

Oklahoma State University
School of Applied Health and Educational Psychology
School Psychology Ed.S. Program

STUDENT HANDBOOK

Fall 2016

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I. OVERVIEW

A. Introduction

Welcome to the Specialist program in school psychology at Oklahoma State University! This handbook should be helpful for answering preliminary questions and to assist you in planning your course of study in the graduate program. It is also provided to faculty for advising and course planning purposes. It includes the program model and philosophy, goals and objectives, as well as the curriculum plan. Academic, research, practica, internship and credentialing expectations are briefly described. Program resources, policies and procedures are also included.

The Handbook is designed to make your experience in the School Psychology Program more organized, productive, and enjoyable. Please read all sections of the Handbook so as to become thoroughly familiar with the program and School. Use the Handbook as well as the graduate catalog as a guide, but keep in mind that while it is comprehensive, it is not exhaustive. Please consult with your advisor, your committee chairperson, dissertation director, and more advanced graduate students regarding any questions or concerns you might have. Final program and student decisions rest with the school psychology faculty.

Information regarding university regulations and services can be found on the OSU Home Page at <http://pio.okstate.edu/> which you can access from the library or computer labs on campus or your home computer. You also have access to e-mail through the university. Be sure to remember the web whenever you need information on research, student services and organizations, the library, etc.

Welcome! We're glad you're here! We look forward to working with you and hope your graduate studies here are exciting, productive, and satisfying.

B. History of School Psychology at Oklahoma State University/Accreditation Status

The founder of the school psychology program, Dr. Paul G. Warden, came to Oklahoma State University in June of 1970. Two doctoral students had expressed an interest in changing their focus from educational psychology to school psychology. At that time there were three school psychologists in the entire state, two were working in the schools. Much work was needed to create recognition of the profession and thus create an opportunity to build a viable training program at Oklahoma State University. In 1972, certification standards of the State Department of Education were changed to allow certification of school psychologists at the sixty graduate semester hour level rather than the previous requirement of the doctoral degree. The program blossomed. During the next five years (1972-1977) at OSU, 35 students were certified as school psychometrists, 27 later went on to be certified as school psychologists, and 11 then went on to complete their doctorates. Also during that period, eight previously certified school psychometrists entered and completed the psychologist certification program and one later went on to complete the Ph.D. program.

In 1974, through the efforts of Dr. Warden, then president of the OEA school psychology section, the membership left OEA and formed the Oklahoma School Psychological Association (OSPA). The majority of the presidents of OSPA have been graduates of our program at OSU. Through the efforts of the founder, the National Association of School Psychologists (NASP) recognized its first specialty - vocational school psychology. The first training sequence for this specialty was established at OSU in 1977. In the spring of 1999, Dr. Warden was honored by the Oklahoma School Psychological Association. To recognize his contributions to the field and Oklahoma, they established the Paul G. Warden Scholarship for students in school psychology. You are eligible to apply for this award through OSPA.

In continuing to set the pace for school psychology, in 1980, Dr. Warden helped establish and became the first president of the Educational and School Psychologists

Division of the Oklahoma Psychological Association. This ensured the presence of school psychology in traditional mainstream psychology in Oklahoma. OSU has continued this fine tradition of leadership by being the first in Oklahoma to develop an Ed.S. degree program in school psychology. OSU also has the only specialist and doctoral degree programs in school psychology in the state. Both programs have attained the highest level of accreditation possible.

Over the years a number of School Psychology faculty members were associated with Dr. Warden in the School Psychology program. However, it was not until 1995, when Drs. Oehler and Stinnett joined the faculty with Dr. Warden that significant changes began to occur. At that point in time, school psychology was on the verge of extinction in Oklahoma. The number of school psychometrists far outnumbered school psychologists and most districts in Oklahoma chose to hire school psychometrists or contract for testing through one of the Regional Education Service Centers. However, a law had been passed that would allow only students who were graduates of APA accredited programs to be eligible to pursue licensure from the Board of Examiners of Psychologists. There were no APA accredited programs in school psychology in Oklahoma or in the immediate region. Now with three full-time school psychology faculty the program had sufficient numbers of faculty to pursue accreditation from the American Psychological Association (APA) for the Ph.D. program. The curriculum was revised and developed, the practica were revamped, and internship experiences and requirements were changed. The program demographic shifted from part-time students and night classes to full-time students and coursework during the day. Research teams were established. Also in the midst of these significant changes, as a result of Dr. Oehler's vision and insistence, the faculty developed the Ed. S. degree program and pursued NASP approval for both the specialist degree and the doctoral degrees. Momentum for the program was growing and in 1997 a fourth school psychology faculty was hired and the program moved forward at both the doctoral and specialist level. In 2005, the program was recognized by the president and provost as a

program of merit and a new tenure track faculty position was approved. The program has 5 core school psychology faculty lines. The table below provides a list of the school psychology faculty who have been associated with the program since its inception. Dr. Warden retired from Oklahoma State University after 30 years of service. Dr. Gary Duhon joined the faculty in fall 2001, Dr. Georgette Yetter in fall 2005, Dr. Brian Poncy in 2007, and Dr. Christopher Anthony in fall 2016.

School Psychology Faculty

<u>Appointment</u>	<u>Faculty</u>	<u>University</u>
1970-2000	Paul Warden Professor	Kent State University
1977-1982	John Otey Assistant Professor	University of Oklahoma
1984-1987	Debra Kundert Assistant Professor	University of Wisconsin- Madison
1988-1989	Dorothy Strom Assistant Professor	Ball State University
1991-1993	David McIntosh Assistant Professor	Ball State University
1995-Present	Terry Stinnett Professor*	University of Southern Mississippi
1995-2009	Judy Oehler Associate Professor	University of Southern Mississippi
1997-2000	John Carlson Assistant Professor	University of Wisconsin- Madison
2000-Present	Gary Duhon Associate Professor*	Louisiana State University

2002-2007	Eric Mesmer Assistant Professor	University of South Florida
2005-Present	Georgette Yetter Associate Professor*	University of Nebraska - Lincoln
2007–Present	Brian Poncy Assistant Professor*	University of Tennessee-Knoxville
2011-2015	Benjamin Solomon Assistant Professor	University of Massachusetts Amherst
2015- Present	Sarah Rich Visiting Assistant Professor*	Oklahoma State University
2016-Present	Chris Anthony Assistant Professor*	Pennsylvania State University

* - current school psychology faculty

The Educational Psychology faculty have also made significant contributions to the School Psychology programs through teaching and by serving on advisory committees. Historically the school and educational psychology programs have been together in a single area in the department. However, in 2004 the school psychology program separated from educational psychology and established itself as a distinct area in SAHEP. The school psychology program grants a Ph.D. in Educational Psychology with an option in school psychology. School psychology graduate assistants are often assigned to teach undergraduate courses from the educational psychology area. Over the last 7 years, school psychology program students on the average have taught between 75% to 95% of the undergraduate EPSY teacher education courses.

Current Educational Psychology Faculty

<u>Faculty</u>	<u>University</u>
Huiyoung Shin, Assistant Professor	Education & Psychology, University of Michigan

Jane S. Vogler, Assistant Professor	Educational Psychology, University of Texas- Austin
Mike Yough, Assistant Professor	Educational Psychology, The Ohio State University
James May, Visiting Assistant Professor	Educational Psychology, Oklahoma State University

Program Accreditation

OSU has 14 professional education programs. School psychology is one of the advanced certification programs. The professional education unit seeks to prepare individuals who believe everyone deserves the opportunity to learn and can learn; who act on the principle that diversity is to be valued; and who are committed to the belief that professional educators (including school psychologists) providing quality education are the backbone of society.

The Ph.D. and Ed.S. programs are National Association of School Psychologists (NASP) approved. NASP is a National Council of Accreditation of Teacher Education (NCATE) affiliate. NCATE is the accrediting body for professional education units; NCATE has a partnership with the Oklahoma Commission for Teacher Preparation (OCTP) that approves state programs. The Ph.D. program is fully accredited by the American Psychological Association, and you will interact with doctoral students throughout your program.

The school psychology Ed.S. and Ph.D. programs have full approval from the Oklahoma Commission for Teacher Preparation. Because the program meets these standards the State Department of Education ensures your eligibility for certification as a school psychologist when endorsed by the program director and the university certification officer. In fact, if you follow the program requirements, you will exceed the state requirements for state and national certification.

C. OSU COE Organizational Structure

1. The College

The school psychology program at OSU is housed within the College of Education. The college has a three-school structure: the School of Applied Health and Educational Psychology (SAHEP); the School of Educational Studies (SES); and the School of Curriculum and Educational Leadership (SCEL). The Dean of the COE is Dr. John Romans. Dr. Steve Edwards is the COE Associate Dean of Graduate Studies and Research. The school heads are Dr. Julie Koch (SAHEP), Dr. Juliana Utley (STCL); and Dr. Susan Stansberry, (SES).

2. The School of Applied Health and Educational Psychology

The Ph.D. School Psychology Program at Oklahoma State University is currently housed in the SAHEP. The SAHEP has over 30 faculty members with diverse background and research interests; thus, the department is able to offer a variety of related graduate programs that complement the training efforts of the school psychology faculty. Faculty in the school is organized into five areas corresponding to the programs of specialization that are professionally related. These areas are (1) School Psychology (2) Counseling and Counseling Psychology; (3) Educational Psychology; (4) Health and Human Performance; and (5) Leisure Studies. The school psychology faculty works closely with the faculty in the American Psychological Association accredited Counseling Psychology program. Besides the Ph.D., OSU offers an Ed.S. in Education with the Specialization in School Psychology. There are other psychology-oriented graduate programs that lead to Master's and Ph.D. in Educational Psychology: educational psychology (M.S. and Ph.D.), and counseling psychology (Ph.D.). The Health and Human Performance area in the SAHEP offers the bachelors degree, the M.S., and the Ph.D. in Health, Leisure, and Human Performance with specializations in health promotion, athletic training, exercise and fitness science, and a Bachelors degree in physical education. The Leisure Studies area also offers

the bachelors degree, the M.S., and the Ph.D. in Health, Leisure, and Human Performance with specializations in therapeutic recreation and leisure services management.

The School Psychology Specialist program is currently the only program in the College of Education utilizing the Ed.S. degree. In many instances, programs use a Masters + 30 model or give a Masters degree at the end of the 60 hour program. Your Ed.S. is considered in between a Masters and a Doctorate. (School pay scales may have the Ed.S. level, or you may be paid at the Masters + 30 level.) Similarities between the Ph.D. and Ed.S. programs include adherence to the same model and philosophy, empirical bases for practice, and general school psychology competency skills. Differences include an extended program, advanced research requirements, advanced practice and specialty skills, settings for career goals, and levels of credentialing for Ph.D. student compared to the Ed.S. The Ed.S. is primarily designed for graduates who wish to practice school psychology in the schools, although some states do offer a limited private practice license to Ed.S. level personnel.

3. School Psychology Faculty

The school psychology program faculty comprise the school psychology area within the SAHEP. The area and program faculty hold meetings in order to discuss issues relevant to the area and to the School Psychology program. A student, non-voting representative also attends these meetings and provides student input and reports the actions of the committee to the students. (Students elect a new representative each fall.) Program and area faculty also function closely with faculty from other areas in the school, college, and university.

The School Psychology Program has 5 lines for full-time core faculty, all of whom hold Ph.D.'s in Psychology with an emphasis in school psychology. Current tenured/tenure-track faculty members include Dr. Terry Stinnett, Dr. Gary Duhon, Dr. Georgette Yetter, Dr. Brian Poncy, and Dr. Christopher Anthony.

Dr. Terry Stinnett has served as Training Director of the Ph.D. program and the Coordinator of the Ed.S program in School Psychology from fall 1998 through spring 2006. He

has done extensive work in setting up field based practica and the School Psychology Center on campus, and has worked to secure funding for our students. Dr. Stinnett was also the Area Coordinator of the School Psychology/Educational Psychology area from 1998-2000. Then he served as the Area Coordinator for only the School Psychology area from 2000 to 2007, and is currently the Area Coordinator for School Psychology again, as of 2015. He also currently serves as the Director of the School Psychology Center. Dr. Stinnett, also a graduate of the University of Southern Mississippi (an APA program), served five years on the faculty of Eastern Illinois University in the Department of Psychology with a primary responsibility to the NASP approved school psychology program. He has extensive practice experience in a variety of settings and with various service delivery models, is a licensed psychologist in Oklahoma and previously in Wisconsin, and was a charter holder of the NCSP credential. He served on the editorial boards of the *Trainers of School Psychologists Forum* and *Psychology in the Schools*. He also served on the board of the *Journal of Psychoeducational Assessment* for more than five years. Dr. Stinnett was presented with the Distinguished Reviewer Award in 2005 by the Buros Institute for his outstanding contributions to the Mental Measurements Yearbook Series. His areas of interest in research include psychological assessment, teacher attributions, and professional issues in school psychology. Dr. Stinnett served as an IDEIA Advisory Panel member for Oklahoma and is currently an Oral Examiner for the Oklahoma Board of Examiners of Psychologists.

Dr. Gary Duhon joined the faculty at OSU in the fall 2001 semester as an assistant professor, was tenured and promoted to Associate Professor in June of 2007, and is currently ranked as a Professor. Dr. Duhon has the distinction of being the 4th faculty member tenured in school psychology at OSU since the program's inception! He completed his degree in school psychology from the APA accredited school psychology program at Louisiana State University.

He completed his pre-doctoral internship through the public schools in Louisiana. His teaching and research interests include behavioral consultation, pre-referral intervention models, and applied behavior analysis. Dr. Duhon serves as an editorial board member for the *Journal of Behavioral Education*. He also serves on the OSPA executive committee as research chair. He is frequently sought after by the State Department of Education because of his expertise in universal screening, RTI, and pre-referral intervention. Dr. Duhon became the Director of Training for the Ed.S. program in the fall of 2006, and is currently the Director of Training for the School Psychology Ph.D program.

Georgette Yetter, Ph.D. is an associate professor in school psychology at OSU and currently serves as the SPSY area coordinator to SAHEP. She received the Ph.D. in school psychology from the University of Nebraska-Lincoln (APA accredited) in 2003. While receiving the predoctoral internship training in pediatric psychology (Munroe-Meyer Institute at the University of Nebraska Medical Center, APA approved), Dr. Yetter received extensive exposure and training in working with children with developmental disabilities, with an emphasis on autism. Subsequently, Dr. Yetter completed a post-doctoral research fellowship at the Center for School-Based Youth Development at the University of California, Santa Barbara. Dr. Yetter's research interests include issues pertaining to the psychosocial adjustment of Native American children and youth, social problem solving coping, instrument development, and large-scale database analysis. Dr. Yetter is a licensed health service psychologist and a nationally certified school psychologist. Besides teaching and supervising the 3-course therapy sequence (Parent and Family Interventions, Introduction to Therapy with Children and Adolescents, and Therapy Practicum for Children and Adolescents), Dr. Yetter currently teaches the Advanced Research class for doctoral students and Theories of Social Psychology.

Dr. Brian Poncy, currently an associate professor of school psychology as well as the Training Director for the Ed.S. program, received his doctorate from the APA accredited

program at the University of Tennessee in 2006. Prior to receiving his degree he had practiced as a school psychologist for three years in Iowa, where he worked in a noncategorical, RTI model. His research interests are in the area of academic interventions, principles of learning, rate-based math assessment, and single subject design methods. Dr. Poncy received the 2006 Outstanding Dissertation Award from Division 16 of the American Psychological Association (APA) and the 2001 Iowa School Psychologists Association's (ISPA) school psychology student of the year award.

Dr. Christopher Anthony joined the faculty at OSU in the fall of 2016 as an Assistant Professor. He received his doctorate in school psychology from the APA accredited program at Penn State University and completed his pre-doctoral internship through the public schools in central Florida. At Penn State, Dr. Anthony was the recipient of a Training Interdisciplinary Educational Scientists (TIES) pre-doctoral research fellowship from the Institute of Education Sciences (IES). This fellowship allowed Dr. Anthony to take courses in advanced statistics and complete research with interdisciplinary scholars.

His current research interests involve improving the efficiency of assessment systems for social, emotional, and behavioral outcomes in schools. Specifically, he is interested in utilizing Item Response Theory to improve the efficiency of behavior rating scales and evaluating ecological contexts in which assessment procedures are embedded and how such contexts affect assessment efficiency. He currently teaches Introduction to School Psychology, Individual Intellectual Assessment, and Advanced Research Methods.

4. Faculty in Other SAHEP Departments

Professor Emerita Diane Montgomery is a retired member of the Educational Psychology area. Her Ph.D. is in special education. Dr. Montgomery taught courses in gifted education and educational psychology. Dr. Montgomery also has interests in human motivation, creativity, Native American Education, learning styles, Q-sort methodology, and qualitative research

methods.

Dr. Jane Vogler is an assistant professor in the educational psychology department. She helps supervise graduate teaching assistants (GTAs) teaching undergraduate-level courses with the EPSY designation. Dr. Vogler's research interests include small-group instruction, and the learning phenomena unique to online classes and face-to-face instructional techniques.

Dr. Huiyoung Shin is the newest member of the educational psychology department. She currently teaches doctoral level courses, specifically Human Development and Human Motivation, and conducts research. Dr. Shin is interested primarily in social perspectives of educational psychology, like classroom contexts, peer relationships/interactions, social development, and other related phenomena pertaining to education.

The counseling psychology area faculty are also affiliated with our program. Their offerings of counseling psychology coursework are open to our students and this affords you the opportunity to interact and learn from faculty and students in other areas. Faculty members include Dr. Al Carlozzi, Professor; Dr. Don Boswell, Associate Professor; Dr. Sue Jacobs, Associate Professor; Dr. John Romans, Professor, Dr. Carrie Winterowd, Associate Professor; Dr. Valerie McGaha, Assistant Professor, Dr. Barbara Carlozzi, Associate Professor; Dr. Hang-Shim Lee, Assistant Professor; Dr. Tonya Hammer, Assistant Professor; Dr. Julie Koch, Associate Professor, and Dr. Hugh Crethar, Associate Professor.

SAHEP faculty in the health and human performance area includes Dr. Bert Jacobson, Regents Professor; Dr. Trish Hughes, Associate Professor; Dr. Bridget Miller, Associate Professor; Dr. Randy Hubach, Assistant Professor; Dr. Chandra Story, Assistant Professor; Dr. Matthew O'Brien, Associate Professor; Dr. Jennifer Volberding, Assistant Professor; Dr. Aric Warren, Associate Professor; Dr. Jason DeFreitas, Assistant Professor; Dr. Doug Smith,

Associate Professor; Dr. Timothy Baghurst, Assistant Professor; and Dr. Julie Croff, Assistant Professor. The leisure studies area faculty are Dr. Lowell Canaday, Professor; Dr. Tim Passmore, Associate Professor; and Dr. Donna Lindenmeir, Assistant Professor.

Students in the Ed.S. program also take coursework from faculty in the Educational Research and Measurement area in the School of Educational Studies. Faculty in this area have particular expertise in educational research and often serve as dissertation and thesis committee members. They teach the standard statistics and research sequence. Faculty includes Dr. Dale Fuqua, Dr. Katye Perry, Dr. Janice Miller, and Dr. Laura Barnes.

The faculty of Special Education in the School of Curriculum and Educational Leadership offer extensive course work related to teaching and working with children and families with disabilities.

5. College of Education – Graduate Records Office

The COE graduate records office (GRO) is located in 325V Willard Hall. This is an important office for you throughout your graduate studies. The GRO is staffed by Robert Raab. Mr. Raab is responsible for all administrative and technical aspects of your graduate records including transcripts, plan of study, annual evaluation data, etc. He is also responsible for all new applications to the programs in the COE. 405-744-9483

D. PROGRAM RESOURCES

1. Intervention and Assessment Materials

There are three primary sources used by the school psychology program to meet the training needs of the students.

A. School Psychology Center – 110 PIO Building. The School Psychology Center (SPC) is a

fully functioning clinic that provides a broad range of psychological services to children, families and schools. The SPC is fully outfitted with the latest in audio-visual technology so that students can receive the best possible instruction and supervision. The SPC is also used for research projects by faculty and students. The following services are provided:

- (1) consulting with parents, families, and other mental health and legal personnel about any school and/or family-related issues
- (2) developing interventions for schools and providing interventions for learning and adjustment difficulties
- (3) consulting at public schools to ensure the most appropriate educational planning for children
- (4) monitoring the progress of children in tutoring programs
- (5) diagnosing and intervening with children who are suspected to have childhood disorders like Attention Deficit/Hyperactivity Disorder, Learning Disabilities, Mental Retardation, and various forms of Behavioral/Emotional Disorders.
- (6) assessing and intervening with gifted children.
- (7) family and individual therapy sessions
- (8) representing children and families at their schools on multidisciplinary teams and individual educational plan team meetings

The School Psychology Center has an intervention materials library. This is an extensive collection of assessment instruments, computer software, and intervention materials. All materials are current and there are enough copies so that all students may gain sufficient experience in their use. The SPC is completely furnished with state-of-the-art audio and video capabilities. There are 6 rooms in the SPC with audio and video capacity. All rooms can be videotaped simultaneously. Supervisors and advanced graduate students can provide supervision and feedback to practicum students during sessions with clients through one-way mirrors and audio headphones. Students in classes, such as child psychotherapy, cognitive assessment, and personality assessment, can also

meet with their instructors in the clinic observation room to watch and discuss on-going cases.

B. School Psychology Assessment and Intervention Materials Library (AIML) – 110 PIO

Building. The AIML houses an extensive collection of psychological and psychoeducational assessment and intervention materials. There is a \$25.00 per semester fee for students who are enrolled in the psychology programs to use these materials. Students need to complete a User Qualification form and file it with the AIML. Test protocols must be purchased through the center. Students must have the appropriate training and supervision to use protected psychological materials. Those with training are approved by the faculty to use the assessment and intervention materials library.

Achievement

Global

Boehm-R (Test of Basic Concepts) *
Diagnostic Achievement Battery 2nd Edition (DAB-2)
Diagnostic Achievement Test for Adolescents 2nd Edition (DATA-2)
Kaufman Functional Academic Skills Test (K-FAST)
Kaufman Survey of Early Academic and Language Skills (K-SEALS)
Kaufman Test of Educational Achievement II (K-TEA II) comprehensive form
Kaufman Test of Educational Achievement (K-TEA) brief form
Kaufman Test of Educational Achievement (K-TEA) comprehensive form
Peabody Individual Achievement Test-Revised (PIAT-R)
Scaled Curriculum Achievement Levels Test (SCALE)*
Wechsler Individual Achievement Test (WIAT)
Woodcock Johnson Achievement III

Specific Academic Area

Decoding Skills Test (DST)
Key Math-Revised NU form A & B
Key Math-Revised form A & B
Test of Reading Comprehension 3rd Edition (TORC-3)
Woodcock Reading Mastery Test-Revised (WRMT-R)

Adaptive Behavior

Adaptive Behavior Assessment System (ABAS)*
AAMR Adaptive Behavior Scale - Residential and Community (ABS-RC:2)
AAMR Adaptive Behavior Scale - School (ABS-S:2)
Scales of Independent Behavior-Revised (SIB-R)
Vineland Adaptive Behavior Scale *
Vineland Adaptive Behavior Scale-II

Autism

Autism Screening for Educational Planning 2nd Edition (ASTEP-2)
Childhood Autism Rating Scale (CARS) *
Sensory Profile*

Asperger

Asperger Syndrome Diagnostic Scale (ASDS)

Behavior

Architext Behavior Action Planner
The Transition Behavior Scale

Cognitive

Verbal

Cognitive Assessment System (CAS)
Differential Ability Scales (DAS)
Kaufman Assessment Battery for Children (K-ABC)
Kaufman Assessment Battery for Children II (K-ABC II) Complete Kit
Kaufman Adult Intelligence Test (KAIT)
Slosson Full-Range Intelligence Test (S-FRIT)
Stanford-Binet Intelligence Scale - 5th Ed.
Stanford-Binet Intelligence Scale - 4th Ed.
Wechsler Adult Intelligence Scale -III (WAIS-III)
Wechsler Intelligence Scale for Children -IV (WISC-IV) Integrated
Wechsler Intelligence Scale for Children -IV
Wide Range Intelligence Test (WRIT)
Woodcock Johnson Cognitive- III (WJ-III)
Woodcock-Johnson Cognitive - III (WJ-III) supplement
Woodcock Johnson -III Compuscore
Woodcock Johnson -III supplement CD

Nonverbal

Children's Category Test (Nonverbal learning and memory)
Leiter International Performance Scale-Revised (Leiter-R)
Naglieri Nonverbal Ability Test (NNAT)*
Test of Nonverbal Intelligence-3 (TONI-3) form A & B
Universal Nonverbal Intelligence Test (UNIT)
Universal Nonverbal Intelligence Test (UNIT) Compuscore

Developmental

Bayley Scales of Infant Development
Batelle Developmental Inventory*
Conners March Developmental Questionnaire*
Developmental Indicators for the Assessment of Learning (DIAL-3)

Language

Comprehensive Assessment of Spoken Language (CASL)
Oral & Written Language Scales (OWLS)
Preschool Language Scale 3*

Memory

Children's Memory Scale (CMS)
Wide Range Assessment of Memory and Learning (WRAML)

Neuropsychological

Developmental Neuropsychological Assessment (NEPSY)
Luria-Nebraska Neuropsychological Battery: Children's Revision (LNNBC-R)

Other Academic

Achievement Motivation Profile*
Academic Competence Evaluation Scales (ACES)*
California Verbal Learning Test (CVLT-C)
Gifted Evaluation Scale*
Learning Disability Evaluation Scale*
School Motivation Analysis Test (SMAT)
Student Styles Questionnaire*
Teacher Rating of Academic Achievement Motivation (TRAM)*
The Instructional Environment System -II (TIES-II) *

Personality Assessment

Broad-Band Measures

16PF*
Behavior Assessment System for Children *
 BASC-2 Parent Feedback Report
 BASC-2 Parent Rating Scale (12-18)
 BASC-2 Parent Rating Scale(4-5)
 BASC-2 Parent Rating Scale(6-11)
 BASC-2 Self Report Child
 BASC-2 Self Report -Adolescent
 BASC-2 Self Report-College
 BASC-2 Student Observation System (SOS)
 BASC-2 Structured Developmental History (SDH)
 BASC-2 Teacher Rating Scale (12-18)
 BASC-2 Teacher Rating Scale (4-5)
 BASC-2 Teacher Rating Scale (6-11)
Behavior Assessment System for Children *
 BASC Monitor Parent Monitor
 BASC Monitor Teacher Monitor
 BASC Parent Rating Scale (12-18)
 BASC Parent Rating Scale(4-5)
 BASC Parent Rating Scale(6-11)
 BASC Self Report -A (12-18)
 BASC Self Report -C (8-11)
 BASC Student Observation System (SOS)
 BASC Structured Developmental History
 BASC Portable Observation Program
BASC Assist Software
Beck Youth Inventories*
Child Behavior Checklist*
Child Behavior Checklist Assessment Data Manager
Child Personality Questionnaire

Conners Rating System*

CADS-A self report
CADS-P parent
CADS-T teacher
CASS:L Conner's Wells Self-Report
CASS:S
Conners Global Index (CGI-P)
Conners Global Index (CGI-T)
Conners Parent Rating Scale-Revised:S
Conners Teacher Rating Scale-Revised:S (CTRS-R:S)

Comprehensive Behavior Rating Scale for Children (CBRSC)*

Devereux Rating System*

Devereux Behavior Rating Scale adolescent form (13-18)
Devereux Behavior Rating Scale child form (5-12)
Devereux Behavior Rating Scale school form (13-18)
Devereux Behavior Rating Scale school form (5-12)

Diagnostic Interview for Children and Adolescents IV (DICA-IV) - Included on PsychManager Lite CD

Early Childhood Inventory (Parent/Teacher Profile)

Millon Adolescent Clinical Inventory (MAC)*

Millon Clinical Multiaxial Inventory-III (MCMI-III)*

Minnesota Multiphasic Personality Inventory (MMPI-A) Interpretive Program

Minnesota Multiphasic Personality Inventory (MMPI-A)

Minnesota Multiphasic Personality Inventory (MMPI-2)

Minnesota Multiphasic Personality Inventory (MMPI-2) Supplementary manual

Personality Inventory for Youth (PIY)

Preschool Evaluation Scale*

Narrow-Band Measures

ADHD including Continuous Performance Tests (CPT's)

Acters Attention Deficit Hyperactivity Disorder Test*
Attention Deficit Disorders Evaluation Scale (ADDES)*
Attention Deficit Hyperactivity Disorder Test (ADHDT)*
Boatwright-Bracken Adult Deficit Scale*
Brown ADHD Scales (Adult and Adolescent) *
Conners CPT-II
Early Childhood Attention Deficit Disorders Evaluation Scale*
Hawthorn Behavior Dimensions Scale*
Hawthorn Behavioral Evaluation Scale-2*
Integrated Visual and Auditory Continuous Performance Test (IVA)
TOVA
Wender Utah (Adult ADHD) *

Conduct Disorder/Aggression

How I Think (HIT) Questionnaire

Anxiety

Anxiety Scales for Children and Adults
Revised Children's Manifest Anxiety Scale*
Social Phobia Inventory (SPIN) *
State-Trait Anxiety Inventory for Children (STAI)

Substance Use

Alcohol Use Inventory (AUI)*

Depression

Children's Depression Inventory (CDI)*
Children's Depression Rating Scale (CDRS)*
Multiscore Depression Inventory for Children (MDI)
Reynold's Adolescent Depression Scale (RADS)
Reynold's Child Depression Scale (RCDS)

Eating Disorders

Eating Disorder Inventory-2

Self-Concept

Multidimensional Self-Concept Scale (MSCS)*
Piers-Harris Children's Self Concept Scale

Social Skills and Interpersonal Relationships

Assessment of Interpersonal Relations (AIRS)*
Parent Child Relationship Inventory (PCRI)*
Parenting Satisfaction Scale*
Social Skills Rating System (SSRS)*

Suicide

Inventory of Suicide Orientation-30 (ISO)*

Trauma

Personal Experience Inventory (PEI)* (Substance Abuse)
Trauma Symptoms Checklist for Children (TSCC)

Bullying

Bullying Victimization Scale
Bully Victimization Distress Scale
School Violence Anxiety Scale

Projectives

Adolescent Apperception Cards (TAT)* (black and white)
Draw a Person Kit Screening Procedure for Emotional Disturbance
Draw a Person Quantitative Scoring System*
Kinetic Drawing System for Family and School*
Roberts Apperception Test for Children
Sentence Completion*

Visual-Motor

Developmental Test of Visual Motor Integration (VMI)*

Other Measures

Ackerman Schoendorf Scales for Parent Evaluation of Custody (ASPECT)*
Rey Complex Figure Test and Recognition Trial (RCFT)
Stroop Color and Word Test*

Symbol Digit and Modalities Test*
Test of Auditory Reasoning and Processing Skills (TARPS)*

Sign out procedures for these instruments are available in the SPC.

C. University Testing and Evaluation Services- 111 North Murray Hall. This facility is specifically designed to meet the needs of students and faculty in the area of group administration of some of the major standardized tests. Additionally, it provides a scoring service to aid faculty and graduate teaching assistants in scoring tests used in teaching and research.

2. Media Resources

- a.) Curriculum library, media center, and rooms designed for instructional training are housed in the basement area of Willard Hall. This area also houses a professional resource room with computers, copiers, laminators, etc.
- b.) Edwin Low Library contains nearly 1.4 million books and periodicals, plus more than 1.6 million microforms. Furthermore, as the library is a member of the Center of Research Libraries; faculty and students have unlimited access to material through interlibrary loan.
- c.) The Educational Technology Center is located in 002 Willard and is a state of the art facility for meeting all of your technology needs. Materials can be used in the center and under some conditions they may be reserved and checked out for use in other locations. The ETC also contains a computer lab for student use. Mr. Don Fry is the Technology Director, and Mr. Todd Gungoll is the Coordinator of the ETC.

3. Technical Support

The Department, the College of Education, and the University maintain a wide variety of computer and data analysis support services for students and faculty. The College of Education's Office of Research, Extension, and Technology has a Technology Team, which includes a Director of Technology, a Technology Manager, a Technology Services Coordinator, and two Computer Support Specialists. The Technology Team encourages and develops widespread implementation and emerging technologies throughout the College of Education by

providing resources, leadership, training, service outreach, and facilities for the faculty. This office also manages the Educational Technology Center (ETC) in 002 Willard Hall. Other ETC computer labs may be found in 325 Willard and 022 Cordell. There are numerous technology and instructional resources available for faculty and student use through the center and full description can be found at the following links

- [Computer Labs](#)
 - <http://www.okstate.edu/education/tech/computerlabs.htm>
- [Classroom Resources](#)
 - <http://www.okstate.edu/education/tech/roomresources.htm>
- [Instructional Support](#)
 - <http://www.okstate.edu/education/tech/fs.htm>
- [Equipment Check-Out](#)
 - <http://www.okstate.edu/education/tech/checkoutequipment.htm>
- [Technical Support](#)
 - <http://www.okstate.edu/education/tech/techsupport.htm>
- [COE Website Support](#)
 - <http://www.okstate.edu/education/tech/websupport.htm>
- [COE Listserv Support](#)
 - <http://www.okstate.edu/education/tech/listservefaqs.htm>

College of Education Technology is under the direction of:

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Aarond Graham
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Computer Support Specialists
003 Willard;
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jackie.molloy@okstate.edu

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Database Developer
003 Willard;(405) 744-2469
jd.winterhalter@okstate.edu

Dustin Ivey
Manager of Instructional Support
002 Willard Hall; (405) 744-7124
dustin.ivey@okstate.edu

COE Technical Support
002 Willard; (405) 744-2222
coetech@okstate.edu

Colvin Center Lab Help Desk
190 Colvin Center; (405) 744-7360
coetech@okstate.edu

Hours for the ETC are as follows:

Monday-Thursday: 8:00am-10:00pm

Friday: 8:00am - 5:00pm

Saturday: Closed

Sunday: 5:00pm - 10:00pm

The University also has a Computing and Information Services (CIS). You may access the CIS at the following website: <http://www.it.okstate.edu/> or if you need assistance, you can contact them during the following hours and at the following location:

IT Helpdesk Hours:

Monday – Friday: 7:00am – 1:00 am

Stillwater Campus Contact Information:

Phone: (405)744-HELP (4357) or Toll Free 1-877-951-4836

Email: helpdesk@okstate.edu

Address: 113 Math Sciences

CIS maintains extensive computer facilities available to students and faculty. The University Computing Facility, which is located in the Mathematics Science Building, offers these types of technology solutions: Process Improvement, Groupware/workflow, Visual, Object-oriented, Rapid Application, Development, Client/Server, Entity Relationship Modeling, Enterprise Client/Server OLTP, and Electronic Forms/Workflow/Web development.

The Computer Center also offers a variety of educational services which include short courses in such topics as the use of statistical packages, microcomputers in general, use of the mainframe and various publications, and a help desk. The Computer Center also provides, free of charge to students and faculty, a variety of diagnostic and programming services which are available through consultants located in computer facilities. The objective is to allow users to access the facilities of the IBM computer via computer terminals located at remote sites. The Computer Center maintains a variety of software in the statistical area including BMDP, IMSL, OSIRIS, SAS, SAS/ETS, SAS/FSP and SPSS-PC. All students are provided with access to e-mail accounts and the internet. Faculty also receive computer accounts providing opportunity to store and analyze data in the University Computing Facility if they so desire.

A film and video tape library (as well as films and video-tapes in the OSU Library Audio-Visual Center) is available in the Department. This library contains skill development training films, interviews with famous psychotherapists, and general educative materials. Portable, video cameras and monitors, and audio and video tapes are available for use by faculty, graduate assistants, and students in the department. Willard Hall houses a curriculum library, a media center, and media/computer labs designed for instructional training.

Library Resources. The Oklahoma State University Library's collection contains nearly 1.4 million books and periodicals, plus more than 1.6 million microforms. It is in the top 100 in the nation for research libraries. Furthermore, as the library is a member of the Center for Research Libraries, faculty and students have unlimited access to materials through interlibrary

loan. Students with current enrollment identification have complete privileges at the OSU Library. Relative to the field of psychology, the library has demonstrated a consistent commitment to keep abreast with current books and journals.

Other equipment and resources. The SAHEP office has photocopying and micro-computer/word processing equipment that serve the smaller needs of faculty, staff, and graduate assistants. There is a centralized copy center in Willard that handles the large duplicating jobs of the faculty in the entire college. The University and Testing Evaluation Services provides a scoring service to aid faculty and graduate teaching assistants in scoring tests used in teaching and research. The Office of Research, Extension, and Technology also has office equipment and supplies that may be used for the development of research proposals, accreditation applications, and grant applications. Education Extension assists in conducting extension courses and workshops, provides marketing assistance, and engages in outreach.

Classroom, Seminar, Laboratory and Research Space, and Office and Work Space for Faculty and Students. Willard has state-of-the-art training capabilities besides the previously described School Psychology Center (SPC). There is also research lab space on the 4th floor of Willard. This space has five rooms equipped with one-way mirrors. This facility is available for use by our students and faculty for therapy and/or assessment. There is an adequate amount of classroom space, both in the building that houses the program and across campus. Our school has two seminar rooms used primarily for seminar and practicum courses. Additional classroom space is typically provided in nearby buildings such as Human Environmental Sciences, Classroom Building and Family and Child Study Clinic. Faculty and Graduate Assistants have offices in Willard Hall. Furthermore, adequate space can be arranged for special projects through the School Head. There are additional seminar rooms in Willard Hall that serve as work areas or meeting rooms.

Other facilities used for teaching and research purposes are the two seminar/laboratory rooms located on either side of the Audio/Video Resources Room. Each room is equipped with video recorders, monitors, and cameras, as well as one-way mirrors for observation rooms and

videotaping equipment is available.

Willard Hall 010 is representative of OSU's commitment to providing its students and faculty with the very best learning/teaching environment. The members of a class in 010 can access information from anywhere from Stillwater to Washington D.C. to London, England and beyond. The services are at the command of the faculty member in well laid out, easily operated manner that places the "operational" matters in the background so that faculty can concentrate upon the important matters of their students' learning. Willard 010 is a large amphitheater lecture hall. The room houses

Instructor Station

- 1 Windows computer with DVD+/-RW, floppy, and Zip 250 drives
- 1 Macintosh computer with DVD+/-RW, floppy, and Zip 250 drives
- 1 cable connection set for laptop
- 1 20" monitor
- 1 Smart Technologies Symposium
- 1 VCR
- 1 document camera
- 1 TV tuner for OSU cable system
- 1 input control switch
- 1 multimedia speaker system
- 1 leveler microphone
- 1 built-in microphone
- 1 digital projector, rear-mounted
- 1 overhead projector
- 1 LaserDisc player
- 2 slide projectors

4. Provisions Made for Persons with Disabilities

The School of Applied Health and Educational Psychology, as well as Oklahoma State University, is committed to providing students with disabilities with quality equal educational opportunities. Student Disability Services is an office involved with addressing the concerns of those with disabling conditions and has initiated several projects in this regard. The Inclement Weather Shuttle Service exists to provide students with transportation to routine daily campus commitments (social, professional, and cultural) during inclement weather. The Attendant Care program provides residence housing and physical care to those needing assistance with activities

of daily living on campus in an environment modified to accommodate students who are wheelchair bound. The Visually Impaired Reading Room in the Library provides tape recorders, microcomputers, and software to proofread documents. The University Testing Service is available to students with disabilities who need accommodations for testing. The Americans with Disabilities Act Compliance Office is active in completing and maintaining removal of physical barriers in the buildings and on the campus to provide access to students with mobility, vision and hearing impairments. Willard Hall is ADA compliant, has state of the art accessibility features and was designed to be barrier free, as are many buildings on the OSU campus. North Murray Hall, where the Psychological Services Clinic and University Testing are housed, is accessible and is scheduled for upgrading accessibility features. The ADA Compliance Office is currently in the process of making needed modifications in North Murray Hall to provide a completely barrier free environment. The University operates the Bartlett Independent Living Lab which serves both as a model and as an actual residence for a state-of-the-art barrier-free living environment.

5. Cultural and Individual Differences and Diversity Information and Resources

Oklahoma State University, in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 (Higher Education Act) and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as a veteran, in any of its policies, practices, or procedures. This provision includes, but is not limited to, admissions, employment, financial aid, and educational services. Potential students and faculty are actively recruited from all the above categories and given full consideration for admission, employment, promotions, and/or tenure by the University and within the SAHEP.

The School Psychology Program makes every effort to promote understanding of and respect for the full range of cultural and individual diversity. Recruitment of faculty and students from diverse cultural backgrounds is always a high priority, and our current faculty and student population reflects this effort. The program also strives to develop understanding, knowledge,

scholarship and skills in all of our students to enhance the likelihood they will facilitate child success across the full range of diverse learners they might encounter as professional school psychologists. We are convinced that the changing cultural diversity of schools and society will have substantial impact on the delivery of school psychological services and research conducted by professional school psychologists.

Ms. Jodie Kennedy is a good contact for information about financial support available through the Graduate College. There are numerous financial awards available to graduate students through the university.

You also have access to the Multicultural Student Center (MSC). The MSC is committed to the personal, social, and intellectual growth of all Oklahoma State University students with special emphasis to the African-American, Asian-American, Hispanic /Latino and Native-American members of the University community. To accomplish this goal, MSC provides a broad spectrum of services to the O.S.U. community that includes individual and group counseling, diversity workshops, scholarship information, leadership development, career development, tutoring services, consulting services and teaching and training. Direct and indirect assistance is available for: (1) recruitment and retention of minority students; (2) providing financial assistance information to minority students; (3) facilitate career development and employment opportunities for minority students; and (4) to enhance human development and maximize minority students' problem-solving and decision-making capabilities.

MSC staff members serve in active support roles as advisors and/or consultants to various student groups and organizations. Some of the related organizations relevant to school psychology graduate students include: African-American Student Association, Hispanic Student Association, Minority Women's Association, and the Native American Student Association.

You will also be expected to obtain experience and develop competencies and knowledge of ethical standards for working with diverse populations in Introduction to School Psychology, Multicultural Counseling, Child Psychopathology, and the required practica sequence (EPSY 5510) and the capstone internship experience. A large proportion of children in Oklahoma are

below poverty level, thus OSU school psychology graduate students have the opportunity to work with low socio-economic children and families. There are also Native-American, African-American, Asian American, and Hispanic- American children and families with whom OSU school psychology graduate students may work. Individual and group supervision, assigned readings as part of these courses and class discussions of multicultural issues occur formally and informally throughout these experiences. Practicum supervisors assess competence in the delivery of school psychological services with diverse clients.

6. Financial Support

You may apply for and receive financial assistance from grants, loans, work-study moneys, and scholarships through the Office of Financial Aid. Various teaching and research assistantships are available within the SAHEP. You might teach an undergraduate course in child or adolescent development, measurement principles, or educational psychology. As a research assistant you have the opportunity to become involved in a faculty member's program of research. There are also assistantships for consultants in the Reading and Math clinic. Students interested in a SAHEP assistantship should complete an application for assistantship in the school when they apply to the program, and should inform his/her faculty advisors of their interest. All assistantship recipients must have on file the appropriate paperwork with the Office of Financial Aid (FAFSA).

Assistantships and employment are available at other facilities on campus, such as at the University Testing Services Center. Part-time employment opportunities both on and off campus are generally available, and a few paid practicum positions have been made available for school psychology doctoral students. Faculty members and fellow students are good sources of information regarding such part-time, paid jobs and practicum placements. Students can be informed of other sources of financial aid such as grants, loans, work-study and scholarships by contacting the Financial Aid Office, OSU, Stillwater, Oklahoma 74078 (405-744-6604). Prospective students should contact the Financial Aid Office immediately for information regarding application deadlines. Information can be obtained via the Web at

<http://www.okstate.edu/finaid/>.

II. Program Model, Philosophy, Objectives and Required Courses

A. Program Philosophy and Model

The School Psychology training program at Oklahoma State University is based on the scientist-practitioner model in which theory, research and practice are considered integrated components of a comprehensive training program. At the Ed.S. level, the model might be more appropriately defined as a Practitioner-Scientist model in that Ed.S. students have chosen the program that leads clearly to practice and research that is practice-based, such as program evaluation or evaluating the outcome of small group or individual interventions. However, the scientific, evidence-based orientation to practice is emphasized at all levels of the program. Within this model is embedded our Science-Based Child/Learner Success (SBC/LS) orientation which emphasizes use of the scientific knowledge base and methodological rigor in the delivery of school psychology services in order to effect positive outcomes. Our philosophy is that all children and youth and learners of all ages, have the right to be successful. Success refers not only to accomplishment of immediate goals but also to long range goals of adulthood such as maximizing personal potentials, social integration, meaningful work, and contributing to society. School psychologists are important agents who assist learners, families, teachers and others to be successful. The SBC/LS orientation focuses on prevention and intervention services related to the psychoeducational and mental health needs of all learners.

The program model is consistent with the academic, research, and service mission of the university and college and the science-based practitioner model of the School of Applied Health and Educational Psychology. In addition, the program has adopted as inherent to its training mission and goals the definition of the Specialty of School Psychology as outlined by the 2000 National Association of School Psychologists (NASP)

Standards for Training and Field Placement Programs in School Psychology, the APA Division 16 Task Force on Specialty Definition, and the ethical standards put forth by both APA and NASP.

The SBC/LS orientation requires you to understand, critically evaluate, and integrate research and theory to deliver sound and appropriate school psychology services. As a school psychologist, you should also use research designs to critically evaluate your methods and to determine which methods have sufficient validity to be included in your service delivery repertoire. Practicing from a SBC/LS perspective includes not only skeptical consumption of research but contribution to the existing knowledge base through such activities as presentations at NASP and OSPA, articles in the *Communique* or OSPA Today Newsletter, or other suitable outlets. You should also understand that the scientific and professional literature is constantly being upgraded and that continuing professional development and life-long learning are integral to success as a school psychologist. Training in the model requires a commitment to it, an allowance for adequate time for socialization with faculty and peers in and outside class, taking courses and practica in the appropriate sequence, and a willingness to assimilate and accommodate new information.

The SBC/LS model at OSU encompasses a generalist school psychology model in that students are expected to obtain entry-level competence in a wide variety of professional skills, acquire broad-based knowledge of psychological and educational foundations, demonstrate the ability to plan and carry out research, and demonstrate excellent interpersonal skills and ethical practice. Graduates of the OSU school psychology program are psychologists with specific training for working with children, youth, learners of all ages, families, school personnel and other agencies; they provide direct services to children and serve as liaisons among children and the many adults who are concerned with their welfare. They also work with youth and adult learners. OSU graduates of the Ed.S. program are primarily prepared to work within schools, with opportunity in some states to provide limited private practice or contractual services.

Examples of possible goals for the model for those receiving our services include:

- Long-term successful outcomes for children, families and personnel
- Success in learning, interpersonal relations, community involvement, employment, and family life
- Requires focusing on positive goals & solutions, not just pathology and problems
- Learning is a skill, not a place
- Work with learners of all ages in variety of settings
- Includes academic & study skills, attention & memory, social skills, vocational skills, emotional regulation, physical skills
- Educational functioning across curriculum and extra-curricular activities
- For adults attached to clients, includes consultation on variety of ways to help client
- Motivation, selective attention and persistence towards goals
- Appropriate response to frustration
- Delay of gratification, impulse control
- Control of excesses in anxiety, anger, depression, sensation seeking
- Leads to controls of behavior/actions, success!
- Social skills
- Situation-specific behavior
- Overcoming obstacles
- Attachment and intimacy
- Cognitive and verbal skills needed for communication
- Play and enjoyment, leisure
- Finding and keeping friends
- Contribution to family
- Needs of family above self
- Care for children, siblings, sick, elderly
- Recognition of contribution to family problems and willingness to work on them (e.g., child with ADHD)
- Consider long-term goals and prognosis
- Start prevocational training early
- Map study skills, self-regulation, interpersonal relations skills onto vocational goals as well as current educational functioning
- Address transition service

B. Required Competencies:

I. Broad-based knowledge, evaluation and application of general psychological and educational professional practice foundations.

A. Research and Data Analysis

- 1. Knowledge, application, and evaluation of research** Students become critical and thoughtful consumers of and contributors to the scientific literature. This includes making contributions through the conduct and dissemination of research as well as informing psychological practice with empirically derived strategies.
- 2. Research design and statistical knowledge** Students develop specific skills in the design of psychological research studies. They develop proficiency with various group and single-case design and analytic methods with the intent of becoming independent researchers.

3. Research design and application Students produce research products of sufficient quality to submit for presentation at national professional association conferences or for publication in relevant venues.

B. Diverse social and cultural organizations, community and family systems Students develop understanding of social aspects of behavior and how social forces influence behavior.

C. Biological aspects of behavior Students develop foundation knowledge in the biological bases of behavior with coverage of physiological psychology, neuro-anatomy and psychopharmacology.

D. Cognitive-Affective aspects of behavior This foundation area includes intellectual functioning, cognition, memory, learning, regulation of affect, and motivation.

E. Human Development and Individual Differences A knowledge base of typical and atypical development and individual differences in the domains of biological/physical, social, academic, cognitive, affect, and behavior is required.

F. Education service delivery Students develop knowledge of educational service delivery systems to maximize their effectiveness in school and educational settings.

G. Comprehension, application, and evaluation of professional school psychology theory and practice. Students develop knowledge and skills as outlined by professional school psychology organizations as well as the program model. These include

- i. Adoption of SBC/LS orientation to theory, research, and practice.
- ii. Maintain Interpersonal and Professional Disposition relevant to school psychology.
- iii. Understand the history and future direction of professional school psychology, and role and service delivery models.
- iv. Acquire knowledge of legal/ethical issues and professional standards. Students are expected to uphold the highest standards of ethical practice as recommended by APA. They should be intimately familiar with professional standards and demonstrate the ability to apply them in a variety of situations
- v. Technology develop skills in the use of technology relevant to school psychology practice.

II. School Psychology Professional Practice Skills

A. Assessment for diagnosis and intervention. OSU students conduct data

collection as an important step in intervention planning and for diagnostic assessment. They are able to select assessment techniques relevant to the referral concerns and the purposes of assessment. Assessment techniques include formal and informal measures and direct and indirect methods. Assessment is conducted from a multi-factored and ecological perspective for the purpose of problem solving as well as for diagnostic labeling.

B. Consultation, prevention, and intervention and supervision; evaluation of efficacy of interventions. Students develop competency in a variety of consultative techniques at the system, group and individual level. They apply these techniques to preventative as well as problem-solving solutions, and crisis intervention, in keeping with the success model of the program. They are able to intervene in many areas, including behavioral, academic, cognitive and developmental, social and emotional functioning. They are able to demonstrate their ability to evaluate the efficacy of their interventions and to supervise other psychologists in training.

C. Direct intervention, evaluating the efficacy of interventions. School psychologists are able to work directly with clients to facilitate learning and adjustment. Graduates develop direct skills in various therapeutic techniques, which are relevant and evidence-based, for a variety of problems that can negatively impact the adjustment and success of the client. They are prepared to work with both individuals and groups. They are able to coordinate these services with indirect services within best practices and within legal and ethical guidelines, and evaluate the effectiveness of the intervention.

C. Required program courses that meet competencies:

SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY COURSE LIST

Program Competency Areas	
OSU Department, Course Number & Name	
I. Ed. Psych. & Psych. Foundations/Scientific	
A. Research & Data Analysis	
REMS 5953 Elementary Statistics or UG equivalent	3
EPSY 6003 Analysis of Variance	3
EPSY 6013 Research Design & Methodology	3
EPSY 5000 Masters Thesis	2-6
C. Social Aspects/Diversity	

PSYCH 6563 Advanced Social Psychology or SOC 6653 Seminar in Social Psychology	3
D. Biological Aspects of Behavior	
EPSY 6143 Intro to Developmental Psychopharmacology	3
E. Cognitive/Affective Aspects of Behavior	
EPSY 5463 Psychology of Learning or EPSY 5213 Advanced Educational Psychology	3
F. Human Development/Individual Differences & Disabilities	
EPSY 5103 Human Development	3
EPSY 5113 Child Psychopathology	3
G. Education Service Delivery	
EDUC 5910 Field Experiences in Ed (Observation Practicum) or teaching certificate	2
EPSY 5320 Precision Teaching	3
H. School Psychology Professional Standards	
EPSY 5023 Intro to School Psych Services	3
I. Assessment for Intervention/Measurement	
EPSY 5793 Intellectual Assessment of Children and Youth	3
EPSY 5803 Adv Intellectual Assessment	3
EPSY 6113 Child Personality Assessment	3
J. Consultation/Prevention/Intervention/Program Evaluation	
EPSY 6333 Instructional Consultation	3
EPSY 5853 Applied Behavioral Analysis	3

EPSY 5873 Applied Behavioral Analysis II	
EPSY 6343 Behavioral Consultation	3
EPSY 5503 Crisis Intervention & Emergency Action in Schools	3
K. Direct Service/Psychotherapy	
EPSY 5813 Parent and Family Interventions in School Psychology	3
EPSY 6033 Introduction to Psychotherapy with Children & Adolescents	3
L. Practicum/Internship	
EDUC 5910 Field Experiences (listed above)	
EPSY 5210 Shadow Practicum (240 hours across 2 semesters)	2, 2
EPSY 5510 School Based Practicum (600 hours across 2 semesters)	3, 3
EPSY 5310 Therapy Practicum	3
EPSY 6210 Ed.S. Internship (1200 hours)	2, 2

Note: Required courses are designed to meet minimum competency in program areas. You are also required to develop skills across areas described by NASP that require integrative service delivery and positive impact on children across a variety of settings, populations and areas of development. In conjunction with taking courses, you must seek out and build into your repertoire a variety of experiences to meet these competencies. Samples of your work across these areas should be documented in your portfolio.

Portfolio <http://college.livetext.com/>

To begin the portfolio process, you will purchase a onetime membership to LiveText Solutions. LiveText is an online website offering a suite of tools that enables you to showcase your best work to professors and prospective employers. The portfolio process continues as you progress through the program, reflecting your development in the designated competency areas. Portfolios are a critical part of the annual evaluation process for all students and are used in the annual evaluations which occur for all students in the program beginning in your second year. Annual evaluations typically are scheduled during the first week of October in each fall

semester. These evaluations are held with you and a faculty dyad. Your advisor and the second program faculty usually have reviewed your LiveText portfolio prior to your annual evaluation and during the evaluation feedback about your performance is given. The portfolio contains samples of your best works as they fulfill the program objectives. The program objectives are already built into the LiveText portfolio shell you will be trained to use by the LiveText GA. These competency areas actually make up the different sections of the portfolio. Once you have begun to develop your portfolio you will find that it is an ongoing and dynamic process. You can and should be continuously improving, editing and developing your portfolio throughout your program, including your internship year. Your LiveText subscription is valid until one year after you graduate. Sample portfolios can be found at the program website here:

<http://www.okstate.edu/education/sahep/spsy>

SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY COURSE CHECKSHEET

Program Competency Areas OSU Department, Course Number & Name		Plan of Study Development			Matriculation: Starting with your first semester of enrollment, place the date in each column. Document courses in this order on your Plan of Study. As you successfully complete classes and plan for future enrollment, you and your advisor should check against this form. If you follow this, then your graduation check should be accurate compared to your POS at the end of your program. You must complete all courses as outlined here and on your POS. Any variations from program requirements must be approved by <u>program faculty</u> (not just your advisor) with a completed and signed waiver form on file in the Graduate Records Office and in your portfolio. Any changes made after filing your POS require that your program advisor initial changes on your POS, which is then refilled with the Graduate College.												
					Year 1			Year 2			Year 3			Year 4			
		POS			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
<i>Courses in italics go on the MS POS</i>		Waiver	MS EdS	Adv. Init.													
I. Ed. Psych. & Psych. Foundations/Scientific																	
A. Research & Data Analysis																	
<i>EPSY 5953 Elementary Statistics or UG equivalent</i>	3		MS														
<i>EPSY 5000 Masters Thesis</i>	2-6		MS														
EPSY 6003 Analysis of Variance	3		EdS														
<i>EPSY 5013 Research Design & Methodology</i>	3		MS														
C. Social Aspects /Diversity																	
PSYCH 6563 Advanced Social Psych OR	3		EdS														
SOC 6653 Sem in Social Psychology																	
D. Biological Aspects of Behavior																	
EPSY 6143 Intro to Developmental Psychopharmacology	3		EdS														
E. Cognitive/Affective Aspects of Beh																	

<i>EPSY 5463 Psychology of Learning</i>	3		MS															
F. Human Development/Individual Differences & Disabilities																		
<i>EPSY 5103 Human Development</i>	3		MS															
<i>EPSY 5113 Child Psychopathology</i>	3		MS															
G. Education Service Delivery																		
<i>EPSY 5463 Precision Teaching</i>	3		MS															
H. School Psychology Professional Standards																		
<i>EPSY 5023 Intro to School Psych Services</i>	3		MS															
I. Assessment for Intervention /Measurement																		
<i>EPSY 5793 Intellectual Assessment of Children and Youth</i>	3		MS															
<i>EPSY 5803 Advanced Intellectual Assessment</i>	3		MS															
EPSY 6113 Child Personality Assessment	3		EdS															
J. Consultation /Prevention /Intervention /Program Evaluation																		
<i>EPSY 6333 Instructional Consultation</i>	3		MS															
EPSY 5320 Applied Behavioral Analysis	3		EdS															
EPSY 5873 Applied Behavioral Analysis II	3		EdS															
EPSY 6343 Behavioral Consultation	3		EdS															
EPSY 5503 Crisis Intervention & Emergency Action in School Settings	3		EdS															

EPSY6253 Single Case Designs in Behavior Analytic Settings	3		EdS																
K. Direct Service/Psychotherapy																			
EPSY 5813 Parent and Family Interventions in School Psychology	3		EdS																
EPSY 6033 Introduction to Psychotherapy with Children & Adolescents	3		EdS																
L. Practicum /Internship																			
<i>EDUC 5910 Field Experiences (for those without teacher certification; 120 hours)</i>	2		MS																
EPSY 5210 Shadow Practicum (240 hours)	4		EdS																
EPSY 5510 School Based Practicum (600 hours)	6		EdS																
EPSY 5310 Therapy Practicum (120 hours)	3		EdS																
EPSY 6210 EdS Internship (1200 hours)	4		EdS																

D. Components and Sequence of the Program

1. Typical Sequence for Training

The graduate course of study for students entering the Ed.S. program from the bachelor's degree is listed below. Students entering this program with relevant graduate credit should discuss their course of study with their advisor. For any course you feel you have completed at the graduate level, complete a waiver form, provide appropriate documentation, and submit to your advisor who will have the program faculty review. Note that your portfolio must contain evidence of current skill in all competency areas, whether a course was waived or not.

For those who enter the program from the Bachelors degree level, the Master of Science Degree is usually awarded at the completion of 32 hours of graduate study en route to the Ph.D. The program of study, including coursework, practica experiences, and research, is carefully sequenced so that it is cumulative and increasingly complex. As noted, Master's courses focus on basic educational psychology and measurement/assessment skills. Cases on practicum at this level include assessment and consultation for mild/moderate academic difficulties in the school system, and elementary statistics and research skills are required. If you were admitted from a related field, you must focus on these foundation skills, while at the same time pursuing your professional identity as a doctoral level school psychologist. Concentration will then be on psychological foundation course work, advanced statistics, identification with the Science-Based Learner Success Model, and joining research teams. Next in the sequence comes coursework and practica in advanced practice skills, including behavioral/social/emotional assessment and intervention in a school-based setting. You will then ready for internship and you must have a completed and approved Readiness for Internship Form before you begin your internship. During internship you will continue to refine competencies, continue your portfolio, and develop a plan for credentialing and employment.

2. Year by Year Overview (please see sequence below for details)

First year

A temporary advisor was assigned to you upon your acceptance into the program. You will work with this faculty member until deciding upon a permanent advisor by the end of your second semester. In conference with your advisor, you write a statement of professional goals which objectively outlines a sequence of goals to be reached during training and after completion of the program. You also complete a self-assessment of your strengths and weaknesses. Your stated goals and interests will then be utilized in augmenting the required coursework on the plan of study for course sequence and content, determining your thesis and creative component interests, and finalizing practicum/internship placement decisions. While this first year concentrates on foundation courses, advanced statistics and research methods, you will also enroll in the Introduction to School Psychological Services where you will be familiarized with program requirements, introduced to the program model and philosophy, and gain competencies in professional ethics and identity.

You may choose, but are not required, to join a research team consisting of faculty members and students. You will be provided information regarding current research teams in the department and research interests of other students and faculty. Joining a team may assist you in developing your thesis, report or creative component ideas. The teams meet on a regular basis and work toward mutually agreed upon goals. Experiences in the research teams will be mentored and guided, and you are welcome to work with faculty and other students on ongoing projects.

This is also a good time to look at joining professional organizations. This assists in the development of your professional identity and is critical to your development. As a student, you can join relatively inexpensively and derive great benefits such as access to professional newsletters and journals, and notices of conferences, new professional materials, workshops and employment. You are highly encouraged to join the following

organizations as a Student Affiliate:

National Association of School Psychologists (NASP)

Oklahoma School Psychologists Association (OSPA)

Membership applications are available through SPGO representatives, program faculty and practicum supervisors. OSPA has a fall conference which you should attend your first semester.

Your most critical support system is your fellow students. You should stay in contact with your mentor. You should also join the School Psychology Graduate Organization (SPGO) and become an active participant. Your student organization represents you at the program, university, state and national level. Plan to become an officer as you progress through the program. You will begin to compile your professional portfolio from your very first semester, in order to be ready for your first annual evaluation in fall of your second year.

If you were admitted directly from the Bachelor's level you will be eligible to receive a Master of Science degree in Educational Psychology with an option in School Psychometrics en' route to your doctoral degree. The M.S. in Educational Psychology-School Psychometrics is NOT a terminal degree and no student is ever admitted directly into that track. The degree is approximately 33-36 hours and you should usually have completed all of the requirements for it at the end of your 4th semester (counting summer) in the program. You will develop and submit a plan of study for the degree during your second semester. For the M.S. plan of study you need a minimum of 3 faculty members. There is no requirement for an outside member for this plan of study. The Masters degree Graduate Clearance Form must be completed and sent to the Graduate College at the beginning of the semester of the semester you are to receive the MS. This is usually in the fall of your second year. Also you must complete a Masters Plan of Study on the current POS forms which MUST be downloaded from the Graduate College Website.

MS Educational Psychology- School Psychometrics

Educational Psychology (6 hours, required)

EPSY 5103	Human Development in Psychology
EPSY 5213	Advanced Educational Psychology
EPSY 5463	Psychology of Learning

Research and Inquiry (6 hours, required)

REMS 5013	Research Design and Methodology
REMS 5953	Elementary Statistical Methods

Thesis, Report, or Creative Component with Electives (6 hours, required)

Master's Thesis (6 hours of EPSY 5000, REMS 5000, SDEV 5000) *OR*
Report Option (2 hours of thesis, plus 4 hours of related electives) *OR*
Development of a Creative Component with Related Elective coursework. Elective options are specified within the curriculum requirements for each Program.

School Psychometrics Option (14 hours required, not counting Common Core)

Program Core (14 hours, required)

EPSY 5023	Introduction to School Psychological Services
EPSY 5113	Child Psychopathology
EDUC 5910	Observation and Participation Practicum School Psychology (2 hours)
EPSY 6333	Instructional Consultation
EPSY 5803	Advanced Intellectual Assessment (Cog II)

Recommended Electives for non-thesis option

EPSY 6033	Introduction to Psychotherapy with Children and Adolescents (3 hours)
EPSY 6343	Behavioral Assessment and Consultation
EPSY 5210	Introductory Practicum - School Psychology (2 hours)
*EPSY 5853	Applied Behavioral Analysis
EPSY	Precision Teaching
CIED 5463	Reading Assessment and Instruction
CIED 5473	Reading and Writing Difficulties
CIED 5263	Remediation in School Math

*approved

The semester following your award of the M.S. degree you will need to complete and submit a plan of study that will be used toward the specialist degree. No courses which have been used toward another degree may be used for hours towards graduation or put on the plan of study. However, they may be used to fulfill program, licensure and

certification requirements if approved by the committee and the Dean of the Graduate College. Changes in the plan can be made with the approval of the advisory committee and the Dean of the Graduate College; final changes which accurately reflect your program must be completed the semester or summer session in which the degree is conferred. A waiver form must be submitted for each required class that you have already taken so as to receive credit. (See waiver form in the Evaluation and Waiver Forms section of the handbook). You should use the curriculum plan as well as the advising checksheet to determine needed courses.

If you were admitted to the program at the Master's level you may opt to not obtain the M.S. degree in Educational Psychology described above. This may be the case if you have a Master's in another area of psychology or a closely related field. The school psychology faculty can advise you about this. Those who entered the program with a Master's degree need to file the Ed.S. plan of study before the completion of 18 hours Post-Masters of coursework at OSU. This would be after completion of your 2nd semester at OSU. If you are receiving a Masters Degree, you must file the M.S. POS before completion of 18 hours post Bachelor's, or your 2nd semester in the program.

Thus, before completion of 18 hours of coursework post-M.S., you must choose your advisory committee members and file your Ed.S. POS. The duties of the advisory committee consist of advising you, assisting you in preparing a program of study, assisting in planning and conducting your Thesis/Report and Creative Component and conducting the final examination. Your advisor can help you determine who is eligible to serve on your committee. The following guidelines will aid you. You will need:

1. A minimum of three members on the committee which must be approved at the departmental and Graduate College level.
2. A permanent Advisory Committee chairperson from the core School Psychology faculty. The chairperson must hold Graduate Faculty status.
3. You will also select an Advisor for your Thesis/Report and Creative

Component. This advisor is the faculty member who will help you develop your idea and will assume primary responsibility for helping you with your project. This is sometimes the same person as your Advisory Committee Chair, but not always.

4. At least one member of the committee other than the Advisory Chair must be a School Psychology Faculty member and you must have an outside member on the committee.

Prior to the pre-enrollment registration date for the next semester, you must complete and submit a plan of study which outlines all the acceptable graduate work that has been completed and all that will be taken which will be used toward the Ed.S. degree. No courses which have been used toward another degree may be used for hours towards graduation or put on the plan of study. However, they may be used to fulfill program and certification requirements if approved by the committee and the Dean of the Graduate College. Changes in the plan can be made with the approval of the advisory committee and the Dean of the Graduate College; final changes which accurately reflect your program must be completed the semester or summer session in which the degree is conferred. A waiver form must be submitted for each required class that you have already taken so as to receive credit. (See waiver form in the Evaluation and Waiver Forms section of the handbook or online at the OSU School Psychology website). You should use the curriculum plan as well as the advising checksheet to determine needed courses.

Second Year

During the second year, you will take advanced professional coursework in consultation, therapy, and assessment. More coursework in statistics and psychological foundations are also appropriate for you during this time. Your Thesis/Report will be due in October for fall graduation. You will be enrolled in the shadow Practicum. During this course you will shadow an advanced student who is on their doctoral level practicum in the School Psychology Center at OSU. You will also be enrolled in EPSY 6333: Instructional

Consultation during semester three and EPSY 6343: Behavioral Consultation during semester four. Requirements for these courses include case studies in a school setting under supervision. At the end of this year you will be ready to enroll in your practica. You will enroll in EPSY 6033 Introduction to Psychotherapy with Children and Adolescents in the spring, this will prepare you for the therapy practicum experience the spring of your third year.

Third Year

This is an exciting time in the program. You will complete therapy and school-based practica. The therapy practicum is completed during the spring semester. The specialist-level school psychology practicum is a two-semester 600-hour school-based sequence in psychoeducational assessment, consultation, and intervention. A certified school psychologist and your university faculty supervise this experience. You are required to attend classroom meetings where practicum experiences are processed, the Science-Based Child/Learner Success model is reinforced, cases are presented, and new techniques are introduced. Emphasis is placed on appropriate assessment, diagnosis, and intervention for academically related difficulties such as learning and attention problems, and consultation and treatment of school related problems. Focus is also placed on successful outcomes and positive impact on clients. Students are frequently involved with school-based teacher assistance teams, interventions at the pre-referral level, staffings and parent conferences. Practicum experiences coincide with level of training and coursework in particular skills, moving from emphasis on assessment to case consultation, direct interventions and systems involvement. Practicum experiences involve more complex cases and system issues. In initial field experiences, you will shadow supervisors, be observed by supervisors on initial tasks, and then be given more independent responsibilities. You will be expected to gain skills in all major areas of professional school psychology, including assessment for intervention planning, home and school

consultation, direct interventions with children, and some systems level consultation. Please see the portfolio handbook and check sheet for specific experiences and skills for which you should be striving on your practicum. It is your responsibility to be familiar with specific experiences and skills for which you should be striving on your practicum, as these expectations and experiences provide you with depth and breath in your training. Your university supervisor can assist you in negotiating appropriate experiences with your field supervisor. You will also attend workshops and conferences available to your supervisors and interact with other pupil-services professionals in the school system, such as school counselors, speech-language pathologists, and special education teachers.

You should have your proposal, portfolio and comps exams completed by now so you can focus on the internship process. You will be securing information about and interviewing for internships at this time. You should turn in your Creative Component, your Praxis scores for the NCSP, and your portfolio in order to be eligible to apply for internship.

Portfolios

You will continue to develop your portfolio each year. As part of your practicum experience, you will develop a portfolio demonstrating your experiences and competencies organized by the program outcomes listed above. Your portfolio will be turned in as part of your annual evaluation. First you need to register and complete the ETS Praxis II School Psychology Exam. This is a nationally standardized examination required for certification as Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists and is accepted by the Oklahoma State Department of Education for the certification examination as school psychologist. The national benchmark is a passing score of 165. A score of 165 is required for the NCSP credential and this score is the minimum score required by the program as well. All students are required to have their passing PRAXIS scores sent directly to the director of their program before they will be approved to apply for internship. The program director will not sign off on internship materials if PRAXIS scores have not been received. It is not sufficient for the PRAXIS scores to be sent to OSU in general as they will likely not make it to the student's graduate record folder. The program students use their score on the test for application

for the National Certification in School Psychology and for state certification in school psychology through the OK State Department of Education. The Praxis II has the following sections:

- Data-Based Decision Making
- Research-Based Academic Practices
- Research-Based Behavioral and Mental Health Practices
- Applied Legal Foundations
- Ethical/Legal and Professional Foundations

Fourth Year

This will be your internship year. You should stay in touch with us, complete your internship portfolio, and let us help you with applying for certification. You will be seeking employment during your internship year.

2. Recommended Course Sequence Ed.S.

Please use the following sequence, along with your check sheet to develop and submit your Plan of Study. Also, please note that this is a recommended sequence based on scope and sequence of the program. That is, certain foundation courses must be taken before you take some of the professional practice courses, and certain practice courses must be taken before others, and certain courses must be taken before you go on practicum. The same goes for the statistics/research sequence. In addition, courses in the first four semesters are designed to meet the requirements of the Masters en route degree, so you need to have those. Only if you have approved waivers for courses should you skip them; if you do, you should move to the next courses in the sequence and not skip ahead. Courses are also designed to have companion practical experience, and even with waivers it is very difficult, if not impossible, to move to practicum ahead of schedule. Relax and enjoy! Remember that much of your training occurs outside the classroom. If you try to hurry, you will miss a lot of that! Note also that all of our

courses, except for some foundation courses, are only taught once a year. If you delay a course, it could mean delaying your practicum and program sequence for a year. So when we said, relax, we didn't mean too much. Furthermore, note that courses in other areas and departments fill up quickly, so you should enroll as soon as possible. Course offerings are subject to change. Please check with your advisor, advanced students, faculty teaching courses, and other areas & departments to make sure a course will still be offered when and where you expected it to be. Be flexible!

In the spring before you are admitted and during the summer following admission

Apply for financial aid as soon as possible after January 1.

Apply for assistantship

Apply for admission to teacher education (this is done by your training director for you)

When admitted, contact mentor student and temporary advisor; complete and submit waivers
plan summer, fall coursework

Find your assistantship placement

Complete three modules (Child Abuse, Sexual Harassment, Bloodborne Pathogens) for OSHA training. Print the OSHA Certificate and submit to 5910 instructor, and Sandi Ireland (325V Willard). For instructions or questions contact Kat Colson kat.colson@okstate.edu (325H Willard).

See Kathy Boyer (325L Willard) ASAP about an OSBI background check. You will need to pay \$17.

Get information about research teams if you are interested

If you are missing or want to retake Elementary Stats, you should do so now so that you can stay on track with the research sequence.

Fall 1st year

EPSY 5023 Intro to School Psychological Services

EPSY 5113 Child Psychopathology

EPSY 5103 Human Development

REMS 5013 Research Methods

EDUC 5910 Field Experiences in Education

*Note: If you waive something here, you should take the reading or a special ed course instead.

File Masters Plan of Study

Join research team if you like

Join professional organizations: NASP, OSPA, SPGO

Get all evaluation forms filled out and put in file in COE Graduate Records office
Purchase LiveText portfolio membership and begin work on your portfolio
Begin short list for thesis/report

Spring

EPSY 5793 Individual Intellectual Assessment of Children and Youth
REMS 6003 Analysis of Variance or REMS 5953 Elementary Statistics
EPSY 5000 Thesis
EPSY 5320 Precision Teaching
EPSY 6143 Introduction to Psychopharmacology

Post-Masters admits start preparing Ed.S. Plan of Study
Select your Advisory Chair, your Thesis/Report and CC chair and your committee!!!
Reapply for financial aid
Select your thesis/report topic, do library work and submit outline, timeline to chair
Add to your portfolio
Get evaluation forms completed
Discuss shadow practicum experiences for next year with faculty

Summer

EPSY 5803 Advanced Intellectual Assessment (Cog II)
EPSY 5463 Psychology of Learning

Write thesis or report.
Check due dates for thesis, report (Final draft due in early October)

2nd Year

Fall

EPSY 6333 Instructional Assessment and Consultation
EPSY 5853 Applied Behavioral Analysis
EPSY 5210 Shadow Practicum
EPSY 5000 Thesis
EPSY 5813 Parent & Family Interventions in School Psychology

Post-masters admits file Ed.S Plan of Study
Complete annual student evaluation – all forms + portfolio so far
Those admitted from the Bachelors level receive MS degree this semester - fill out diploma application and graduate clearance form no later than first 2 weeks of semester
Check due dates for thesis, report or creative component
Add to portfolio at end of semester

Spring

EPSY 6343 Behavioral Assessment and Consultation
EPSY 6113 Child Personality Assessment
EPSY 5210 Shadow Practicum

BS admits/new MS students file Ed.S plan of study
Plan practicum experience for next year
Continue to work on portfolio

Summer

EPSY 5183 Theories of Social Psychology
EPSY 6253 Single Case Designs in Behavior Analytic Settings
EPSY 5873 Applied Behavioral Analysis II

Work on Creative Component
Courses you are missing from above if needed
Complete portfolio for fall evaluation

3rd Year

Fall

EPSY 5510 Practicum in School Psychology (school-based)
EPSY 6033 Introduction to Psychotherapy
EPSY Creative Component

Spring

EPSY 5510 Practicum in School Psychology (school-based)
EPSY 5503 Crisis Intervention and Emergency Action in School Settings
EPSY 5310 Therapy Practicum

Take comprehensive exams
Submit portfolio for comps scoring
Get completed comps form signed (requires exam and portfolio)
Complete Ed.S. Candidacy form
Take NCSP praxis exam
Apply for internships

Summer

4th Year

Fall

EPSY 6210 Internship

Spring

EPSY 6210 Internship
Submit portfolio for University based internship evaluation
Apply for NCSP and certification
Apply for employment
Graduation

Remember that you must maintain continuous enrollment to remain in the program. Thus, you must take at least 2 hours a semester every semester until you graduate.

3. Description of field experience practica and internship

School-Based Practica

FACT: The national average placement of School Psychology Doctoral students into APA accredited internships is 82%. The OSU School Psychology Program has had 96% placement of students into APA accredited internship sites since our program gained accreditation.

Practica

There are distinct practica required for students in the program. Doctoral students typically complete all 5. EDUC 5910, EPSY 5210, EPSY 5310, EPSY 5510, and EPSY 6310. The practicum sites are clearly committed to training and all have appropriately specialized and credentialed supervisors for school psychology. The Practicum sites offer a wide range of training opportunities appropriate for school psychology practicum students and emphasize best practice as well as frequent opportunities for the application of empirically supported assessment, intervention, and consultation practices. Program students obtain school-based experience through a variety of settings and experiences, based on their level in the program and they also obtain experience in a clinic setting just prior to internship. The students complete their practica in school settings that provide licensed school psychologists as supervisors. Practicum supervisors provide a minimum of one hour of face-to-face supervision a week, and typically much more informal supervision.

EDUC 5910 1st year - fall semester

Students who enter the program without a teaching certificate complete EDUC 5910 (Field Experience in Education). This class meets weekly for discussion and supervision from the university faculty member and there is a specified set of experiences in which the students must engage while in the field. This experience involves observation and participation in a general education classroom and serves to orient students to the public schools, expose them to children's learning and behavior in the schools, give exposure to general education and special education service delivery, and afford the opportunity to work with various school personnel and parents. Students keep time and effort logs and they compile a variety of artifacts that may be included in a professional portfolio. The students complete 120 hours in a semester and this is approximately 10 hours per week.

EPSY 5210 2nd year - fall and spring semesters

EPSY 5210 practica occur in the second year and are complimentary to the coursework in instructional assessment and consultation and behavioral assessment and consultation. The EPSY 5210 students are assigned to a senior student who is enrolled in the EPSY 5510 (specialist practicum in school psychology) who provides some cursory supervision. The university faculty are the primary supervisors of the EPSY 5210 students as they begin to work in the schools. The students complete 120 hours over two semesters in this practicum.

During the fall semester of this practicum students begin developing skill set necessary for problem-solving consultation and intervention development (e.g., observation, interview, record review, rating scales, and other direct assessment techniques like curriculum-based measurement, systematic data collection, etc). The students initially shadow the more senior student (one who is enrolled in EPSY 5510) and observe the advanced student engage in psychological service delivery. Near the midpoint of the first semester the EPSY 5210 students are given data collection assignments that require them to engage in various splinter skills as part of a case. Students are assigned data collection components of ongoing cases that the advanced EPSY 5510 student has ongoing and for which the 5510 student is the case manager.

During the spring semester EPSY 5210 practicum students are expected to use those various splinter skills as a case manager and they conduct a total consultation and intervention case. The case may be a behavioral referral or an academic concern referral. Over the course of the EPSY 5210 experience the students are expected to demonstrate consultation and intervention skills that effectively address school-based referral concerns. Specifically, beginning level skills such as:

- Problem Identification and Analysis, Development of Hypotheses, Testing of Hypotheses, Development and Implementation of Interventions, Evaluation of Interventions, Effective Communication, Collaboration, Presentation of findings, Case conceptualization, Timely completion of work, Technology

EPSY 5510 3rd year - fall and spring semesters

EPSY 5510 is a significant school-based practicum in which the student is on site for 600 hours during the academic year. This is approximately 3 days per week on site. The student is expected to engage in broad range of psychological services under supervision from a field-based psychologist. Students early in the practicum shadow their supervisors, are observed by supervisors while performing basic skills which will be needed on the practicum, and then are they are expected to perform more independently. As the practicum progresses the students engage in more complicated problem solving and psychological service delivery. This two semester sequence of practicum is designed to expose students to various problems, populations, and procedures used by school psychologists and to allow for supervised experience in the public school setting. These experiences are integrated into the students' training and are arranged to become increasingly complex to match the students' level of readiness. Students develop skills as case managers with School-Building Level Committees for pre-referral consultation and intervention. They are responsible for developing interventions for educational and behavioral difficulties. They serve as members of a multidisciplinary team, and practice conducting multi-factored psychological and psycho-educational assessment for special education eligibility determinations. They conduct assessment for intervention and participate in Individual Education Plan development for children with various school difficulties. The students typically also have an individual psychotherapy case. Furthermore they are expected to develop and run a group for children which addresses an area of concern that the children all have in common. These often are social skills groups. The students attend professional development activities at the state school psychology conferences in the fall and spring sponsored by the Oklahoma School Psychological Association and take other opportunities that are available through the district in which they are placed.

The practicum settings are carefully selected by the training program to be appropriate for the goals and objectives of the training program, most importantly comprehensive service delivery to children, youth and families. The practicum placement agency provides appropriate support for the practicum experience including: (a) a written contractual agreement specifying the period of appointment, the terms of compensation if any, and goals and responsibilities for all parties (b) a schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.), (c) provision for participation in continuing professional development activities, (d) expense reimbursement consistent with policies pertaining to agency school psychologists (e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, (f) release time and recognition for practicum supervisors, and (g) a commitment to the practicum as an educational/training experience.

Internship

The internship for the Ed.S. program must be consistent with NASP requirements for specialist level internships and fulfill all OCTP/SDE requirements for certification eligibility. Please note that NASP/NCSP requirements include completion of at least ½ of the internship (600 hours since the NASP internship requirement is 1200 hours) in a school setting.

4.Certification and Licensure

The Ed.S. with an emphasis in school psychology at OSU is designed to lead to eligibility for certification in the state of Oklahoma. If you wish to become credentialed in another state, be sure to check the requirements of the specific state in which you are interested and work with your advisor to ensure that you meet those guidelines.

Certification:

The State Department of Education (OSDE) is charged with issuing school psychology certificates for specialist/60 hour school psychologist graduates. The OSDE also issues psychometry certificates for Masters level practitioners. Because there is no provisional school psychology certificate in Oklahoma, most students choose to get the psychometry certificate first. You must sit for the state exams in order to obtain your

psychometry certificate. The OSDE certifies credential school psychologists only for work conducted within school systems and does not credential you to work outside the schools or in private practice.

As a student officially in the school psychology program at OSU, you will apply for the certificate through the OSU College of Education Certification Officer, Nancy Recker. Ms. Recker is in 325 Willard in the Teacher Education and Certification Office, 744-6252. You must sit for the state school psychology examination or the NCSP in order to be certified.

The Nationally Certified School Psychologist (NCSP) certificate is also available to you. This certificate is issued by the National Association of School Psychologists and is recognized for reciprocity by some states. You must fulfill NASP/NCSP training requirements and pass the National School Psychology Examination administered by ETS in order to obtain this certificate. Information regarding the NCSP may be obtained through:

National School Psychology Certification System
National Association of School Psychologists
8455 Colesville Rd., Suite 1000
Silver Springs, Maryland 20910

You will be provided additional information regarding credentialing procedures during the advising, and mentoring by advanced students. Please feel free to ask questions at any time. The course check sheet also includes requirements for each credential.

III. Procedural Guidelines

A. Student-Faculty Relations

Student-faculty relations in the School Psychology Program at Oklahoma State University are vitally important in maintaining the quality of the program. Foremost, the faculty adhere to the National Association of School Psychologists and the American

Psychological Association Ethical Principles of Psychologists and Code of Conduct (2000). You will be provided with the Ethical Principles of Psychologists in your first semester of enrollment in the School Psychology Program through EPSY 5023, Introduction to School Psychology. Students are treated with respect and dignity; every effort is made to be fair and responsive to student needs. To facilitate open communication between faculty and students, a student representative is elected by the school psychology students to serve as a student representative to the School Psychology Program committee. The student representative may attend School Psychology Program Committee meetings to provide student perspectives to the faculty and to be able to communicate faculty issues and concerns back to students. Please feel free to ask your student representative to express your opinion at meetings. Regular meetings of all students and faculty are also held in which questions are addressed. We want to hear you.

SPGO, your student organization, is there to enhance student-faculty relations through planning parties, representing students at professional events, and communicating as a whole from faculty to students. Please note that your SPGO faculty representative is there as an organizational sponsor. If you have needs regarding the program itself, these should be communicated to the program director.

B. Student Complaints

Just as we provide students with open and honest evaluations, we expect you to be able to openly communicate with your professors. You will have a multi-year relationship with them and they are accountable for your professional development. Thus, it is important for ongoing relations, program cohesion, and your professional development for you to be able to address concerns in a professional and courteous manner directly with faculty. If you have a concern, your first step is to take the matter up with the individual with whom you have the concern unless there are extreme circumstances that prevent you from doing so. You should be willing to hear their side of the story, and to try to resolve the issue informally if at all possible, as is recommended in the APA ethical guidelines. You may also ask your student representative to bring program suggestions or concerns to our faculty meetings.

Due process is of utmost importance if a student should have a complaint that needs further attention. Complaints at OSU are taken very seriously, and you should consider

ramifications of your actions on all concerned. Thus, there are several required steps that must be followed in order for us to be able to help you.

1) You should present your concerns to the Training Director or another program faculty. Please note that program faculty are obligated to discuss concerns with each other, unless the issue is of a personal nature. If the matter is not personal or sensitive, and future action is likely to be taken, please do not ask another faculty to withhold information from the training director. We will make every effort to address your concern at the program level. Remember that this is your program, and we all want it to be the best it can be.

2) If the issue cannot be resolved satisfactorily at the program level, you may take the matter to the School Head. If necessary, the School Head may establish a committee to consider the problem. Recommendations from the committee are forwarded to the Head for review and a decision is made by the Head. The COE Dean's Office is sometimes involved at this level.

3) If the matter is not resolved to the satisfaction of the student, the student may take the matter to the Graduate College or to one of the appropriate university boards or committees for resolution. A number of University boards or committees handle student complaints. The Academic Appeals Board reviews and renders judgments regarding course grades. The Committee on Sexual Harassment addresses issue of sexual harassment.

C. Student Evaluation of the Program

Student feedback regarding the effectiveness of the graduate program is critical to our continued growth, particularly in this transition time. You will be provided formal and informal opportunities to evaluate the program content and sequence, specific courses, supervisors, and other aspects of the program. Please reciprocate the professional courtesy shown to you when providing feedback to university or field personnel, and provide constructive alternatives when appropriate. Graduate level training is by definition rigorous; please weigh the long-term outcome in terms of your professional knowledge and competencies against the current demands upon you when evaluating the program as a whole.

One formal method of evaluation is the annual programmatic review. This process consist of an annual meeting where the school psychology core faculty and student representative review data regarding the program and program outcomes. This data assist us in making decisions regarding any need to modify the current academic program or other programmatic needs. These three sources of data are direct candidate feedback, candidate performance measure reviews and faculty feedback. Candidate feedback consist of feedback solicited from representatives from each cohort (1st year candidates, 2nd year candidates, 3rd year candidates and candidates on internship) regarding all aspect of the program. The second source of data, candidate performance measures, are summaries of the primary sources of candidate performance data grouped by data type and cohort. These primary sources of performance data are grades in program course work, field supervisors evaluations of practicum and internship performance, Praxis II results, and university supervisors evaluation of candidate performance. Finally, the faculty provide data regarding any areas of need. This data is reviewed by the faculty and the representatives from each cohort annually. Weaknesses are identified and an action plan for remediating any weakness is developed. May of each year is when this annual review meeting is conducted. If you are asked to participate as a cohort representative or is your input is sought by a cohort representative please assist us by provide any information requested.

D. Evaluation of Student Progress and Professional Competencies

Our primary goal is student development of necessary knowledge and competencies for doctoral school psychologists practicing at the highest level of professional standards. Careful advising is used for students needing assistance within a supportive atmosphere. Faculty carefully weigh the obligations to students with those of the public they will serve.

Feedback is given to students in writing and in face-to-face supervision. Students' strength and areas needing improvement are discussed, and students are given the opportunity to develop a plan to improve skills where needed. Our philosophy is that emphasis should be placed on mastery of information and the ability to synthesize and apply problem-solving strategies. In addition to evaluation of professional competencies, practice standards, and legal and ethical issues, students' interpersonal skills as they relate

to professional practice, confidence, motivation, flexibility, organizational skills, time management, and creativity are also reviewed when determining readiness for advanced components of the program. Evaluation is considered a growth enhancing/learning process. Feedback from practicum and internship supervisors each semester provides ongoing information regarding your ability to translate didactic experience into practice, and is critical to your success as are grades. Please see attached evaluation forms.

In order to matriculate through the program within the required time limits, it is important that you, your advisor, the program faculty, and your committee periodically examine your progress in meeting the program requirements and your stated goals. The program faculty have the responsibility to continually assess the progress and performance of each graduate student. The primary purpose of this assessment is to facilitate professional and personal growth and is provided in a continual and timely manner.

The program faculty also recognizes that developmental stressors are inherent both in the transition to graduate school, as well as during the course of training. During graduate school, higher academic expectation is frequently encountered than some students have experienced before. Even the best students may experience frustration over not being able to meet all demands at their usual level of perfection. When clinical work begins there is stress inherent in working with clients. Further, supervision is more intensive, concentrated, and frequent during the graduate program which may increase your sense of personal and professional vulnerability. You are encouraged to talk through this stage with your supervisors, be willing to accept feedback and modify your performance accordingly, and continue on your quest for professional excellence.

Because graduate students make significant developmental transitions during their graduate training and may need special assistance during this time, it is the responsibility of the training program to provide activities, procedures, and opportunities which can facilitate growth and minimize stress. Such measures include, but are not limited to, orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations which include suggestions for positive change, and contact with support individuals (e.g., advisor, supervisors, university counselors) and/or groups (e.g., other graduate trainees, former students, etc.). Please be aware that faculty judgment of your ability to deal with personal stressors, as it affects professional competence, will be

included in your annual evaluation process. Any effort you have made to seek needed assistance to improve your performance, rather than to deny problems, will be construed in a positive light.

Your progress in the program is evaluated in several ways:

- a. annual student evaluation and feedback session
- c. practica and internship logs and evaluations
- d. portfolio assessment
- e. comprehensive exams
- e. classroom performance and grades

E. Retention, Remediation, Withdrawal and Dismissal Standards

1. Retention

Students must maintain a minimum of a 3.25 average on a 4.0 scale in all academic work completed. A grade of B or better must be achieved on all professional school psychology course work, practicum and internship. In order to continue to the next phase of practicum/internship, you must make a B or better on prior practica. If you earn a C in a practicum course, you must make a written petition to retake practicum with the School Psychology faculty, including a plan for improving performance and a statement of why you feel you will be successful upon retake. If approved to retake practicum, your status in the program will be reviewed after the retake and it may be recommended that you discontinue the program, complete the state certification requirements only, or continue in the specialist program.

If you receive an incomplete in a course, you will be expected to complete all work necessary to remove the incomplete by the end of the following semester, discounting the summer session. Incompletes incurred in the summer session are expected to be removed by the end of the following fall semester. A total of three or more unremoved incompletes on a student's record, or a pattern of recurring incompletes (e.g., one or more for each of three consecutive semesters) will be considered evidence of unsatisfactory progress.

You must maintain continuous enrollment in the program, up to and including the semester you graduate. The Graduate College can deny your graduation application for any lapse in enrollment. Failure to enroll for two consecutive semesters will result in dismissal from the program by program faculty. Your plan of study must clearly reflect adequate progress through the program, and you should adhere to that plan as much as

possible. Changes to the plan of study must be filed with the graduate college. You must have the appropriate foundation and practice coursework prior to and/or in conjunction with enrolling in the practicum. See the recommended course sequence for a determination of courses required for enrolling in practicum. You also must make adequate progress in the research and Thesis/Report and Creative Component. Please develop a written plan with your advisor describing the sequence and time in which you will meet requirements other than those reflected on the plan of study. You must meet the residency requirements of the Graduate School, one year in full-time residence within the two years prior to graduation. However, the program expects you to attend full-time as many semesters as possible, and you will find it difficult if not impossible to meet all requirements within the six year time frame with only one year in residence.

The evaluation of your performance in the program will cover all the goal areas outlined above, including professional, ethical and interpersonal competencies. The evaluation of adequate progress will include progress in coursework, research, and practica and internship, along with other areas outlined in the program goals and competencies. Please see the evaluation form for specific areas which will be rated. Your performance on the comprehensive examination, professional portfolios developed each year and during practica, and praxis scores should be turned in according to your written time-table and will be used as part of the evaluation process. We will make every effort to work with you to achieve program and personal professional goals. We anticipate your successful completion of the program! Please complete all evaluation components and meet with your advisor prior to scheduling your annual evaluation meeting.

2. Remediation, Withdrawal and Dismissal Procedures

Remediation and Dismissal procedures for the School Psychology program are addressed in the following aspects: Definition of Professional Impairment and Remediation Plan, the University procedures for academic dishonesty and misconduct, the general procedure of the School Psychology program for considering specific allegations against students, and the annual review of students' progress. Each of these will be outlined individually.

It is our obligation to outline a definition of professional impairment which significantly impacts performance and service delivery. For the purposes of this document

an impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, 2) an inability to acquire professional skills in order to reach an acceptable level of competency, and/or 3) an inability to control personal stress, and/or excessive emotional or behavioral reactions which interfere with professional functioning.

While it is a professional judgment as to when a graduate student's behavior becomes impaired rather than just problematic, for purposes of this document a problem refers to a trainee's behavior, attitude, or characteristic, which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics: 1) the student does not acknowledge, understand, or address the problem when it is identified, 2) the problem is not merely a reflection of a skill deficit which can be remediated by academic or didactic training, 3) the quality of services delivered by the student is sufficiently negatively affected, 4) the problem is not restricted to one area of professional functioning, 5) a disproportionate amount of attention by training personnel is required, and/or, 6) the trainee's attitude/behavior does not change as a function of feedback, remediation efforts, and/or time.

Complaints from faculty or field supervisors regarding professional and ethical conduct will be brought to the student's attention. If necessary, a remediation plan will be developed. Severe infractions, such as disruptions in professional settings, sexual involvement with supervisors or clients, severe ethical violations, or severe impairment of professional functioning due to personal problems, can lead to immediate dismissal from the program. If an impairment is identified, the following procedures will be implemented with all steps being documented in writing, as well as communicated to the student during a formal conference with their advisor and/or other appropriate faculty. The student will be formally notified of the specific problem areas noted by the faculty. This written notification is placed in the student's record and kept in the graduate records office. Unless the problems are severe enough to warrant an immediate dismissal, a plan to remediate the problem will be developed by the student and the program faculty. If the student refuses to accept a plan, she or he will be dismissed from the program. This plan will, as much as

possible, behaviorally define the student's problems, identify the expected behavior patterns or goals, specify possible methods that could be used to reach those goals, and designate a date for goal attainment or re-evaluation. During this remedial period, the student is on probation. At the time of re-evaluation, one of the following options will be chosen by the program faculty: 1) a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program, 2) continued probation and remediation, an updated remedial/behavioral plan, and a date set for another re-evaluation, 3) counseling the student out of the program, 4) formal dismissal from the program. A written statement will be generated at each benchmark specified in these actions and will be placed in the student's confidential file in the graduate records office. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to ask the faculty to formally review his/her case. This review panel may consist of committee members and the departmental chair. This review panel will make the final determination, forwarding the formal recommendation to the Chairperson and Dean of the Graduate School.

Please note that you are here voluntarily. If you chose to withdraw from the program, we will wish you well. If you choose not to complete a remediation program, you may choose to withdraw as well. If for any reason you are considering withdrawing from the program, please let your advisor, your GA and practicum supervisors, and the program director know this so that they can plan accordingly. Faculty spend much time and resources on students, and it is in your best interest to be open and honest with them if you feel the program is not your best fit. We would also then have the opportunity to discuss your options and advise you. We also may be able to provide you with additional information, such as a program that might be a better fit for you, a letter of recommendation, or information that suggests your feelings are typical and that you should remain in the program! Again, please do not ask your advisor to withhold this information from the training director, who may be able to help you as well, and needs information as soon as possible in order to address program needs your leaving might cause if you left on very short notice. If you remain in the program, we will encourage you as we would any other student with whom we had not had this discussion.

3. University Dismissal Procedures

In addition to professional practice issues, academic misconduct can also result in dismissal. Students and faculty are expected to help maintain the quality and integrity of the educational process by conducting themselves in an honest and ethical manner. Any form of academic misconduct represents an erosion of academic standards and should not be tolerated by either the teacher or student.

Within the University community, there are several reasons for academic sanctions (Oklahoma State University Catalog). These include:

1. Academic Dishonesty
2. Plagiarism
3. Unauthorized collaboration on out-of-class projects.
5. Cheating on in-class exams.
6. Unauthorized advance access to an exam.
7. Fraudulent alterations of academic materials.
8. Knowing cooperation with another person in an academically dishonest undertaking.
9. Academic Misconduct

Academic misconduct differs from academic dishonesty in that the intent in academic misconduct is not to obtain "undeserved intellectual credit or advantage." Once an instructor determines that academic misconduct or academic dishonesty has allegedly occurred, there are specific guidelines for procedures (Students Rights and Responsibilities, 1993). Students may obtain a copy of this document from the Office of Student Activities.

*Please see Oklahoma State University Catalog for a full description of University policy and procedure.

4. Procedure for Considering Allegations of Professional Violations Against Students

In the event a specific allegation of professional misconduct is brought against a School Psychology student at times other than the Annual Reviews, the procedure for considering the allegation will be as follows:

1. The allegation is delivered in writing to the Director of Training.
2. The Director of Training investigates the allegation, with the investigation including a written response from the student involved.
3. If the allegation is deemed to have merit, the Director of Training presents the written record to the school psychology program faculty within 30 days of initial receipt for consideration. The student shall be given an

opportunity to meet with the program faculty to respond verbally to the allegation.

4. The program faculty will first make a determination as to the validity of the complaint. In cases where the complaint is found to be valid, the program faculty may by majority vote elect among the following options:
 - 1.) Refer the matter to the University's Office of Student Misconduct.
 - 2.) Formally reprimand the student in writing.
 - 3.) Require appropriate remediation, suspending client contact or other activities during the remediation process.
 - 4.) Suspend the student for a specified period of time.
 - 5.) Dismiss the student from the program.

F. Comprehensive evaluation

Your progress and performance will be evaluated as outlined above. Following is a further description of the qualifying experience and portfolio process. All three of the following components must be complete in order to graduate.

1. Successful completion of Thesis/Report and Creative Component.
2. Portfolios (LiveText). Each year in the program, and as part of your practicum experience, you will develop a (1) portfolio demonstrating your experiences and competencies as outlined in the program goals and objectives, and the portfolio handbook. At the end of your practicum year, the portfolio is part of your comprehensive exams and must be passed prior to having your comps completion form signed by the training director and turned in to the graduate college. As part of your internship experience, you will expand this portfolio and submit it to your university supervisor as your comprehensive performance based evaluation. This portfolio is due no later than one month after the completion of your internship and performance in all areas must be rated as “target” or above for the internship to be successfully completed. See university based internship evaluation Appendix A for more detail and required products.
3. You will take the NCSP praxis exam during the spring semester of your third year, when you are on your field-based practicum. Please submit these scores to the training director and to the COE certification officer.

APPENDIX A



OSU School Psychology

Internship Evaluation Form

University Based Supervisor Assessment:

Please evaluate the candidate's performance during internship in all areas, compared to other interns at this level. For each domain, indicate whether the portfolio products provided indicate that performance during internship was at the level of Mastery, Accomplished, Average, Developing or Beginning. Performance during internship is required to be average or above in all areas for the internship to be considered successfully completed.

Candidates must submit through their portfolio submission a comprehensive academic case study, a comprehensive behavioral case study, a comprehensive consultation case study and an initial/complete diagnostic assessment report with treatment recommendations. Included within these case studies must be at a minimum, assessment data, intervention data and outcome data. The assessment data must be formal and informal assessments conducted (direct and indirect assessment of performance, interviews, functional analysis, etc.) as appropriate for the case. The intervention data for each of the case studies must include the protocols from any interventions implemented within the case as well as any data collection methodologies. The outcome data must also be included which provide actual data demonstrating positive impact on student learning.

In addition, the candidates must submit a vita as well as any other products necessary to demonstrate the competencies assessed below.

Candidate Information

Name				Date			
Internship Site							
Review Period							
University Evaluator							
Rubric							
Unacceptable 0	Approaching 1	Target 2		Exemplary 3			
The intern has not demonstrated the characteristic/disposition or ability to perform the task when provided with experience and supervision and is in need of more intense direct supervised assistance and additional planned activities.	The intern has demonstrated aspects of the skill or characteristic/disposition, or has demonstrated the skill but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to perform the task or demonstrate the characteristic.	The intern has competently demonstrated the characteristic/disposition or ability to perform the task. More experience may be beneficial but is not needed for competency attainment.		The intern has demonstrated strong skill or characteristic/disposition development and can independently perform the task with no supervision.			

Ratings

<p>2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p>Evaluation December</p>		<p>Evaluation May</p>
<p>a. A behavioral case study report (utilizing functional behavioral assessment methods) that links assessment data to recommendations which resulted in treatment/intervention data demonstrating an effective outcome.</p>			
<p>b. An academic case study report that links assessment data to recommendations which resulted in treatment/intervention data demonstrating an effective outcome.</p>			
<p>c. Diagnostic assessment report links assessment data to recommendations which resulted in treatment/intervention data demonstrating and effective outcome.</p>			
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>Evaluation December</p>		<p>Evaluation May</p>
<p>a. Consultation case study report including assessment results, hypothesis statement, goals, strategies and outcomes.</p>			
<p>b. Candidate demonstrates characteristics of effective communications, both oral and written.</p>			
<p>c. Candidate demonstrates effective collaborative interactions with consultative stakeholders.</p>			
<p>d. Candidate utilizes problem solving strategies within the consultative framework.</p>			
<p>2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate</p>	<p>Evaluation December</p>		<p>Evaluation May</p>

the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.			
a. Academic case study report demonstrates knowledge of empirically validated academic intervention strategies.			
b. Academic case study report demonstrates effective use of data to support skill development and goal selection.			
c. Candidate has an understanding of components of effective instruction and how to apply this understanding to academic intervention development.			
2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.	Evaluation December		Evaluation May
a. Behavioral case study report demonstrates knowledge of empirically validated behavioral intervention strategies.			
b. Behavioral case study report demonstrates an examination of Functional Variables associated with the target behavior (FBA data was collected).			
c. Behavioral case study report demonstrates effective use of data to support skill development and goal selection.			
d. Candidate has an understanding of components of effective behavioral instruction and how to apply this understanding to intervention development.			
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	Evaluation December		Evaluation May
a. Both behavioral and academic case study reports demonstrate that assessment approach varies to account for individual differences in culture/language,			

disability, or any other relevant aspect of diversity.			
b. Both behavioral and academic case study reports provide recommendations that vary to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.			
c. Diagnostic assessment report demonstrate that assessment approach varies to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.			
d. Diagnostic assessment report provide recommendations that vary to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.			
e. Candidate possesses adequate knowledge of issues of assessment, consultation and intervention related to populations of various diverse backgrounds.			
f. Candidate has experience with and works effectively with various diverse populations.			
2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	Evaluation December		Evaluation May
a. Candidate has an understanding of schools and other settings as systems.			
b. Candidate has participated in a school based committee designed to enact a system change.			
2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	Evaluation December		Evaluation May
a. Candidate is familiar with prevention and risk-reduction programs and activities.			
b. Candidate is able to apply principles for responding to crises (suicide, death, natural disaster, violence, etc.)			
2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the	Evaluation December		Evaluation May

community to promote and provide comprehensive services to children and families.			
a. Academic case study report demonstrates effective use of home/school collaboration.			
b. Behavioral case study report demonstrates effective use of home/school collaboration.			
c. Candidate effectively communicates with parents/caregivers using appropriate language.			
d. Candidate adequately evaluates parent/caregivers background and training needs.			
2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	Evaluation December		Evaluation May
a. Candidate appropriately selects and utilizes research to inform assessment, intervention and consultative activities.			
b. Academic and behavioral case study reports present data within an appropriate single-case design to allow for conclusions about the effectiveness of the intervention.			
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	Evaluation December		Evaluation May
a. Candidate demonstrates active involvement in state or national association.			
b. Candidate demonstrates practice that is consistent with the code of ethics for national professional associations in School Psychology.			
c. Candidate's vita indicates participation in local or national conference.			
2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologist's access, evaluates, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	Evaluation December		Evaluation May
a. Candidate utilizes, as evidence from portfolio products, technology relevant to assessment, reporting and dissemination activities.			

b. Candidate utilizes, as evidence from portfolio products, technology relevant to interaction with professionals, parents and children.			
Impact on student learning	Evaluation December		Evaluation May
a. Behavioral case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.			
b. Behavioral case study results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.			
c. Behavioral case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.			
d. Academic case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.			
e. Academic case study results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.			
f. Academic case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.			
g. Consultation case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.			
h. Consultation case study results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.			
i. Consultation case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.			

Evaluation

Evaluation of performance is to be completed at the end of the internship period by the university supervisor.

_____ This student has successfully completed the internship experience and is recommended

APPENDIX B

Scoring guide for the assessment

Scoring guide for University based supervisor

Program Faculty Internship Scoring Directions

When evaluating internship portfolio products, ratings of candidates should be based on the rubric below, keeping in mind the specific NASP domain associated with the product assessed. Ratings of 2 or above are considered adequate for candidate performance and are required for all items assessed for successful completion of internship.

Unacceptable 0	Approaching 1	Target 2	Exemplary 3
The intern has not demonstrated the characteristic/disposition or ability to perform the task when provided with experience and supervision and is in need of more intense direct supervised assistance and additional planned activities.	The intern has demonstrated aspects of the skill or characteristic/disposition, or has demonstrated the skill but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to perform the task or demonstrate the characteristic.	The intern has competently demonstrated the characteristic/disposition or ability to perform the task. More experience may be beneficial but is not needed for competency attainment.	The intern has demonstrated strong skill or characteristic/disposition development and can independently perform the task with no supervision.

APPENDIX C

OSU School Psychology



Practicum Evaluation Form
Field Based Supervisor Assessment:

To be completed by the field supervisor regarding the practicum student under their direct supervision.
Date: Graduate Student:

Field Supervisor: Practicum Site:

Semester (check one): Fall Spring

Directions: The field supervisor completes this form as a method for evaluating the candidate's level of competency. This form must be returned to the practicum student's university supervisor prior to the end of each semester (Fall and Spring).

Please provide your estimate of the practicum student's progress in regard to her / his knowledge and skills. Keep in mind that a satisfactory completion of the practicum signifies that the student has completed an important requirement toward qualifying for an internship experience, in which the student will function more independently. Students must obtain average scores for each area of assessment at or above expected levels (3 or above) in order to have successfully performed in that area by the end of the practicum (second evaluation).

Use the following scale: 1 = much below expected level of a practicum student, 2 = below expected level of practicum student, 3 = at the expected level of a practicum student, 4 = above expected level of a practicum student, 5 = much above expected level of a practicum student.

*A minimum of 3 task completed in Area #2, #3 and #4 and an overall average of 3 or above in each areas with no individual items scored below a 2.

Area #1: Professional identity and professional behavior (NASP 2.10)

Evaluate candidate regarding professional identity and behavior.

Ratings (1 = much below expected level, 5 = much above expected level)

- 1. Uses theory and research to guide practice
2. Interacts appropriately with students and their families, and staff
3. Accurately perceives his / her own strengths and areas needing improvement
4. Knows when to seek assistance and responds well to feedback
5. Demonstrates an ability to initiate activities
6. Arrives to practicum site and to meetings on time
7. Is motivated to improve (e.g., checks his/her work for errors)
8. Is aware of and appreciates the feelings of others
9. Is able to withstand adverse events and stressful experiences without getting overwhelmed
10. Has gained the trust of students, parents, and staff

Area #2: Data-Based Decision Making and Accountability (NASP 2.1)

During this semester, how many individual comprehensive assessments has the graduate student:

1. *observed* _____ 2. *assisted in* _____ 3. *conducted* _____
During this semester, how many assessment reports has the graduate student:
 1. *written* _____ 2. *orally presented at a meeting* _____

Evaluate candidate regarding the completed comprehensive assessments.

Ratings (1 = much below expected level, 5 = much above expected level)

_____ 1. Interviews (teachers, parents, and students)
 _____ 2. Administers, scores and interprets tests of cognitive abilities

Indicate which one(s) _____

_____ 3. Administers, scores, and interprets measures of academic achievement

Indicate which one(s) _____

_____ 4. Conducts functional behavior assessments

_____ 5. Uses broad-band rating scales (e.g., Behavior Assessment System for Children, Child Behavior Checklist).

Indicate which one(s) _____

_____ 6. Uses objective measures of personality (e.g., MMPI-A; Beck Depression Inventory, Children's Depression Inventory, Revised Children's Manifest Anxiety Scale).

_____ 7. Reviews relevant permanent products and records about the student

_____ 8. Conducts systematic direct observation of the student in the classroom and/or natural setting

_____ 9. Conducts assessments of the instructional and classroom environment, and the match between the curriculum and the student's needs

_____ 10. Generates data-based and practical recommendations as a result of the assessment

Area #3: Progress in Intervention – Consultation and Collaboration (NASP 2.2)

During the semester how many consultation cases did the graduate student complete regarding primarily a(n)

academic concern _____,

behavioral concern _____,

social emotional concern _____.

Evaluate candidate regarding consultation.

Ratings (1 = much below expected level, 5 = much above expected level)

_____ 1. Has knowledge of evidence-based academic, behavioral, and social skills interventions

_____ 2. Adapts evidence-based and practical interventions for consultee to use

_____ 3. Uses data to plan and evaluate interventions

_____ 4. Develops culturally sensitive collaborative relationships

_____ 5. Is aware of the strengths and limitations of consultation

_____ 6. Prepares for consultation meetings

_____ 7. Has knowledge of research related to developing collaboration between families and schools

Area #4: Effective Instruction - Direct Intervention of Cognitive/Academic Skills (NASP 2.3)

During the semester how many direct intervention cases did the graduate student complete regarding primarily a(n)

academic concern _____,

behavioral concern _____,

social emotional concern _____.

Evaluate candidate regarding development and implementation of direct interventions.

Ratings (1 = much below expected level, 5 = much above expected level)

_____ 1. Has knowledge of multi-tiered approach to prevention/intervention

_____ 2. Develops plans that are preventative / proactive (e.g., modifies antecedent conditions)

_____ 3. Uses data to monitor student progress.

_____ 4. Develops interventions that are linked to assessment results

_____ 5. Employs research based interventions whenever possible

_____ 6. Identifies appropriate goals for students based upon current performance, response and need.

Area #5: Prevention and Crisis Intervention (NASP 2.7)

Evaluate candidate regarding prevention techniques and crisis intervention.

Ratings (1 = much below expected level, 5 = much above expected level)

- _____ 1. Understands how school level (e.g., resources, climate, policies, procedures), family (e.g., roles, relationships, structure), and community (e.g., agencies, neighborhoods, peer groups) level variables influence prevention/intervention activities
- _____ 2. Understands human development and psychopathology's influence on human behavior.
- _____ 3. Has knowledge of best practices in crisis intervention

Area #6: Progress in Program Evaluation and Applied Research (NASP 2.9)

Evaluate candidate regarding ability to evaluate programs and applying research.

Ratings (1 = much below expected level, 5 = much above expected level)

- _____ 1. Seeks opportunities to learn more about evidence-based practices
- _____ 2. Shares knowledge about evidence-based practices through presentations, handouts for parents and staff, and other means
- Systematically evaluates his / her work with respect to:**
- _____ 3. Outcomes / goal attainment for students
- _____ 4. Implementation (treatment integrity)
- _____ 5. Satisfaction of stakeholders (e.g., students, staff, parents)
- _____ 6. Group intervention and prevention programs

Area # 7: Progress in Demonstration of Professional Ethics and Knowledge of Legal Issues (NASP 2.10)

Evaluate candidate regarding professional ethics and legal issues.

Ratings (1 = much below expected level, 5 = much above expected level)

- _____ 1. Evaluates reliability, validity, and fairness of assessments
- _____ 2. Respects racial, sexual, social, and ethnic differences
- _____ 3. Be aware of biases
- _____ 4. Conforms to ethical standards in assessment, intervention, consultation, evaluation, research, and information technology
- _____ 5. Informs children, parents, and staff of their legal rights and responsibilities
- _____ 6. Conforms to appropriate legal mandates in assessment, intervention, prevention, evaluation, and research activities
- _____ 7. Knows public policies that affect the practice of school psychology

Area # 8: Progress in Culture and Diversity (NASP 2.5)

Evaluate candidate regarding diversity issues.

Ratings (1 = much below expected level, 5 = much above expected level)

- _____ 1. Is aware of his / her own cultural background and its impact upon practice
- _____ 2. Is aware of how culture, family, biology, developmental processes, and the learning environment impact learning
- _____ 3. Knows the cultural and social background of the children and families that he / she directly serves
- _____ 4. Is sensitive to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities
- _____ 5. Informs others about the impact of culture and diversity on the functioning of students
- _____ 6. Advocates for the needs of individuals with diverse backgrounds

Area # 9: Progress in Communication and Information Technology (NASP 2.11)

Evaluate candidate regarding ability to communicate and adequate use of technology.

Ratings (1 = much below expected level, 5 = much above expected level)

- _____ 1. Demonstrates written communication skills by means of assessment and other reports
- _____ 2. Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations
- _____ 3. Demonstrates appropriate use of e-mail and other communication or presentation media
- _____ 4. Is able to critically evaluate information obtained from different media, including the Internet

- _____ 5. Is able to use information technology to locate evidence-based strategies, help make informed decisions, and solve problems
- _____ 6. Makes appropriate use of software to analyze the results of assessments and interventions

Area #10 School and Systems Organization (NASP 2.6)

Evaluate candidate understanding of School and Systems Organization.

Ratings (1 = much below expected level, 5 = much above expected level)

- _____ 1. Understands how special and general educational services are organized and related
- _____ 2. Takes systems perspectives on planning prevention/interventions and programs
- _____ 3. Knows major special education laws, including section 504, P.L. 94-142, P.L. 99-457, IDEA (1997), P.L. 101-336, and IDEA (2004)
- _____ 4. Knows consequences of not following legal mandates

Area # 11 Home/School Collaboration (NASP 2.8)

Evaluate candidate knowledge of and incorporation of Home/School Collaboration possibilities.

Ratings (1 = much below expected level, 5 = much above expected level)

- _____ 1. Has knowledge of research related to family systems, strengths, needs, and culture
- _____ 2. Has knowledge of research related to evidence-based strategies to support family influences on children's learning, socialization, and mental health
- _____ 3. Involves family systems when developing recommendations for intervention

Evaluation of Practicum Student's Strengths and Areas Needing Improvement

Please list the graduate student's strengths: _____

Please list the areas needing improvement: _____

Suggestions for improving the graduate student's proficiency:

Supervisor's Signature

Date

APPENDIX D
OSU SCHOOL PSYCHOLOGY PROGRAM
Specialist Level Internship Contract

The Specialist school psychology internship at OSU is designed to provide an opportunity for students to expand, integrate and refine skills developed during their training and to apply the Science Based Child/Learner Success model to practice. Our Science-Based Child/Learner Success (SBC/LS) orientation emphasizes use of the scientific knowledge base and methodological rigor in the delivery of school psychology services in order to effect positive outcomes. Our philosophy is that all children and youth have the right to be successful. Success refers not only to accomplishment of immediate goals but also to long range goals of adulthood such as maximizing personal potentials, social integration, meaningful work, and contributing to society. School psychologists are important agents who have specific training in assisting children, families, teachers and others to be successful. Interns should provide direct services to children and serve as liaisons among children and the many adults who are concerned with their welfare. The internship year is considered part of the OSU generalist training model in that students are expected to obtain entry-level competence in a wide variety of professional skills, demonstrate excellent interpersonal skills and ethical practice, integrate and apply a broad-based knowledge of psychological and educational foundations.

The intern, school district administrators, and school psychologist supervisor(s) agree to fulfill and provide opportunity for the following:

- ◆ The setting in which the internship is to be completed is:

Name of School District _____ Public Schools

Address _____

Phone _____ / _____

Administrative head _____

Title _____

School Psychologist Supervisor(s) _____

- ◆ Clock Hours:

 x 40 hours per week over the course of one academic calendar year [40 hours per week for a minimum total of 1200 hours, with a minimum of two hours of face-to-face supervision each week. One of these hours must be individual supervision].

OR

 20 hours per week over the course of two academic contract years (for a minimum of 1200 hours total)

- ◆ The intern will have a calendar of appointment consistent with that of district employees (holidays, inservice and staff development). The intern will be provided the opportunity to participate in continuing professional development activities such as local, state, regional and national professional conferences. In particular, the intern will be given release time to attend at least two conferences and one state and one national conference during the internship.
- ◆ The district agrees to provide opportunity for internship activities, which meet the goals of the university program and the appropriate supervisory experiences. The district and supervisor(s) will provide an integrated internship experience with adequate support and opportunities for interns, emphasis on legal and ethical issues, and recognition of the importance of cultural and individual differences and diversity. There will be adequate resources such as staff, and training activities; clerical and technical support; training materials and equipment; physical facilities and appropriate training settings., e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, and (f) a commitment to the internship as a training experience.
- ◆ The intern will have a benefit package, which is consistent with that of other professional employees of the district.
- ◆ Supervision:

_____, a certified school psychologist and/or a Nationally Certified School Psychologist employed by the _____ Public School System agrees to provide a total of at least two hours of face-to-face supervision during the internship, for a minimum total of 60 hours of total supervision.

This contract and any attachments hereto, is made and entered into the _____ day of _____, 20__ by and between the _____ Public School District hereinafter referred to as the INTERNSHIP SITE, and Oklahoma State University, acting for and on the behalf of the College of Education, hereinafter referred to as the UNIVERSITY.

WHEREAS, the INTERNSHIP SITE will provide a program of internship placements for student(s) in the School Psychology Ed.S. Program at Oklahoma State University in its facility(ies).

NOW THEREFORE, it is mutually understood, stipulated and agreed by and between parties hereto as follows:

1. The INTERNSHIP SITE shall furnish the necessary facilities, materials and qualified personnel to provide the services as set forth and/or as attached hereto and incorporated herein by reference.
2. This agreement shall become effective _____ and shall terminate _____ unless canceled prior to that time by either party hereto by giving reasonable notice in writing to the other party.
3. It is agreed and understood by the parties hereto, that the INTERNSHIP Program will be structured as follows:
 - a. The equivalent of 1 student position(s) will be provided. The student(s) filling the position(s) will work a total of 40 hours per week on site as part of this internship.
 - b. The student shall be paid by the _____ district for the term of the contract. The amount of salary/wage is to be no more than \$ _____ per student per month.
 - c. The coordination of the Internship Program shall be the responsibility of the INTERNSHIP SITE, under the direction of _____.
 - d. The INTERNSHIP SITE will provide a certified school psychologist, and/or a Nationally Certified School Psychologist, and/or licensed psychologist for at least 2 hours per week per student of individual supervision and any other activity deemed necessary for the successful completion of the Internship program.
 - e. Student(s) will remain on-site until the end of the contract period.
4. In the event that the UNIVERSITY fails or neglects to meet any of the terms and conditions set forth herein, or fails to perform or provide any of the items set forth above in #3, then the INTERNSHIP SITE may upon written notice to the UNIVERSITY, terminate this contract forthwith, and receive a refund of disallowed expenses that corresponds with the unfulfilled condition in question.
5. The UNIVERSITY and INTERNSHIP SITE agree to comply with the requirements of the Civil Rights Act of 1964, and the Rehabilitation Act of 1973, as amended, including but not limited to, giving equal opportunity to those seeking employment without regard to race, color, religion, sex, national origin, or handicap.
6. It is agreed and understood by the UNIVERSITY and INTERNSHIP SITE that no services contracted under this agreement will be subcontracted to any other organization without written approval of both parties.
7. It is understood and agreed that this Contract may be modified and/or amended at anytime by the mutual written consent of the parties hereto.
- ◆ Therefore, for the faithful performance of the terms of this agreement, the parties hereto in their capacities as stated, affix their signatures.

Student Intern	Date
<hr/>	
Internship director	Date
<hr/>	
Internship School Psychologist Supervisor	Date
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Internship School Psychologist Supervisor	Date
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District Administrator	Date
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School Psychology Program Faculty Supervisor	Date

APPENDIX E
Oklahoma State University School Psychology Program
Course Waiver Application

Our students enter the program from a variety of backgrounds, and you may feel that you have successfully completed a course comparable to some required by the program. For each required course within the program which you wish to request a waiver, please complete a separate form. Attach a copy of the course syllabus and/or catalog description. All waivers must be on file before completion of the plan of study.

Student Name _____

Date _____

OSU Required course Prefix, number and name:

Prefix, number and name of course you wish to substitute: _____

Institution _____

Date taken: _____ Instructor: _____ Grade: _____

Was this course applied toward your Master's or Specialist degree? MS _____ EdS _____

Briefly describe why you feel this course is equivalent and how it is sufficient for your professional training as a school psychologist.

How would this waiver affect your plan of study and what course, if any, would you substitute on your plan of study?

_____ This waiver and/or substitution is approved; the above listed required course does not have to appear on the student's plan of study.

_____ This waiver is denied; the above listed required course must appear on the plan of study and be completed successfully.

Advisory Chair Signature

Date

Program Coordinator Signature

Date

Program Faculty Member

Date

APPENDIX F

Oklahoma State University School Psychology Program
 Student Annual Evaluation Form
 Program Faculty ratings at time of Annual Portfolio Evaluation

Student _____ Date _____ Year in program _____

Rated by _____

Professional Standards				
	Unacceptable (0.000 pts)	Approaching (1.000 pt)	Target (2.000 pts)	Exemplary (3.000 pts)
Development of professional identity and adoption of the Science-Based Child Success Model and Philosophy.				
Commitment to and development of the highest standard of legal and ethical conduct as outlined in the APA and NASP ethics codes.				
Knowledge and appreciation of, and appropriate behavior in relation to, all aspects of diversity.				
Appropriate personal and interpersonal adjustment and growth related to professional development.				
Development of and/or modification of professional goal statement for planning purposes and to define self-directedness, long-term goals, and personal motivation.				
Progress in the program				
Appropriate socialization into the program and with peers and faculty.				
Enrollment in and successful completion of required classes, in the appropriate sequence, as outlined in the plan of study.				

Enrollment in, securing of, and successful completion of required practica experiences, including professional practice portfolio.				
Participation in research teams and progress in research qualifying experience.				
Professional involvement through organizations, conference attendance, volunteer work, etc.				
Performance on assistantship, including development of teaching and/or research skills if appropriate.				
Preparation for and/or completion of comprehensive exam.				
Preparation for, enrollment in, securing of, and/or successful completion of the practicum.				
Preparation for, description filed for, and/or completion of the portfolio.				
Preparation for and adequate progress toward dissertation.				
Preparation for and adequate progress toward postdoctoral year planning.				
Adequate preparation for certification and licensure.				
Adequate planning for desired career goal and employment.				

Student's primary strengths:

Skills needing improvement, consult with advisor (please consider this professional growth):

Specific deficits requiring a full conference, if any:

Additional comments:

I have discussed the above evaluation information, including strengths and weaknesses, with my program advisor. I understand that this evaluation is part of the teaching/mentoring process and is intended to provide constructive feedback for professional growth. I have placed a check by all relevant choices below.

- I agree with the findings of this evaluation.
- I agree to develop a written plan with my advisor and other relevant supervisors for my success in the program in the areas noted above.
- I agree to schedule a full conference with the program faculty and other relevant persons related to the areas noted above.
- I eagerly await my certificate of merit in the areas noted above.
- I disagree with the findings of this evaluation and request a review.
- My written response to this evaluation is attached.
- Additional information related to my performance is attached for your consideration.

Student signature

Faculty signatures