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UNIVERSITY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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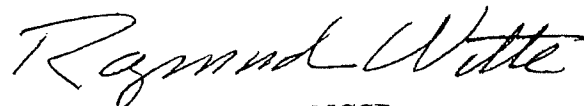
August 5, 2009

Antoinette Miranda, Ph.D.
105 West 17th Avenue
AES Building A438
Columbus, Ohio 43210

Dear Dr. Miranda:

I am submitting this letter in support of The Ohio State University School Psychology Program's request to provide to their students the Education Specialist (Ed.S) degree. This level of training is connected to the expected terminal degree for school psychologists working in the schools. The Ohio State University will be able to offer a degree program specifically designed for practitioners who are dedicated to serving the needs of children in today's classrooms.

Respectfully,



Raymond Witte, Ph.D. NCSP
Associate Professor
School Psychology Program Coordinator



THE UNIVERSITY OF
TOLEDO
1872

College of Health Science
and Human Service
Department of Counselor Education
and School Psychology

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February 8, 2008

Antoinette Miranda, Ph.D.
305 West 17th Avenue
PAES Building A438
Columbus, Ohio 43210

Dear Dr. Miranda:

I am pleased to send you this letter endorsing The Ohio State University School Psychology Program's request to be able to award their graduates the Education Specialist (Ed.S.) degree. Given that almost all of the other eight school psychology training programs in Ohio award this degree to their students, the OSU program will be consistent in terms of its terminal degree awarded. Furthermore, by awarding the Ed.S. degree, your students will receive the degree that best matches the coursework and field experiences completed.

Respectfully,

A handwritten signature in black ink that reads "Wendy S. Cochran". The signature is written in a cursive, flowing style.

Wendy S. Cochran, Ph.D., NCSP
Assistant Professor & Coordinator, School Psychology Program



College of Education, Criminal Justice,
and Human Services
School of Human Services
School Psychology Program
University of Cincinnati
Cincinnati, OH 45221-0068

January 29, 2008

Antoinette Miranda, PhD
School Psychology Program
305 West 17th Avenue
PAES Building A438
Columbus OH 43210

Dear Dr. Miranda:

On behalf of the School Psychology Program Faculty at the University of Cincinnati (UC), we are pleased to offer our unanimous support for your proposal for the Ohio State University's (OSU) School Psychology Program to offer the Educational Specialist (EdS) degree as the culminating degree for Program graduates. The EdS degree is consistent with national standards for approval and accreditation, and is the most typical degree granted nationally. Further, most other Ohio school psychology programs, including our program at UC, offer the EdS, so this proposal would bring OSU in line with other programs in Ohio as well as the national standard. As noted in your proposal, the OSU School Psychology Program already trains individuals at a level consistent with the EdS degree. Finally, becoming consistent with the EdS degree will allow your Program graduates to be competitive with other Ohio graduates earning similar degrees for the same level of preparation.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Graden', written in a cursive style.

Janet L. Graden, PhD
Program Coordinator
School Director
University of Cincinnati

Revised version with changes and updates in the course sections.

A Proposal for
the Ed.S. degree
in the School Psychology Program
School of PAES

Contents

Executive Summary

Overview of the School Psychology Program

Academic Quality

Resources from the School of PAES

Ohio State University's Library System

Goals of The Ohio State University School Psychology Program

Current Courses Required for M.A. in School Psychology

Capstone experience for the M.A. Degree in School Psychology

M.A. and Ed.S. Proposed Required Coursework

Proposed Courses Required for M.A. in School Psychology

Capstone Experience for the M.A. Degree in School Psychology

Proposed courses required for Ed.S. in School Psychology

Capstone Experience for the Educational Specialist Degree in SP

Intern Experience Profile and Field Experience

Need for Additional Facilities and Staff along with plan to meet this need

Standards and guidelines for Professional Accreditation

Admission Criteria

Evidence of Need for the New Degree Program

Access and Retention of Underrepresented Groups

Statewide Alternatives

External Support

Appendices

Appendix A-Syllabi

Appendix B-Intern Competency Checklist

Appendix C-External Support Letters

EXECUTIVE SUMMARY

The purpose of this proposal is to continue to offer a Masters of Arts (MA) Degree in School Psychology as well as provide the availability of an Educational Specialist Degree (Ed.S.) upon completion of the school psychology program at The Ohio State University (OSU).

The curriculum in School Psychology at The Ohio State University currently conforms to the standards of the Ohio Department of Education for School Psychology licensure, as well as the approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE). These standards all specify a minimum of 90 hours (quarter) of post-baccalaureate work for entry into the profession of School Psychology.

Specifically, the School Psychology Program at The Ohio State University requires students to complete 90 quarter hours prior to the Master's degree plus nine hours post masters during the internship year for a total of 99 quarter hours.

Currently, the College of Education and Human Ecology does not offer the Educational Specialist Degree. As OSU requires 45 quarter hours for the Masters of Arts Degree, the students in school psychology earn credit hours well beyond the MA degree. By adding the Educational Specialist Degree, students would be awarded the appropriate degree for required quarter hours completed, length of program and fulfillment of national standards. For these reasons, approval is requested for adding the Educational Specialist Degree and conferring both the Masters of Arts Degree as well as an Educational Specialist Degree in School Psychology.

Overview of the School Psychology Program

I. Academic Quality

The School Psychology Program is housed administratively within the School of Physical Activity and Educational Services (School of PAES; all courses identified by PAES). The school has 4 sections, 10 graduate majors, and 4 undergraduate majors. The school includes 39 full-time tenure track faculty (7 full professors, 23 associate professors, 9 assistant professors), and 5 visiting professors. The School Psychology Program is housed in the section, Counselor Education and School Psychology within the School of PAES. The section is staffed by eight full time faculty members, of which three have the discipline of School Psychology.

The School Psychology Program at the Ohio State University is a full-time program that is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) in association with the National Association of School Psychologists (NASP). The Program is also accredited by the Ohio Department of Education. The program has been fully approved by NASP since 1991. The program also holds membership on the Ohio Inter-University Council of School Psychology Trainers.

In Spring, 2007, the School of PAES moved into a new building that was designed specifically for the needs of the faculty. The PAES building features research spaces and recreational spaces for student and faculty use. Counselor Education and School Psychology are housed on the same floor and share clinic space that was designed for academic use as well as the development of a clinic that meets the needs of the programs.

The School of PAES Office of Student and Alumni Services provide a number of services to students that benefit them academically and professionally. There is also a state of the art computer laboratory for student use.

The Counselor Education and School Psychology Program maintain an assessment lab that has an extensive collection of educational tests and their protocols. The new clinic facilities provide an exceptional opportunity to extend and expand opportunities offered in their classes. The School Psychology Program has enjoyed a long history of collaboration with well over 10 local Central Ohio School Districts. The School Psychology Faculty meet with practicum and internship supervisors in a group format twice a year. It is during this time that the goals of the program, feedback on field-based experiences, and future directions are discussed. They have provided invaluable field-based experiences, practicum experiences, and internship experiences. The School Psychology Program works closely with School Psychologists of Central Ohio, Central Ohio Special Education Regional Resource Center, and the Ohio School Psychology Association.

The Ohio State University's Library System

The Education and Human Ecology Library (Sullivant Library) offers essential library services to assist faculty and students in advanced research and learning initiatives. The EHE library offers several quiet study spaces for individuals and groups working on collaborative projects. If working in a group, students are permitted to use presentation practice rooms where students can rehearse presentations using readily available equipment and software. In addition to offering work spaces to accommodate several students simultaneously, the library maintains a number of computer stations which are able to accommodate small groups and are ALL equipped with more than 30 software programs. Individual spaces also features Laptop Bars ready to accommodate laptops with wireless access. Additionally, the library provides students with an opportunity to borrow laptops for in-library use.

Goals of The Ohio State University School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels. The specific framework used as the overarching philosophy to the program is the ecological model that focuses on the multiple systems in which children exist. This perspective recognizes the complex interaction of person variables within and across multiple systems.

While students are trained in school psychology practice through a specific framework, they are also exposed to numerous psychological theories (i.e. behavioral, cognitive, socio-cultural, humanistic, social learning) that offer a balance between a shared mission and a more comprehensive approach to training.

The OSU school psychology faculty shares a common goal of training school psychology students to meet the needs of children in urban settings with a focus on early intervention. This specialty focus, although integrated heavily throughout coursework, is actually an added area of training that all students in the school psychology program receive. The OSU program is committed to preparing school psychologists to work in not only suburban and rural areas but to also acquire a better understanding of the psychological and educational dynamics related to stressors in urban settings.

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.

Master of Arts in School Psychology

Students must complete 90 quarter hours, including 9 hours in supervised internship experience. After completion of a program of courses approved for the degree and the awarding of the MA, candidates are assigned to a supervised experience (internship) in a school district approved by the program and the Ohio Department of Education. The supervised experience involves an academic year of service under the aegis of a licensed school psychologist.

Registration for OSU coursework as a part-time student is required for the supervised experience. The intern is classified as an employee of the school district and is remunerated for professional services during the supervised experience. The intern is supervised by a member of the University faculty as well as the field supervisor.

Current Courses Required for MA in School Psychology

The following is a list of current courses which are required for the completion of a Master's of Arts degree in School Psychology.

Core School Psychology Courses			
Course #	Class Name	Quarter Offered	Credit Hours
PAES 728	Cultural Diversity	A	3
PAES 729	Urban Issues in Education	A	3
PAES 856	Roles and Functions of School Psychologists	A	3
PAES 879	Biological Bases Course	A	3
PAES 857	Cognitive Assessment I	W	3
PAES 858	Cognitive Assessment II	S	3
PAES 859	Academic Assessment	S	3
PAES 860	Linking Academic Assessment to Intervention	A	3
PAES 877	Mental Health in the Schools I		3
PAES 878	Mental Health in the Schools II		3
PAES 776	Counseling Children		3
PAES 882	Consultation I; Theories and Processes	W	3
PAES 883	Consultation II: Implementing Behavioral Interventions	S	3
PAES 897	Early Intervention	W	3
Ed P & L 786	Intro to Quantitative Methods	A	3
Ag Ed 885 Or ED P&L 785	Research Methods	Su	3
PAES 893.63	Adv Study in School Psych	A, W, S	9
PAES 884.63	Second-Year Practicum	A, W, S	10
Ed P & L 846	Education Administration	A	3
ED P & L 880 or 901	Learning Course	W	3
Ed T & L 670	Remedial and Clinical Reading Instruction	Su	3
Psych 832	Sociomoral Development	A, S	3
Psych 835 Or Ed T & L 821	Child Development	W	3
PAES 650	Intro to Exceptional Children	A	3
PAES 742	Applied Behavioral Analysis for Teachers	S	3
PAES 750	Teaching Social Behavior to Children with Disabilities	W	3
PAES 992	Internship	A, W, S	9
	Total Hours		100

Current Capstone Experience for the Masters of Arts Degree in School Psychology

Each student completing the Master of Arts in School Psychology must complete an intervention/research project. Students must conduct a literature review related to their topic and design an intervention or research project based on the review. The intervention/research project must be implemented no later than Spring quarter of the second year of study and be implemented at least 6 weeks. A formal presentation of the results in a poster presentation forum is presented to the School Psychology faculty and student body the 7th week of Spring quarter. The advisor is responsible for approval of the literature review while the faculty evaluate the quality of the presentation, the intervention/research project, and the evaluation plan.

M.A. and Ed.S. Proposed Required Coursework

The required courses for students in the School Psychology Program would not be altered. Rather, it is being proposed that the students complete 45 quarter hours and at this point in the program they would receive their Masters of Arts Degree. The proposed coursework for the Master’s degree is listed below.

Proposed Courses Required for M.A. in School Psychology

PAES 728	Cultural Diversity	A	3
PAES 856	Roles and Functions of School Psychologists	A	3
PAES 857	Cognitive Assessment I	W	3
PAES 858	Cognitive Assessment II	S	3
PAES 859	Academic Assessment	S	3
PAES 877	Mental Health in the Schools I		3
PAES 878	Mental Health in the Schools II		3
PAES 776	Counseling Children		3
PAES 882	Consultation I; Theories and Processes	W	3
PAES 883	Consultation II: Implementing Behavioral Interventions	S	3
Ed P & L 786	Intro to Quantitative Methods	A	3

Ag Ed 885	Research Methods	Su	3
Ed P & L 846	Education Administration	A	3
PAES 650	Intro to Exceptional Children	A	3
PAES 742	Applied Behavioral Analysis for Teachers	S	3
	Total Hours		45

Capstone Experience for the Master's of Arts Degree in School Psychology

Each student completing the Master of Arts in School Psychology must successfully complete a four hour comprehensive written examination prior to obtaining the Master's degree. The examination will consist of several questions pertaining to focused areas (e.g. assessment, consultation/intervention, mental health, professionalism).

Proposed Courses Required for Ed.S. in School Psychology

The remaining 55 hours would be applied to the Educational Specialist Degree. Proposed coursework for the Educational Specialist Degree is outlined below:

PAES 729	Urban Issues in Education	A	3
PAES 879	Biological Bases Course	A	3
PAES 860	Linking Academic Assessment to Intervention	A	3
PAES 897	Early Intervention	W	3
PAES 893.63	Adv Study in School Psych	A, W, S	9
PAES 884.63	Second-Year Practicum	A, W, S	10
ED P & L 880 or 901	Learning Course	W	3
Ed T & L 670	Remedial and Clinical Reading Instruction	Su	3
Psych 832	Sociomoral Development	A, S	3
Psych 835 Or Ed T & L 821	Child Development Child Development	W	3
PAES 750	Teaching Social Behavior to Children with Disabilities	W	3
PAES 992	Internship	A, W, S	9
	Total Hours		55

Connection between Master's and Ed.S. degree

It is expected that all students who enter the school psychology program will receive the master's degree after three quarters and then the Ed.S. degree at the completion of the internship. The Master's degree is necessary along the way because the students need, at minimum, the Master's degree to receive a temporary one year license to practice school psychology during their internship year. Students will not be able to practice school psychology with a 45 quarter hour Master's degree only as almost all jobs require you to graduate from a specialist level program (90 quarter hours). They will not be able to demonstrate that with a 45 quarter hour Master's degree. We have chosen the Ed.S. degree because it best represents what is required by our learned society which is for school psychology programs to be specialist level in order to obtain accreditation. In addition, school districts pay more if you have a master's degree +45 quarter hours. While our students have the equivalent of that, they cannot receive that step-up salary because they are graduating with a terminal masters. This change in degree will allow them to obtain the higher salary on most school districts' pay scales. At this time, 7 of the 9 school psychology programs in the state of Ohio confer the Ed.S. degree to their students. Increasingly, students applying to our program are asking if we offer the Ed.S. degree. We believe it is important to offer the Ed.S. degree if we want to continue to be competitive with other school psychology programs.

Course Syllabi have been included for all subject areas (Appendix A)

Capstone Experience for the Educational Specialist Degree in School Psychology

Students must sign up for PAES 992 Internship all three quarters of their third year. The Capstone Experience will be a part of the final evaluation in the PAES 992 internship course Spring Quarter. Each student completing the Educational Specialist Degree in School

Psychology must successfully complete an intervention project. Students must conduct a literature review related to their topic and design an intervention project based on the review. The intervention project must be implemented no later than Spring quarter of their internship year and be implemented at least 6 weeks. It is expected that the intervention projects will be completed at their internship site. A formal presentation of the results in a poster presentation forum will be presented to the School Psychology faculty and student body the 7th week of Spring quarter. The advisor is responsible for approval of the literature review while the faculty evaluate the quality of the presentation, the intervention project, and the evaluation plan.

Field-based experiences, Practicum, and Intern Experience Profile

Practica experiences will be provided for the students during their two years of study and prior to being admitted to internship in their third year. Field-based work occurs in the first year and is part of several courses they take (PAES 856 and PAES 883). In the second year, students are required to complete 300 clock hours of practica work under the direct supervision of university faculty and a collaborating field-based school psychologist within a local school district (See Appendix A PAES 884.63 for specifics relating to practica experiences).

After successfully completing two years of course work, the students are advanced to a 10 month, 1200 clock hour internship and take course credit for the internship (PAES 992). The Intern Competency Checklist (See Appendix B) sets forth several areas of competence to which the intern school psychologist must accomplish during the internship year. The major skill areas which are the foundation of the OSU School Psychology Training Program are addressed and competence must be established in each skill area. After the successful completion of the 1200 hour internship and the culminating intervention project, students will be awarded the Ed.S. degree.

Faculty Available for the New Degree and Their Adequacy

Primary faculty and advisors for the school psychology are Antoinette Miranda, Laurice Joseph, and Kisha Haye. There is currently a faculty search underway for a fourth faculty. Dr. Antoinette Miranda's background includes 5 years as a practicing school psychologist and 19 years of university employment as a faculty member in the School Psychology Program at OSU. Dr. Laurice Joseph's background includes 6 years as a practicing school psychologist, 2 years at a Comprehensive University in a Teacher Education program and the past 8 years as a faculty member in the school psychology program at OSU. Dr. Kisha Haye's background consists of 2 years of school psychology experience in the schools, 2 years of clinical experience working with children, families, and schools, and 1 semester as an adjunct professor in a school psychology program. She is in her first year as a tenure track professor in the school psychology program at OSU. Dr. Miranda is a licensed school psychologist with the Ohio Department of Education, a Nationally Certified School Psychologist, and a licensed school psychologist with the Ohio Board of Psychology. Dr. Joseph is licensed by the Ohio Department of Education. Dr. Haye is pursuing licensure as a psychologist with the Ohio Board of Psychology. Dr. Miranda currently serves as the coordinator of the School Psychology Program. Each faculty member teaches within the core school psychology curriculum and has supervised practica and intern school psychologists.

In addition to the primary faculty, there are several supporting graduate faculty members from the graduate programs of Special Education, Educational Psychology, Educational Administration, and Teaching and Learning who teach courses in the school psychology program of study.

Need for Additional Facilities and Staff Along with Plans for Meeting this Need

As the school psychology program currently conforms to and exceeds the standards for an Educational Specialist degree as set forth by the Ohio Department of Education for School

Psychology licensure, as well as approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE), no additional facilities or staff will be needed.

Standards and Guidelines for Professional Accreditation

The curriculum in School Psychology at The Ohio State University currently conforms to the standards of the Ohio Department of Education for School Psychology licensure, as well as the approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE). These standards all specify a minimum of 90 quarter hours. The program has had NASP approval since 1991.

Admission Criteria

As the School Psychology program is already established, the admission criteria have been developed and implemented. This admission criteria will remain unchanged. The requirements are as follows: Minimum undergraduate GPA of 3.0, Minimum score of 500 on the verbal and 500 on the quantitative sections of the GRE, 3 letters of recommendation, letter of intent, and an interview with program faculty.

2. Evidence of Need for the New Degree Program

In the State of Ohio, annually 100 intern school psychologists need to graduate from the nine universities that offer school psychology programs in order to meet the continued needs of Ohio School Districts. The OSU School Psychology program has had 100% employment for their graduated students over the past 20 years. It is expected, based on the need for school psychologists in the state of Ohio, that this employment rate will continue. In 2007, most school districts have a pay scale that includes a scale for Master's +30. While technically, our students

graduate with a master's +30 (or 90 quarter hours), which is equivalent to an Ed.S., they do not receive the pay on this scale because almost 100% of school districts will only acknowledge the Masters degree, which is the terminal degree they receive. Currently, the OSU school psychology program is one of two of the nine institutions that does not offer the Ed.S. degree.

3. Access and Retention of Underrepresented Groups

Prospective Enrollment

The School Psychology program has consistently maintained the required number of students as set forth by the Inter University Council of School Psychologists, the Ohio Department of Education, and the National Association of School Psychologists which is the admission of 10-12 students per academic year. Currently the annual number of applicants to the school psychology program far exceeds (65-80) the number of students admitted to the program. We anticipate that this established trend will continue in the future.

Demographic characteristics of students

Year	White	African-American	Latina/o	Native American	International	Male	Female
1 st year	9	2	0	0	0	3	8
2 nd year	15	1	1	0	0	3	13
interns	7	1	0	0	0	2	6
2007 grads	13	3	1	0	0	4	9
2006 grads	8	2	0	0	1	1	7
2005 grads	14	1	1	0	0	1	13
2004 grads	9	2	1	0	0	3	9
2003 grads	7	0	2	0	1	1	9

The school psychology program in the past five years has been successful at recruiting and retaining students from underrepresented groups. In the past five graduating classes, 25% of the

students who have graduated have been from minority backgrounds. The percentage of minority students the school psychology program has graduated far exceeds the national average for minority school psychologists in the profession which averages about 10%. The College of Education and Human Ecology are committed to recruiting and retaining students from minority backgrounds and have a diversity plan that has the recruitment and retention of minority students as one of its goals.

The School of PAES has also had a commitment to recruiting and retaining students from underrepresented groups. Below is a breakdown by ethnic groups with respect to admission into the school of PAES

PAES TOTAL

		ETHNIC GROUP							
		White/Non-Hispanic		All Minority Students		International Students		None Listed	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
YEAR	1998	192	84.96%	12	5.31%	18	7.96%	4	1.77%
	1999	188	74.60%	32	12.70%	31	12.30%	1	0.40%
	2000	179	79.20%	20	8.85%	23	10.18%	4	1.77%
	2001	166	71.55%	28	12.07%	34	14.66%	4	1.72%
	2002	174	72.50%	31	12.92%	25	10.42%	10	4.17%
	2003	207	79.31%	30	11.49%	21	8.05%	3	1.15%
	2004	163	78.74%	25	12.08%	17	8.21%	2	0.97%
	2005	172	74.78%	29	12.61%	25	10.87%	4	1.74%
2006	164	70.09%	36	15.38%	28	11.97%	6	2.56%	

4. Statewide Alternatives

There are currently nine universities within the state of Ohio that have school psychology programs: Bowling Green State University, University of Cincinnati, Cleveland State University, Kent State, John Carroll, Miami University, Ohio State University, Toledo University, and the University of Dayton. The curriculum is essentially the same at all universities. This is because

the curricula conform to the standards of the Ohio Department of Education for school psychology licensure, as well as approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE). These standards all specify a minimum of 90 quarter hours of post-baccalaureate work for entry into the profession of School Psychology. Of these universities, seven currently offer educational specialist degrees (Kent State, Miami University, University of Toledo, Bowling Green State University, University of Cincinnati, Cleveland State University, and the University of Dayton). John Carroll University chose to remain at a Master of Education degree level program. The Ohio State University Program is the only school psychology program in Central Ohio. The next closest program is 75 miles away. The program supplies most of Central Ohio with their school psychologists. In the past, the awarding of the Masters degree was not a major issue. However, pay differences and prospective students inquiring about wanting to enter a graduate school psychology program that offers the Ed.S. degree has started to make a difference for students in the program. So in order to be competitive, the awarding of the Ed.S. degree becomes crucial. The nine school psychology institutions belong to the Inter-University Council of School Psychology Trainers of Ohio. This organization meets three times a year and work collaboratively for the field of school psychology in the state of Ohio. In addition, they have a strong working relationship with the Ohio Department of Education and the Ohio School Psychology Association.

The Central Administration of the College of Education and Human Ecology are supportive of adding the Ed.S. degree.

As the school psychology program currently conforms and exceeds the standards for an Educational Specialist degree as set forth by the Ohio Department of Education for School

Psychology licensure, as well as approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE), no additional costs associated with the program are required beyond what is already being maintained by The Ohio State University.

6. External Support

The following external organizations have fully supported the efforts of OSU's attempt to create an Educational Specialist Degree for the school psychology program; National Association of School Psychologists, The Ohio Inter-University Council of School Psychology Trainers, and the universities currently offering educational specialist degrees; Kent State, Miami University, University of Toledo, Bowling Green State University, University of Cincinnati, Cleveland State University, and the University of Dayton. (see Appendix D for External Support letters)

From: [Elliot Slotnick](#)
To: [Dena Myers](#)
Subject: FW: School Psychology EdS
Date: Tuesday, April 28, 2009 2:16:29 PM
Attachments: [ed.s degree.doc](#)
[intern evaluation form.doc](#)
[letters of support.pdf](#)

From: Sandra Stroot [mailto:ssstroot@ehe.osu.edu]
Sent: Sunday, April 26, 2009 9:41 AM
To: Elliot Slotnick
Subject: FW: School Psychology EdS

Hi Elliot

Here is a clean copy of the School Psychology Ed.S. degree...two questions. . . Antoinette had three more letters of support, but lost them when they lost the archived inbox messages . . . do you have copies form the last submission, or should she request new copies. Also, do you need an electronic copy of all of the syllabi as well? There are about 20 of them ☺

I am waiting for the fiscal analysis of the Ed.D. program but should be able to get that up soon as well. If you are around next week, I want to touch base. I too talked with Tom Bordenkircher . . . evidently he is the new person at BOR who will be reviewing programs. He promised a quick review for us ☺ We'll talk.

SS

Sandra A. Stroot, Senior Associate Dean
College of Education and Human Ecology
The Ohio State University
172 Arps Hall
1945 North High Street
Columbus, OH 43210
(614) 292-1414
(614) 292-2777 (FAX)

From: Antoinette Miranda
Sent: Tuesday, April 21, 2009 6:23 PM
To: Sandra Stroot
Subject: RE: School Psychology EdS

Sandy,

I am submitting a "clean" proposal addressing all the issues outlined in Dr. Slotnick's email. Most of them dealt with clarification of the master's and ed.s. degree. I have attached two of the three appendices. Please clarify whether they need the syllabi. It is in a folder but I don't know how to

attach the whole folder...otherwise I will be attaching separate syllabi of which there are about 20. I had letter of support from all of the programs but three were send via e-mail. When I changed over my email system it seems that all archived inbox messages were deleted or lost. So I have lost the letters because I did not download them

Any questions please let me know.

Antoinette

Antoinette Miranda, Ph.D.
Associate Professor
The Ohio State University
School Psychology Program
305 W. 17th Ave.
PAES 348
614-292-5909

From: Sandra Stroot
Sent: Monday, April 13, 2009 1:42 PM
To: Antoinette Miranda
Subject: RE: School Psychology EdS

Hi again Antoinette

Let me know if I can help in any way with this proposal – the sooner we get it in, the greater our chances of approving by fall.

SS

Sandra A. Stroot, Senoir Associate Dean
College of Education and Human Ecology
The Ohio State University
172 Arps Hall
1945 North High Street
Columbus, OH 43210
(614) 292-1414
(614) 292-2777 (FAX)

From: Antoinette Miranda
Sent: Thursday, March 26, 2009 10:58 AM
To: Sandra Stroot
Subject: RE: School Psychology EdS

Sandy,

These can easily me fixed. The biggest reason for the masters is that they go on internship and secure a temporary certificate which has always required a master's degree. Every school psych program in the state awards the Ed.S. AFTER they complete internship. So if we did away with the master's degree we would have to award the Ed.S. before internship.

Antoinette

From: Sandra Stroot
Sent: Thursday, March 26, 2009 8:21 AM
To: Antoinette Miranda
Subject: FW: School Psychology EdS

Hi Antoinette --- I've not yet read these in detail, but thought I would send ASAP ... I'm around next week if you want to meet.

SS

From: Elliot Slotnick [mailto:slotnick.1@gradsch.ohio-state.edu]
Sent: Wednesday, March 25, 2009 1:59 PM
To: Sandra Stroot
Cc: Dena Myers
Subject: RE: School Psychology EdS

Dear Sandy,

The Curriculum Committee met yesterday and reviewed your Ed.D. proposal for the School Psychology area in PAES. While I'm happy to report that there was good support for the proposal "in principle," there were also a number of items in the proposal for which the Committee sought clarification or further elaboration. I'll list these areas below and the Committee looks forward to returning to the vetting of the proposal when you have had the opportunity to address these concerns.

In accomplishing these changes, the best approach would be to submit a new "clean" version of the proposal with the alterations folded into the draft. At the same time, it is often useful to include a cover letter with the revised submission that points out/documents the changes that have been made and serves as a roadmap, of sorts, for reviewing the revised submission.

Specifically, the areas that the Committee wishes to see addressed in the proposal, in no particular order, are as follows:

1. There are several references in the proposal to ancillary materials such as appendices. These were not part of your original submission and the Committee wishes to include them in its review. If the appendices and/or letters of support are available electronically, that would be the best way to send them to me.
2. Several questions raised by Committee members focused on the relationship between the existing Master's degree, the "new" Master's, and the Ed.D. Specifically, please clarify if the sequencing of the two degrees is meant to be completely "stepwise." That is, all Master's courses are completed first, that degree is conferred, and students (most? all?) then continue on for the Ed.D. Is this correct? Do you envision most/all students in the program getting both degrees?
3. Lurking behind the above question is the fundamental matter of why keep the Master's—particularly in a situation where, to do so, you are adding a comprehensive examination to a shortened program that didn't exist in the original degree offering. This seemed to some

as creating more oversight work for the faculty than they presently have with no really clear reason for doing so. Can a student “do something” with just the MA? Is it of any use in a setting where the full proposed Ed.D. curriculum is necessary for licensure purposes? Have you given consideration in this proposal to dropping the Master’s program presently authorized for School Psychology? Why or why not?

4. Please clarify the enrollment situation with regard to the capstone “Intervention” project. We could find no explicit enrollment requirement tied to a project that, clearly, will require the investment of faculty time and university resources. Committee members hypothesized, based on the timing of the capstone project, that enrollment was tied to the second year practicum offering. If that is the case, please clarify and/or make more explicit in the proposal. If that is not the case, please explain and indicate where/how enrollment occurs for the capstone work.
5. Finally, the Committee raised some hypothetical questions related to why you chose to propose what you have instead of what you “might” have proposed instead, Specifically, why not take the current Master’s curriculum, as you have, and seek a degree name change to a tagged Master’s—such as, the Master’s of School Psychology or MSP degree? Alternatively, why not propose a more specialized or tagged Ed. S. degree such as the Ed.D in School Psychology or Ed.D.SP?

I think the answer to these and other questions may lie in the realm of practicalities, such as the pay scales of school districts, the competitive marketplace with numerous other Ohio institutions, and future curriculum development plans in the College. But, whatever the reasons, the Committee does seek clarification on these points.

Again, Sandy, the Committee was quite supportive of the proposal in general, but had these lingering concerns around the proposal’s edges. I think that virtually all of these concerns can be answered relatively easily, and the result will be a tighter and clearer proposal. The Committee looks forward to returning to the processing of this proposal as soon as the concerns listed above are addressed in a revised submission. Please don’t hesitate to contact me with any questions or concerns as you respond to our review committee’s queries.

Best,
elliot

From: Sandra Stroot [mailto:ssstroot@ehe.osu.edu]
Sent: Tuesday, March 10, 2009 5:12 PM
To: Elliot Slotnick
Subject: School Psychology EdS

Hi Elliot

Here is the School Psyche proposal – working on the Interdisciplinary one. Let me know if you need anything else. This is my first degree submission☺

SS

Dr. Sandra A. Stroot, Senior Associate Dean
College of Education and Human Ecology
172 Arps Hall
1945 North High Street
Columbus, OH 43210
Phone: 614.292.1414

From: [Dena Myers](#)
To: myers.663@osu.edu
Subject: FW:
Date: Thursday, May 28, 2009 3:33:08 PM

From: Elliot Slotnick
Sent: Friday, May 15, 2009 2:24 PM
To: Sandy Stroot
Cc: Dena Myers; Susan Reeser; 'Antoinette Miranda'
Subject:

Dear Sandy,

This note is to let you know “formally” what, I think I’ve already conveyed over the telephone. That is, your proposal to establish an Education Specialist (Ed.S.) degree in School Psychology has been endorsed by the Curriculum Committee of the Graduate Council. Congratulations! The next stage in the approval process is approval by the full Graduate Council. The meeting scheduled for the Council for next week has been cancelled but we will be seeking full Council approval of this proposal electronically sometime next week. Once that approval has been secured, the proposal will be sent to Randy Smith for further processing by CAA.

Best,
elliot

**A Proposal for
the Ed.S. degree
in the School Psychology Program
School of PAES**

Contents

Executive Summary

Overview of the School Psychology Program

Academic Quality

Resources from the School of PAES

Ohio State University's Library System

Goals of The Ohio State University School Psychology Program

Current Courses Required for M.A. in School Psychology

Capstone experience for the M.A. Degree in School Psychology

M.A. and Ed.S. Proposed Required Coursework

Proposed Courses Required for M.A. in School Psychology

Capstone Experience for the M.A. Degree in School Psychology

Proposed courses required for Ed.S. in School Psychology

Capstone Experience for the Educational Specialist Degree in SP

Intern Experience Profile and Field Experience

Need for Additional Facilities and Staff along with plan to meet this need

Standards and guidelines for Professional Accreditation

Admission Criteria

Evidence of Need for the New Degree Program

Access and Retention of Underrepresented Groups

Statewide Alternatives

External Support

Appendices

Appendix A-Syllabi

Appendix B-Intern Competency Checklist

Appendix C-External Support Letters

EXECUTIVE SUMMARY

The purpose of this proposal is to continue to offer a Masters of Arts (MA) Degree in School Psychology as well as provide the availability of an Educational Specialist Degree (Ed.S.) upon completion of the school psychology program at The Ohio State University (OSU).

The curriculum in School Psychology at The Ohio State University currently conforms to the standards of the Ohio Department of Education for School Psychology licensure, as well as the approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE). These standards all specify a minimum of 90 hours (quarter) of post-baccalaureate work for entry into the profession of School Psychology.

Specifically, the School Psychology Program at The Ohio State University requires students to complete 90 quarter hours prior to the Master's degree plus nine hours post masters during the internship year for a total of 99 quarter hours.

Currently, the College of Education and Human Ecology does not offer the Educational Specialist Degree. As OSU requires 45 quarter hours for the Masters of Arts Degree, the students in school psychology earn credit hours well beyond the MA degree. By adding the Educational Specialist Degree, students would be awarded the appropriate degree for required quarter hours completed, length of program and fulfillment of national standards. For these reasons, approval is requested for adding the Educational Specialist Degree and conferring both the Masters of Arts Degree as well as an Educational Specialist Degree in School Psychology.

Overview of the School Psychology Program

I. Academic Quality

The School Psychology Program is housed administratively within the School of Physical Activity and Educational Services (School of PAES; all courses identified by PAES). The school has 4 sections, 10 graduate majors, and 4 undergraduate majors. The school includes 39 full-time tenure track faculty (7 full professors, 23 associate professors, 9 assistant professors), and 5 visiting professors. The School Psychology Program is housed in the section, Counselor Education and School Psychology within the School of PAES. The section is staffed by eight full time faculty members, of which three have the discipline of School Psychology.

The School Psychology Program at the Ohio State University is a full-time program that is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) in association with the National Association of School Psychologists (NASP). The Program is also accredited by the Ohio Department of Education. The program has been fully approved by NASP since 1991. The program also holds membership on the Ohio Inter-University Council of School Psychology Trainers.

In Spring, 2007, the School of PAES moved into a new building that was designed specifically for the needs of the faculty. The PAES building features research spaces and recreational spaces for student and faculty use. Counselor Education and School Psychology are housed on the same floor and share clinic space that was designed for academic use as well as the development of a clinic that meets the needs of the programs.

The School of PAES Office of Student and Alumni Services provide a number of services to students that benefit them academically and professionally. There is also a state of the art computer laboratory for student use.

The Counselor Education and School Psychology Program maintain an assessment lab that has an extensive collection of educational tests and their protocols. The new clinic facilities provide an exceptional opportunity to extend and expand opportunities offered in their classes. The School Psychology Program has enjoyed a long history of collaboration with well over 10 local Central Ohio School Districts. The School Psychology Faculty meet with practicum and internship supervisors in a group format twice a year. It is during this time that the goals of the program, feedback on field-based experiences, and future directions are discussed. They have provided invaluable field-based experiences, practicum experiences, and internship experiences. The School Psychology Program works closely with School Psychologists of Central Ohio, Central Ohio Special Education Regional Resource Center, and the Ohio School Psychology Association.

The Ohio State University's Library System

The Education and Human Ecology Library (Sullivant Library) offers essential library services to assist faculty and students in advanced research and learning initiatives. The EHE library offers several quiet study spaces for individuals and groups working on collaborative projects. If working in a group, students are permitted to use presentation practice rooms where students can rehearse presentations using readily available equipment and software. In addition to offering work spaces to accommodate several students simultaneously, the library maintains a number of computer stations

which are able to accommodate small groups and are ALL equipped with more than 30 software programs. Individual spaces also features Laptop Bars ready to accommodate laptops with wireless access. Additionally, the library provides students with an opportunity to borrow laptops for in-library use.

Goals of The Ohio State University School Psychology Program

The foundation for the school psychology program at The Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem solvers. The program has a commitment to diversity at the research, training, and service levels. The specific framework used as the overarching philosophy to the program is the ecological model that focuses on the multiple systems in which children exist. This perspective recognizes the complex interaction of person variables within and across multiple systems.

While students are trained in school psychology practice through a specific framework, they are also exposed to numerous psychological theories (i.e. behavioral, cognitive, socio-cultural, humanistic, social learning) that offer a balance between a shared mission and a more comprehensive approach to training.

The OSU school psychology faculty shares a common goal of training school psychology students to meet the needs of children in urban settings with a focus on early intervention. This specialty focus, although integrated heavily throughout coursework, is actually an added area of training that all students in the school psychology program receive. The OSU program is committed to preparing school psychologists to work in not

only suburban and rural areas but to also acquire a better understanding of the psychological and educational dynamics related to stressors in urban settings.

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.

Master of Arts in School Psychology

Students must complete 90 quarter hours, including 9 hours in supervised internship experience. After completion of a program of courses approved for the degree and the awarding of the MA, candidates are assigned to a supervised experience (internship) in a school district approved by the program and the Ohio Department of Education. The supervised experience involves an academic year of service under the aegis of a licensed school psychologist. Registration for OSU coursework as a part-time student is required for the supervised experience. The intern is classified as an employee of the school district and is remunerated for professional services during the supervised experience. The intern is supervised by a member of the University faculty as well as the field supervisor.

Current Courses Required for MA in School Psychology

The following is a list of current courses which are required for the completion of a Master's of Arts degree in School Psychology.

--

Core School Psychology Courses			
Course #	Class Name	Quarter Offered	Credit Hours
PAES 728	Cultural Diversity	A	3
PAES 729	Urban Issues in Education	A	3
PAES 856	Roles and Functions of School Psychologists	A	3
PAES 925	Biological Bases Course	A	3
PAES 857	Cognitive Assessment I	W	3
PAES 858	Cognitive Assessment II	S	3
PAES 859	Academic Assessment	S	3
PAES 860	Linking Academic Assessment to Intervention	A	3
PAES 877	Mental Health in the Schools I		3
PAES 878	Mental Health in the Schools II		3
PAES 776	Counseling Children		3
PAES 882	Consultation I; Theories and Processes	W	3
PAES 883	Consultation II: Implementing Behavioral Interventions	S	3
PAES 897	Early Intervention	W	3
Ed P & L 786	Intro to Quantitative Methods	A	3
Ag Ed 885 Or ED P&L 785	Research Methods	Su	3
PAES 893.63	Adv Study in School Psych	A, W, S	9
PAES 884.63	Second-Year Practicum	A, W, S	10
Ed P & L 846	Education Administration	A	3
ED P & L 880 or 901	Learning Course	W	3
Ed T & L 670	Remedial and Clinical Reading Instruction	Su	3
Ed P & L 925	Social Psychology	A, S	3
Psych 835 Or Ed T & L 821 Or HDFS 765	Child Development	W	3
PAES 650	Intro to Exceptional Children	A	3
PAES 742	Applied Behavioral Analysis for Teachers	S	3
PAES 750	Teaching Social Behavior to Children with Disabilities	W	3
PAES 992	Internship	A, W, S	9

	Total Hours		100
--	--------------------	--	------------

Current Capstone Experience for the Masters of Arts Degree in School Psychology

Each student completing the Master of Arts in School Psychology must complete an intervention/research project. Students must conduct a literature review related to their topic and design an intervention or research project based on the review. The intervention/research project must be implemented no later than Spring quarter of the second year of study and be implemented at least 6 weeks. A formal presentation of the results in a poster presentation forum is presented to the School Psychology faculty and student body the 7th week of Spring quarter. The advisor is responsible for approval of the literature review while the faculty evaluate the quality of the presentation, the intervention/research project, and the evaluation plan.

M.A. and Ed.S. Proposed Required Coursework

The required courses for students in the School Psychology Program would not be altered. Rather, it is being proposed that the students complete 45 quarter hours and at this point in the program they would receive their Masters of Arts Degree. The proposed coursework for the Master's degree is listed below.

Proposed Courses Required for M.A. in School Psychology

PAES 728	Cultural Diversity	A	3
PAES 856	Roles and Functions of School Psychologists	A	3
PAES 857	Cognitive Assessment I	W	3
PAES 858	Cognitive Assessment II	S	3
PAES 859	Academic Assessment	S	3
PAES 877	Mental Health in the Schools I		3
PAES 878	Mental Health in the Schools II		3
PAES 776	Counseling Children		3
PAES 882	Consultation I; Theories and Processes	W	3

PAES 883	Consultation II: Implementing Behavioral Interventions	S	3
Ed P & L 786	Intro to Quantitative Methods	A	3
Ag Ed 885	Research Methods	Su	3
Ed P & L 846	Education Administration	A	3
PAES 650	Intro to Exceptional Children	A	3
PAES 742	Applied Behavioral Analysis for Teachers	S	3
	Total Hours		45

Capstone Experience for the Master's of Arts Degree in School Psychology

Each student completing the Master of Arts in School Psychology must successfully complete a four hour comprehensive written examination prior to obtaining the Master's degree, The examination will consist of several questions pertaining to focused areas (e.g. assessment, consultation/intervention, mental health, professionalism).

Proposed Courses Required for Ed.S. in School Psychology

The remaining 55 hours would be applied to the Educational Specialist Degree. Proposed coursework for the Educational Specialist Degree is outlined below:

PAES 729	Urban Issues in Education	A	3
PAES 925	Biological Bases Course	A	3
PAES 860	Linking Academic Assessment to Intervention	A	3
PAES 897	Early Intervention	W	3
PAES 893.63	Adv Study in School Psych	A, W, S	9
PAES 884.63	Second-Year Practicum	A, W, S	10
ED P & L 880 or 901	Learning Course	W	3
Ed T & L 670	Remedial and Clinical Reading Instruction	Su	3
Ed P & L 925	Social Psychology	A, S	3
Psych 835 Or Ed T & L 821	Child Development Child Development	W	3
PAES 750	Teaching Social Behavior to Children with Disabilities	W	3
PAES 992	Internship	A, W, S	9

	Total Hours		55
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Connection between Master’s and Ed.S. degree

It is expected that all students who enter the school psychology program will receive the master’s degree after three quarters and then the Ed.S. degree at the completion of the internship. The Master’s degree is necessary along the way because the students need, at minimum, the Master’s degree to receive a temporary one year license to practice school psychology during their internship year. Students will not be able to practice school psychology with a 45 quarter hour Master’s degree only as almost all jobs require you to graduate from a specialist level program (90 quarter hours). They will not be able to demonstrate that with a 45 quarter hour Master’s degree. We have chosen the Ed.S. degree because it best represents what is required by our learned society which is for school psychology programs to be specialist level in order to obtain accreditation. In addition, school districts pay more if you have a master’s degree +45 quarter hours. While our students have the equivalent of that, they cannot receive that step-up salary because they are graduating with a terminal masters. This change in degree will allow them to obtain the higher salary on most school districts’ pay scales. At this time, 7 of the 9 school psychology programs in the state of Ohio confer the Ed.S. degree to their students. Increasingly, students applying to our program are asking if we offer the Ed.S. degree. We believe it is important to offer the Ed.S. degree if we want to continue to be competitive with other school psychology programs.

Course Syllabi have been included for all subject areas (Appendix A)

Capstone Experience for the Educational Specialist Degree in School Psychology

Students must sign up for PAES 992 Internship all three quarters of their third year. The Capstone Experience will be a part of the final evaluation in the PAES 992 internship course Spring Quarter. Each student completing the Educational Specialist Degree in School Psychology must successfully complete an intervention project. Students must conduct a literature review related to their topic and design an intervention project based on the review. The intervention project must be implemented no later than Spring quarter of their internship year and be implemented at least 6 weeks. It is expected that the intervention projects will be completed at their internship site. A formal presentation of the results in a poster presentation forum will be presented to the School Psychology faculty and student body the 7th week of Spring quarter. The advisor is responsible for approval of the literature review while the faculty evaluate the quality of the presentation, the intervention project, and the evaluation plan.

Field-based experiences, Practicum, and Intern Experience Profile

Practica experiences will be provided for the students during their two years of study and prior to being admitted to internship in their third year. Field-based work occurs in the first year and is part of several courses they take (PAES 856 and PAES 883). In the second year, students are required to complete 300 clock hours of practica work under the direct supervision of university faculty and a collaborating field-based school psychologist within a local school district (See Appendix A PAES 884.63 for specifics relating to practica experiences).

After successfully completing two years of course work, the students are advanced to a 10 month, 1200 clock hour internship and take course credit for the internship (PAES 992). The Intern Competency Checklist (See Appendix B) sets forth

several areas of competence to which the intern school psychologist must accomplish during the internship year. The major skill areas which are the foundation of the OSU School Psychology Training Program are addressed and competence must be established in each skill area. After the successful completion of the 1200 hour internship and the culminating intervention project, students will be awarded the Ed.S. degree.

Faculty Available for the New Degree and Their Adequacy

Primary faculty and advisors for the school psychology are Antoinette Miranda, Laurice Joseph, and Kisha Haye. There is currently a faculty search underway for a fourth faculty. Dr.

Antoinette Miranda's background includes 5 years as a practicing school psychologist and 19 years of university employment as a faculty member in the School Psychology Program at OSU.

Dr. Laurice Joseph's background includes 6 years as a practicing school psychologist, 2 years at a Comprehensive University in a Teacher Education program and the past 8 years as a faculty

member in the school psychology program at OSU. Dr. Kisha Haye's background consists of 2 years of school psychology experience in the schools, 2 years of clinical experience working with

children, families, and schools, and 1 semester as an adjunct professor in a school psychology program. She is in her first year as a tenure track professor in the school psychology program at

OSU. Dr. Miranda is a licensed school psychologist with the Ohio Department of

Education, a Nationally Certified School Psychologist, and a licensed school psychologist

with the Ohio Board of Psychology. Dr. Joseph is licensed by the Ohio Department of

Education. Dr. Haye is pursuing licensure as a psychologist with the Ohio Board of

Psychology. Dr. Miranda currently serves as the coordinator of the School Psychology

Program. Each faculty member teaches within the core school psychology curriculum

and has supervised practica and intern school psychologists.

In addition to the primary faculty, there are several supporting graduate faculty members from the graduate programs of Special Education, Educational Psychology, Educational Administration, and Teaching and Learning who teach courses in the school psychology program of study.

Need for Additional Facilities and Staff Along with Plans for Meeting this Need

As the school psychology program currently conforms to and exceeds the standards for an Educational Specialist degree as set forth by the Ohio Department of Education for School Psychology licensure, as well as approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE), no additional facilities or staff will be needed.

Standards and Guidelines for Professional Accreditation

The curriculum in School Psychology at The Ohio State University currently conforms to the standards of the Ohio Department of Education for School Psychology licensure, as well as the approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE). These standards all specify a minimum of 90 quarter hours. The program has had NASP approval since 1991.

Admission Criteria

As the School Psychology program is already established, the admission criteria have been developed and implemented. This admission criteria will remain unchanged. The requirements are as follows: Minimum undergraduate GPA of 3.0, Minimum score of

500 on the verbal and 500 on the quantitative sections of the GRE, 3 letters of recommendation, letter of intent, and an interview with program faculty.

2. Evidence of Need for the New Degree Program

In the State of Ohio, annually 100 intern school psychologists need to graduate from the nine universities that offer school psychology programs in order to meet the continued needs of Ohio School Districts. The OSU School Psychology program has had 100% employment for their graduated students over the past 20 years. It is expected, based on the need for school psychologists in the state of Ohio, that this employment rate will continue. In 2007, most school districts have a pay scale that includes a scale for Master's +30. While technically, our students graduate with a master's +30 (or 90 quarter hours), which is equivalent to an Ed.S., they do not receive the pay on this scale because almost 100% of school districts will only acknowledge the Masters degree, which is the terminal degree they receive. Currently, the OSU school psychology program is one of two of the nine institutions that does not offer the Ed.S. degree.

3. Access and Retention of Underrepresented Groups

Prospective Enrollment

The School Psychology program has consistently maintained the required number of students as set forth by the Inter University Council of School Psychologists, the Ohio Department of Education, and the National Association of School Psychologists which is the admission of 10-12 students per academic year. Currently the annual number of applicants to the school psychology program far exceeds (65-80) the number of students admitted to the program. We anticipate that this established trend will continue in the future.

Demographic characteristics of students

Year	White	African-American	Latina/o	Native American	International	Male	Female
1 st year	9	2	0	0	0	3	8
2 nd year	15	1	1	0	0	3	13
interns	7	1	0	0	0	2	6
2007 grads	13	3	1	0	0	4	9
2006 grads	8	2	0	0	1	1	7
2005 grads	14	1	1	0	0	1	13
2004 grads	9	2	1	0	0	3	9
2003 grads	7	0	2	0	1	1	9

The school psychology program in the past five years has been successful at recruiting and retaining students from underrepresented groups. In the past five graduating classes, 25% of the students who have graduated have been from minority backgrounds. The percentage of minority students the school psychology program has graduated far exceeds the national average for minority school psychologists in the profession which averages about 10%. The College of Education and Human Ecology are committed to recruiting and retaining students from minority backgrounds and have a diversity plan that has the recruitment and retention of minority students as one of its goals.

The School of PAES has also had a commitment to recruiting and retaining students from underrepresented groups. Below is a breakdown by ethnic groups with respect to admission into the school of PAES

PAES TOTAL

		ETHNIC GROUP							
		White/Non-Hispanic		All Minority Students		International Students		None Listed	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
YEAR	1998	192	84.96%	12	5.31%	18	7.96%	4	1.77%
	1999	188	74.60%	32	12.70%	31	12.30%	1	0.40%
	2000	179	79.20%	20	8.85%	23	10.18%	4	1.77%
	2001	166	71.55%	28	12.07%	34	14.66%	4	1.72%
	2002	174	72.50%	31	12.92%	25	10.42%	10	4.17%
	2003	207	79.31%	30	11.49%	21	8.05%	3	1.15%
	2004	163	78.74%	25	12.08%	17	8.21%	2	0.97%
	2005	172	74.78%	29	12.61%	25	10.87%	4	1.74%
	2006	164	70.09%	36	15.38%	28	11.97%	6	2.56%

4. Statewide Alternatives

There are currently nine universities within the state of Ohio that have school psychology programs: Bowling Green State University, University of Cincinnati, Cleveland State University, Kent State, John Carroll, Miami University, Ohio State University, Toledo University, and the University of Dayton. The curriculum is essentially the same at all universities. This is because the curricula conform to the standards of the Ohio Department of Education for school psychology licensure, as well as approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE). These standards all specify a minimum of 90 quarter hours of post-baccalaureate work for entry into the profession of School Psychology. Of these universities, seven currently offer educational specialist degrees (Kent State, Miami University, University of Toledo, Bowling Green State University, University of Cincinnati, Cleveland State University, and the University of Dayton). John Carroll University chose to remain at a Master of Education degree level program. The Ohio State University Program is the only school psychology program in Central Ohio. The

next closest program is 75 miles away. The program supplies most of Central Ohio with their school psychologists. In the past, the awarding of the Masters degree was not a major issue. However, pay differences and prospective students inquiring about wanting to enter a graduate school psychology program that offers the Ed.S. degree has started to make a difference for students in the program. So in order to be competitive, the awarding of the Ed.S. degree becomes crucial. The nine school psychology institutions belong to the Inter-University Council of School Psychology Trainers of Ohio. This organization meets three times a year and work collaboratively for the field of school psychology in the state of Ohio. In addition, they have a strong working relationship with the Ohio Department of Education and the Ohio School Psychology Association. The Central Administration of the College of Education and Human Ecology are supportive of adding the Ed.S. degree.

As the school psychology program currently conforms and exceeds the standards for an Educational Specialist degree as set forth by the Ohio Department of Education for School Psychology licensure, as well as approval and accreditation standards of the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE), no additional costs associated with the program are required beyond what is already being maintained by The Ohio State University.

6. External Support

The following external organizations have fully supported the efforts of OSU's attempt to create an Educational Specialist Degree for the school psychology program; National Association of School Psychologists, The Ohio Inter-University Council of

School Psychology Trainers, and the universities currently offering educational specialist degrees; Kent State, Miami University, University of Toledo, Bowling Green State University, University of Cincinnati, Cleveland State University, and the University of Dayton. (see Appendix D for External Support letters)

Intern Competencies/Evaluation

Intern _____

Supervisor _____

School District _____

Quarter _____

Please rate the intern's progress towards competency on the skills listed below according to the following scale:

0=No Opportunity 1=Insufficient 2= Fair 3= Adequate 4=Strong 5= Mastery

Data-based Decision Making and Accountability

Rating

Assessment Skills

- | | |
|--|-------------|
| 1. Establishes Rapport | 0 1 2 3 4 5 |
| 2. Selects Appropriate Assessment Measures | 0 1 2 3 4 5 |
| 3. Demonstrates Competency in Administering Cognitive Assessments | 0 1 2 3 4 5 |
| 4. Demonstrates Competency in Completing Behavioral Assessments | 0 1 2 3 4 5 |
| 5. Demonstrates Competency in Administering Curriculum Based Measurement Assessments | 0 1 2 3 4 5 |
| 6. Demonstrates Assessment as a Process of Testing, Observing, and Interviewing to Collect Data for the Purpose of Making Decisions about Students | 0 1 2 3 4 5 |
| 7. Scores and Interprets Results Accurately | 0 1 2 3 4 5 |
| 8. Writes Multifaceted Evaluation Reports Well | 0 1 2 3 4 5 |
| 9. Verbally Communicates Findings Clearly | 0 1 2 3 4 5 |
| 10. Understands Theoretical Constructs to Assessment Practices | 0 1 2 3 4 5 |
| 11. Understands Psychometric Properties | 0 1 2 3 4 5 |
| 12. Understands Legal and Ethical Practices Associated with Assessment | 0 1 2 3 4 5 |

0=No Opportunity 1=Insufficient 2= Fair 3= Adequate 4=Strong 5= Mastery

Case Conceptualization Skills

- 1. Uses an Ecological/Problem-Solving Model: 0 1 2 3 4 5
- 2. Conceptualizes Cases Comprehensively: 0 1 2 3 4 5
- 3. Bases Conceptualization on Data: 0 1 2 3 4 5
- 4. Considers Developmental Issues: 0 1 2 3 4 5
- 5. Demonstrates Accurate Diagnostic Assessment: 0 1 2 3 4 5
- 6. Connects to Intervention: 0 1 2 3 4 5

Use of Scientist-Practitioner Model

- 1. Uses Data-Based Decision Making on all Activities Concerning Cases: 0 1 2 3 4 5
- 2. Uses Evidence-Supported Interventions: 0 1 2 3 4 5
- 3. Uses Data to Monitor Progress: 0 1 2 3 4 5

Accountability

- 1. Able to identify environmental factors that affect student competence and/or academic progression: 0 1 2 3 4 5
- 2. Demonstrates how environmental factors and student characteristics interact to affect academic and behavioral outcomes: 0 1 2 3 4 5
- 3. Competent in responding to requests by school administrators to help in assessment practices designed to meet general public accountability responsibilities: 0 1 2 3 4 5

Supervisor/Supervise Initials _____

0=No Opportunity 1=Insufficient 2= Fair 3= Adequate 4=Strong 5= Mastery

Interpersonal Communication, Collaboration, and Consultation

Interpersonal Skills

- | | |
|---|-------------|
| 1. Interacts with other Professionals Respectfully: | 0 1 2 3 4 5 |
| 2. Works well on a Team: | 0 1 2 3 4 5 |
| 3. Communicates well with other Professionals: | 0 1 2 3 4 5 |
| 4. Provides Effective Inservice: | 0 1 2 3 4 5 |
| 5. Deals well with Ambiguity: | 0 1 2 3 4 5 |
| 6. Is Patient in Difficult Situations: | 0 1 2 3 4 5 |
| 7. Listens effectively: | 0 1 2 3 4 5 |

Collaboration

- | | |
|--|-------------|
| 1. Collaborates well with other Professionals: | 0 1 2 3 4 5 |
| 2. Demonstrates good Problem Solving Skills: | 0 1 2 3 4 5 |
| 3. Understands the Importance of Collaboration: | 0 1 2 3 4 5 |
| 4. Able to clearly Present and Disseminate Information to Diverse Audiences: | 0 1 2 3 4 5 |

Consultation

- | | |
|--|-------------|
| 1. Applies Major Theories/Models to Consultation Practice: | 0 1 2 3 4 5 |
| 2. Meets Consultee Needs: | 0 1 2 3 4 5 |
| 3. Exhibits Goal Directed/On-Task Behavior During Session: | 0 1 2 3 4 5 |
| 4. Communicates Clearly: | 0 1 2 3 4 5 |
| 5. Considers Consultee's Perspective: | 0 1 2 3 4 5 |
| 6. Follows Problem-Solving Steps: | 0 1 2 3 4 5 |
| 7. Establishes and Maintains a Collaborative Relationship: | 0 1 2 3 4 5 |
| 8. Conveys Credibility: | 0 1 2 3 4 5 |

9. Listens and Values Consultee Input: 0 1 2 3 4 5

0=No Opportunity 1=Insufficient 2= Fair 3= Adequate 4=Strong 5= Mastery

Professionalism

- 1. Comes Prepared to Meetings (punctual): 0 1 2 3 4 5
- 2. Appears Confident in Working with Clients: 0 1 2 3 4 5
- 3. Is open to Supervision/Feedback: 0 1 2 3 4 5
- 4. Demonstrates Use of Supervision/Feedback: 0 1 2 3 4 5
- 5. Seeks Supervision when Necessary: 0 1 2 3 4 5
- 6. Takes Ownership over Responsibilities: 0 1 2 3 4 5
- 7. Shows Investment in Learning: 0 1 2 3 4 5
- 8. Functions Autonomously: 0 1 2 3 4 5
- 9. Takes Initiative: 0 1 2 3 4 5
- 10. Handles Ambiguity Well: 0 1 2 3 4 5
- 11. Works Well Under Pressure: 0 1 2 3 4 5
- 12. Maintains Professional Boundaries: 0 1 2 3 4 5
- 13. Manages Conflict in a Professional Manner: 0 1 2 3 4 5
- 14. Does not Allow Personal Issues to Affect Work: 0 1 2 3 4 5
- 15. Knows when to step back from a Problem: 0 1 2 3 4 5
- 16. Uses Appropriate Problem-Solving Skills: 0 1 2 3 4 5
- 17. Follows Procedures/Policies: 0 1 2 3 4 5
- 18. Works Effectively with the System/Setting: 0 1 2 3 4 5

Supervisor/Supervise Initials _____

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Effective Instruction and Development of Cognitive/Academic Skills

1. Has knowledge of, assesses, and intervenes on ecological instructional variables that may contribute to development of cognitive/academic skills: 0 1 2 3 4 5
2. Demonstrates an understanding of instructional methodologies for classroom teaching, such as class-wide peer tutoring and cooperative learning: 0 1 2 3 4 5
3. Works with other professionals and faculty to improve the instructional process: 0 1 2 3 4 5
4. Works directly and indirectly to facilitate student achievement as well as the development of attention, problem-solving, and study skills: 0 1 2 3 4 5
5. Understands the importance of, and demonstrates competency in assessing treatment integrity: 0 1 2 3 4 5
6. Assists teachers and other educators in keeping abreast of important research on instruction: 0 1 2 3 4 5
7. Targets, designs, and implements interventions that use data-based decision-making skills: 0 1 2 3 4 5

Supervisor/Supervise Initials _____

0=No Opportunity 1=Insufficient 2= Fair 3= Adequate 4=Strong 5= Mastery

Socialization and Development of Life Competencies

Individual Counseling Skills

1. Counseling Approach is Derived from Theory/Models: 0 1 2 3 4 5
2. Interacts in Age-Appropriate Ways: 0 1 2 3 4 5
3. Communicates Clearly: 0 1 2 3 4 5
4. Manages Client's Behavior: 0 1 2 3 4 5
5. Maintains Appropriate Boundaries: 0 1 2 3 4 5
6. Develops Written Plan Containing a Description of Counseling Technique and Goals: 0 1 2 3 4 5
7. Documents Progress of Counseling Sessions: 0 1 2 3 4 5

Group Counseling Skills

- | | |
|--|-------------|
| 1. Counseling Approach Derived from Theory/Models: | 0 1 2 3 4 5 |
| 2. Interacts in Age-Appropriate Ways: | 0 1 2 3 4 5 |
| 3. Communicates Clearly: | 0 1 2 3 4 5 |
| 4. Manages Client's Behavior: | 0 1 2 3 4 5 |
| 5. Balances Attention to Each Client: | 0 1 2 3 4 5 |
| 6. Maintains Appropriate Boundaries: | 0 1 2 3 4 5 |
| 7. Develops Written Plan Containing a Description of Counseling Technique and Goals: | 0 1 2 3 4 5 |
| 8. Documents Progress of Counseling Sessions: | 0 1 2 3 4 5 |

Supervisor/Supervise Initials _____

0=No Opportunity 1=Insufficient 2= Fair 3= Adequate 4=Strong 5= Mastery

Student Diversity in Development and Learning

Sensitivity to Diversity Issues

- | | |
|--|-------------|
| 1. Sensitive to issues of Diversity: | 0 1 2 3 4 5 |
| 2. Values Diversity Issues in Assessment, Consultation, Counseling, and Interventions: | 0 1 2 3 4 5 |
| 3. Incorporates Diversity in Case Conceptualizations: | 0 1 2 3 4 5 |
| 4. Promotes and appreciates school diversity in the environment: | 0 1 2 3 4 5 |

Supervisor/Supervise Initials _____

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School Structure, Organization, and Climate

- 1. Plays an active role in student support teams, intervention assistance teams, and the communication and referral systems: 0 1 2 3 4 5

- 2. Contributes to a positive school climate in helping to maintain the school as a safe, caring, inviting places where there are high expectations for excellence for all students: 0 1 2 3 4 5

- 3. Uses consultation, problem-solving skills when working with system-level issues (building or district-wide): 0 1 2 3 4 5

Supervisor/Supervise Initials _____

0=No Opportunity 1=Insufficient 2= Fair 3= Adequate 4=Strong 5= Mastery

Prevention, Wellness Promotion, and Crisis Intervention

- 1. Demonstrates preparedness to help in both prevention and intervention programs concerning academic, behavioral, and serious personal difficulties: 0 1 2 3 4 5

- 2. Recognizes the behaviors that are precursors to development of conduct disorders, internalizing disorders, or school dropout: 0 1 2 3 4 5

- 3. Knows how to design programs to prevent and intervene with problems of conduct disorders, internalizing disorders, and school dropout: 0 1 2 3 4 5

- 4. Knows how to work with school personnel, students, parents, and the general community in the aftermath of crises: 0 1 2 3 4 5

- 5. Demonstrates an understanding of how to address wellness promotion as well as diverse health issues. 0 1 2 3 4 5

- 6. Knows how to access resources to address a wide variety of crises: 0 1 2 3 4 5

Supervisor/Supervise Initials _____

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Home/School/Community Collaboration

Working with Parents/Family

- | | |
|---|-------------|
| 1. Meets Parents’ Needs: | 0 1 2 3 4 5 |
| 2. Uses Collaborative Problem-Solving Skills in Meeting: | 0 1 2 3 4 5 |
| 3. Considers Parents’ Perspectives: | 0 1 2 3 4 5 |
| 4. Conveys Credibility: | 0 1 2 3 4 5 |
| 5. Shows an understanding of family influence on student cognitive, motivational, and social characteristics that affect classroom performance: | 0 1 2 3 4 5 |
| 6. Is knowledgeable about family involvement in education: | 0 1 2 3 4 5 |
| 7. Demonstrates ways to promote partnerships between parents and educators to improve outcomes for students: | 0 1 2 3 4 5 |
| 8. Demonstrates an understanding of cultural issues that impact home-school collaboration: | 0 1 2 3 4 5 |

Working with the Community

- | | |
|--|-------------|
| 1. Participates in leadership roles in coordinating with other agencies and in forming linkages within the community: | 0 1 2 3 4 5 |
| 2. Demonstrates and understanding of community influence on student cognitive, motivational, and social characteristics that affect classroom performance: | 0 1 2 3 4 5 |

Supervisor/Supervise Initials_____

0=No Opportunity 1=Insufficient 2= Fair 3= Adequate 4=Strong 5= Mastery

Research and Program Evaluation

1. Demonstrates knowledge of basic principles of research design:
2. Able to differentiate good from inadequate research:
3. Shows an understanding of measurement and statistics in sufficient depth to evaluate published research:
4. Shows a sense of leadership in evaluation of local school programs and in interpreting their findings to educators and to the public:

Supervisor/Supervise Initials_____

Legal, Ethical Practice and Professional Development

Legal, Ethical Practice

1. Adheres to all Due Process guidelines in all decisions affecting students:
2. Maintains NASP accepted standards in assessment, consultation, and general professional practice:
3. Fulfills all legal requirements, as in response to law and court decisions:

Professional Development

1. Shows responsibility for planning and carrying out a continuing program for own development as a professional:
2. Shows recognition of own limitations and biases, as well as those areas in which have training and expertise:

Supervisor/Supervise Initials_____

Information Technology

1. Is familiar with electronic information resources available via the internet and world wide web.
2. Knows how to use electronic technology for communication purposes, and to access information relevant to professional practice.

3. Knows how to locate, evaluate, and make appropriate use of software supporting professional activities (e.g., test scoring, statistical analysis, reporting, computer-assisted instruction).

Additional Comments Regarding Intern's Strengths

Additional Comments Regarding Intern's Areas of Needed Improvement

Intern's Signature _____
Date: _____

Supervisor's Signature _____
Date: _____



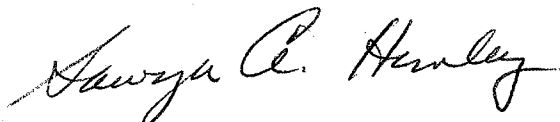
January 17, 2008

Antoinette Miranda, Ph.D.
Associate Professor
College of Education and Human Ecology
Ohio State University
PAES BLDG., A438
305 W. 17th Ave.
Columbus, OH 43210-1172

Dear Dr. Miranda:

The School Psychology Program faculty members at the University of Dayton fully support the application of the faculty members of the School Psychology Program at The Ohio State University to seek approval for the addition of the Educational Specialist Degree. OSU's School Psychology Program graduates deserve the opportunity to obtain the Ed.S. degree in recognition of the specialist-level training which they receive.

Sincerely,



Sawyer A. Hunley, Ph.D.
Associate Professor and Coordinator
School Psychology Program

"BUILDING LEARNING COMMUNITIES THROUGH CRITICAL REFLECTION"

DEPARTMENT OF COUNSELOR EDUCATION AND HUMAN SERVICES

300 College Park Dayton, Ohio 45469-0530

(937) 229-3644



Cleveland State University

College of Science
Department of Psychology

January 18, 2007

To Whom It May Concern:

I am the Director of the School Psychology Program at Cleveland State University, and have been advised that the School Psychology Program at Ohio State University wishes to provide institutional recognition of student's post-Master's coursework by awarding a Specialist degree. We would like to offer our endorsement of this plan; current training standards of the National Association of School Psychologists encourage universities to recognize the specialist level of training in this way.

Sincerely,

Kathy McNamara, Ph.D.
Associate Professor
Director, School Psychology Program



BOWLING GREEN STATE UNIVERSITY

School of Intervention Services
451 Education Building

January 29, 2008

Antoinette Miranda, Ph.D.
305 West 17th Avenue
PAES Building A438
Columbus, Ohio 43210

Dear Dr. Miranda,

It is with great pride and pleasure that the Bowling Green State University School Psychology Program endorses OSU School Psychology Program's request to be able to award their candidates the educational specialist degree. All of the programs in Ohio are NCATE/NASP approved. In order to meet this requirement, candidates in the school psychology program must complete educational hours equivalent to an educational specialist level. In 1999, Bowling Green State University and Cleveland State University petitioned the Board of Regents in Ohio to be able to grant this culminating degree to their graduating candidates and was successful. University of Dayton followed suit and was awarded the privilege of offering this degree to their candidates. By offering this degree your students will obtain the degree that matches their curriculum demands. We applaud your program for seeking this degree. OSU has long been part of the tradition for training outstanding candidates to function as school psychologists in the state of Ohio. This degree will allow your candidates to remain competitive with other degree programs.

Sincerely,

A handwritten signature in cursive script, appearing to read "Audrey E. Ellenwood".

Audrey E. Ellenwood, Ph.D.
Coordinator, School Psychology
Bowling Green State University
Bowling Green, Ohio 43402



February 7, 2008

Antoinette Miranda, Ph.D.
305 West 17th Avenue
PAES Building A438
Columbus, Ohio 43210

Dear Dr. Miranda,

It is with great pleasure that the *Kent State University School Psychology Program* endorses the *Ohio State University's (OSU)* request to award their students the *Educational Specialist degree (Ed.S.)*. By offering the Ed.S. degree, students will obtain a degree that matches the curriculum demands of the school psychology practitioner program at OSU. Kent State is in full support of OSU's application to award students the Ed.S. degree. This will allow OSU students to remain competitive with other degreed programs and it will help OSU continue its tradition of preparing outstanding school psychologists that serve Ohio students and families.

Sincerely,

Karla Anhalt, Ph.D.
Assistant Professor and Co-Coordinator
School Psychology Program
Kent State University
E-mail: kanhalt@kent.edu
Phone: 330-672-0582

Educational Foundations and Special Services

P.O. Box 5190 • Kent, Ohio 44242-0001

330-672-2294 • Fax 330-672-2512 • <http://efss.educ.kent.edu>

From: [Susan Reeser](#)
To: [Elliot Slotnick](#)
Cc: [Dena Myers](#)
Subject: FW: Approval needed for proposal to create School Psychology Ed.S. degree
Date: Tuesday, June 09, 2009 11:38:28 AM
Attachments: [School Psychology Ed.S. Degree 2009.pdf](#)

Dear Elliot,

I'm writing to let you know that I've received e-mail votes from a majority of the Graduate Council members and that the proposal to establish an Education Specialist (Ed.S) new degree program in the School Psychology program has been unanimously approved. Please forward the proposal to the Council on Academic Affairs for further processing.

Thank you.

Susan Reeser

From: Susan Reeser
Sent: Tuesday, June 02, 2009 2:44 PM
To: James Bartholomew; Ginny Bumgardner; Theresa Early; Michael Lairmore; Rattan Lal; Walter Lempert; Anne McCoy; Ruth Peterson; James Phelan; John Sheridan; Harald Vaessin; Ingrid Werner; Jason Marion; Carol Whitacre; Ana Clara Azevedo; Constantine Psimopoulos; Patrick Osmer
Cc: Ann Salimbene; Elliot Slotnick; Kathleen Wallace; 'Neidhardt, Linda'; Dena Myers; 'Bowers, Octavia '; Karen Mayer; 'roseberry.1@osu.edu'; Susan Reeser
Subject: Approval needed for proposal to create School Psychology Ed.S. degree

Dear Members of the Graduate Council:

Dean Osmer asked me to send you the attached proposal to establish an Education Specialist (Ed.S.) new degree program in the School Psychology program in the School of Physical Activity and Educational Services (PAES). The proposal was inadvertently left off the Graduate Council's June 1 agenda and we are trying to keep the review process moving forward in a timely manner.

Please send your approval/disapproval of the proposal to me as soon as possible or by 5 p.m. on Friday, June 5, so that the proposal can be sent to the Council on Academic Affairs for further review. Alternatively, please send me any additional comments you may have about the proposal so they can be addressed.

_____ I approve the proposal to create a School Psychology Ed.S. new degree program

_____ I do not approve the creation of the new program. The proposal needs the following changes:

Thank you.

Susan Reeser – 247-7413