



School Psychology  
Specialist Program  
Handbook 2006-2007

Division of Human Services



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## PREFACE

The School Psychology 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 Specialist-Level Program. Program policies exist within the framework of those of the College and the University (Graduate School). The *Program Handbook* presents policies and procedures specific to the Specialist-Level (Ed.S.) 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 described in the *Program Handbook*, College policies (available on-line at [www.cech.uc.edu](http://www.cech.uc.edu) link to Programs and Majors) and *University of Cincinnati Graduate Handbook* (available on-line at [www.grad.uc.edu](http://www.grad.uc.edu)). Direct links to these policies are provided on the Program website ([www.uc.edu/schoolpsychology/](http://www.uc.edu/schoolpsychology/)).

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. Graduate Faculty determine educational policy of the Graduate School and regulate admission of students, advancement to candidacy, and awarding of graduate degrees. The Graduate Faculty have sole power in establishing requirements, but individual departments and programs determine specific courses of study, instructional methods, and evaluation of comprehensive examinations.

## **INTRODUCTION TO SPECIALIST-LEVEL STUDY IN SCHOOL PSYCHOLOGY AT THE UNIVERSITY OF CINCINNATI**

The Specialist-level (Ed.S.) 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 comprehensive training, graduates are prepared to make significant contributions to this challenging field through the most up-to-date and research-based professional practice, child and family advocacy, and leadership for best practices.

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

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

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

The University of Cincinnati also holds the Program in high regard. During the most recent review of graduate programs, it was noted that the scholarship of the School Psychology faculty and students "compares favorably with the strongest graduate programs in the University." In this Graduate 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."

Clearly, the School Psychology Program has attained national prominence for academic excellence. It is a reputation in which the faculty, students, alumni, and staff take great pride, and one which we are determined to maintain.

### **Statement of Program Philosophy**

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

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

- § Family 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 practice and profession
  
- § Ecological/behavioral orientation, integrating key theoretical approaches and psychological foundations
  - ecological-behavioral, social cognitive, and systems theories
  - meaningful approach to diversity and individual differences
  
- § Problem-solving approach for prevention and intervention
  - data-based decision making; linking assessment, intervention, evaluation

- data-based problem solving as core of practices across all tiers of services delivery
  - universal/core system level instruction and support (district, school, class-wide)– Tier 1
  - targeted (classroom, small group) interventions – Tier 2
  - intensive/individualized interventions – Tier 3

§ Collaboration/collaborative approaches across all activities

§ Leadership/initiative role

- responsibility for developing, refining, adhering to, and examining model of practice
- responsibility for continued professional development (self and others)
- advocacy for effective services

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

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

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

## **Accreditation**

The Specialist-level (Ed.S.) School Psychology Program is approved 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 Program is approved by the Ohio Department of Education.

## **Student Composition**

Each year approximately 12 - 16 students are admitted into the first-year of the Program at both specialist and doctoral levels. The current student body in school psychology is composed of 5% males and 5% ethnic minority group members. There are 54 students total across the program, of whom 62% are specialist-level. A broad range of geographic areas and undergraduate institutions are represented. Many first-year students have recently completed their undergraduate training, although many have relevant work experience.

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

## **The University and Community**

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

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

There is much in the city of Cincinnati that will add a broader dimension to students' academic careers. Cincinnati has been rated as being one of the most attractive and livable cities in the United States. It is noted for its cultural heritage, with its nationally known symphony

orchestra, ballet, museums, zoo, and public theater. There are numerous other activities to enjoy including the Cincinnati Reds baseball team, the Cincinnati Bengals football team, many beautiful parks and rivers, and a nearby ski area. Within the region are many opportunities for outdoor recreation, including camping, hiking, rock climbing, and boating/canoeing. The cost of living is moderate, as is the climate. Greater Cincinnati captures the unique characteristics of 3 states (Ohio, Kentucky, and Indiana) within a single metropolitan area. Its hills and valleys surround the Ohio River, providing a setting for one of America's most beautiful inland cities.

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

### **Support Systems**

Graduate study is extremely challenging and demanding, both academically and personally. The school psychology faculty expects each graduate 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 to be aligned with professional standards (a 10:1 student:faculty ratio) and through regular meetings between faculty advisor and advisees. 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.

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](http://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/](http://www.uc.edu/sas/disability/) 556-6823).

Ethnic Programs and Services: provides specific supports and services for ethnic minority students ([www.uc.edu/eps/](http://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](http://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/](http://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/](http://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/](http://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 2006-2007). Each faculty member is a school psychologist with a doctoral degree in school psychology and experience as a school psychologist. Faculty are actively involved in professional practice, consultation, training, and research in schools and educational organizations. Faculty are very involved in supporting reform efforts in Ohio schools/preschools and have received numerous state and federal grants consistent with these efforts.

External 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 the Acting Program Director and teaches courses in family intervention and systems change. Dr. Graden has conducted research and published widely in the area of intervention-oriented approaches. Dr. Graden is Head of the Division of Human Services.

**Renee Hawkins** (Assistant Professor, Ph.D., 2005, University of Tennessee). Dr. Hawkins shares responsibility for the practicum sequence and teaches other assessment and intervention 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 in the College (CECH), other colleges, and in the local community 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**

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

Michael Forcade, Ed.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 Assistant Professor

Christopher Taylor, Ed.D., Adjunct Assistant 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.: special education

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 functions for feedback and communication. 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 Southwest Ohio 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.

## **SPECIALIST-LEVEL (Ed.S.) PROGRAM OF STUDY**

This section provides a comprehensive description of the Graduate Program in School Psychology and requirements for the Specialist-level Program (Ed.S.). Students earn the M.Ed. within the curriculum of the 3-year Specialist-level program. A table summarizing the Program curriculum requirements by year is included in Appendix A.

### **Program Overview**

The University of Cincinnati prepares students at two levels in school psychology. The first level is reflected in the Specialist-level (Ed.S.) Program which includes 2 years of full-time study followed by a 10-month (1500 clock hour), full-time, supervised internship in a school setting. Students complete a masters degree (M.Ed.) in the course of this 3-year program at the end of Year 1. The specific content of this Program is outlined in the Curriculum Guide (p. 14). This specialist-level preparation leads to Ohio Department of Education licensure in school psychology. It also meets training requirements for National Certification in School Psychology administered through NASP, and consistent with these national standards, meets licensure requirements for many other states. When supplemented by the required post-certification experiences in school psychology, the Specialist-level Program meets the eligibility requirements for entrance to the Ohio State Board of Psychology licensing examination in school psychology. Training also is provided at the doctoral level (described in a separate Doctoral Handbook).

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

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

Most of these domains are addressed in an integrative, cumulative fashion over many courses and some are supported by specific foundation area courses (e.g., Intermediate Statistics, Child Development) in addition to coverage within the School Psychology curriculum. These domains are consistent with Program themes (p. 5-6) which provide the Program’s areas of emphasis and serve as an organizing framework for training.

Applications by those with a bachelors degree may be made for the Specialist-level or for the Doctoral Program. At the Specialist-level, the School Psychology Program accepts students for full-time study only and University residency requirements must be met.

Students are responsible for meeting all requirements in their respective programs of study, although individual courses may be waived by the Program Faculty upon demonstration of equivalent preparation or experience. However, in every case, at least 2 years of full-time graduate study (or the equivalent) and all foundation courses in psychology must be completed prior to the 1500-hour internship

### **Program Curriculum Requirements**

In this section the requirements and curriculum sequence for the Specialist-Level (Ed.S.) Licensure/Certification Program are described. Students are admitted in cohorts for full-time study and complete all school psychology courses in sequence. Some other requirements (e.g., statistics, diversity, special education) are taken at recommended times. Remaining foundation area requirements may be taken during any quarter. All students admitted to graduate study in school psychology must meet these requirements before beginning a 1500-hour internship.

#### **Curriculum Sequence**

##### **Year 1**

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

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

<b><u>Quarter</u></b>	<b><u>Course</u></b>	<b><u>Hours</u></b>
<b><u>Winter</u></b>		
18PSYC810	Developmental Principles and Psychopathology	3
18PSYC842	Academic Assessment	3
18PSYC861	Foundations in Social/Behavioral Assessment and Intervention	3
18PSYC730	Introduction to Legal and Ethical Issues in School Psychology	1
	Foundation Requirements (Intermediate Statistics rec. here)	6

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

## **Year 2**

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

<b><u>Quarter</u></b>	<b><u>Course</u></b>	<b><u>Hours</u></b>
<b><u>Autumn</u></b>		
18PSYC805	Behavioral Research and Accountability Methods	3
18PSYC815	Social Cognitive Theory and Intervention	1
18PSYC821	School Psychology Practicum I	2
18PSYC824	Early Intervention Practicum I	3
18PSYC851	Family Intervention	3
18PSYC873	Consultation II	3
	Foundation Requirements/Elective	3

<b><u>Winter</u></b>		
18PSYC822	School Psychology Practicum II	3
18PSYC825	Early Intervention Practicum II	2
18PSYC843	Functional Assessment	3
18PSYC852	School-based Behavioral Counseling	3
	Foundation Requirements/Elective	3

<b><u>Spring</u></b>		
18PSYC823	School Psychology Practicum III	2
18PSYC826	Early Intervention Practicum III	2
18PSYC853	School-Based Behavioral Counseling Practicum	1
18PSYC863	School-Based Mental Health Prevention and Intervention	3
18PSYC877	Critical Examination and Legal/Ethical Issues for	

Professional Practice	2
Foundation Requirement(s) (Biological Bases Recommended here)	3-6

### **Year 3**

**Overview:** Supervised full-time (10 month, 1500 hours) school-based Internship focusing on integration and application practice within Program training model; continued development of personal model, professional development and sharing; preparation for profession (licensure, national examination, job seeking, interviewing). The Specialist Degree (Ed.S.) is awarded upon successful completion of all remaining curricular and internship requirements and demonstrating advanced competency in professional skills as evidenced in the Professional Practice Portfolio.

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

Ohio licensure in school psychology typically granted at this point contingent upon successful completion of all program requirements.

### **Foundation Course Requirements**

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

#### **1. Human Development**

Total of 6 credit hours in Human Development required, including completion of:

18PSYC810 Developmental Principles and Psychopathology

Plus one course from the following:

18EDFN735 Human Development: Early Childhood  
18EDFN736 Human Development: Middle Childhood  
18EDFN737 Human Development: Adolescence  
15PSYC807 Proseminar: Developmental Psychology

#### **2. Human Learning**

Addressed in School Psychology Curriculum primarily through:

18PSYC721 School Organizations and the Role of School Psychologists  
18PSYC860 Applied Behavior Analysis  
18PSYC861 Foundations in Social Behavioral Assessment and Interventions

18PSYC862	Academic Interventions
18PSYC815	Social Cognitive Theory and Intervention

### **3. Statistics and Research Design**

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

Behavioral Research Methods. This area includes demonstrated competence in behavior analysis, behavioral interventions, and behavioral research methods. The requirement for this area can be met through successful completion of the foundation areas in addition to the following coursework and associated experiences.

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

### **4. Cultural Diversity**

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

### **5. Counseling**

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

### **6. Biological Bases of Behavior**

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

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

## **7. Computer Literacy and Information Technology**

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

### **Program Requirements and Expectations**

#### **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 C 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 across behaviors, and faculty and field supervisors also rate students on these behaviors to provide feedback. These criteria also can be the basis for action plans for targeted improvement. As warranted, these criteria may be the basis for selective retention decisions when there is lack of improvement or serious concerns.

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

- Adherence to the ethical standards of the National Association of School Psychologists, with conduct becoming a professional school psychologist;
- Ability to work effectively with parents, families, school personnel, students, supervisors, faculty, and peers in simulated and actual situations;

- Performance in a professional manner as documented by University and/or field supervisors;
- 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 3.5 for all graduate study
- § Accumulation of no more than 3 grades of Incomplete at any one time
- § Good progress toward degree requirements

In addition, the following standards and policies relate 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](http://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.

### **Courseload and Course Selection**

All students are required to enroll in the School Psychology Program on a full-time basis. Full-time students must take no fewer than 12 nor more than 18 hours of coursework per quarter and 1<sup>st</sup> year students must have 45 hours for the Masters Degree. Students are required to meet with their advisors each quarter prior to registration. Students must also secure approval from their Program advisors to alter their program of study once agreed upon.

### **Professional Organizations**

Because of the importance and influence of professional organizations, all students are required to become members of key professional associations, including the National Association of School Psychologists and the 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. Faculty, current students, program alumni, and field supervisors are active members in these associations, and they provide an opportunity for professional affiliation, advocacy, and on-going professional development. Membership should 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 during the fall quarter of each academic year. Application materials are easily available on-line from each professional organization (links are included on the Program web page).

### **Professional Liability Insurance**

All students are required to obtain professional liability insurance prior to beginning the School Psychology Internship. Written verification of insurance is required to be placed in each student's file at the beginning of Internship. Insurance is available through the National

Association of School Psychologists. Failure to obtain such insurance and provide verification will result in a student not being admitted to these courses or not being placed in an Internship setting.

### **Masters Comprehensive Examination**

At the end of Year 1 (May) students complete the Masters Comprehensive Examination to meet Program requirements for the Masters (M.Ed.) Degree. This written examination reflects knowledge mastery of core theoretical foundations and principles, especially behavioral foundations. The knowledge base for this examination is aligned with standards of the Association of Behavioral Analysis (ABA). Successfully completing this examination, along with good performance on selective retention criteria (p. 18) is required for continuation in Year 2 applied experiences, including the School Psychology Practicum.

### **Pre-Internship Practicum Experiences**

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

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

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

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

Student portfolio performance is reviewed by Program faculty for each student cohort each year as an important component of program evaluation. Overall, this process provides information about areas of strong student performance as well as possible areas for program enhancement.

## Specialist-level Internship

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

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

*History and context.* For over 35 years, the State of Ohio has supported the professional training of school psychologists in the state through the Ohio Internship Program. Ohio interns receive training support and stipends at approximately a beginning teacher's salary (about \$23,000 for 2006-07). The Ohio Internship Program is based on legislative appropriations on a bi-annual basis and thus may be subject to change by the Ohio legislature. However, an important context is the strong history of support for this internship program by the Ohio Department of Education and the legislature. Because the Ohio internship program has functioned to support training of school psychologists to meet the Ohio need, students should be aware of the **professional and ethical obligation** to serve Ohio schools as a school psychologist following the internship. The State requires that students who receive state-subsidized internships **must sign a commitment** to employment as a school psychologist in Ohio for at least one year immediately following the completion of training. However, students should be aware that the Program view is that it is a **longer term commitment**, not just technically a one-year commitment, to Ohio schools. Students who do not wish to incur this obligation are required to inform their advisor **no later than the beginning of the second year** so alternative internship arrangements can be planned, as described in the section on out-of-state internships.

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

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

Students are expected to complete their Ohio internship with their entering class in order to ensure consideration for the allotted positions. In the event that a student does not participate in the Ohio 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, approved by the Program faculty, must be completed in the interim period.

All Ohio interns are expected to be active and full participants in the monthly on-campus Internship Seminars, as these meetings help maintain the training focus of the Internship and the relationship with the University training program and fellow intern colleagues. A schedule of these planned meetings is shared early in the Internship year. Attendance is expected for all Ohio interns (including interns out of the Cincinnati region) except in the case of prior approval by the faculty. All Ohio interns also are expected to participate in the state-wide Internship Conference, typically held in early fall (adjoining the Fall OSPA Conference). The Ohio Internship Program typically has supported one night of lodging and some meals at this Conference.

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

Out-of-state interns are required to maintain their relationship with the University to retain alignment with the training emphasis of the Internship. Each out-of-state intern is responsible for (a) registering for a minimum of 1 graduate credit hour of internship per Quarter with UC, (b) attending on-campus intern seminars, at his/her expense, at least once per Quarter (the Director of Field Experiences must be notified 2 weeks in advance of meeting attendance plans) or participating in similar seminars with a local university, if approved by the UC faculty; (c) arranging telephone calls used to monitor progress with the intern, supervisor, and University Internship Supervisor on at least a quarterly basis and as requested by any of these parties; and (d) submitting completed logs, a completed copy of the *Intern Competency Checklist* with quarterly ratings, and portfolio entries that are both in progress and completed on a Quarterly basis. Failure to comply with these requirements may result in a range of actions including

developing a specific action plan for continued good progress, academic probation or termination of the Internship.

### **National School Psychology Examination**

All students are required to take the National Examination in School Psychology in the Fall Quarter of the Internship Year (usually a October test date) and submit a copy of the score report to the Program Secretary. For certification in Ohio and most other states, a passing score is required on this examination. Taking the examination in the Fall Quarter of the Internship Year allows for an opportunity for retakes, if needed. Program faculty review performance of students each year as one component of program effectiveness and these data are reported in the NASP Program Reviews. Overall, student performance has been outstanding, with 100% of students passing prior to Program completion, and group means exceeding national and state standards.

### **Application for Doctoral Study**

Once matriculated in the Specialist-level Program, some students may be interested in considering doctoral study. Because there are different requirements, expectations, and goals for doctoral study, this is not a routine decision, but should be carefully undertaken. Students wishing to explore the option of doctoral study are strongly encouraged to discuss their interests with their advisors and/or Program Director. In this discussion, faculty will review requirements, expectations, student goals and the match with program goals, and the student's potential for doctoral study. Students should be aware that because of differing requirements, a decision regarding doctoral study is most easily accomplished in Year 1 (by the admissions deadline). Although possible, application after Year 2 will result in additional time to meet all requirements.

## **UNIVERSITY RULES AND REQUIREMENTS**

Students are expected to adhere to all University rules. Pertinent requirements are highlighted here.

### **Grading Practices**

The School Psychology Program uses the grading practices specified in the *Handbook of the Division of Graduate Studies and Research*. ([www.grad.uc.edu](http://www.grad.uc.edu)).

### **Standards for Graduate Study**

At least two-thirds of the 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.

## **Active 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. In the event that medical or other circumstances indicate that a student may not be able to continue full-time studies, but that student wishes to maintain active standing in the Program, the student must formally request a Program leave of absence by submitting the request to the Program faculty for review and consideration. Students are encouraged to work closely with their advisor through this process. 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. If necessary for University requirements, students will be advised to request a formal leave of absence, which must be approved by the Graduate School ([www.grad.uc.edu](http://www.grad.uc.edu)). 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 availability of internships (see internship section on p. 22).

## **Time-to-Degree Requirements**

University policy specifies total time-to-degree limits. The University limit is 7 years for the masters and specialist degrees. For the Specialist (Ed.S.) degree, the Program is designed to complete degree requirements by the end of the Spring Quarter of the third year of study. Masters degree requirements are completed by the end of Year 1.

## **Graduation Application for M.Ed. and Ed.S.**

Upon meeting all requirements for the M.Ed. and Ed.S. degrees, students must apply for graduation on-line at [www.grad.uc.edu](http://www.grad.uc.edu). The Program certifies that candidates meet all Program requirements. It is the student's responsibility to apply and ensure that all requirements are met and forms are submitted.

## **Residency**

All study at Specialist-level is on a full-time basis only, which encompasses two years of coursework and one year of full-time supervised internship experience.

## **Masters and Specialist Degree Requirements, Comprehensive Examination, and Thesis and Planned Research Experiences**

No thesis is required to earn the M.Ed. or Ed.S. in School Psychology. Students complete a Masters Comprehensive Examination (p. 21) to meet requirements for the M.Ed. (p. 21) and an Internship Professional Practice Portfolio (p. 21) to meet requirements for the Ed.S.

## **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* ([www.grad.uc.edu](http://www.grad.uc.edu)). Students should make such a request verbally to their advisor or the Program Director. Should the student encounter any difficulty in reviewing the actual records, the question should be referred to the Division Head 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* ([www.grad.uc.edu](http://www.grad.uc.edu)). This includes but is not necessarily limited to grievances pertaining to probation, dismissal from a graduate program, or 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 (556-5503). Allegations of sexual harassment will be handled according to University of Cincinnati Institutional Policy on Sexual Harassment administered by the Office of Equal Opportunity (556-5503).

## **APPLICATION, ADMISSIONS, MATRICULATION**

### **Types of Admission**

The School Psychology Program makes admission only with "full graduate standing" to either the Specialist-level (Ed.S.) or Doctoral-level (Ph.D.) Program. 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, all students are required to take the aptitude section of the Graduate Record Examination (GRE). 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 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 Dean 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. Admission materials are available on-line, ([www.grad.uc.edu](http://www.grad.uc.edu) for the Graduate School and [www.uc.edu/schoolpsychology](http://www.uc.edu/schoolpsychology) for the Program). Upon request, the following material is mailed to a prospective applicant:
  - (a) program description and curriculum guide
  - (b) admission and financial aid applications
  - (c) description of the admissions process
3. Items required to complete the application process include submission of the following items

on-line and 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](http://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 (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. E-mail 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) GRE scores
    - (c) goal statement - compatibility with program philosophy and curriculum
    - (d) letters of evaluation/recommendation
    - (e) relevant work and life experience (vita)
- Although the College requires GRE scores for all students, all criteria are carefully considered in admissions decisions.
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 compatibility with those of the Program
  - (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 and families, 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 and are informed of their status. 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 Specialist-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) are preserved, transfer of credits from other institutions is carefully monitored. For students matriculated in the Specialist-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](http://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 the *Learning Opportunities Bulletin* (on-line at [www.onestop.uc.edu](http://www.onestop.uc.edu))
3. Meet with advisor to plan courses and obtain signature on the *Quarterly Advising Guide*.
4. Register
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 18 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 or when it is typical practice for certain required courses. In the School Psychology Program, some specific courses, including individual study, are 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 courseload. 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 on University policies as specified in the *Graduate Handbook* (available at [www.grad.uc.edu](http://www.grad.uc.edu)) and interpreted or clarified in this document. All faculty, staff and graduate students seeking University Graduate Scholarships should familiarize themselves with this document.

## 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. 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 18. A student's eligibility to be awarded a University Graduate Scholarship is limited to no more than 3 years at the specialist-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 Associate Vice President for Research and Advanced Studies.

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* (available at [www.grad.uc.edu](http://www.grad.uc.edu)).

## **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](http://www.grad.uc.edu)). All faculty, staff and graduate assistants should familiarize themselves with both this document and the *Graduate Handbook*.

### **I. 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 3 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.

## **II. 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.

## **III. Termination during Period of Appointment**

- A. Termination may be initiated by the Graduate Assistant, Division Head, or Assistant Vice President for Research and Advanced Studies.
- 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*.

#### **IV. GA Rights, Responsibilities and Grievance Procedures**

- A. Additional rights and responsibilities of graduate assistants are outlined in the *Graduate Handbook*, Section VIII.
- 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*.

#### **V. Courseload**

- A. The normal academic load for graduate assistants is a minimum of 12 graduate quarter hours each term.

## **APPENDIX A**

### ***Program Curriculum Overview***

## **APPENDIX B**

### **Training Goals Progress Benchmark**

**APPENDIX C**

***Annual Progress Review***

**APPENDIX D**

***Professional Practice Log***