Oklahoma State University

School of Applied Health and Educational Psychology

School Psychology Ph.D. Program

STUDENT HANDBOOK

Fall 2015

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I. OVERVIEW

A. Introduction

Welcome to the doctoral 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 postdoctoral 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/or 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 from your home computer. You also have access to e-mail through the university, which can be kept separate from or forward emails to a preferred email address depending on your preference. Also, be sure to remember the usefulness of 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

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, and two of them 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 60 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 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

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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. Then, however, a law was passed that would only allow graduates of APA accredited programs to be eligible to pursue licensure from the Board of Examiners of Psychologists, but there were no APA accredited programs in school psychology in Oklahoma or in the immediate region. So, with the addition of Drs. Oehler and Stinnett, the program had a sufficient number of full-time 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, internship experiences and requirements were changed, and research teams were established. The program demographic shifted from part-time students and night classes to full-time students and coursework throughout the day.

In the midst of these significant changes and 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 and doctoral degrees. Momentum for the program was growing. 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, and Dr. Brian Poncy in 2007.

School Psychology Faculty

Appointment	Faculty	University
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** **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** **Associate 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**

* - Current school psychology faculty.

The educational psychology faculty have also made significant contributions to the school psychology program through teaching and by serving on advisory committees. Historically, school psychology and educational psychology were considered to comprise the same department. However, in 2004 the school psychology program separated from educational psychology and established itself as a distinct department. 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 (courses with the prefix "EPSY"). In fact, over the last decade, school psychology program students have taught on average between 75% and 95% of the undergraduate EPSY courses. The table below provides a list of the current faculty members in the educational psychology program.

Current Educational Psychology Faculty

Faculty	University
Jane Vogler, Assistant Professor	Educational Psychology, University of Texas - Austin
James May, Visiting Assistant Professor	Educational Psychology, Oklahoma State University
Huiyoung Shin, Assistant Professor	Education and Psychology, University of Michigan – Ann Arbor
Diane Montgomery, Professor (Emeritus)	Special Education, University of New Mexico

School Psychology Program Accreditation

The Ph.D. program is fully accredited by the American Psychological Association. **(APA Office of Program Consultation and Accreditation, which supports the Commission on Accreditation, 750 1st. St. NE, Washington, DC 20002-4242, 202 336-5979).** In Oklahoma and other states, only students who are graduates of APA accredited programs are eligible for licensure through the State Board of Examiners of Psychologists. Thus, because the Ph.D. program is accredited you will be eligible to apply for licensure as a Health Service Psychologist in Oklahoma. Furthermore, the APA accreditation makes you eligible for many APPIC internships. APPIC, or the Association of Psychology Postdoctoral and Internships Centers, is a registry of internships available for School, Clinical, and Counseling psychologists.

The Ph.D. program is also National Association of School Psychologists (NASP) approved. NASP is a National Council of Accreditation of Teacher Education (NCATE) constituent. 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. 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 school psychology Ph.D. program has 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 and licensure through the Boards of Examiners of Psychologists in most states.

The Ph.D. and Ed.S programs have 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. The Ph.D. program is primarily designed for graduates who wish to become fully licensed as a psychologist with a specialty in School Psychology, practice in a broad range of service delivery settings, or pursue an academic career.

C. OSU College of Education 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 Education Studies (SES); and the School of Teaching and Curriculum Leadership (STCL). The Interim Dean of the COE is Dr. C.R. "Bob" Davis. Dr. Julaina Utley is the COE Interim Associate Dean of Graduate Studies, Engagement, and Research. Dr. Aric Warren is the School Head for SAHEP, Dr. Jennifer

Sanders is serving as Interim School Head for STCL, and Dr. Jesse Mendez continues to serve as the School Head for 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 work 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 following programs are under the umbrella and award the Ph.D. in Educational Psychology with options in one of the following: School Psychology, Educational Psychology, Counseling Psychology, and Research, Evaluation, Measurement, & Statistics.

3. School Psychology Faculty

The school psychology core faculty comprise the school psychology area within SAHEP.

The area and program faculty hold meetings in order to discuss issues relevant to the area and to the School Psychology program. A non-voting student representative also attends these meetings to provide student input and report 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, and Dr. Brian Poncy.

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.

Dr. Georgette Yetter is also an associate professor in school psychology at OSU. She received her 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.

4. Faculty in Other SAHEP Departments

Professor Emeritus Diane Montgomery is a retired member of the educational psychology department. Her Ph.D. is in special education. Dr. Montgomery taught courses in gifted education and educational psychology. Dr. Montgomery's interests are 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 Ph.D. 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. Mwarumba Mwavita, Dr. Janice Miller (Emeritus), Dr. Jam Kojasteh, 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. Dr. C.R. "Bob" Davis has been on many of our students' dissertation committees. You may also take some psychology coursework as electives, and Psychology

faculty work with us on such projects as the AIIP, REU, and PFF programs. Faculty from Sociology and Family Relations and Child Development may also be good resources for outside members of your committee.

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 Ken LaFon, Coordinator of Prospective Student Services. Mr. LaFon is responsible for all administrative and technical aspects of your graduate records including transcripts, plan of study, annual evaluation data, etc. She is also responsible for all new applications to the programs in the COE. 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 final practicum in school psychology occurs through the SPC. 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

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(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) *

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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.

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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**

- o **http://www.okstate.edu/education/tech/fs.htm**
- **Equipment Check-Out**
  - o **http://www.okstate.edu/education/tech/checkoutequipment.htm**
- **Technical Support**
  - o **http://www.okstate.edu/education/tech/techsupport.htm**
- **COE Website Support**
  - o **http://www.okstate.edu/education/tech/websupport.htm**
- **COE Listserv Support**
  - o **http://www.okstate.edu/education/tech/listservefaqs.htm**

College of Education Technology is under the direction of:

Don Fry
Director of Technology
002 Willard; (405) 744-4645
don.fry@okstate.edu

Aarond Graham
Instructional Support Specialist
002 Willard; (405) 744-8010
aarond.graham@okstate.edu

J.D. Winterhalter
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

Fred Waweru and Andy Maxey
Computer Support Specialists
003 Willard Hall
(405) 744-3458 & 7124 (respectively)

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
Phone Support Hours:
Monday – Friday: 7:00am – 12:00am
Walk-in Support Hours:
Monday – Friday: 8:00am – 5:00pm
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,

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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 award programs and tuition waiver programs 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

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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. Many thesis and dissertation ideas have been generated in this fashion. 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 at http://www.okstate.edu/finaid/.

II. THE PROGRAM

A. Program Philosophy and Model

The School Psychology training program at Oklahoma State University is a scientist-practitioner program, in which theory, research, and practice are considered integrated components of a comprehensive training 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 psycho-educational 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 APA Division 16, the Council of directors of School Psychology Programs, the 2000 National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology, 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.

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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 ongoing scholarship and research activities. 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 are prepared to work within a variety of settings, including schools and other educational settings, residential facilities, hospitals and private practice.

B. Required Competencies:

Goal #1: *To develop in students broad-based knowledge of the psychological and educational foundations that undergird professional school psychology practice, and the ability to evaluate, apply, and extend this knowledge base.*
Objective a for Goal #1. Students become competent in designing and conducting research and analyzing data.
Competencies Expected for Objective a, Goal 1: 1a.1 Students develop scientist-practitioner skills using evidence based empirical assessments and treatments and systematically analyzing

those data. 1a.2 Students develop skills in the design of psychological research studies. 1a.3 Students develop proficiency with various group and single-case methodologies. 1a.4 Students develop scientist-practitioner research skills and contribute to the field.

Objective b for Goal #1. Students become familiar with history and systems of psychology.

Competency Expected for Objective b, Goal 1: 1b.1 Students acquire knowledge of the history and systems of psychology.

Objective c for Goal #1. Students become familiar with the social bases of behavior and issues of diversity and their impact on behavior.

Competencies Expected for Objective c, Goal 1: 1c.1 Students acquire knowledge of social psychological and diversity variables and their influences on behavior. 1c.2 Students demonstrate knowledge of human diversity for research and practice.

Objective d for Goal #1: Students develop knowledge of the biological bases of behavior.

Competency Expected for Objective d, Goal 1: 1d.1 Students acquire knowledge of physiological psychology, neuro-anatomy, and developmental psychopharmacology.

Objective e for Goal #1: Students develop knowledge of the cognitive and affective bases of behavior.

Competency Expected for Objective e, Goal 1: 1e.1 Students acquire knowledge of cognitive, affective, and learning, influences on behavior.

Objective f for Goal #1: Students develop knowledge of developmental and individual differences and their impact on physical, social, academic, cognitive, affective, and behavioral functioning.

Competency Expected for Objective f, Goal 1: 1f.1 Students become knowledgeable of developmental and individual differences and consider developmental variables when conducting research and practice. 1f.2 Students develop knowledge of individual differences related to psychopathological functioning.

Objective g for Goal #1: Students have knowledge of education service delivery systems.

Competency Expected for Objective g, Goal 1: 1g.1 Students acquire knowledge of educational practices and procedures, policies, and personnel in public school environments.

Objective h for Goal #1: Students become knowledgeable of school psychology professional standards, theories, and practices.

Competencies Expected for Objective h, Goal 1: 1h.1Students adopt a scientist-practitioner and science-based child/learner success orientation 1h.2 Students have knowledge of the history and future directions of professional school psychology
1h.3 Students develop and maintain interpersonal and professional disposition for identity as professional school psychologists 1h.4 Students demonstrate knowledge of legal and ethical issues and professional standards of psychologists1h.5 Students develop technology skills relevant to the professional roles of psychologists.

Goal #2: *To develop in students school psychology professional practice skills.*

Objective a for Goal #2: Demonstrate skills in assessment for diagnosis and intervention.

Competencies Expected for Objective a, Goal 2: 2a.1 Students conduct data collection for intervention planning and for diagnostic assessment by selecting assessment techniques relevant to the referral concerns, employing formal and informal assessment measures conducted utilizing direct and indirect methods in order to formulate appropriate DSM-IV-TR diagnoses to describe clients' functioning.

Objective b for Goal #2: Demonstrate consultation skills for prevention and intervention.

Competencies Expected for Objective b, Goal 2: 2b.1 Students develop competency in a variety of consultative techniques at the system, group and individual level by developing and applying techniques for prevention, problem-solving, and crisis intervention in the areas of behavioral, academic, cognitive, developmental, social and emotional functioning as well as developing skills in the evaluation of the efficacy of interventions both directly and in a supervisory role.

Objective c for Goal #2: Demonstrate skills in designing and carrying out direct psychotherapeutic intervention with children and adolescents.

Competencies Expected for Objective c, Goal 2: 2c.1 Students develop skills in treatment design, implementation, and evaluation through direct contact with both individuals and groups to facilitate client learning, adjustment, and behavioral and emotional functioning using a variety of evidence-based therapeutic techniques that are consistent with APA legal and ethical guidelines.

Objective d for Goal #2: Demonstrate skills in specialty area; attain life-long learning orientation.

Competencies Expected for Objective d, Goal 2: 2d.1 Student knowledge and skills in a specialization area of interest are developed through engagement in activities that serve to deepen the content knowledge and practice skill in these specialty areas to a high level and through professional affiliation and credentialing.

C.   Required program courses that meet competencies:

DOCTORAL DEGREE IN SCHOOL PSYCHOLOGY COURSE LIST

Program Competency Areas	
OSU Department, Course Number & Name	
I. Psychological and Education Foundations/Scientific	
A. Research & Data Analysis	
REMS 5953 Elementary Statistics or UG equivalent	3
REMS 5013 Research Design & Methodology	3
REMS 6003 Analysis of Variance	3

REMS 6013 Multiple Regression Analysis in Behavioral Studies	3
REMS 6663 Applied Multivariate Research in Behavioral Studies	3
EPSY 6153 Advanced Research in Educational Psychology	3
EPSY 5000 Masters Thesis	2 - 6
EPSY 6000 Doctoral Dissertation	15
EPSY 6253 Single Case Designs in Behavior Analytic Settings	3
B. History and Systems	
EPSY 6133 History & Systems of Psychology	3
C. Social Aspects/Diversity	
EPSY 5183 Theories of Social Psychology or PSYCH 6563 Advanced Social Psychology	3
D. Biological Aspects of Behavior	
EPSY 6143 Intro to Developmental Psychopharmacology	3
PSYC 6483 Neurobiological Psychology or EPSY 5320 Biological Basis of Behavior	3
E. Cognitive/Affective Aspects of Behavior	
EPSY 5463 Psychology of Learning	3
F. Human Development/Individual Differences & Disabilities	
EPSY 5103 Human Development in Psychology	3
EPSY 5113 Child Psychopathology	3
G. Education Service Delivery	
EDUC 5910 Educational Field Experiences or Teaching Certificate	2
EPSY 6313 Advanced Interventions for Increased Academic Achievement	3
II. School Psychology Professional Practice Skills	
A. School Psychology Professional Standards	
EPSY 5023 Intro to School Psych Services	3

EPSY 6030 Doctoral Seminar: Ethics	3
B. Assessment for Intervention/Measurement	
EPSY 5793 Individual Intellectual Assessment of Children and Youth	3
EPSY 5803 Advanced Intellectual Assessment	3
EPSY 6113 Child Personality Assessment	3
C. Consultation/Prevention/Intervention/Program Evaluation	
EPSY 6333 Instructional Assessment and Consultation	3
EPSY 5853 Applied Behavioral Analysis	3
EPSY 5873 Applied Behavioral Analysis II	3
EPSY 6343 Behavioral Assessment and Consultation	3
EPSY 5503 Crisis Intervention & Emergency Action in School Settings	3
D. Direct Service/Psychotherapy	
EPSY 6033 Introduction to Psychotherapy with Children & Adolescents	3
EPSY 5813 Parent and Family Interventions in School Psychology	3
Choose at least one of the following: CPSY 5320 Seminar: Cognitive Behavioral Therapy CPSY 6313 Advanced Group Interventions CPSY 6553 Advanced Practice in Marital and Family Treatment PSYCH 6523 Family Treatment Methods PSYCH 6083 Principles of Behavior Therapy	3
E. Practicum/Internship	
EDUC 5910 Educational Field Experiences (120 hours)	2
EPSY 5210 Intro. Practicum in School Psychometry (240 hours)	2, 2 (4 total)
EPSY 5310 Practicum in Child and Adolescent Therapy (120 hours)	3
EPSY 5510 Practicum in School Psychology (600 hours)	3, 3 (6 total)
EPSY 6310 Doctoral Practicum in School Psychology (400 hours)	2, 2 (4 total)

EPSY 6610 Doctoral Internship (1500-2000 hours)	3,3,3 (9 total)

Students are also required to develop a competency in a specialty area of their interest. At least 9 hours with specific research and/or practice goals in mind must be completed. You may combine across two areas if you can demonstrate that this best meets your career goals and give a name to your specialty area. Courses listed are suggestions. You may work with your advisor to determine other courses that might be appropriate. Please note that all CPSY and PSYC courses require PRE-APPROVAL by the instructor teaching the class in order to ensure that their students have access to their courses when required. You should ask to be placed on the waiting list at least 3 semesters prior to when you plan to take the course. Please be aware that they typically only have room for about 3-4 students from outside their program in any one course in a given time. Thus your cohort needs to plan who is going to take what when to make sure you can all get the courses you need during your program. Note also that many of these courses have prerequisites which you would need to fulfill in order to take the class. Here are some suggested areas of study and coursework that meet the specialty objectives:

Biological/Neuropsychological/Health

PSYCH 6453 Pediatric Psychology
PSYCH 6443 Behavioral Medicine
PSYCH 6483 Neurobiological Psychology
PSYCH 6583 Developmental Psychobiology
PSYCH 6643 Psychopharmacology
SOC 5553   Seminar in Medical Sociology
PSYCH 6143 Psychology of Substance Abuse

Juvenile Corrections and Treatment
SOC 4023   Juvenile Corrections and Treatment Strategies (for graduate credit)
SOC 6753   Seminar in Deviance and Criminology
SOC 4443   Sociology of Law and Legal Institutions (taken as graduate credit)

Family Services (in addition to 1 advanced treatment course required above)
CPSY 6553   Advanced Practice in Marriage and Family Treatment
PSYCH 6523 Family Treatment Methods
PSYCH 6553 Advanced Practice in Marital and Family Treatment
SOC 6390   Sem in the Family, Marriage, and Male-Female Roles in American Sociology
HDFS 5543   Coping with Family Crises
HDFS 5563   Management of Family and Community Service Programs
HDFS 5613   Theoretical Models of Marriage and Family Therapy
PSYCH 4483 Psychology of Parent Behavior (taken as graduate credit)

Statistics/Research/Measurement
REMS 6023   Psychometric Theory
REMS 5320   Seminar: Factor Analysis
REMS 5320   Seminar: Structural Equation Modeling
PSYCH 6283 Factor Analysis
STAT 5033   Nonparametric Methods
STAT 5043   Sample Survey Designs
STAT 5053   Time Series Analysis
STAT 5073   Categorical Data Analysis
STAT 5213   Bayesian Decision Theory

Systems Level Service Delivery and Program Evaluation
REMS 6373   Program Evaluation
HDFS 5563   Management of Family and Community Service Programs
SOC 5553   Seminar in Medical Sociology
SOC 5813   Myths and Realities of Organizational Change
SOC 5883   Sociology of Education
SPED 6563   Program Development in Special Education

Advanced Direct Intervention/Therapy (courses in addition to 1 advanced treatment class required above)
CPSY 6313   Advanced Group Interventions
PSYCH 6083 Principles of Behavior Therapy
PSYCH 6173 Child Psychopathology and Treatment
CPSY 6553   Advanced Practice in Marriage and Family Treatment
PSYCH 6523 Family Treatment Methods
PSYCH 6553 Advanced Practice in Marital and Family Treatment

Note: Required courses are designed to meet minimum competency in program areas. 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

DOCTORAL DEGREE IN SCHOOL PSYCHOLOGY COURSE CHECKSHEET

Program Competency Areas / Plan of Study Development	Matriculation note
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.

Courses in italics go on the MS POS

Course	Cr	Waiver	POS MS/PhD	Adv. Init.	S	Y1 Fa	Y1 Sp	Y1 Su	Y2 Fa	Y2 Sp	Y2 Su	Y3 Fa	Y3 Sp	Y3 Su	Y4 Fa	Y4 Sp	Y4 Su	Y5 Fa	Y5 Sp	Y5 Su
I. Ed. Psych. & Psych. Foundations/Scientific																				
A. Research & Data Analysis																				
REMS 5953 Elementary Statistics or UG equivalent	3	▨	MS	▨																
EPSY 5000 Masters Thesis	2-6		MS				▨		▨											
REMS 6003 Analysis of Variance	3		PhD				▨													
REMS 6013 Multiple Regression	3		PhD						▨											
REMS 6663 Applied Multivariate	3		PhD								▨									
REMS 5013 Research Design & Methodology	3		MS			▨														
EPSY 6153 Advanced Research in Educational Psychology	3		PhD									▨								
EPSY 6000 Doctoral Thesis	15		PhD									▨	▨		▨	▨				
B. History and Systems																				
EPSY 6133 History & Systems of Psych	3		PhD											▨						
C. Social Aspects /Diversity																				
PSYCH 6563 Advanced Social Psych or EPSY 5183 Theories of Social Psychology	3		PhD								▨									
D. Biological Aspects of Behavior																				
EPSY 6143 Developmental Psychopharmacology	3		PhD				▨													

(Year 1 = pink; Year 2 = blue; Year 3 = yellow; Year 4 = green; Year 5 = orange. Each year split into Fa/Sp/Su. Shaded cells ▨ indicate recommended enrollment term.)

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Course	Credits		Degree
EPSY 5320 Biological Basis	3		PhD
E. Cognitive/Affective Aspects of Behavior			
EPSY 5463 Psychology of Learning	3		MS
F. Human Development/Individual Differences & Disabilities			
EPSY 5103 Human Development in Psychology	3		MS
EPSY 5113 Child Psychopathology	3		MS
G. Education Service Delivery			
EDUC 5910 Educational Field Experiences	3		MS
EPSY 6313 Advanced Interventions for Increased Academic Achievement	3		MS
H. School Psychology Professional Standards			
EPSY 5023 Intro to School Psych Services	3		MS
EPSY 6030 Doctoral Seminar: Ethics	3		PhD
I. Assessment for Intervention /Measurement			
EPSY 5793 Intellectual Assessment of Children and Youth	3		MS
EPSY 5803 Adv Intellectual Assess	3		MS
EPSY 6113 Child Personality Assess	3		PhD
J. Consultation /Prevention /Intervention /Program Evaluation			
EPSY 6333 Instructional Consultation	3		MS
EPSY 5853 Applied Behavioral Analysis	3		PhD
EPSY 5873 Applied Behavioral Analysis II	3		PhD
EPSY 6343 Behavioral Consultation	3		PhD
EPSY 5503 Crisis Intervention & Emergency Action in School Settings	3		PhD

Course	Credits	Degree
EPSY 6253 Single Case Designs in Behavior Analytic Settings	3	PhD
K. Direct Service/Psychotherapy		
EPSY 5813 Parent and Family Interventions in School Psychology	3	PhD
EPSY 6033 Introduction to Psychotherapy with Children & Adolescents	3	PhD
CPSY 5320 Seminar: Cognitive-Behavioral Therapy **OR**	3	PhD
CPSY 6313 Advanced Group Interventions **OR**	3	
PSYCH 6083 Principles of Behavior Therapy **OR**	3	
CPSY 6553 Advanced Practice in Marriage and Family Treatment **OR**	3	
PSYCH 6523 Family Treatment Methods	3	
L. Practicum /Internship		
EDUC 5910 Field Experiences (for those without teacher certification; 120 hours)	2	MS
EPSY 5210 Intro. Practicum in School Psychometrics (120 hours)	4	PhD
EPSY 5310 Practicum in Child & Adolescent Therapy	3-6	PhD
EPSY 5510 School Based Practicum (600 hours)	6	PhD
EPSY 6310 Doctoral Practicum (400 hours minimum)	4	PhD
EPSY 6610 Doctoral Internship (1500 hours for 9-10 month contract; 2000 hours for 12 month contract)	4-6	PhD

D. Components and Sequence of the Program

1. Typical Sequence for Training

The graduate course of study for students entering the Ph.D. 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. If you were admitted from a specialist/certificate level, you must demonstrate competencies in these areas before moving to advanced skills. Following these experiences, you will enroll in advanced treatment courses (and courses in your interest areas) and complete a practicum in the School Psychology Center, where you are more involved with family systems and agencies

outside schools. For most students the 4th year includes the SPC practica as well as completing the APPIC internship process. Advanced research and dissertation work are also foci at this time. 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 to add to your portfolio, and develop a plan for postdoctoral employment and training.

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, coordinating membership on research teams, finalizing practicum/internship placement decisions, and developing specialty areas domain competency goals. While this first year concentrates on foundation courses, advanced statistics and research methods, you will also enroll in the Introduction to School Psychology where you will be familiarized with program requirements, introduced to the program model and philosophy, and gain competencies in professional ethics and identity.

Furthermore, you should 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; you might then join or form a research team with a particular topic as a focus. 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.

If you are interested in a university position, you may also obtain information through the Preparing Future Faculty (PFF) program. See Dr. Yetter, or the current PFF students for information on this program.

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:

American Psychological Association (APA)

Division 16 of APA (School Psychology)

National Association of School Psychologists (NASP)

Oklahoma Psychological Association (OPA)

Oklahoma School Psychological Association (0SPA)

Membership applications are available through SPGO representatives, program faculty, and practicum supervisors. OPA and OSPA have fall and spring conferences which you should attend.

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 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 in 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 3rd semester 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   Educational Field Experiences (2 hours)
EPSY 6333   Instructional Consultation
EPSY 5803   Advanced Intellectual Assessment (Cog II)

Recommended Electives for non-thesis option
EPSY 6313 Advanced Interventions for Increased Academic Achievement
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
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 doctoral 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 or online at the OSU School Psychology website). 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 Doctoral plan of study shortly after the completion of 27 hours of coursework at OSU. This would be after completion of your second semester at OSU.

Thus, before completion of 18 hours of coursework post-M.S., you must choose

advisory/dissertation committee members and file your Masters POS. The duties of the advisory committee consist of advising you, assisting you in preparing a program of study, assisting in planning and conducting the research, supervising the writing and subsequent approval of the dissertation, 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 four 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 full graduate faculty status.

3. You will also select a Dissertation Advisor. The Dissertation 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. Your dissertation advisor may be a junior faculty member who holds at least associate membership in the Graduate College.

4. At least one member of the committee other than the Advisory Chair must be a School Psychology Faculty member.

5. You must also have an outside member on your committee. This member serves as a representative of the Graduate College, and can have some expertise in your area but not be vested in our program or degree. The outside member must come from outside SAHEP and also outside the programs that share the Educational Psychology Ph.D. in any of the option areas, i.e., Counseling Psychology, Research-Evaluation-Measurement and Statistics, Educational Psychology, and of course, School Psychology.

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 doctoral 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 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. 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. If you did not have a thesis completed before you were admitted to the doctoral program you should by now have an idea for a thesis or research equivalent and have begun to review the literature.

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. You will be enrolled in the second part of the Doctoral Seminar, which focuses on research in school psychology and further prepares you for the dissertation. Resources include the OSU School Psychology Research Handbook, *Dissertations from Start to Finish, The Publication Manual of the American Psychological Association,* and the *Graduate School Dissertation Guide.*

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 psycho-educational assessment, consultation, and intervention. A certified and licensed school psychologist and your university faculty supervise this experience. You are required to attend classroom meetings where practicum experiences are processed, the Science-Based Learner Success (SBC/LS) 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. 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 breadth 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.

Portfolios & Comps. 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, and during the year in which you take comprehensive exams, will be part of your comps. The dissertation proposal must occur before the student is allowed to take the second part of the comprehensive examinations. Comprehensive exams have two parts. First you need to register and complete the ETS Praxis II School Psychology Exam. Part one of the comprehensive exams involves the ETS Praxis II – School Psychologist 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

Second, Ph.D. students also take an examination constructed by the program faculty which assesses mastery of program objectives. This is a day-long written exam. Please note - THE DISSERTATION MUST BE PROPOSED BEFORE YOU CAN SIT FOR THE COMPREHENSIVE EXAM PART 2.   The dissertation must be proposed and comprehensive exams passed before the student is judged ready for internship and given permission to apply for internship. Once you have passed the dissertation proposal and the comprehensive exams you are officially a candidate for the Ph.D. degree.

Fourth Year

By now you will have met the requirements excluding internship, for the National Association of School Psychologists Nationally Certified School Psychologist certification and the Oklahoma State Department of Education requirements for state certification as a school psychologist. Technically all you would need for these credentials would be the school psychology internship. However, you will complete that later, at the end of your program of study. These semesters you will enroll in the Doctoral practicum and complete an additional 400 hours in the Psychological Services Center and/or the Reading and Math Center. Many APA/APPIC internships require that you have at least 1000 hours of practicum experience, and you will be competing with students who have many more. During this year, you will reinforce your professional skills, develop familiarity with mental-health center operations and procedures, and demonstrate therapy and consultation skills in those settings. During this time you also will begin to develop your own supervision skills and you may supervise students on the specialist-level or psychometry practica. This is the year that you will typically apply for internship, unless you intend to remain on campus for an extra year. See requirements regarding the dissertation

proposal and sitting for comps, which you must complete successfully prior to applying for internship.

Fifth Year

If all required course work is completed then this will be your internship year. During this year while you are on your internship, you will compile a portfolio in your specialty professional practice area, including a paper describing your competencies and specialty area. You should take your EPPP at this time as well.

Sixth Year

This will be your Postdoctoral year. Please plan on staying in touch with us. We will need outcomes from you, such as your employment, licensure status and credentials, professional products and other news.

Recommended Course Sequence Ph.D.

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. 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! Finally, courses in counseling

psychology, and especially courses in the psychology department, require prior (one year ahead)

approval by and putting your name on the waiting list of the faculty teaching the course, and they

only accept 2-3 of our students in a course at any one time. This will take time and effort on

your part to ensure that you get the courses you want.

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

1st year

Fall

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 course instead.

File Masters Plan of Study
Join research team
Join professional organizations: APA, NASP, OPA, 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   Masters Thesis
EPSY 6313 Advanced Interventions for Increased Academic Achievement
EPSY 6143   Developmental Psychopharmacology

Post-Masters admits start preparing Ph.D. Plan of Study
Select your advisory chair, your dissertation 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

REMS 6013   Multiple Regression
EPSY 6333   Instructional Assessment and Consultation
EPSY 5853   Applied Behavioral Analysis
EPSY 5813   Parent & Family Interventions in School Psychology
EPSY 5210   Shadow Practicum
EPSY 5000   Thesis

Post-masters admits file plan of study
Others start preparation for POS: select chair, committee, dissertation
Complete annual student evaluation/portfolio evaluation process

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
REMS 6663   Applied Multivariate Research in Behavioral Studies
EPSY 5210   Shadow Practicum

BS admits/new MS students file Ph.D. plan of study
Plan practicum experience for next year
Continue to work on portfolio
Meet with chair to plan summer work on dissertation
Develop dissertation topic
Meet with Dissertation Committee for a Ph.D. plan of study meeting

Summer

EPSY 5873 Applied Behavioral Analysis II
EPSY 5183 Theories of Social Psychology
EPSY 6253 Single Case Designs in Behavior Analytic Settings
*EPSY 6133   History and Systems of Psychology
        * History and Systems is only offered every other year, this course will either be taken
        the summer of your 2nd or 3rd year depending upon course availability).
Courses you are missing from above if needed
Dissertation literature review, prepare for proposal
Complete portfolio for fall evaluation

3rd Year

Fall

EPSY 6153   Doctoral Seminar in School Psychology: Advanced Research Methods
EPSY 5510   Practicum in School Psychology (school-based)
EPSY 6000   Doctoral Dissertation
EPSY 6033   Introduction to Psychotherapy with Children and Adolescents
*Advanced treatment or specialty course (see checksheet)
    CPSY   5320   Cognitive Behavioral Therapy (or other approved course from Direct
      Service/Psychotherapy list
    PSYC   6453   Pediatric Psychology
    PSYC   6443   Behavioral Medicine
    PSYC   6583   Developmental Psychobiology
    REMS   6023   Psychometric Theory

*this applies for all semesters after this. You will need to plan carefully to schedule your
advanced treatment and specialty courses during your third and fourth year.

Dissertation proposal, IRB, Review internship materials (see year 5 below)

Spring

EPSY 5310   Practicum in Child and Adolescent Therapy
EPSY 5510   Practicum in School Psychology (school-based)
EPSY 6000   Doctoral Dissertation
EPSY 5503   Crisis Intervention and Emergency Action in School Settings
EPSY 6030   Doctoral Seminar in School Psychology: Ethics

*see fall 3rd year. Note that if you need to fit in a Psychology department course here due to their sequencing, you may have to delay crisis intervention until 4th year or try to take it earlier

Take comprehensive exams (must have proposed dissertation)
Portfolio preparation for comps
Get completed comps form signed (requires exam and portfolio)
Complete doctoral candidacy form (Note you must take 10 dissertation hours after this form has been filed, therefore you do not want to take more than 5 dissertation hours prior to your 4th year)

Summer
*EPSY 6133   History and Systems of Psychology
        * History and Systems is only offered every other year, this course will either be taken
        the summer of your 2nd or 3rd year depending upon course availability).
EPSY 6310   Doctoral Practicum in School Psychology
        *see fall 3rd year

Compile internship list, including how the internship fits your needs and how you are
        competitive for that internship, start APPIC application
Non-school-based practica in preparation for internship
Take any course from the above list which have not been completed
Prepare for and/or start data collection
Write grant to fund dissertation
Take NCSP praxis exam

4th Year

Fall

REMS 6373   Program Evaluation (elective)
EPSY 6310   Doctoral Practicum in School Psychology (clinic)
EPSY 6000   Doctoral Dissertation
EPSY 5320   Biological Basis of Behavior
*see fall 3rd year

Continue data collection if needed, write results
Take comps & get completed comps form signed if you did not take comps last spring
Complete NCSP exam if you did not last spring

Apply for internship

Spring

EPSY 6310   Doctoral Practicum in School Psychology
EPSY 6000   Doctoral Dissertation
*see fall 3rd year

Write Dissertation discussion, defend
Review postdoctoral options

Summer

EPSY 6310   Doctoral Practicum in School Psychology
*see fall 3rd year

Prepare for internship

5th Year

Fall

EPSY 6610   Doctoral Internship in School Psychology

Spring
EPSY 6610   Doctoral Internship in School Psychology

Apply for employment/postdoctoral position
Take EPPP

Summer
EPSY 6610 Doctoral Internship in School Psychology

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. You cannot begin your postdoctoral year for licensure until you graduate.

6th year

Postdoctoral experience
Apply for licensure
Get licensed
Employment or Post-doctoral appointment

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 5310 3rd year - spring semester

EPSY 5310 practica is at least 120 hours of supervised experience in providing individual cognitive-behavioral therapeutic services to children, adolescents, and young adults. Therapy sessions may be held either in schools or in the school psychology center on the OSU campus. Psychologists-in-training may receive both group and individual supervision weekly from a licensed health service psychologist.

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.

EPSY 6310 4th year fall and spring semesters

The doctoral practicum, which is clinic-based, expands upon existing skills and focuses on integration of service delivery across systems after the student has completed the EPSY 5510 600 hour school-based experience. Students continue to be exposed to the opportunity 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 (more of this is done on the internship). Students also attend workshops and conferences available to their supervisors and interact with other pupil services professionals in the school system, such as school counselors, speech-language pathologists, and special education teachers. The university faculty provide the clinic supervision. The 6310 has the following objectives

- develop advanced consultation, assessment and intervention skills within a mental health clinic context.
- demonstrate competencies in psychological service delivery to show a readiness for internship.
- become familiar with clinical intake and treatment protocols.
- develop supervision skills with EPSY 5510 and EPSY 5210 school psychology practicum students.
- further develop skills and understanding of multicultural issues in consultation, assessment, and treatment (e.g., race, gender, sexual orientation and their impact)

- demonstrate knowledge of ethical principles relevant to psychological service delivery.
- develop competencies in use of DSM-IV-TR and its match with IDEA

Sufficient experience for internship. The school psychology practicum sequence provides substantial experiences in preparation for the internship. Students begin their experience with a 120 hour observation and participation practicum in the schools (EDUC 5910). This experience familiarizes the student with the organization and operation of the schools prior to engaging in psychological service delivery under supervision in the schools. The observation and participation field experience also is also required by the Oklahoma State Department of Education to partially fulfill the requirements for school psychologist certification for those students who do not have a teaching certificate from a state department of education. The majority of the program students enter the program with Bachelors degrees in psychology and therefore do not have teaching certificates. The second practica experience (EPSY 5210) occurs over two semesters and is paired with consultation, intervention, and assessment coursework (see description above) and the students accrue at least 120 contact hours. EPSY 5310 occurs in the spring semester while the school-based practica (EPSY 5510) is typically two consecutive semesters for a total of 600 hours. Graduates who intend to practice outside the traditional schools must have extensive knowledge of the school system, and children and youth are educated even within other settings such as residential facilities. The doctoral practicum (EPSY 6310) is a two to three semester sequence for a minimum total of 400 hours. The overriding goal is development of professional identity and competence. The students obtain over 1000 hours of practicum experience, which helps to ensure that they are competitive for APA-accredited internships and the APPIC match. Students are evaluated throughout their practicum experiences by the university and field supervisors. They also compile a portfolio to demonstrate skill in major school psychology practice areas. Students also maintain time and effort practicum logs, which are entered into an Excel spreadsheet and kept by the university faculty. (See Appendix B practicum handbook).

Internship

The internship for the Ph.D. program must be consistent with APA requirements for doctoral level internships and/or the CDSPP, and fulfill all Oklahoma State Board of Examiners of Psychologists (OSBEP) requirements for licensure eligibility. Doctoral students must apply for APA accredited internships in school psychology. The program has also adopted a strict policy of not approving internships for doctoral students, who were previously employed in schools, in their district of origin. Students must be supervised by at least two licensed health service psychologists. They must complete from 1500 to 2000 hours depending on whether they have a 9 or 12 month contract. 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. If you intend to complete your entire internship in a non-school setting, then you must fulfill and

document the NASP minimum of 600 hours in the schools that you completed alternative to the internship that meets internship requirements.

4. Certification and Licensure Processes

The Ph.D. with an emphasis in school psychology at OSU is designed to lead to eligibility for certification and licensure 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.

Licensure:

The Oklahoma State Board of Examiners of Psychologists (OSBEP) is charged by the state legislature to credential psychologists at the doctoral level. In order to be licensed, you must receive training in a psychology program, with the most common programs being clinical, counseling and school psychology. State law requires that in order to be licensed, you must graduate from a program that is accredited by the American Psychological Association (APA). Therefore, while you must meet the requirements of the OSBEP as set forth each year in the Annual Directory of Licensed Psychologists/Psychologists Licensing Act and Rules of the Board, you must also fulfill program requirements designed to meet APA Guidelines in order to be license-eligible. Besides specific course requirements, the SBE requires specific internship and postdoctoral experiences. See the directory and OSU internship guidelines for details. You must also pass the national licensure examination, a jurisprudence examination, and an oral examination. The license credentials you to work in schools, agencies, and private practice within your areas of competence. You apply directly to the OSBEP for licensure, but must have supporting signed documentation from the university, your internship, and your postdoctoral setting/supervisors. The OSBE directory may be obtained directly from their office:

> State Board of Examiners of Psychologists
> 201 N.E. 38th St., Suite 3
> Oklahoma City, OK 73105
> (405) 524-9094

Further information about the EPPP, and OSU program students' performance on the EPPP can be found on the program website in the 2007 Disclosure Tables. At http://www.okstate.edu/education/sahep/spsy/index.html

Certification:

The Oklahoma State Department of Education (OSDE) is charged with issuing school psychology certificates for specialist/60 hour school psychologists and Ph.D. graduates who wish to obtain a certificate sometime during their training. 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 certificates 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
4340 East West Highway, Suite 402
Bethesda, MD 20814
www.nasponline.org/certification

You will be provided additional information regarding credentialing procedures during the doctoral seminar, advising, and mentoring by advanced students. Please feel

free to ask questions at any time. The course checksheet also includes requirements for each credential.

5. Research Aspects of the Program
(Development of the Scientist)

The primary goal of the program is to build upon existing knowledge and experience while emphasizing the scientist component of doctoral level training in theory, research, and practice. Therefore, in addition to development of professional practice skills, earning a Ph.D. entails scholarly involvement and making a contribution to the scientific base from which school psychologists practice. To this end, you are expected to take a series of research and statistics courses, participate in research teams, produce a research product prior to the dissertation suitable for presentation or publication, propose your dissertation prior to the internship, and successfully complete and defend your dissertation prior to graduation. You are expected to present at regional and/or national conferences. You are strongly encouraged to participate in research and scholarship that can reach fruition through publication in peer-reviewed journals.

Deadlines to keep in mind for submission of research to professional organizations include the following:

1. Oklahoma School Psychologists Association - submit proposal for spring and fall conferences, usually just a few weeks before the conference

2. Oklahoma Psychological Association - submit proposal in late September or October for spring conference

3. National Association of School Psychologists - submission deadline is typically in the summer (June) for the following spring annual convention.

4. American Psychological Association - submission deadline is usually in November for the conference the following August

Relevant school psychology journals include, School Psychology Review (NASP), the School Psychology Quarterly (APA), the Journal of School Psychology, Psychology in the Schools, and the Journal of Psychoeducational Assessment. Other relevant journals are in the areas of clinical, clinical child psychology, development, educational, personality and social psychology, counseling, and marriage and family. See the American

Psychologist for a complete listing of APA journals. You can also submit to OSPA Today, the Communiqué', the APPIC newsletter, and the Div 16 newsletter.

Research interests are integrated into the program through coordination with didactic instruction and student career and specialty training goals. For example, you may combine your dissertation topic with your selection of specialty domain area competencies. In addition to the school psychology faculty, many other departmental faculty are involved in student research and you are encouraged to seek out these people. You have access to the research area faculty in the ABSED department and may take advanced specialty research and statistics coursework.

Dissertation:

The dissertation is designed to demonstrate your own original initiative, thinking, and contribution to the scientific literature. It may be an extension of your earlier work or a new idea, but it is a project for which you take responsibility and ownership. To that end, it will be up to you to schedule meetings with your chair and committee, develop a timeline, and to make adequate progress throughout your program. Pick a topic which is meaningful to you, doable within the time frame of your program, and will sustain you through the long time period the dissertation requires. It should also help you to meet your career goals.

The research and the preparation of your dissertation will follow a set sequence. The full proposal**,** which includes your first three chapters (Introduction, literature review, and methodology), must be approved by your committee prior to sitting for comps, which are required to apply for APPIC. See the recommended sequence above for dissertation progress. If you do not complete the dissertation before you leave for internship, you must submit to your dissertation chair a plan and timeline for completion of the dissertation. You should collect your data either before or during your internship, and do your data analysis and discussion sections before, during, or just after the internship so that you are ready to graduate no later than two semesters following the internship. You must be continually enrolled for at least 2 credit hours every semester until completion of the dissertation and all other requirements for graduation.

Be aware that as you take longer to complete the dissertation, your chair will be gathering other obligations with incoming students and you will have increasingly

demanding professional obligations. Thesis guidelines are to provide you with structure so that the dissertation can be conceptualized as a series of small steps which can be accomplished. See also the OSU School Psychology Research Handbook for guidance.

Be aware that all research involving human participants and animal subjects must be approved by the University Institutional Review Board (IRB), which is there to protect you and the university as well as the participants involved. Applications and guidelines are available at the Graduate School. You must have IRB approval and the full proposal completed before collecting data.

See the Graduate Calendar regarding due dates for filing the draft and final approval of the dissertation prior to graduation. These due dates are strictly adhered to. The first submission is usually due to the graduate college midterm of the semester you intend to propose, so don't get caught off-guard!

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 most recent American Psychological Association Ethical Principles of Psychologists and Code of Conduct (2010 amendments). 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. Doctoral 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.

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
        b. practica and internship logs and evaluations
        c. portfolio assessment
        d. 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 doctoral 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

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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 competencies and dissertation phases. 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 your specialty portfolio developed during the internship or before, 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 (in writing and orally) 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.
4. Cheating on in-class exams.
5. Unauthorized advance access to an exam.
6. Fraudulent alterations of academic materials.
7. Knowing cooperation with another person in an academically dishonest undertaking.
8. 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, comprehensive exam and portfolio process. All four of the following components must be completed in order to have the form saying you passed comprehensive exams turned into the graduate college office.

1. Research qualifying experience. In order to demonstrate competencies in research in preparation for the dissertation, you will participate in a research team. You should join and/or form a research team during your first semester. During the second semester, you will conduct a brief project, which may be primarily faculty-led and prepare it for submission for presentation or publication. You should have at least one faculty member and at least one other student on your team.

2. Comprehensive qualifying exam. In order to synthesize and integrate the Science-Based Learner Success Model, you will answer essay questions, which ask you to apply the model to a certain situation. You should use the psychological and educational psychology literature as well as your professional practice knowledge and skills to develop an integrated and comprehensive, but not exhaustive, answer.   You must have your dissertation proposal completed prior to taking the exam.

3. Portfolios. 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. 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. Please submit the portfolio scoring form that indicates your portfolio is passed, to the COE university certification officer. As part of your internship experience, you will expand this portfolio and additionally develop a specialty domain competency portfolio reflecting your path towards specialty development and planning for the postdoctoral experience. This portfolio is due no later than six months prior to graduation.

4. 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.

IV. APPENDICES

APPENDIX A

OSU School Psychology

Internship Evaluation Form

<u>Field Based Supervisor</u> 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 Unacceptable, Approaching, Target, or Exemplary. Performance during internship is required to be on Target level 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 include 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, and 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	From:	To:

Evaluator	

When evaluating internship portfolio products, ratings of candidates should be based on the rubric below, keeping in mind the specific 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.

Rubric	
0 = Unacceptable	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.
1 = Approaching	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.
2 = Target	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.
3 = Exemplary	The intern has demonstrated strong skill or characteristic/disposition development and can independently perform the task with no supervision.

Ratings

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.

1. 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.

2. An academic case study report that links assessment data to recommendations, which resulted in treatment/intervention data demonstrating an effective outcome.

3. Diagnostic assessment report links assessment data to recommendations which resulted in treatment/intervention data demonstrating and effective outcome.

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.

1. Consultation case study report including assessment results, hypothesis statement, goals, strategies and outcomes.

   _____

2. Candidate demonstrates characteristics of effective communications, both oral and written.

   _____

3. Candidate demonstrates effective collaborative interactions with consultative stakeholders.

   _____

4. Candidate utilizes problem solving strategies within the consultative framework.

   _____

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 the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

1. Academic case study report demonstrates knowledge of empirically validated academic intervention strategies.

   _____

2. Academic case study report demonstrates effective use of data to support skill development and goal selection.

   _____

3. 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.

1. Behavioral case study report demonstrates knowledge of empirically validated behavioral intervention strategies.

   _____

_____

2. Behavioral case study report demonstrates an examination of Functional Variables associated with the target behavior (FBA data was collected).

_____

3. Behavioral case study report demonstrates effective use of data to support skill development and goal selection.

_____

4. 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.

1. 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.

_____

2. 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.

_____

3. Diagnostic assessment report demonstrate that assessment approach varies to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.

_____

4. Diagnostic assessment report provide recommendations that vary to account for individual differences in culture/language, disability, or any other relevant aspect of diversity.

_____

5. Candidate possesses adequate knowledge of issues of assessment, consultation and intervention related to populations of various diverse backgrounds.

_____

6. 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.

1. Candidate has an understanding of schools and other settings as systems.

_____

2. Candidate has participated in a school based committee designed to enact a system change.

_____

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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.

1. Candidate is familiar with prevention and risk-reduction programs and activities.

2. 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 community to promote and provide comprehensive services to children and families.

1. Academic case study report demonstrates effective use of home/school collaboration.

2. Behavioral case study report demonstrates effective use of home/school collaboration.

3. Candidate effectively communicates with parents/caregivers using appropriate language.

4. 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.

1. Candidate appropriately selects and utilizes research to inform assessment, intervention and consultative activities.

2. Academic and behavioral case study reports present data within an appropriate single-case deign 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.

1. Candidate demonstrates active involvement in state or national association.

_____

2. Candidate demonstrates practice that is consistent with the code of ethics for national professional associations in School Psychology.

_____

3. 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.

1. Candidate utilizes, as evidence from portfolio products, technology relevant to assessment, reporting and dissemination activities.

_____

2. Candidate utilizes, as evidence from portfolio products, technology relevant to interaction with professionals, parents and children.

_____

Impact on student learning

1. Behavioral case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.

_____

2. 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.

_____

3. Behavioral case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.

_____

4. Academic case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.

_____

5. 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.

_____

6. Academic case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.

_____

7. Consultation case study report outcome data is presented and described using a single-case design valid for the type of intervention and data collected.

_____

8. 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.

_____

9. 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 field-based supervisor.

_____ This student has successfully completed the internship experience and is recommended for additional experiences and/or credentialing as appropriate. (must have ratings of 2 or above on all assessed areas)

_____ This student needs to contract for completion of additional experiences, noted above rated below 2, before the internship can be considered successfully completed.

_____ I have serious ethical and/or practice skill reservations regarding this student and would recommend that they repeat the internship.

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Candidate Signature		Date	
Supervisor Signature		Date	

_____ _____
Supervisor   Date   Intern   Date

*Signature indicates that the supervisor's evaluation has been discussed between the supervisor and the student.

OSU School Psychology

Portfolio Evaluation Form

University Based Supervisor Assessment:

Please evaluate the candidate's performance in all areas, compared to others 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.

Unacceptable (0.000 pt)	Approaching (1.000 pt)	Target (2.000 pts)	Exemplary (3.000 pts)
The candidate has not demonstrated the characteristic /disposition or ability to perform the task when provided with experience and supervision is in need of more intense direct supervised assistance and additional planned activities.	The candidate 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 candidate 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 candidate has demonstrated strong skill or characteristic /disposition development and can independently perform the task with no supervision.

Behavioral Case Study				
Behavioral Case Study Report -- A behavioral case study report (utilizing functional behavioral assessment methods) that links assessment data to Recommendation which resulted in treatment/intervention data demonstrating an effective outcome.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Behavioral Case Study Report -- Demonstrates knowledge of empirically validated behavioral intervention strategies.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Behavioral Case Study Report -- Demonstrates an examination of Functional Variables associated with the target behavior (FBA data was collected).	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Behavioral Case Study Report -- demonstrates effective use of data to support skill development and goal selection.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Behavioral Case Study Report -- Demonstrates effective use of home /school collaboration.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Impact on Student Learning -- Behavioral case study report outcome data is presented and described using a single- case design valid for the type of intervention and data collected.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Impact on Student Learning -- 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.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Impact on Student Learning -- Behavioral case study results are evaluated as effective by consumers' examination of goal attainment through the use of goal attainment assessments.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**

Academic Case Study				
Academic Case Study Report -- Links assessment data to recommendation which resulted in treatment /intervention data demonstrating an effective outcome	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Academic Case Study Report -- Demonstrates knowledge of empirically validated academic intervention strategies.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Academic Case Study Report -- Demonstrates effective use of data to support skill development and goal selection.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Academic Case Study Report -- Demonstrates effective use of home/school collaboration.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Academic Case Study Report -- Candidate appropriately selects and utilizes research to inform assessment, intervention, and consultative activities.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Impact on Student Learning -- Academic case study report outcome data is presented and described using a single- case design valid for the type of intervention and data collected.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Impact on Student Learning -- 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.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Impact on Student Learning -- Academic case study results are evaluated as effective by consumers examination of goal attainment through the use of goal attainment assessments.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**

Diagnostic Assessment Report				
Diagnostic Assessment Report -- Links assessment data to recommendation which resulted in treatment/intervention data demonstrating an effective outcome.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Diagnostic Assessment Report -- Demonstrates that assessment approach varies to account for individual differences in culture/language disability, or any other relevant aspect of diversity.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Diagnostic Assessment Report -- Provides recommendation that vary to account for individual differences in culture/language disability, or any other relevant aspect of diversity.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Diagnostic Assessment Report -- Candidate possesses adequate knowledge of issues of assessment, consultation, and intervention related to populations of various diverse backgrounds.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Diagnostic Assessment Report -- Candidate has experience with and works effectively with various diverse populations.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Consultation Case Study Report -- Includes assessment results, hypothesis statement goals, strategies, and outcomes.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Consultation Case Study Report -- Candidate utilizes, as evidence from portfolio products, technology relevant to interaction with professionals, parents, and children.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Impact on Student Learning -- Consultation case study report outcome data is presented and described using a single- case design valid for the type of intervention and data collected.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**

Impact on Student Learning -- Consultation case study report results are described based upon an appropriate interpretation method (e.g. effect size statistics, visual analysis description) which provides a defensible demonstration of effectiveness.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Impact on Student Learning -- Consultation case study results are evaluated as effective by consumers' examination of goal attainment through the use of goal attainment assessments.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Academic and Behavioral Case Study Reports present data within an appropriate single-case design to allow for conclusions about the effectiveness of the intervention.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Behavioral and Academic Case Study Reports and Diagnostic Assessment Report -- Candidate demonstrates practice that is consistent with the code of ethics for national professional associations in School Psychology.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Behavioral and Academic Case Study Reports and Diagnostic Assessment Report -- Candidate utilizes, as evidence from portfolio products, technology relevant to assessment, reporting, and dissemination activities.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Specialty Area				
Candidate has developed a specialty area approved by his/her advisor that is consistent with the research and/or practice of school psychology.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**
Candidate has completed or is on target for completing all components of the approved specialty area.	**Unacceptable**	**Approaching**	**Target**	**Exemplary**

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 tasks completed in Area #2, #3 and #4
*An overall average score of 3 or above in each area, with no 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

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

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? (Check one). MS_____ EdS_____

Briefly describe below 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
OSU SCHOOL PSYCHOLOGY PROGRAM

DOCTORAL COMPREHENSIVE EXAM EVALUATION FORM

Content Area	Unacceptable (0 points)	Approaching (1 point)	Target (2 points)	Exemplary (3 points)
Professional Practice				
Assessment (for all diagnosis and intervention)				
Assessment strategies/ data analysis				
Problem identification/ diagnosis				
Consultation				
Instructional/ academic				
Goals & evaluation plan				
Intervention selection & integrity				
Behavioral/ social/ emotional				
Goals & evaluation plan				
Intervention selection & integrity				
Content Area	**Unacceptable (0 points)**	**Approaching (1 point)**	**Target (2 points)**	**Exemplary (3 points)**
Direct Intervention/ Therapy				
Treatment goals & evaluation				
Evidence-based intervention selection & integrity				
Psychological & Educational Foundations				
Social/diversity				
Biological				
Cognitive/Learning				
Affective				
Development/Individual differences				

Education service delivery				
Professional Standards				
Ethical decision making				
Child Based Learner Success Model				
Professional level writing (organization, mechanics & clarity)				