirements of the profession. The following list of criteria describes Program expectations for professional behavior/dispositions at Specialist and Doctoral levels. Students are expected to reflect on their own development across behaviors, and faculty and field supervisors also rate students on these behaviors to provide feedback. These criteria also can be the basis for action plans for targeted improvement. As warranted, these criteria may be the basis for selective retention decisions when there is lack of improvement or serious concerns.

On-going evaluation in regard to selective retention is focused on demonstration of the following criteria:

- Adherence to the ethical standards of the National Association of School Psychologists, with conduct becoming a professional school psychologist;

- Ability to work effectively with parents, families, school personnel, students, supervisors, faculty, and peers in simulated and actual situations;
- Performance in a professional manner as documented by University and/or field supervisors;
- Advancement in developing independent research skills (at the doctoral level)
- Effective thinking and problem-solving skills consistent with professional performance;
- Effective communication skills (written and verbal)
- Receptive attitude toward learning as indicated by attendance and participation in university classes and field experiences and responsiveness to feedback;
- Positive feedback on annual review of progress by faculty based on comprehensive progress monitoring criteria including academic performance;
- In personal behavior, dispositions, and characteristics, a student's professional work must be characterized by the following:
 - Ethical conduct
 - Respect for differences
 - Adaptability
 - Conscientiousness
 - Cooperation
 - Leadership
 - Objectivity
 - Responsiveness to feedback
 - Positive problem-solving focus
 - Responsibility
 - Independence
 - Initiative and autonomy
 - Personal stability
 - Professional conduct
 - Perspective taking
 - Professional dress and appearance