



School Psychology
Doctoral Program Handbook
2006-2007

Division of Human Services



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Rev. Sept., 2006

PREFACE

The School Psychology Doctoral Program Handbook is intended to provide students with specific information about the University of Cincinnati; the College of Education, Criminal Justice, and Human Services (CECH); the Division of Human Services; and the School Psychology Program. This Handbook is a tool for students as they progress through the doctoral-level program. Program policies exist within the framework of those of the College and the University (The Graduate School). The Program Handbook presents policies and procedures specific to the doctoral (Ph.D.) program in school psychology and is in compliance with the rules and policies of the Graduate School and the College of Education, Criminal Justice, and Human Services. Students are responsible for being aware of Program, College, and University regulations and policies as described in the *Program Handbook*, College policies (available on-line at www.cech.uc.edu link to Programs and Majors) and *University of Cincinnati Graduate Handbook* (available on-line at www.grad.uc.edu). Direct links to these policies are provided on the Program website.

Graduate programs at the University of Cincinnati are organized within Graduate Studies (The Graduate School). The Dean of the Graduate School is responsible for coordinating, implementing, and administering all policies, rules, and regulations pertaining to graduate degree programs, including those of the Division of Human Services. It is the role of the Graduate Faculty to determine educational policy of The Graduate School and to regulate admission of students, advancement to candidacy, and awarding of graduate degrees. The Graduate Faculty has sole power in establishing requirements, but leaves to each individual department and program the right to determine specific courses of study, precise manners of instruction, and individual methods for evaluating the results of examination.

INTRODUCTION TO DOCTORAL STUDY IN SCHOOL PSYCHOLOGY AT THE UNIVERSITY OF CINCINNATI

The Doctoral School Psychology Program at the University of Cincinnati is dedicated to preparing highly competent professional school psychologists according to the scientist-practitioner model. As a result of their broad-based training, doctoral graduates are prepared to make significant contributions to this challenging field through the most up-to-date professional practice, research, professional leadership, administration and supervision, and teaching.

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. The Doctoral Program is fully approved by the National Association of School Psychologists (NASP) and the University (University of Cincinnati) accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In the most recent review of the doctoral program by NASP (2003), the doctoral program was fully approved as a “strong program commensurate with national standards.” Reviewers made several positive evaluations of doctoral training, including the curriculum model, faculty, student skill attainment, field experiences, and outcome evaluation. Some specific reviewer comments included:

- § “The mission and philosophy as well as guidelines for students throughout the course of the program are well articulated, helpful, and many of the standards are extremely well met (e.g., collaboration and consultation, data-based decision making assessment and intervention sequence).”
- § “The vast majority of courses...are current if not cutting edge, are comprehensive, and are consistent with the philosophy and goals of the program as well as national standards.”
- § “Program assessment methods, and particularly efforts to assess impact on clients, are exceptional.”
- § “The Program’s attention to data-based decision making is exceptional. It is built into the mission and philosophy, and appears to be delivered across courses and field experiences.”

The University of Cincinnati also holds the Program in high regard. In 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." This Program Review, external reviewers noted "This program clearly provides state-of-the-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.

Statement of Program Philosophy

The Doctoral 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 Association for Behavior Analysis, and the American Psychological Association. 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 research and practice. As scientist practitioners, students are trained to critically examine theory and practice, develop a defensible professional model of practice, collect and use accountability data for decisions, and engage in research to improve professional knowledge and practice. In applying an ecological-behavioral approach, students learn to focus on changing behaviors in important contexts, such as the school and family, to collaborate with key individuals for effecting meaningful changes in these contexts, and to provide leadership at a systems level for change.

These core principles serve as the foundation for the Doctoral 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 and 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 research and the profession

- # Ecological/behavioral orientation, integrating key theoretical approaches and core 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 at all tiers 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/Initiative role
 - ! 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 and services
 - ! leadership to profession, especially through research and advocacy for effective practices

The Program provides future doctoral-level 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 person. Self-awareness, regard for others, and respect for cultural and individual differences are actively cultivated and expected of all students.

The major emphasis of the Doctoral 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 research and technically sound data base to guide practice and evaluate outcomes of professional practices and activities. Contributing to research that informs professional practices 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 and behavioral perspective focusing on the child, the family, school, and community. A leadership 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. Doctoral students develop knowledge and skills in leadership and change facilitation toward advocating for effective practices. 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 are prepared for various leadership positions in school psychology. Graduates have had a 100% employment rate in a variety of settings including school districts (often in supervisory positions or responsible for innovative programs), related agencies (e.g., preschool settings, child and family services, regional training centers, state agencies), and universities as school psychology faculty members. Many graduates have had leadership positions in professional associations. Graduates are license-eligible for independent practice with state boards of psychology, following relevant state requirements for doctoral-level internships and required post-doctoral supervised experience. Doctoral graduates also complete all requirements for specialist-level certification as school psychologists, consistent with national certification standards of NASP.

School Psychology Program Approval and Accreditation

The Program is approved at both doctoral and specialist levels by the National Association of School Psychologists (NASP), and the unit (College – CECH) is accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, the School Psychology Program is approved by the Ohio Department of Education.

Student Composition

Each year approximately 3 - 5 students are admitted into the first-year of the Doctoral Program and a limited number with prior graduate training may be admitted at the advanced Doctoral level. The current overall student body in school psychology (doctoral and specialist) is composed of 5% males and 5% ethnic minority group members. There are 54 students in the Program, 38% of whom are doctoral. Students represent a wide variety of undergraduate institutions and geographical areas. 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 swimming, basketball, running, tennis, racquetball, and 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 within 5 to 6 hours of Pittsburgh, Cleveland, St. Louis, Knoxville, Detroit, and Chicago.

Support Systems

Doctoral study is extremely challenging and demanding, both academically and personally. The school psychology faculty expects each doctoral student to demonstrate maturity, initiative,

and independence, and we also strive to support and assist students in their endeavors as much as possible. An emphasis on close student-faculty relationships is maintained by carefully limiting the number of students enrolled in the program and through a minimum of quarterly meetings between Faculty Advisor/Chair and students. Informal lunch meetings with cohorts of students and faculty also occur regularly. Incoming students are assigned student mentors to assist with first-year transition, and cross-year mentoring opportunities occur during every year of the Program. Students also are actively encouraged to collaborate as a class and develop support networks for study and dissertation research. Doctoral students are members of research teams and participate in vertical teams of doctoral students across years of study.

Various support systems exist within the University itself to assist students. Information about support services are included in the folder distributed at the Program Orientation. Among these are the following:

Career Development and Placement Center: assists students in obtaining part-time employment; assistance is also available for the spouses of students (www.uc.edu/careers 556-3471).

Computer Facilities and E-Mail: students have wide access to computers, printers, and technical assistance in computer labs in Teachers College and throughout the campus, as well as wireless access. All students must sign up for a Bearcat On-line account which provides access to internet, e-mail, and various campus resources. This assigned e-mail is the official means for university and program communications, so students are responsible for checking their e-mail regularly. E-mail from the program and faculty can only be sent to the UC account.

Disability Services: provides supports and services for students with disabilities (www.uc.edu/sas/disability/ 556-6823).

Ethnic Programs and Services: provides specific supports and services for ethnic minority students (www.uc.edu/eps/ 556-6008).

Financial Aid: see Financial Aid section.

Housing: special graduate student housing is available in the residence halls and in campus apartment complexes; married student housing is also available. Contact Office of Residence Life, 100 Sander Hall, University of Cincinnati, 556-6461 for information. Current students can be very helpful in securing off-campus housing.

Technology Resources: assistance with various aspects of technology are available through U.C. Information Technology (UCIT) (www.ucit.uc.edu, Help Desk 556-HELP)

Parking Services: students may sign up for a permit for various student parking lots. Space is limited, but other options are available (www.uc.edu/parking/ 556-2283).

Psychological Services: a comprehensive variety of confidential psychological services are available including a Walk-in Clinic, Mental Health Program, Multi-Ethnic Counseling, Women's Counseling, and Career Planning (www.uc.edu/psc/ 556-0648).

Statistical Consulting Laboratory: provides statistical consultation for student research - 556-4594.

University Health Services: provides medical care and treatment (www.med.uc.edu/uhs/ 556-2564).

Faculty

The School Psychology Program is housed administratively in the Division of Human Services, one of 4 divisions in the College of Education, Criminal Justice, and Human Services (CECH). 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 2006-07). Each 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 reviews 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 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.

Primary Faculty

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 Acting Program Director. She teaches courses in family intervention and systems change. Dr. Graden has conducted research and published widely in the area of intervention-oriented approaches. She is Co-Principal Investigator of a state-funded research grant on educational innovation. 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 courses. 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.

Contributing Faculty

Many adjunct and support faculty members also are associated with the Program. Their selection and involvement is based on their specific areas of expertise, as well as on their ability

to make substantial contributions to the overall Program. In addition, a number of highly qualified practitioners assist the Program as field supervisors of practicum students and interns.

Adjunct Faculty

Michael Forcade, Ed.D., Adjunct Assistant Professor

Tanya Ihlo-Bhupatri, Ph.D., Adjunct Assistant Professor

Kathie MacNeil, Ph.D., Adjunct Assistant Professor

Amy Murdoch, Ph.D., Adjunct Assistant Professor

Melissa Nantais, Ph.D., Adjunct Assistant Professor

Rita Poth, Ph.D., Adjunct Assistant Professor

Sharon Rieke, Ed.D., Adjunct Assistant Professor

Randolph Siler, Ph.D., Adjunct Assistant Professor

Seena Skelton, Ph.D., Adjunct Professor

Christopher Taylor, Ph.D., Adjunct Professor

Markay Winston, Ph.D., Adjunct Assistant Professor

Support Faculty

Anne Bauer, Ed.D.: early childhood education

Rhonda Brown, Ph.D.: child development

Lanthan Camblin, Ph.D.: child development

Nancy Evers, Ph.D.: organization and administration

Mark Gooden, Ph.D.: educational administration

James Koschoreck, Ph.D.: educational administration

Steve Kroeger, Ed.D., Assistant Professor

Shobana Musti-Rao, Ph.D.: special education

Wei Pan, Ph.D.: statistics, research design

Regina Sapona, Ph.D.: special education

Kent Seidel, Ph.D.: educational administration

Mei Tang, Ph.D.: school counseling

Donald Wagner, H.F.D.: prevention programming

Leigh Wang, Ph.D.: statistics, research design

Program Advisory Committees

The Program has two advisory committees that serve important feedback, communication, and advisory functions. The Student Advisory Committee (SAC) includes program faculty and student representatives of each year in the Program. The SAC meets quarterly to consider input from students, review any program issues or proposed changes with students, and generally, provide a vehicle for two-way communication between students and faculty on important issues. The School Psychology Advisory Committee (SPAC) includes program faculty and community representatives (e.g., representatives of the Special Education Regional Resource Center, chief supervisors of local districts, alumni). This group meets a minimum of twice per year and is an important vehicle for community input, future planning, collaboration for local professional development, and in general, receiving feedback and input on program planning and direction.

DOCTORAL PROGRAM OF STUDY

This section provides a comprehensive description of the Doctoral Program in School Psychology (Ph.D.). Specific course requirements by domain are specified in the Curriculum section beginning on page 17 and the sequence of courses is described beginning on page 20. A table providing an overview of the Program curriculum requirements by year can be found in Appendix A.

Program Overview

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), 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* 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 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 (pp. 6-7) 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) 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.

Core Doctoral Curriculum Requirements

Area 1: Basis for Scientific Psychology

Biological Aspects of Human Behavior (3 hrs completed within the first 2 years of study)

15PSYC731 Core of Psychology: Biological Bases

Cognitive/Affective Basis of Behavior (6 hrs: 3 hrs completed within the first 2 years of study, plus 18PSYC815)

15PSYC735 Core of Psychology: Cognition and Learning **or**
18EDFN835 Cognition and Learning
18PSYC815 Social Cognitive Theory and Intervention

Social Basis for Behavior (6 hrs: 3 hrs. completed within the first 2 years of study, plus

18PSYC910)

- 15PSYC732 Core of Psychology: Social **or**
- 15PSYC744 Advanced Social Psychology
- 18PSYC910 Advanced Behavioral Theory and Practice

History and Systems of Psychology (3 hrs completed within the first 2 years of study)

- 15PSYC551 Systems of Psychology **or**
- 15PSYC733 Core of Psychology: History and Philosophy

Psychological Measurement (3 hrs completed within the first 2 years of study)

- 18PSYC840 Theories of Measurement for School Psychologists

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

- 18EDFN711 Intermediate Statistical Methods
- 18EDFN886 Experimental Research
- 18EDFN878 Multivariate Analysis of Differences
- 18EDFN879 Multivariate Analysis of Relationships
- 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 (minimum of 3 hrs) (selected from the following courses; 6 hrs required if undergraduate preparation does not include coursework in human development)

- 18PSYC907 Pro Seminar: Developmental Psychology
- 18EDFN735 Human Development: Early Childhood
- 18EDFN736 Human Development: Middle Childhood

18EDFN737 Human Development: Adolescence
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 Professionals
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 hours)

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 School-Based Health Prevention and Intervention
18PSYC815 Social Cognitive Theory and Intervention

Consultation (6 hrs)

18PSYC872/3 Consultation

Facilitating Systems Change, Supervision, Leadership and Staff Development (9 hrs)

18PSYC881/2/3 Advance School Experience (9 hrs)

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

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

Area of Special Interest

A formal support area is not required. Students may elect the option of describing an area of special interest, which is reflected in the Doctoral Program approved by the student's Doctoral Committee.

Curriculum Sequence

Core school psychology courses are taken in sequence. Foundation and support courses that are required but that are not 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 the 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 and passing the Masters Comprehensive Examination.

<u>Quarter</u>	<u>Course</u>	<u>Hours</u>
<u>Autumn</u>		
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

<u>Winter</u>		
18PSYC861	Found. In Social/Beh. Assess. and Interven.	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 Intermed. Stat.)	6

<u>Spring</u>		
18PSYC840	Theories of Measurement for School Psychology	3
18PSYC841	Introduction to Intellectual Assessment	3
18PSYC862	Academic Interventions	3
18PSYC850	Assessment and Intervention for Early Childhood	3
18PSYC953	Doctoral Colloquium	1
18PSYC872	Consultation I	3
	Psychology Foundation Requirements	3-6

Year 2

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

<u>Autumn</u>		
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
	Psychology Foundation Requirement	3

Winter

18PSYC822	School Psychology Practicum II	3
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
	Psychology Foundation Requirement	3

Spring

18PSYC823	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 Examination of Professional Practice and Legal and Ethical 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 Anal.)	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 Exper. Research)	6-9

Year 4^a

Overview: Completion of full-year Doctoral Internship

18PSYC961/2/3	Doctoral Internship in School Psychology	3-9
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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.

Program and Degree Requirements

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. The Program goals and methods for evaluation of progress are summarized in Appendix B. Faculty advisors meet with each advisee quarterly to plan the student's program and provide overall feedback on progress in the Program. 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 (see Appendix B for a copy of the Annual Progress Review). 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. Students are expected to reflect on their own development on these 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 American Psychological Association and 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
- 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;
- 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

Academic Performance Requirements

Academic performance requirements. Students must adhere to all University and Colleges

rules, policies, and requirements for graduate students. Students also must meet Program requirements for good academic standing, which include:

- § Continuation of full-time study
- § Maintenance of a GPA of at least 3.2 for all graduate study
- § Accumulation of no more than 3 grades of incomplete at any one time
- § Good Progress toward degree requirements

In addition, following standards and policies relative to academic performance.

Academic dishonesty. Academic dishonesty is a serious offense and will not be tolerated. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance may result in action ranging from a failing grade in a course to dismissal from the Program.

“C” Course grades. If a grade of "C" is earned in a required school psychology course, the student must work with the course instructor and achieve a "B" level of competency within one quarter of receiving the "C" grade. According to University policy, the original grade of "C" is not changed on the official transcript, but a record is kept in the student's program file documenting the final level of competence attained following remediation. Failure to remediate a "C" in a required course, more "C" in graduate work, or a failing grade in any core professional course is the basis for probationary status and may lead to dismissal from the Program.

Decisions regarding student standing. Selective retention and academic criteria serve as the basis for on-going faculty judgments regarding meeting Program expectations and standards. Students meeting expectations and making good progress are in good academic standing. Failure to comply with these criteria and requirements may result in a range of actions, including use of written action plans (with clear expectations for continued good progress to maintain active status), academic probation, or termination from the School Psychology Program. Concerns of a very serious nature may lead to termination. Decisions regarding student academic standing are made by the Program faculty following University rules. Students should refer to Graduate Student Grievance Procedures regarding the appeals process (www.grad.uc.edu). Any student placed on probation will immediately meet with the individual's advisor and develop a written plan of remediation. Upon approval of the plan by the Program Faculty, the student must fulfill remedial plans within a specified period of time for continued advancement of study.

Course of Study and Doctoral Committee

A brief description of the major milestones and activities for Doctoral study are described here. More specific details regarding completing doctoral milestones (the Doctoral Committee, pre-dissertation research and the dissertation Doctoral Portfolio [Doctoral Comprehensive Examination]) are included in separate documents: (a) *Guide to Completing Doctoral Milestones*

and (b) *Guidelines for the Doctoral Portfolio*.

Students are assigned a Program Advisor upon admission. In the first advising meeting, the student and Advisor follow the Curriculum Guide to plan the initial program of study. A Doctoral Committee is formed in Year 2, and the formal plan of doctoral study is approved by the student's Doctoral Committee, under the direction of the Committee Chair. A Doctoral Committee must be composed of a minimum of 3 full-time faculty members with professional rank (tenure-track full, associate, and assistant professors, not adjunct, visiting, retired or emeriti) at least 2 of whom are members of the School Psychology Program faculty. Through the Program of Study, the Advisor can serve as the Doctoral Committee Chair or the student may select a Chair from Program Faculty.

Upon advancement to candidacy in Year 3 (passing the Written Comprehensive Examination - the Doctoral Portfolio), students select their Dissertation Committee Chair and the Doctoral Dissertation Committee is formed. A Dissertation Committee must be composed of a minimum of 3 (maximum of 4) full-time faculty with professional rank at least 2 of whom are members of the School Psychology faculty. The Dissertation Committee Chair must be a member of the School Psychology faculty.

A full-time course load is no fewer than 12 and no more than 18 hours of graduate course work per quarter. To meet degree requirements for the Masters Degree in Year 1, a minimum of 45 credit hours is required. All students receiving Graduate Assistantships and/or University Graduate Scholarships must register for a minimum of 12 hours. Students are required to meet with their Advisor or Chair each quarter prior to registration. Students must secure approval from their Chair and Committee to alter their Plan of Doctoral Study.

Plan of Doctoral Study

In order to meet individual student professional development goals and to ensure timely completion of requirements, all Doctoral students construct a written plan of doctoral study. This written plan is outlined after completion of Masters Degree requirements in Year 1 and prior to the Winter Quarter of Year 2 with the consultation and formal approval of the Doctoral Committee. Doctoral plans outline the proposed sequence of all courses, including the Advanced School Experience and Doctoral Internship, that are required for the degree as well as specific plans for pre-dissertation research, and, if desired, an area of special interest. Once approved, changes in the Plan of Doctoral Study are permissible with written approval of the student's Doctoral Committee.

Optional Area of Special Interest

Students wishing to articulate an area of special interest may elect to describe this area in their Plan of Doctoral Study. This area includes 9-15 hours of integrated, focused study, and is integrated within all field requirements and in the Doctoral Portfolio.

Required Field Experiences

Professional Practice Logs. It is the individual student's responsibility to document all field-based training experiences by completing and submitting the *Professional Practice Logs* provided by the Program (see Appendix D). 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 and sequential practicum experience. These experiences occur through required coursework and are supervised by University Faculty and Field-based Supervisors. Experiences progress from observation and skill-based practice in Year 1, to integrated practice in school-based and pre-school settings. By the end of Year 2, initial skill competence across domains is accomplished. Practicum experiences also include weekly on-campus seminars with focused reading and activities to support integration and skill development and practice in self-reflection and peer consultation on cases.

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 Advanced School Experience. This experience takes place in approved school and agency settings prior to the one-year culminating Doctoral Internship, during Year 3 of full-time study. 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.

The Advanced School Experience also builds advanced skill competency and knowledge in domains for doctoral-level practice, including facilitating systems-level change and leadership (including supervisory and teaching staff development skills). In addition to field-based experiences supporting these domains, students participate in scheduled seminars with reading and discussion.

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 or 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.

Doctoral students may elect to complete a Doctoral Internship within the Ohio Internship Program. These internships will be completed consistent with doctoral requirements of APA, APPIC, NASP, and CDSPP. For over 35 years, Ohio has supported an internship program with a primary training mission and training stipends (approximately \$23,000 for 2005-06). 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 the 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 doctoral 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 should seek an out-of-state internship. Doctoral students who complete an Ohio Doctoral Internship participate in monthly Internship Seminars with other Doctoral Interns in the region to support the training mission and doctoral goals.

Prior to the Ohio doctoral 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 doctoral internship. If any problems are anticipated, the student should inform his/her advisor or Program Director and seek assistance early to avoid delays in licensure.

Students seeking to participate in the Ohio Internship Program are expected to complete their doctoral internships with their entering doctoral class in order to ensure consideration for a position. In the event that a student does not participate in the Internship Program in sequence, s/he will be assigned to the next available position after all regularly scheduled students have received internship assignments. Additional planned practicum experiences must be completed in

the interim period.

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 students 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.

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 projects 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 and progressively participate in research projects related to program themes, beginning their first quarter following admission. Research projects consist of one or more faculty members 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) 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: 18EDFN886 (Experimental Research), 18EDFN711 (Intermediate Statistics); and one course in multivariate statistics (18EDFN878/879/880). The behavioral research method tool is the focus of two specific 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 the Doctoral Portfolio.

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. 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 Professional 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 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.

Professional Liability Insurance

All students are required to obtain professional liability insurance prior to beginning the Internship. Written verification of insurance is required to be placed in each student's file at the beginning of each academic year. Insurance is available through the professional organizations (e.g., APA, NASP). Failure to obtain such insurance and provide verification will result in a student not being admitted to these courses.

Professional Organizations

Because of the importance of affiliation with professional organizations for one's continued professional development and for professional advocacy, Program policy requires all doctoral students to become student members of the American Psychological Association, National Association of School Psychologists and Association for Behavior Analysis. In addition, they must join the state school psychological association where they live or work, such as the Ohio School Psychologists Association. Membership must be attained by the end of the first quarter and continued throughout a student's course of study. Written verification of membership in these organizations is required to be placed in each student's file in the fall of each academic year. Application materials are available on-line from the professional organizations (links are included on the Program web page).

National School Psychology Examination

All students seeking to meet requirements for licensure as a school psychologist through the Ohio Department of Education (or other state licensure/certification as a school psychologist) are required to take the National Examination in School Psychology in the Fall of the Internship Year. For certification in Ohio and most other states, a passing score is required on this examination. Taking the examination in the fall of the Internship Year allows opportunities for reexamination if needed. Overall, Program students' performance on the National Examination has been outstanding, with a 100% passing rate and mean scores significantly above the national average performance range.

UNIVERSITY RULES AND REQUIREMENTS

Candidacy

A student is advanced to candidacy when: all required coursework is completed with a GPA of at least 3.5; all I, N, and F grades are removed or processed in accordance with College policy; the Doctoral Comprehensive Examination is passed; and requirements for the research tool areas, residency, and planned research experience are completed. The student is responsible for making application for advancement to candidacy to the Program Secretary and for the completion of required forms.

Dissertation Guidance

Registration in Dissertation Guidance (18PSYC973) is required of all doctoral students and is taken upon advancement to doctoral candidacy. A block of 15 hours of Dissertation Guidance must be taken once during either the Summer or Fall quarter.

After advancement to Candidacy, students must continue to register every quarter (excluding Summer) for Dissertation Guidance according to the following requirements. According to University rules and Program policy, a minimum of 3 hours of Dissertation Guidance (1 hr. for out-of-state tuition students) per quarter is required until the student has the dissertation proposal accepted. Once the proposal is accepted 1 hr. per quarter (excluding summer) is required, including the quarter in which the dissertation defense occurs.

Dissertation Proposal

Following admission to candidacy, the student prepares and defends a dissertation research proposal following College and University policies. Students are expected to maintain close and regular contact with their Chair while working on the proposal. The Program encourages students to form dissertation support groups with student colleagues, but these are not to supplant the role of guidance by the Chair and Committee. By nature and design, the dissertation is an independent research project and thus is the primary responsibility of the student. Program policy requires that students defend the dissertation proposal within 1 year of advancement to candidacy. Failure to complete this requirement results in being placed on probationary status, with demonstration of significant progress required for continuation in the Program.

Students must complete an application for study approval through the Institutional Review Board (IRB). The Chair will assist in making this application. Application materials are available from the College of Education , Criminal Justice, and Human Services Office of Research and Development and also on the web site of the Division of Research and Advanced Studies (www.grad.uc.edu).

Dissertation and Oral Defense

Doctoral students must prepare a written dissertation and orally defend it following College policies and University guidelines. Regular contact should be maintained with the Chair and continued participation with the dissertation support group is highly encouraged.

Students are encouraged to publish their dissertations. The student typically is first author on his/her publication, with the Chair and other collaborators included as co-authors, following authorship guidelines from APA. In the event that the student does not progress in publishing the study within a reasonable period of time as determined by the Committee, the Chair retains the right to publish the study as first author with appropriate co-authorship with the student.

Grading Practices

The School Psychology Program uses the grading practices specified in the *Graduate Handbook* and the *Faculty Grading Policy Handbook*.

Standards for Graduate Study

At least two-thirds of curriculum requirements must be met by courses, seminars, and other learning experiences offered only to graduate students (courses #700, 800, 900). If remedial coursework is taken, it may not be credited toward degree requirements.

Residency

The School Psychology Doctoral Program is designed as a full-time program and residency requirements are met through completing the Program. As required by University policy, students admitted for part-time study must be enrolled in at least 12 hours per quarter for 3 out of 5 contiguous quarters (one of which must be Autumn quarter) prior to advancement to candidacy.

Active Student Standing and Leaves of Absence

Because training is highly sequential and cumulative, any breaks in study are highly disruptive. However, on rare occasion significant personal experiences (e.g., illness) may occur that require consideration of a leave of absence. Students must follow University policy to request such a leave. Any student considering a request for leave should first discuss the situation and process with the Program Director and/or the student's Advisor/Chair. The request is first submitted to the Program faculty for review and consideration (form available at www.grad.uc.edu). Program faculty will make a determination regarding approval of leave requests, considering progress toward meeting degree requirements and the nature of the situation specified in the stated reason for a change in status. Once approved by Program faculty, the request is reviewed at the Division, College, and University level, with final approval determined by the University. Students should be aware that any change in progress with their cohort may affect subsequent decisions such as availability of funding for scholarships, assistantships, and internships assignment.

Time-to-Degree Requirements

University policy specifies total time-to-degree limits. The time limit for the doctoral degree is 9 years, with a 4-year limit for completion of degree requirements following advancement to candidacy. Program policy is that students will successfully defend the dissertation proposal within 1 year of advancement to candidacy.

As a rule, Program policy is to not routinely recommend that students be granted extensions for completion of their dissertation research requirement beyond the University requirement of 4

years from advancement to candidacy. Any such request for an extension is reviewed by the Program Faculty for consideration of a recommendation to the Graduate School. Final decisions are made by the Graduate Dean.

Graduation

Each student who has successfully completed all requirements for the Ph.D. in School Psychology must apply on-line (www.grad.uc.edu) to the Graduate School for graduation. The Program certifies that candidates meet all Program requirements, but it is the individual student's responsibility to apply and ensure that all forms, procedures, and regulations required by that Office are fulfilled.

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 Doctoral 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. 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.

Foreign Language Requirement

There is no foreign language requirement for the Ph.D. in School Psychology.

Right to Review Records

Each student has the right to review personal records maintained by the School Psychology Program as described in the *University of Cincinnati Graduate Handbook*. Students should make such a request verbally to their Program Advisor, Committee Chairperson, or the Program Director. Should the student encounter any difficulty in reviewing the actual records, the question should be referred to the Division Head, College Dean for Academic Affairs, and then to the University Registrar. Letters of recommendation included in a student file are accessible for review unless the student has waived rights to review in writing. The review of any student record is to be conducted under the supervision of a Program faculty member.

Grievance Procedures

Grievance on the part of any student will be processed as described in the *University of Cincinnati Graduate Handbook* and *Graduate Student Grievance Procedures* (available at

www.grad.uc.edu). This includes (but is not necessarily limited to) grievances pertaining to: probation, dismissal from a graduate program or alleged improper handling of financial aid. Allegations of discrimination will be handled according to University of Cincinnati Discrimination Procedure administered by the Office of Equal Opportunity (www.uc.edu) Allegations of sexual harassment will be handled according to University of Cincinnati Institutional Policy on Sexual Harassment administered by the Office of Equal Opportunity.

APPLICATION, ADMISSIONS, MATRICULATION

Types of Admission

The School Psychology Program makes admission only with "full graduate standing." Students admitted under this standing are entitled to all rights and privileges (as well as subject to all regulations) as any other graduate student in good standing. Only students who enroll full-time for study are eligible for financial aid.

Graduate Record Examination

In accordance with College policies, prospective doctoral students are required to take the aptitude section of the Graduate Record Examination (GRE) and by Program policy, must take the advanced psychology section. The required test 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.

The Test of English as a Foreign Language (TOEFL)

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English - including those with F-1 visas, J-1 visas, and green cards. This test must be taken in the applicant's own country before admission is granted. The minimum acceptable TOEFL score is 520; for the electronic version it is 190.

The TOEFL requirement may be waived for students with a degree from an accredited American college or university in which coursework was taught in English and for students who can document a score of at least 520 in a TOEFL taken in the five years immediately prior to their application to the School Psychology Program at the University of Cincinnati. Waivers may also be granted for students who earned at least a 6.5 on the international English Language Testing System (IELTS) exam or at least a B in the Cambridge CPE exam. Requests to waive the TOEFL requirement should be sent with the appropriate documentation to the Assistant University Dan for Advanced Studies for consideration.

Admission Process

The following is an outline of the process by which prospective students are evaluated and selected for the School Psychology Program. 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 provided to a prospective applicant:
 - (a) program description and curriculum guide
 - (b) admission and financial aid applications (on-line submission)
 - (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 210002, Cincinnati, OH 45221-0002:
 - ! Application for admission (apply on-line at www.grad.uc.edu)
 - ! Current vita (resume) (mail to P.O. Box 210002)
 - ! Official transcripts (mail to P.O. Box 210002))
 - ! 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 210002)
 - ! GRE scores (including Advanced Psychology) (mail to P.O. Box 210002)
 - ! Financial aid application (mail to P.O. Box 210002)

! Three letters of evaluation/recommendation These letters are to be sent directly to Admissions Coordinator, School Psychology Program, University of Cincinnati, P.O. Box 210002 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 ask questions of 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 alignment with the Program philosophy and goals for 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.

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	Research and Statistics
Child Development	Social Psychology
Biological Bases	Learning Theory

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

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 and Fees (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 with Northern Kentucky. The rate is Ohio in-state tuition plus \$100 per quarter for full-time graduate students. New students do not need to apply for the rate, it will automatically be revised.

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>Type of Assistance</u>		<u>Approximate Value</u>
University Graduate Scholarship	Varies	\$5079 -15,993
Graduate Teaching, Research, Administrative Assistantships	Full Tuition + Stipend	\$21,587-31,889
Yates Fellowships (Under-represented groups)	Full Tuition + Stipend	\$21,173-30,278
Yates Scholarships (Under-represented groups)	Full Tuition	\$10,773-19,878
Gabbard Fellowship (Honorary)	Full Tuition + Stipend	\$19,702-30,108
University Distinguished Graduate Assistantship	Full Tuition + Stipend	\$21,173-30,278
Resident Graduate Advisors	Varies (stipend + room & board)	
Loans, Grants	Available	
Part-time on and off-campus employment	Available	

The University Financial Aid Office at the University Pavilion (556-9900, M.L. #125) can provide additional information and assistance.

Registration Procedures and Requirements

Newly admitted students must complete several pre-registration requirements before registering for classes.

Supplementary Information Form. The supplementary information form must be completed prior to registration by the following individuals:

- new students entering the University.
- students not enrolled in the previous academic year.
- students who transfer to another college.

Physical Examination. A physical examination is required of each applicant. A tuberculin Tine Test or chest x-ray is required within 3 months of registration.

Registering for Classes

A graduate student must be registered in the Graduate Division in order to earn graduate credit.

Procedures for Registration

A School Psychology student who has applied to and been admitted by the Graduate Division registers each quarter by completing advising with his/her advisor. A student may not attend classes until registration is completed.

Students complete registration on-line (www.onestop.uc.edu).

Priority registration is a system for early registration which makes it possible to register for classes with a minimum of hassle. Consult the UC web or the *Learning Opportunities Bulletin* for the priority registration dates for each term. The consequences for missing priority registration are that you will have to register during open registration period and may be closed out of elective classes you desire.

For assistance with registration, see Ms. Fran Floyd, the Program Secretary. You must see your advisor each quarter prior to registering. Your advisor will sign the *Quarterly Advising Guide* giving permission for you to register. The *Quarterly Advising Guide*, kept in your Program file, also serves to document coursework completed, requirements met, and progress toward degree.

Registration

In registering for courses and completing the coursework included in your program, the following steps and materials will be helpful.

1. Make an appointment with your advisor prior to registering and obtain a copy of the *Quarterly Advising Guide* to keep for your own record. (Program Secretary, 522 TC)
2. Review courses for availability and time on www.onestop.uc.edu
3. Meet with advisor to plan courses and obtain signature on the *Quarterly Advising Guide*.

4. Register on-line at www.onestop.uc.edu
5. For any changes in registration, obtain permission of your advisor. Changes must be initialed by the advisor on the *Quarterly Advising Guide*.
6. If needed, obtain Drop/Add Forms (if class is not full, you can drop/add on-line) (301 TC; 522 TC)
7. Obtain Change of Grade Form as needed (301 TC; 522 TC)

Registration Change Procedure

Once a student has completed registration, the official record can be changed only with a registration change form (Drop/Add Form). The Drop/Add form can be obtained from the College of Education, Criminal Justice, and Human Services Student Services Center (301 TC) or from the Program Secretary. Drop/Add changes can be made during the first regular registration period without charge. Such changes must be processed through the Office of Registration and Scheduling by Friday of the second week of classes, unless the college offering the course has established an earlier deadline. After Friday of the second week of the quarter, only withdrawals or drops of courses will be accepted.

Audit Regulations

The audit option is intended for cases in which coursework is desired or advised but in which a grade is deemed unnecessary by the student in consultation with the student's Program Advisor or Committee Chairperson. Admissions and conditions for participation in audit courses are at the discretion of the instructor, who is not obligated to accept a student for audit. Audited courses cannot be used to satisfy any graduate degree course requirements. Audited courses cannot be charged to a UGS unless 12 graduate credits are taken that same quarter (and if the total is less than 19 credits). Further, no more than one audit course may be charged to a UGS in any academic period.

Pass/Fail Courses

A graduate student may not take courses for graduate credit on a pass/fail basis, except when approved by the student's Program Advisor. In the School Psychology Program, some practicum and internship courses may be graded pass/fail. At times, some individual study, readings, or special topics activities may be graded pass/fail.

Inappropriate Courses

Nonacademic courses, courses unrelated to the student's graduate program, and undergraduate courses cannot be charged to a UGS.

Withdrawals

Before withdrawing from any course, you must obtain the approval of your advisor and must adhere to Program requirements regarding course load. A student may drop a course by Saturday of the third week of classes with no academic penalty. From the fourth through the eighth week, a student may drop with a grade of either "W" or "F" to be assigned at the discretion of the instructor. After Saturday of the eighth week no withdrawal will be approved, except for reasons beyond the control of the student, such as sickness or accident. The Associate Dean of Academic Affairs of the College of Education, Criminal Justice, and Human Services judges the advisability of such exceptions. All withdrawals must be made through the Associate Dean's Office either in person or by letter. A student may be withdrawn by the instructor at any time in the quarter when excessive absences have been incurred. A student withdrawn because of excessive absences is not eligible for academic credit, refund of fees, or reinstatement as an auditor in that course.

POLICIES AND PROCEDURES FOR UNIVERSITY GRADUATE SCHOLARSHIPS AND GRADUATE ASSISTANTSHIPS

Policies, procedures, rights and responsibilities pertaining to University Graduate Scholarships in the Division of Human Services are based upon the *Graduate Handbook* and interpreted or clarified in this document. Copies of the *Graduate Handbook* may be obtained through the Office of Research and Advanced Studies (www.grad.uc.edu). All faculty, staff and graduate students seeking University Graduate Scholarships should familiarize themselves with both this document and the *Graduate Handbook*.

University Graduate Scholarship

Awards

University Graduate Scholarships shall be awarded based on merit and financial need as judged by the faculty holding the responsibility for making decisions regarding financial aid. The awarding of University Graduate Scholarships (UGS) shall be by the Head of the Division of Human Services in a letter which outlines the conditions of the award.

All awards are for a period of 1 academic year (Autumn, Winter, and Spring Quarters) or for 1 summer term. The award will pay the majority of the tuition costs for 12-18 graduate credit hours each quarter (graduate academic credit only). Students are encouraged to register for at least 15 credit hours each term, but must register for at least 12 credit hours. In accordance with Program policy, written permission must be obtained to register for less than 15 hours per quarter. Only graduate credit hours count toward this requirement. Registration for more than 18 credit hours will require the student to pay for those hours in excess of 19. A student's eligibility to be awarded a University Graduate Scholarship is limited to no more than 4 years at

the doctoral level. University Graduate Scholarships will not be awarded to students who have accumulated 260 or more graduate credit hours.

A University Graduate Scholarship will not cover the general fee unless specifically indicated in the award letter.

An applicant for financial aid must confirm his/her acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award is not confirmed within this period of time, the offer is automatically withdrawn unless a specified extension has been granted by the Program Director and approved by the Division Head.

Termination of Award

Termination of the award may be initiated by the financial aid recipient, the Division Head, or the Dean of the Graduate School.

Award recipients wishing to terminate the award prior to the expiration date must notify the Division Head **in writing**. Except in emergency situations, such early terminations should occur only at the end of an academic quarter.

If termination during an academic quarter results from self-initiated action by the award recipient for other than medical reasons, s/he may be required to repay tuition costs for that quarter.

Termination also may be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), or academic dishonesty. Immediate termination also may result if the award recipient fails to maintain full-time student status (a minimum of 12 graduate credit hours each term). Termination based on unsatisfactory academic performance will become effective at the end of the academic quarter during which the termination decision is made.

Termination based on academic dishonesty may become effective prior to the end of the academic quarter.

Procedures for appeal and possible redress of grievances pertaining to University Graduate Scholarships are set forth in *Graduate Student Grievance Procedures*.

Graduate Assistantships

Policies, procedures, rights and responsibilities pertaining to graduate assistantships in the Division of Human Services are based upon the *Graduate Handbook* and interpreted or clarified in this document. Copies of the *Graduate Handbook* may be obtained through the Office of Research and Advanced Studies (www.grad.uc.edu). All faculty, staff and graduate assistants

should familiarize themselves with both this document and the *Graduate Handbook*.

Appointments and Reappointments

- A. All graduate assistant appointments or reappointments are for a period of one academic year (nine months) beginning September 1 and terminating with the fulfillment of normal academic responsibilities (examinations and the submission of grades) for the Spring Quarter. Graduate Assistant appointments are limited to a maximum of three years. Graduate Assistantships will not be awarded to students who have accumulated 260 or more hours.
- B. Applications should be submitted to the Division Office (522 TC) by Feb. 1 of the preceding year. The applicant should clearly indicate on the top of the application which assistantship(s) is being sought (e.g., School Psychology). Supportive documentation including a current vita, three letters of recommendation, a statement of professional goals, and a statement of financial need should be submitted to the Director of the School Psychology Program. If these documents are in your file, you need not attach them to your application.
- C. Appointments will be made by the Division Head upon the recommendation of the coordinator for the appropriate program by April 15 when possible.
- D. An applicant must confirm in writing his/her acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award is not confirmed within this period of time, the offer will be withdrawn unless a specified extension has been granted by the Program Director.
- E. Appointment decisions will be based upon the anticipated ability of the applicant (1) to meet the programmatic needs associated with the specified position and (2) to gain professionally as an individual from the assistantship experience. Such decisions shall be based upon the qualifications of the applicants and not upon the programs in which they are enrolled.
- F. Reappointment decisions will also be based upon an evaluation of the applicant's prior work-related performance as a graduate assistant. Procedures for conducting such evaluations will be determined by the programs which administratively house the assistantships.

Job Descriptions

- A. Descriptions of the responsibilities associated with each assistantship have been developed by the respective programs. Desirable or required qualifications for each assistantship are

included in or based on those job descriptions.

- B. Graduate assistant responsibilities will be based on an average of 20 hours of work-related activities per week. Although assigned work may vary at times during the year, 20 hours will be the maximum average demand for all GAs.
- C. Although a graduate assistant may be assigned to and/or supervised by individual faculty, she/he will report directly to the Program Director. All requests for work must be approved at the Program level by the Program Director.

Termination During Period of Appointment

- A. Termination may be initiated by the Graduate Assistant, Division Head, or Dean of the Graduate School.
- B. Graduate assistants wishing to terminate their appointments prior to the established termination date must inform the Division Head in writing 30 days prior to the proposed termination date. Except in emergency situations, such early termination should not occur except at the end of an academic quarter.
- C. If termination during an academic quarter results from self-initiated action by the graduate assistant for other than medical reasons, she/he may be required to repay tuition for that quarter.
- D. Termination may be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), unsatisfactory performance of assigned work-related responsibilities, or academic dishonesty. Termination will also result if the graduate assistant fails to maintain full-time student status (minimum of 12 graduate credit hours each quarter).
- E. Termination based on unsatisfactory academic performance or unsatisfactory performance of work-related responsibilities will become effective at the end of the academic quarter during which the termination decision is made unless the situation is judged by the Division Head and Associate Vice President for Research and Advanced Studies to be seriously adverse to the academic program to which the GA is assigned.
- F. Termination based on academic dishonesty may become effective prior to the end of an academic quarter. In such cases, compensation to the graduate assistant shall also terminate on the date of the appointment termination.
- G. In emergency situations where a graduate assistant is unable to continue meeting his/her assigned responsibilities, termination will not be effective until the end of the academic quarter. In such cases, compensation to the graduate assistant will continue until the end

of the quarter. Furthermore, in such cases, the graduate assistant's inability to continue meeting his/her assigned responsibilities will not in itself adversely influence decisions regarding reappointment. Such decisions will be based upon the criteria and in accordance with the procedures regarding all reappointment decisions.

H. Except as noted above, all termination procedures will be in accordance with the guidelines set forth in the *Graduate Handbook*.

GA Rights, Responsibilities and Grievance Procedures

- A. Additional rights and responsibilities of graduate assistants are outlined in the *Graduate Handbook*.
- B. Procedures for appeal and possible redress of grievances arising out of a graduate assistant's academic relationship with the Division, College, or University are set forth in *Graduate Student Grievance Procedures* (www.grad.uc.edu).

Courseload

- A. The normal academic load for graduate assistants is a minimum of 12 graduate quarter hours each term. A maximum of 3 additional quarter hours of credit may be taken upon the specific approval of the Program Director.

APPENDIX A

Program Curriculum Overview

APPENDIX B

Training Goals and Progress Benchmark

APPENDIX C

Annual Progress Review

APPENDIX D

Professional Practice Log