

Response to CAA question- explanation of change in credit hours

The proposed semester version of the Education Specialist degree results in a net increase of 15 semester credit hours. There was an increase of 7 hours required within the unit. The increase in hours within the unit is due to expanded content in semester versions of courses. In Table 1 in the Program Sheet document, see the courses taught by faculty in the unit and the topics that were noted in course requests as new to the semester version.

There was also an 8.0 hour increase in the number of credits required outside the unit. Two courses from outside the unit converted from 3 quarter hours to 3 semester hours, explaining 2 hours of the overall increase. In addition, while two 3 quarter hour courses were eliminated from the curriculum, three different 3 semester hour courses were added resulting in a net gain in five credits for those changes. The PSYCH 6835 Child Development course is replacing EDU TL 821 Child Development. The content relevant from AEE 885 will be covered in EDU PL 6641- Introduction to Educational Statistics. PSYCH 6832 will provide support for the Socialization and Development of Life Skills standard.

Table 1: Courses Converted To Semesters by the School Psychology Faculty

Semester Course (hrs.)	Quarter Course (qtr. hrs.)	Content topics added for semesters
PAES 5742 Applied Behavior Analysis (3)	PAES 742 Applied Behavior Analysis (3)	Classical conditioning, operant conditioning, and reinforcement schedules
PAES 5650 Intro to Exceptional Children (3)	PAES 650 Intro to Exceptional Children (3)	Working with parents, the parent as part of the IEP team, working with parents and students from cultures different than one's own, special considerations when writing the IEP
PAES 7028 Cultural Diversity (3)	PAES 728 Cultural Diversity (3)	Gender differences, stereotypes, religious differences, Arab Americans, achievement gap among diverse populations, sexual orientations
PAES 7029 Urban Issues in Education (2)	PAES 729 Urban Issues in Education (3)	None
PAES 8056 Roles and Function of the School Psychologist (2)	PAES 856 Roles and Function of the School Psychologist (3)	None
PAES 8057 Cognitive and Achievement Assessment (4)	PAES 857 Cognitive Assessment I (3) and PAES 858 Cognitive Assessment II (3)	None
PAES 8060 Linking Academic Assessment to Intervention (3)	PAES 860 Linking Academic Assessment to Intervention (3)	Targeting skills needs according to acquisition, fluency, generalization, & adaptation levels
PAES 8077 Mental Health I:	PAES 877 Mental Health I:	None

Mental Health Issues in the Schools (2)	Mental Health Issues in the Schools (3)	
PAES 8078 Mental Health II: Counseling in the Schools (3)	PAES 776 Counseling Children (3)	Expanded coverage of counseling techniques, application of those techniques,
PAES 8079 Mental Health III: Social Emotional Assessment (3)	PAES 878 Mental Health II (3)	Additional content on crisis response interventions, bullying, and relational aggression
PAES 8080 Biological Basis of Behavior: Neuropsychology in the Schools (3)	PAES 880 Biological Basis of Behavior: Neuropsychology in the Schools (3)	Expanded coverage of types of disabilities associated with brain dysfunction and additional assignments on neuropsychological assessments
PAES 8082 School Based Consultation: Implementing Behavioral Interventions (4)	PAES 882 Consultation I (3) and PAES 883 Consultation II (3)	None
PAES 8097 Psychological Services for Early Childhood Populations (3)	PAES 897 Psychological Services for Early Childhood Populations (3)	Child development, early interventions, applied case studies
PAES 8189.63 Field Experience in School Psychology (5)	PAES 884.63 Field Experience in School Psychology (9)	None
PAES 8191.63 School Psychology Internship (6)	PAES 992 School Psychology Internship (9)	None
Total semester hours required inside the unit: 49	Total quarter hours required inside the unit: 63	

Table 2: Required courses from outside the unit

EdS Semester Courses (hrs.)	EdS Quarter Courses (qtr. hrs.)	Content topics added for semesters
EDU TL 5470 Assessment and Instruction for Struggling Readers (3)	EDU TL 670 Remedial/Clinical Reading Instruction (4)	None
EDU PL 6350 Introduction to Educational Administration (3)	EDU PL 6350 Introduction to Educational Administration (3)	Expanded coverage of leadership, decision-making, and communication
EDU PL 6641 Introduction to Education Statistics (4)	EDU PL 786 Introduction to Educational Statistics (5)	None
EDU PL 8317 Legal Aspects of Special Education Administration (3)	EDU PL 963 Legal Aspects of Special Education (3)	Extracurricular activities, behavior and discipline, private schools, technology
PSYCH 6832 Lifespan Sociomoral Development (3)		
PSYCH 6835 Child Development		

(3)		
EDU PL 7402 Educational Psychology, Cognition, Learning, and Instruction (3)		
	AGR ED 885- Research methods I (3)	
	EDU TL 821- Child Development (3)	
Total semester hours required outside the unit: 22	Total quarter hours required outside the unit: 21	

Andrew Zircher

From: Joe Wheaton
Sent: Tuesday, January 10, 2012 5:41 PM
To: Andy Zircher
Subject: EdS ready

See the answers below. All documents up on the PACER system. I also changed the letter of support slightly.

Joe Wheaton, Ph.D.
Associate Director of PAES

> > **From:** Andrew Zircher
> > **Sent:** Tuesday, November 29, 2011 4:55 PM
> > **To:** Eric Anderman (Eanderman@ehe.osu.edu); James Kinder (jkinder@ehe.osu.edu); Bryan Warnick; Joe Wheaton; Raymond Calabrese
> > **Cc:** Jackie Blount (jblount@ehe.osu.edu); Elliot Slotnick (slotnick.1@gradsch.ohio-state.edu); herness.1@osu.edu; Kathryn Stafford
> > **Subject:** GSCC Feedback- EPL PhD, EdD, MA, EdS

>> Dear Drs. Anderman, Kinder, Warnick, Wheaton, and Calabrese,

>> CAA timeline of approval

>> The Graduate School Curriculum Committee (GSCC) completed an enormous amount of semester conversion work today on behalf of EHE, but there are a few proposals that still need approval. Dr. Slotnick and GSCC are meeting again on December 12 to complete this work (including Kinesiology PhD and MA). Randy Smith and Elliot Slotnick planned to have all EHE graduate proposals considered at the same CAA meeting, which will either be January 4 or 18.

>> Notes from today's GSCC meeting

>> Today, the GSCC met and provisionally approved semester proposals for the PhD in Educational Policy and Leadership, MA in Educational Policy and Leadership, EdD in Educational Policy and Leadership, and EdS in School Psychology (currently in PAES, will be in EPL after realignment). Below are my notes from the meeting. Elliot Slotnick also took notes, so he may follow-up, too.

>> EdS in School Psychology

>> Here is a link to the materials the GSCC had for the EdS in School Psychology- <http://people.ehe.ohio-state.edu/curriculum/files/2011/11/email-pdf-School-Psych-EdS.pdf>

> GSCC asked that the credit hour explanation table in curriculum.osu.edu be completed to include the column of quarter numbers. The Committee suspected that the overall number of credits in the program increased since many courses went from 3 quarter hours to 3 semester hours.

Fixed in PACER. Many hours did not change.

> In the handbook, there is a suggested three year plan, some of the total hours per term approach 20. This would exceed the graduate school maximum credits per term.

Two courses were moved to the 3rd year, so no quarter has more than 14 hours.

- > The handbook several times makes reference to “faculty” ability to affect the lives of students- preventing students from completing a field experience, determining their placements, postponing internships, termination process- the GSCC wants to ensure proper oversight so that such actions are not arbitrary and faculty advisors do not have too much power over students

The handbook has been changed to add oversight from the grad studies committee

- > Related to the last point, the GSCC felt that the handbook had a tone of heavy handedness. Dr. Slotnick explained that he thought some of the language was determined by other School Psych program proposals, but explanation/confirmation would be helpful. Can you provide the “explanation/confirmation” or where the information came from? I’m not sure exactly what is meant here.
- > Answer: These statements are typical of school psychology programs. In the case of school psychology training and practice, it is possible that students may complete coursework successfully (e.g., earn passing marks on exams and papers), however students may NOT possess the responsibility, stability, appropriate behaviors, and appropriate interpersonal/intrapersonal skills to work with others in school settings. Because of the welfare of children is at stake, the faculty reserve the right to postpone placement in internship or a practicum site based on these factors. Having stated that, the faculty have rarely had to postpone placements based on these factors. This is based on the opportunities that students have to improve their skills while in the program and based on the competitive criteria for selecting students in the application process. In an introduction to school psychology text, the authors state that professional accountability begins with the application process (Merrell, Ervin, & Gimpel, 2006).
- > The handbook indicates that, "Internship placements can only begin in the Autumn due to the State Department of Education funding." Can the DOE dictate our programs in this way?
- > Answer: This is a NASP accreditation rule and ODE licensure rule. They specify that a 1200 hour internship spanning the course of a school year is required before school psychologists are licensed. This is to ensure proper supervised training and experience throughout the entire school year as there are varying issues and practices that take place at different times during the school year. Thus, interns will know what it is like to practice as school psychologists in the schools from the start to the end of the school year.
- > In “Placement Selection” section, there is reference to a university coordinator, university internship coordinator, and Internship coordinator, and faculty- are these numerous levels of faculty authority? Laurice: are these all the same person?
- > Answer: No, the university coordinator would be the program director/coordinator which would be a faculty person, the university internship coordinator is a faculty person, and the field based internship coordinator would be the school psychologist employed at the internship site district where the intern is interning and who acts as a supervisor of the intern.
- > For the Monthly Seminar, if students are allowed a placement outside of central Ohio, are they still required to attend the required Monthly Seminar
- > Answer: In cases like this, we work with other universities and have students attend their seminars.

>> Let me know if you have any questions.

>> Andy Zircher, MA
>> Academic Planning Specialist, Curriculum Coordinator
>> Education and Human Ecology
>> The Ohio State University
>> 172 Arps Hall
>> 1945 North High Street
>> Columbus, Ohio 43210
>> Phone: 614-292-8225

Status: DENIED

PROGRAM REQUEST
Education:Physical Activity and Education
Services

Last Updated: Zircher,Andrew Paul
02/08/2012

Fiscal Unit/Academic Org	Schl of Phys Act & Educ Serv - D1270
Administering College/Academic Group	Education & Human Ecology
Co-administering College/Academic Group	
Semester Conversion Designation	Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
Current Program/Plan Name	Education:Physical Activity and Education Services
Proposed Program/Plan Name	Education:Physical Activity and Education Services
Program/Plan Code Abbreviation	EDUPAES-ES
Current Degree Title	Specialist in Education

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		84	56.0	71	15.0
Required credit hours offered by the unit	Minimum	63	42.0	49	7.0
	Maximum	63	42.0	49	7.0
Required credit hours offered outside of the unit	Minimum	21	14.0	22	8.0
	Maximum	21	14.0	22	8.0
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Explain any change in credit hours if the difference is more than 4 semester credit hours between the values listed in columns B and C for any row in the above table

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There was also an 8.0 hour increase in the number of credits required outside the unit. Two courses from outside the unit converted from 3 quarter hours to 3 semester hours, explaining 2 hours of the overall increase. In addition, while two 3 quarter hour courses were eliminated from the curriculum, three different 3 semester hour courses were added resulting in a net gain in five credits for those changes. The PSYCH 6835 Child Development course is replacing EDU TL 821 Child Development. The content relevant from AEE 885 will be covered in EDU PL 6641- Introduction to Educational Statistics. PSYCH 6832 will provide support for the Socialization and Development of Life Skills standard.

As the field of School Psychology has advanced over the years, we increasingly found that our quarter courses were becoming overloaded with content. We used the semester conversion process to better align the demands of the field with the course content. As a result, the number of semester credit hours that students at Ohio State will obtain at the end of their EdS degree program is school psychology is comparable to the number of credit hours earned in other school psychology programs in Ohio as well as in the nation.

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- 1: acquiring professional knowledge and identity
 - 2: understanding urban and diversity issues
 - 3: acquiring knowledge and skills related to linking assessment to Intervention
 - 4: acquiring knowledge and skills in the area of research

Status: DENIED

PROGRAM REQUEST
Education:Physical Activity and Education
Services

Last Updated: Zircher,Andrew Paul
02/08/2012

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- EdS School Psy Program Sheet.docx
(Program Proposal. Owner: Wheaton,Joe Edward)
- EdS - School Psy letter of support - Jan 2012.docx
(Letter from Program-offering Unit. Owner: Wheaton,Joe Edward)
- EdS Handbook.docx
(Other Supporting Documentation. Owner: Wheaton,Joe Edward)
- Education Graduate Programs Schematic 1.10.12.docx: Graduate Program Map
(Other Supporting Documentation. Owner: Zircher,Andrew Paul)
- EHE Dean's Approval - Semester Conv - Physical Activity Educational Services - 110711.docx: College Letter
(Letter from the College to OAA. Owner: Zircher,Andrew Paul)
- School Psychology EdS Responses to GSCC questions.pdf: Response to GSCC
(Other Supporting Documentation. Owner: Zircher,Andrew Paul)
- Return requested from A. Zircher. *(by Myers,Dena Elizabeth on 02/06/2012 11:43 AM)*

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wheaton,Joe Edward	10/17/2011 11:57 AM	Submitted for Approval
Approved	Wheaton,Joe Edward	10/17/2011 11:57 AM	Unit Approval
Revision Requested	Zircher,Andrew Paul	10/17/2011 12:47 PM	College Approval
Submitted	Wheaton,Joe Edward	10/17/2011 01:17 PM	Submitted for Approval
Approved	Wheaton,Joe Edward	10/17/2011 01:17 PM	Unit Approval
Revision Requested	Zircher,Andrew Paul	10/28/2011 01:12 PM	College Approval
Submitted	Zircher,Andrew Paul	11/07/2011 08:52 PM	Submitted for Approval
Approved	Zircher,Andrew Paul	11/07/2011 08:52 PM	Unit Approval
Approved	Zircher,Andrew Paul	11/07/2011 08:53 PM	College Approval
Revision Requested	Myers,Dena Elizabeth	01/05/2012 11:09 AM	GradSchool Approval
Submitted	Zircher,Andrew Paul	01/11/2012 09:46 AM	Submitted for Approval
Approved	Zircher,Andrew Paul	01/11/2012 09:47 AM	Unit Approval
Approved	Zircher,Andrew Paul	01/11/2012 09:47 AM	College Approval
Revision Requested	Myers,Dena Elizabeth	02/06/2012 11:43 AM	GradSchool Approval



Office of Academic Affairs
172 Arps Hall, 1945 N. High Street
614 688-4571

Date: November 7, 2011

To: Randy Smith, Vice Provost for Academic Programs
Elliot Slotnick, Associate Dean, Graduate School

From: Jackie Blount, Associate Dean, EHE Academic Affairs

RE: Revised Semester Conversion Package for School of Physical Activity & Educational Services

I am pleased to present the complete package of semester conversion materials for the School of Physical Activity & Educational Services. In response to feedback from the Graduate School Curriculum Committee, the faculty in the School of Physical Activity and Educational Services have revised their Ph.D., and M.S. semester program proposals. In addition, a proposal for the conversion of the Ed.S. in School Psychology is being submitted. In what follows, I will outline unique college and school contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations. Finally, you will find Dean's level approval.

College Contexts

The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the [2008 OSU Doctoral Program Assessment and Plan](#) by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

Requests for revision to the semester program proposals came at a time in which the College faculty were in the midst of implementing a realignment of its six academic units into three departments. As a result, the revised proposals reflect some of the impending changes in administrative structure.

The College Curriculum Committee and College Council have approved the proposals, and approved a standard practice for level of transcript designation across Education and Human Ecology graduate degrees. All Ph.D., Ed.D., Ed.S., M.A., M.S., and M.Ed. programs have been approved for transcript designation at the specialization level.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.

School Notes

Changes to School of Physical Activity and Educational Services are a substantial part of the College's overall realignment plan. These changes include joining the academic areas related to educational services to the School of Educational Policy and Leadership, and combining physical activity academic areas into a unit with Consumer Sciences, Human Development and Family Science, and Human Nutrition, effectively splitting the former School. The academic areas joining with Educational Policy and Leadership have been incorporated with the revised graduate programs from that unit. However, graduate degree proposals in Consumer Sciences, Nutrition, and Human Development and Family Science have already been developed, submitted, and in some cases approved. Physical activity faculty sought counsel on how to proceed from Graduate School and Office of Academic Affairs and subsequently moved forward with a plan to propose degrees encompassing only the physical activity subject areas. Therefore, proposals for a Ph.D. in Kinesiology and a M.S. in Kinesiology are being submitted.

A proposal for the conversion of the Ed.S. in School Psychology is being submitted.

Summary Tables

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Ph.D. in Kinesiology	New	Common core added; physical activity areas proposed as separate degree.	Oct. 28, '11	Nov. 4, '11
M.S. in Kinesiology	New	Physical activity areas proposed as separate degree.	Oct. 28, '11	Nov. 4, '11
Ed.S. in School Psychology	Converted	Straight conversion	Oct. 28, '11	Nov. 4, '11
B.S.Ed. in Sport Industry	Re-envisioned	Program updated to align more closely with those offered by peer institutions.	Dec. 9, '10	Jan. 7, '11

B.S.Ed. in Technical Education and Training	Converted	All specializations are converting. Previously the FCS Ed specialization was its own major, but has been brought into TET to combine resources and streamline	Dec. 9, '10	Jan. 7, '11
B.S.Ed. in Special Education	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
B.S.Ed. in Physical Education, Sport, and Physical Activity	Re-envisioned	Mostly straight conversion, but program broken into two strands to better suit students' needs (licensure and non-licensure).	Dec. 9, '10	Jan. 7, '11
Minor in Coaching Education	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
Minor in Family and Consumer Sciences Education	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Licensure - School Nurse (non-degree)	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
Endorsement - Pre K Special Needs (non-degree)	Converted	Allows educators who already possess licenses to add service area (endorsement area).	Dec. 9, '10	Jan. 7, '11

Courses	Number	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
New graduate courses	11	New	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
New undergraduate courses	12	New	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Total new Courses	23			
Re-envisioned graduate courses	95	Re-envisioned	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Re-envisioned undergraduate courses	228	Re-envisioned	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11

Total re-envisioned courses	323			
Graduate courses	34	Converted	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Undergraduate courses	63	Converted	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Total converted courses	97			
Total number of all courses	443			

College Approval

I have carefully reviewed all semester conversion materials for the School of Physical Activity & Educational Services, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the School of Physical Activity & Educational Services.



School of Physical Activity & Educational Services
College of Education and Human Ecology
PAES Building, First Floor
305 West 17th Avenue
Columbus, OH 43210-1224

Director: 614-247-6411
FAX: 614-688-4613
<http://ehe.osu.edu/paes/>

January 30, 2012

Office of Academic Affairs
203 Bricker Hall
Columbus, OH 43210-1358

RE: Letter of support for EdS in School Psychology Concentration

This letter is in support of the conversion of the existing Education Specialist specialization within the School Psychology concentration. The School Psychology faculty have written a handbook based on requirements of their professional organization, the National Association of School Psychologists. According to the Handbook, the EdS 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 EdS Program is also accredited by the Ohio Department of Education.” Furthermore, the EdS program “focuses on practitioner training for the delivery of comprehensive school psychological services primarily in school settings.... EdS students are trained in a ‘scientist as consumer’ model that emphasizes the use of research findings in clinical decision-making.... EdS students draw upon the scientific literature to make decisions regarding practice with a focus on empirically supported services.”

The EdS degree is 71 hours post-bachelors. Students on this track may go straight from a bachelor’s degree to the doctoral degree without an intermediate Master’s step; however, many students choose to complete the Master’s after 30 credits and successfully passing the Master’s Competency Examination.

In 2010-2011, the College of Education and Human Ecology began the work to realign its six academic units, and in spring of 2011 faculty voted for a three department model. The College is currently developing the proposal documentation to submit to the Council on Academic Affairs by the end of Autumn Quarter, 2011.

Faculty examined the current goals and objectives and also examined the goals and objectives of peer institutions, accrediting and licensure agencies, and professional organizations related to the discipline. From this study, the faculty constructed their programs of study. At this next stage, every concentration was examined for academic rigor and consistency of the mission to the program. Courses were also examined for consistency and accuracy of title, numbering, audience, and subsidy level before submission for review by the College.

It is my pleasure to support this converted specialization within the School Psychology concentration as it accurately reflects the mission and vision of the discipline. If you have any questions or need more information, please contact me. I am at your service.

Sincerely,

Joe E. Wheaton, Ph.D.
Associate Director, School of PAES

Semester Conversion Plan

For The Education Specialist (Ed.S.) with specialization in School Psychology

BACKGROUND AND RATIONALE

The School Psychology Education Specialist (Ed.S.) 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 Ed.S. Program is also accredited by the Ohio Department of Education. The Ed.S. program focuses on practitioner training for the delivery of comprehensive school psychological services primarily in school settings. In addition to practitioner skills, Ed.S. students are trained in a “scientist as consumer” model that emphasizes the use of research findings in clinical decision-making, both in terms of creating interventions as well as evaluating their efficacy. Ed.S. students draw upon the scientific literature to make decisions regarding practice with a focus on empirically supported services. A number of competencies guide the curriculum for the specialist program.

Students who meet certain course, practicum and internship requirements can obtain a license as a school psychologist through the Ed.S. Students can apply to the Ed.S. within the School Psychology Specialization after successfully completing either a Bachelor’s or a Master’s degree in a discipline outside of School Psychology. There is no separate Master’s program in School Psychology.

The curriculum outlined below is what would be taken by a person with a bachelor’s degree. In accordance with the Graduate School Guidelines, students with an appropriate Master’s degree could transfer 30 hours of appropriate coursework toward the Ed.S.

GOALS AND COMPETENCIES

The following program goals and competencies are consistent with those established by the National Association of School Psychologists (NASP) Standards for Training and Best Practices:

1. To become knowledgeable and apply data-based decision making and accountability systems in professional practice.
2. To become knowledgeable and apply collaborative and or other consultation models and methods to particular situations across various settings.
3. To become knowledgeable and facilitate the implementation of effective instruction and development of cognitive/academic skills.
4. To become knowledgeable and facilitate socialization and life skills

5. To become knowledgeable about diversity with regards to student learning and development and apply skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. To become knowledgeable about schools & systems, organization, policy, development and climate.
7. To become knowledgeable and apply skills with regards to delivering prevention, crisis intervention and mental health services.
8. To become knowledgeable and develop skills to work effectively within home school and community collaboration contexts.
9. To become knowledgeable and apply research and program evaluation methods.
10. To become knowledgeable about school psychology professional practice and development.

Program goal 1: Acquire professional knowledge and identity

- Develop an understanding of the roles, functions, and settings of school psychologists
- Develop skills in professional/ethical behavior
- Develop an understanding about relevant legislation & professional regulations
- Participate in professional activities
- Develop an understanding of the roles, functions, and settings of school psychologists
- Develop necessary professional skills for the practice of school psychology
- Develop a self-awareness regarding culture, values, and beliefs

Program goal 2: Understand urban and diversity issues

- Develop an understanding of the role that diversity issues play in the practice of school psychology
- Develop an understanding of the role that developmental issues and individual differences play in the practice of school psychology
- Develop an understanding of issues related to urban settings

Program goal 3: Gain knowledge and skills related to linking assessment to intervention

- Develop knowledge and skills related to assessment and data-based decision making to address academic, behavioral, and social-emotional issues
- Develop knowledge and skills about assessment for the purposes of targeting appropriate interventions
- Develop skills in case conceptualization
- Develop skills in designing/selecting, implementing, and evaluating interventions
- Develop knowledge and skills of linking assessment to intervention that take into consideration cultural and linguistic factors

Program goal 4: Acquire knowledge and skills in the area of research

- Develop a basic understanding of various research designs and data analysis
- Develop a basic understanding in the use of technology
- Develop the skills to be a critical consumer of research

ED.S. CURRICULUM

Quarter Advising Sheet for The School Psychology EdS (Total qtr hours = 81)

Course #	Title	Hrs	Year	Quarter
AG-ED 885	Research Methods I	3	First	Summer
P & L 786	Introduction to Quantitative Methods	5	First	Spring
P & L 846	Ed Administration	3	Second	Winter
P & L 963	Legal Aspects of Special Education	3	Second	Spring
T & L 670	Remedial/Clinical Reading Instruction	4	First	Summer
T & L 821	Child Development	3	First	Winter
Credits outside the unit		21		
PAES 650	Exceptional Children	3	First	Autumn
PAES 728	Cultural Diversity	3	First	Autumn
PAES 729	Urban School Psychology	3	Second	Autumn
PAES 750	Teaching Social Behavior	3	First	Spring
PAES 776	Counseling Children	3	First	Winter
PAES 856	Roles and Function of School Psychologists	3	First	Autumn
PAES 857	Cognitive Assessment I	3	First	Winter
PAES 858	Cognitive Assessment II	3	First	Spring
PAES 860	Linking Academic Assessment to Intervention	3	Second	Autumn
PAES 877	Mental Health Issues in the Schools I	3	First	Autumn
PAES 878	Mental Health Issues in the Schools II	3	First	Spring
PAES 879	Child Neuropsychology	3	Second	Spring
PAES 882	Consultation I	3	First	Winter
PAES 883	Consultation II	3	First	Spring
PAES 884.63	Practicum	3	Second	Autumn

PAES 884.63	Practicum	3	Second	Winter
PAES 884.63	Practicum	3	Second	Spring
PAES 897	Psychological Services for Early Childhood Populations	3	Second	Spring
PAES 992	Internship	3	Third	Autumn
PAES 992	Internship	3	Third	Winter
PAES 992	Internship	3	Third	Spring
Credits taught by SP faculty		63		

The proposed semester version of the Education Specialist degree results in a net increase of 15 semester credit hours. There was an increase of 7 hours required within the unit. The increase in hours within the unit is due to expanded content in semester versions of courses. In Table 1 in the Program Sheet document, see the courses taught by faculty in the unit and the topics that were noted in course requests as new to the semester version.

There was also an 8.0 hour increase in the number of credits required outside the unit. Two courses from outside the unit converted from 3 quarter hours to 3 semester hours, explaining 2 hours of the overall increase. In addition, while two 3 quarter hour courses were eliminated from the curriculum, three different 3 semester hour courses were added resulting in a net gain in five credits for those changes. The PSYCH 6835 Child Development course is replacing EDU TL 821 Child Development. The content relevant from AEE 885 will be covered in EDU PL 6641- Introduction to Educational Statistics. PSYCH 6832 will provide support for the Socialization and Development of Life Skills standard.

Table 1: Courses Converted To Semesters by the School Psychology Faculty

Semester Course (hrs.)	Quarter Course (qtr. hrs.)	Content topics added for semesters
PAES 5742 Applied Behavior Analysis (3)	PAES 742 Applied Behavior Analysis (3)	Classical conditioning, operant conditioning, and reinforcement schedules
PAES 5650 Intro to Exceptional Children (3)	PAES 650 Intro to Exceptional Children (3)	Working with parents, the parent as part of the IEP team, working with parents and students from cultures different than one's own, special considerations when writing the IEP
PAES 7028 Cultural Diversity (3)	PAES 728 Cultural Diversity (3)	Gender differences, stereotypes, religious differences, Arab Americans, achievement gap among diverse populations, sexual orientations
PAES 7029 Urban Issues in Education (2)	PAES 729 Urban Issues in Education (3)	None
PAES 8056 Roles and Function of the School Psychologist (2)	PAES 856 Roles and Function of the School Psychologist (3)	None
PAES 8057 Cognitive and Achievement Assessment (4)	PAES 857 Cognitive Assessment I (3) and PAES 858 Cognitive Assessment II (3)	None
PAES 8060 Linking Academic Assessment to Intervention (3)	PAES 860 Linking Academic Assessment to Intervention (3)	Targeting skills needs according to acquisition, fluency, generalization, & adaptation levels
PAES 8077 Mental Health I: Mental Health Issues in the Schools (2)	PAES 877 Mental Health I: Mental Health Issues in the Schools (3)	None

PAES 8078 Mental Health II: Counseling in the Schools (3)	PAES 776 Counseling Children (3)	Expanded coverage of counseling techniques, application of those techniques,
PAES 8079 Mental Health III: Social Emotional Assessment (3)	PAES 878 Mental Health II (3)	Additional content on crisis response interventions, bullying, and relational aggression
PAES 8080 Biological Basis of Behavior: Neuropsychology in the Schools (3)	PAES 880 Biological Basis of Behavior: Neuropsychology in the Schools (3)	Expanded coverage of types of disabilities associated with brain dysfunction and additional assignments on neuropsychological assessments
PAES 8082 School Based Consultation: Implementing Behavioral Interventions (4)	PAES 882 Consultation I (3) and PAES 883 Consultation II (3)	None
PAES 8097 Psychological Services for Early Childhood Populations (3)	PAES 897 Psychological Services for Early Childhood Populations (3)	Child development, early interventions, applied case studies
PAES 8189.63 Field Experience in School Psychology (5)	PAES 884.63 Field Experience in School Psychology (9)	None
PAES 8191.63 School Psychology Internship (6)	PAES 992 School Psychology Internship (9)	None
Total semester hours required inside the unit: 49	Total quarter hours required inside the unit: 63	

Table 2: Required courses from outside the unit

EdS Semester Courses (hrs.)	EdS Quarter Courses (qtr. hrs.)	Content topics added for semesters
EDU TL 5470 Assessment and Instruction for Struggling Readers (3)	EDU TL 670 Remedial/Clinical Reading Instruction (4)	None
EDU PL 6350 Introduction to Educational Administration (3)	EDU PL 6350 Introduction to Educational Administration (3)	Expanded coverage of leadership, decision-making, and communication
EDU PL 6641 Introduction to Education Statistics (4)	EDU PL 786 Introduction to Educational Statistics (5)	None
EDU PL 8317 Legal Aspects of Special Education Administration (3)	EDU PL 963 Legal Aspects of Special Education (3)	Extracurricular activities, behavior and discipline, private schools, technology
PSYCH 6832 Lifespan Sociomoral Development (3)		
PSYCH 6835 Child Development (3)		
EDU PL 7402 Educational		

Psychology, Cognition, Learning, and Instruction (3)		
	AGR ED 885- Research methods I (3)	
	EDU TL 821- Child Development (3)	
Total semester hours required outside the unit: 22	Total quarter hours required outside the unit: 21	

Core Requirements (70 hrs. beyond the Bachelor's degree)

Ed T&L 5470 Assessment and Instruction for Struggling Readers (3)

PAES 5650 Introduction to Exceptional Children (3) (taught by Special Education)

PAES 5742 Applied Behavior Analysis for Teachers (3) (taught by Special Education)

Ed P&L 6350 Introduction to Educational Administration (3)

Ed P&L 6641 Introduction to Educational Statistics (4)

PSYCH 6832 Lifespan Sociomoral Development (3)

PSYCH 6835 Child Development (3)

PAES 7028 Cultural Diversity (3)

PAES 7029 Urban Issues in Education (2)

Ed P&L 7402 Educational Psychology, Cognition, Learning, and Instruction (3)

PAES 8056 Roles and Function of the School Psychologist (2)

PAES 8057 Cognitive and Achievement Assessment (4)

PAES 8060 Linking Academic Assessment to Intervention (3)

PAES 8077 Mental Health I: Mental Health Issues in the Schools I (2)

PAES 8078 Mental Health II: Counseling in the Schools (3)

PAES 8079 Mental Health III: Social Emotional Assessment (3)

PAES 8080 Biological Basis of Behavior: Neuropsychology in the Schools (3)

PAES 8082 School Based Consultation: Implementing Behavioral Interventions (3)

PAES 8097 Psychological Services for Early Childhood Populations (3)

PAES 8189.63 Field Experience in School Psychology (5)

PAES 8191.63 School Psychology Internship (6)

Ed P&L 8317 Legal Aspects of Special Education Administration (3)

SEMESTER ADVISING SHEET (70 SEMESTER HOURS MINIMUM)

Semester

First Year

Autumn	PAES 8056 (2) Roles and Functions of School Psychologists
14 hrs	PAES 7028 (3) Cultural Diversity
	PAES 8077 (2) Mental Health I: Mental Health Issues in the Schools
	*PAES 5650 (3) Introduction to Exceptional Children
	*P&L 6641 (4) Introduction to Educational Statistics
Spring	PAES 8057 (4) Cognitive and Achievement Assessment
14 hrs	PAES 8082 (4) School-based Consultation: Implementing Behavioral Interventions
	PAES 8078 (3) Mental Health II: Counseling in the Schools
	PAES 8079 (3) Mental Health III: Social Emotional Assessment
Summer	*T&L 5470 (3) Assessment and Instruction for Struggling Readers
3 hrs	

Second Year

Autumn	PAES 7029 (2) Urban Issues in Education
13 hrs	PAES 8060 (3) Linking Academic Assessment to Intervention
	PAES 8189.63 (2) Field Experience in School Psychology
	PAES 8080 (3) Biological Bases of Behavior: Neuropsychology in the School
	*PAES 5742 (3) Applied Behavior Analysis
Spring	PAES 8189.63 (2) Field Experience in School Psychology

14 hrs *P&L 8317 (3) Legal Aspects of Special Education Administration

 *PSYCH 6832 (3) Socio-moral development

 *P&L 7402 (3) Educational Psychology: Cognition, Learning, and Instruction

 PAES 8097 (3) Psychological Services for Early Childhood Populations

Third Year

Autumn PAES 8191.63 School Psychology Internship (3 credits per semester)

6 hrs *P&L 6350 (3) Introduction to Educational Administration

Spring PAES 8191.63 School Psychology Internship (3 credits per semester)

6 hrs *PSYCH 6835 (3) Child Development

*These courses are offered various times throughout the year and also typically in the summer. They can be taken at alternate times if there are scheduling difficulties.

Transition Policy

Students who begin their graduate work under the quarter system – and transition to the semester system before graduation – will not experience a delay or disruption in their progress toward their degree if they:

1. Meet the standards for progress defined by their academic unit and continue to complete appropriate course loads successfully
 2. Actively develop and follow academic plans in consultation with their academic advisors
- Understanding that some courses may not be offered in the same terms under the semester system, we will provide alternatives (in the form of independent studies) to accommodate students who have entered our graduate program under the quarter system and complete their degree requirements under the semester system. In addition, the following policies may be used by advisors in consultation with Graduate Studies Committee and department chair when working with students to assure their progress toward degree:

1. Waive pre-requisites for semester courses when necessary and appropriate.
2. Advisors will have a “suggested list” of appropriate substitution courses for those students who have taken parts of courses that have been combined for the semester conversion. Advising for these will need to be on an individual basis.
3. For special circumstances, Individual Studies or Group Studies options may be used.
4. For courses that have minimal changes an automatic transfer of credits will be used.

Assessment Conversion

Assessment practices will not be affected. The plan for assessment does not change as our students will be evaluated using the same evaluation tools as were used in the quarter

School Psychology Program

The School of Physical Activity and Educational Services

The Ohio State University



Education Specialist (EdS) Handbook
Autumn, 2012

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School of Physical Activity and Educational Services School Psychology Program

Mission Statement

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. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America's schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, 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.

Program Philosophy

The school psychology program at The Ohio State University (OSU) is guided by an ecological and socio-cultural model of training, and a specialty focus. This framework used as the overarching philosophy to the program is based on both the works of Bronfenbrenner (ecological model) and Bandura (reciprocal determinism) and it focuses on the multiple systems in which children exist. This perspective recognizes the complex interaction of person variables within and across multiple systems. The following premises are used as a foundation for this perspective and a visual diagram of this model is also included.

- The child resides in multiple systems that have both direct and indirect influences. The microsystem includes immediate environments such as home, school, and community. Larger systems such as the cultural and political context of the community (e.g., exosystem and macrosystem) influence the child's microsystem indirectly.
- The client, usually the child, is both the center of and an active participant in the ecological model. These variables (e.g. biological and genetic make-up, internal representations of psychological constructs, metacognition) demonstrate that to some extent behavior is under the control of the child and that the child possesses the ability to rationally reflect on and modify his/her interaction with the environment.
- A reciprocal relationship exists between child and system. The child acts on his/her environment exerting control and influence over variables in the immediate and larger systems. Also, the multiple contexts in which the child resides influence the psychosocial development, adjustment and educational experiences and performance of the child.
- Psychologists intervene in the ecology in multiple ways. For existing concerns, problems are defined with information related to the child, the multiple contexts, and the interaction between the child and context. This information guides the practice of psychology including prevention, assessment and intervention services.
- Additionally, psychologists provide services that assist in the creation of healthy individuals and systems. These services focus on wellness and maintenance of healthy environments and individuals.

The scientist-practitioner model of training was used as a guide in creating four program goals, three that are practice-oriented and one that is research-oriented. The practice goals include acquiring professional knowledge and identity in psychology and education, understanding the importance of urban and diversity issues in psychological service delivery, and linking assessment to intervention skills. These practice goals cut across the multiple needs of learners to provide a balanced approach to training psychologists. As increasing demands are placed on school personnel to meet the holistic needs of children, comprehensive psychological services that address the academic, behavioral, and social-emotional needs of children need to be provided in the school setting. The school psychologist is in a prime position to provide these services and bridge the psychological and educational worlds of children. However, these services are best provided when guided by ethical and professional standards of behavior.

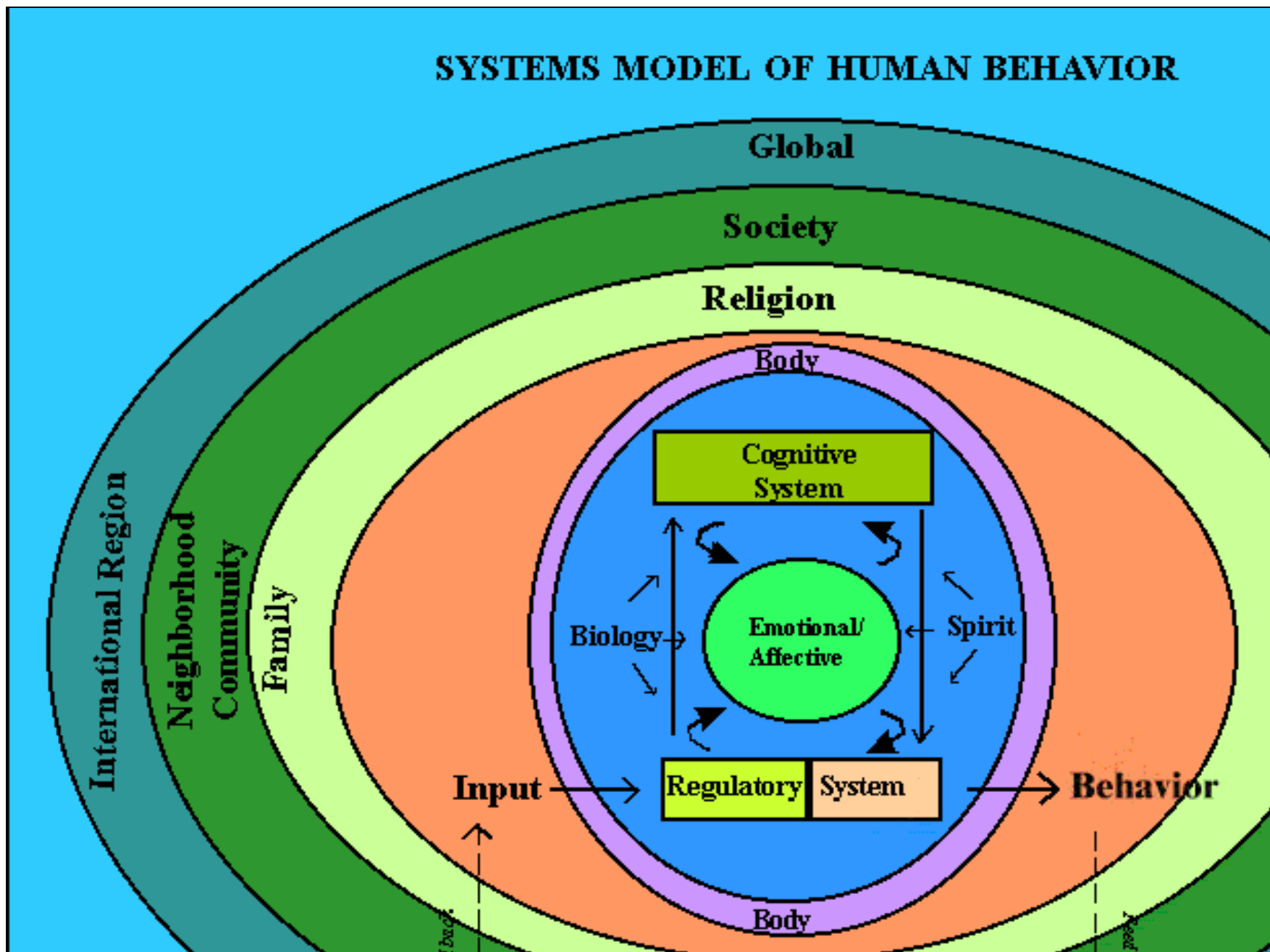
In addition to intersecting the practice goals with learner needs, the research goal cuts across each of the practice goals to entirely reflect the scientist-practitioner model of training. All students are taught to use the scientific model to make clinical decisions by operationalizing problems, identifying appropriate data collection techniques, analyzing and interpreting data collected, and utilizing the findings to determine the efficacy of and need for change in interventions. These clinical decision-making skills are applied to the development of academic, behavioral, and social-emotional interventions.

Throughout the program, a developmental balance between knowledge and skills is maintained. The education specialist program begins with coursework that focuses on students acquiring the knowledge and beginning skills necessary to practice with structured guidance and field-based assignments. Students then complete practica refining their clinical and professional skills and applying psychological research and theory to practice. Finally, professional autonomy is developed with supervision while on internship.

Finally, the faculty shares a common goal of training school psychology students to meet the needs of children in urban settings. 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. Recognizing that children in urban areas experience additional challenges related to population density (e. g., poverty, family and community violence), the urban specialty focus allows students to understand issues of poverty in particular and how these issues influence the lives of children in any setting.

In their professional roles, school psychologists are sensitive to the needs of a culturally diverse community, value the importance of children to the future of society, and advocate on the behalf of children. As an integral part of human services available to children, adolescents, adults, and families, school psychologists function across multiple settings with a focus on educational institutions. School psychologists address diverse referral issues with varied services such as consultation, counseling and other social-emotional interventions, academic and behavioral interventions, psychoeducational assessment, in-service education, administrative services,

research and evaluation. The urban specialty focus, mission statement, and program philosophy create a framework for cultivating a ‘mindset’ of becoming a change agent for social justice.



Education Specialist Program Description

The School Psychology Education Specialist (EdS) 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 EdS Program is also accredited by the Ohio Department of Education.

Currently, the OSU School Psychology EdS Program is at least 100 quarter hours and at least 91 of those hours are exclusive of the credit hours obtained during internship (please note that the University will be converting to semester hours in Summer 2012 and this requirement will change). In other words, currently, students are required to take an additional 55 quarter hours beyond that required of earning a Master's Degree. After the conversion to semester hours, the EdS Program will require at least 71 semester hours, 44 of which will be required beyond the Master's Degree. The EdS program focuses on practitioner training for the delivery of comprehensive school psychological services primarily in school settings. In addition to practitioner skills, EdS students are trained in a "scientist as consumer" model that emphasizes the use of research findings in clinical decision-making, both in terms of creating interventions as well as evaluating their efficacy. EdS students draw upon the scientific literature to make decisions regarding practice with a focus on empirically supported services. A number of competencies guide the curriculum for the specialist program. These competencies fall under one of the program goals outlined in the program philosophy.

Program Goal 1: Acquiring Professional Knowledge and Identity

- Develop an understanding of the roles, functions, and settings of school psychologists
- Develop Skills in Professional/Ethical Behavior
- Develop an Understanding about Relevant Legislation & professional regulations
- Participate in professional activities
- Develop an understanding of the roles, functions, and settings of school psychologists
- Develop necessary professional Skills for the Practice of School Psychology
- Develop a self-awareness regarding culture, values, and beliefs

Program Goal 2: Understanding Urban and Diversity Issues

- Develop an Understanding of the Role that Diversity Issues Play in the Practice of School Psychology
- Develop an Understanding of the Role that Developmental Issues and individual differences Play in the Practice of School Psychology
- Develop an Understanding of Issues Related to Urban Settings

Program Goal 3: Acquiring Knowledge and Skills Related to Linking Assessment to Intervention

- Develop knowledge and skills related to assessment and data-based decision making to address academic, behavioral, and social-emotional issues

- Develop knowledge and skills about assessment for the purposes of targeting appropriate interventions
- Develop skills in case conceptualization
- Develop skills in designing/selecting, implementing, and evaluating interventions
- Develop knowledge and skills of linking assessment to intervention that take into consideration cultural and linguistic factors

Program Goal 4: Acquiring Knowledge and Skills in the Area of Research

- Develop a Basic Understanding of Various Research Designs and Data Analysis
- Develop a Basic Understanding in the Use of Technology
- Develop the skills to be a critical consumer of research

In order to complete the EdS degree, students are expected to maintain two years of full-time enrollment that may include summers and to successfully complete one year of internship. All EdS students will obtain the masters of art degree after their first year (i.e., 30 semester hours). The EdS. degree must be at least 30 semester hours post masters degree. Successful completion of the internship is required to obtain licensure from the Ohio Department of Education.

Certification and Licensure

State Department of Education Licensure: Students who plan to work in the school setting are required to become licensed by the department of education of the state in which they plan to practice. Students who do not plan to work in a school setting, especially those who are pursuing academic careers, are also encouraged to obtain this license in their state. Students will receive information about this process while in the program or they can contact the State Department of Education for the state in which they plan to live.

NCSP Certification: The program encourages all students to become NCSP certified. You may apply for NCSP after you have completed internship. Applicants must achieve a passing score (165) on the National School Psychology Examination administered by the Educational Testing Service (Praxis). Test scores remain valid for nine (9) years after the test. Test scores older than nine (9) years are considered expired and would require the re-taking of the examination. You can download forms from the NASP website.

Licensed School Psychologist: In Ohio, nondoctoral students can become licensed as a school psychologist through the Ohio Board of Psychology. This licensure involves passing an exam (Praxis exam (passing score of 165) and oral exam on ethics), completion of an internship and obtaining three years of supervised clinical experience. Students can obtain the necessary information from the Ohio Board of Psychology. In most states, licensure of this nature is only available for doctoral psychologists.

Course Requirements (71 semester hours minimum)

Semester

First Year

Autumn 14 hrs	PAES 8056 (2) Roles and Functions of School Psychologists PAES 7028 (3) Cultural Diversity PAES 8077 (2) Mental Health I: Mental Health Issues in the Schools *PAES 5650 (3) Introduction to Exceptional Children *P&L 6641 (4) Introduction to Educational Statistics
Spring 14 hrs	PAES 8057 (4) Cognitive and Achievement Assessment PAES 8082 (4) School-based Consultation: Implementing Behavioral Interventions PAES 8078 (3) Mental Health II: Counseling in the Schools PAES 8079 (3) Mental Health III: Social Emotional Assessment
Summer 3 hrs	*T&L 5470 (3) Assessment and Instruction for Struggling Readers

Second Year

Autumn 13 hrs	PAES 7029 (2) Urban Issues in Education PAES 8060 (3) Linking Academic Assessment to Intervention PAES 8189.63 (2) Field Experience in School Psychology PAES 8080 (3) Biological Bases of Behavior: Neuropsychology in the School *PAES 5742 (3) Applied Behavior Analysis
Spring 15 hrs	PAES 8189.63 (3) Field Experience in School Psychology *P&L 8317 (3) Legal Aspects of Special Education Administration *PSYCH 6832 (3) Socio-moral development *P&L 7402 (3) Educational Psychology: Cognition, Learning, and Instruction PAES 8097 (3) Psychological Services for Early Childhood Populations

Third Year

Autumn 6 hrs	PAES 8191.63 School Psychology Internship (3 credits per semester) *P&L 6350 (3) Introduction to Educational Administration
Spring 6 hrs	PAES 8191.63 School Psychology Internship (3 credits per semester) *PSYCH 6835 (3) Child Development

*These courses are offered various times throughout the year and also typically in the summer. They can be taken at alternate times if there are scheduling difficulties.

EdS Advising Worksheet can be found on the program web site. This form is used by the student and the advisor to keep track of the program's requirements as they are completed.

National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology

Domains; Course Numbers Subject to Change in 2012

2.1 Data-Based Decision-Making and Accountability	PAES 8057 PAES 8060 PAES 8082
2.2 Consultation and Collaboration	PAES 8082
2.3 Effective Instruction and Development of Cognitive/Academic Skills	PAES 5742 PAES 8060 ED T & L 5470
2.4 Socialization and Development of Life Skills	PAES 8077 PAES 8078 PAES 8079 PAES 8082 PAES 8080 PSYCH 6832 PSCYH 6835
2.5 Student Diversity in Development and Learning	PAES 5650 PAES 7028 PAES 7029 ED P & L 7402
2.6 School and Systems Organization, Policy Development	PAES 5650 PAES 8082 PAES 7029 ED P & L 6350 ED P & L 8317
2.7 Prevention, Crisis Intervention, and Mental Health	PAES 8077
2.8 Home/School/Community Collaboration	PAES 8077 PAES 8097
2.9 Research and Program Evaluation	ED P & L 6641
2.10 School Psychology Practice and Development	PAES 5765 PAES 8056
2.11 Information Technology	PAES 8056
3.1 Supervised practicum and internship experiences are completed for academic credit or are otherwise documented by the institution	PAES 8189.63 PAES 8191.63

Program Requirements

Field-Based Experiences

Experiences Connected to Early Coursework

During the four semesters of the EdS program, students will participate in various field-based experiences connected to their core school psychology courses. The majority of these experiences will be conducted at the practicum sites in the Columbus City School District. Students are expected to participate in activities such as shadowing a school psychologist engaging in assessment, consultation, and implementing interventions. Students will also complete their own cases in Linking Academic Assessment to Intervention and Consultation. Students are expected to maintain a log of their hours for these experiences.

Second-Year Practicum

All students will participate in a practicum experience in their second year of the EdS program. This experience will be completed in the Columbus City Schools, an urban and diverse district, and will take place over the entire academic year. During the Autumn and Spring semesters, students will be expected to be in the schools eight hours each week (3 credit hours). Additionally, students will be expected to participate in weekly supervision for an hour and a half each week. In addition to school site hours, students will also spend time designing/ selecting interventions, writing treatment plans and psychological reports outside of school-based hours and supervision. Students are also expected to keep a log of their hours while on practicum, and forms for documenting hours will be provided. In total, students need to complete **300 hours** connected to practicum. Additional requirements include a case study presentation and reflection papers.

Students must receive at least a B- in all of their school psychology courses and be granted advancement to practicum during the annual review of their first year. Students who do not complete practicum with their cohort group for any reason may be expected to find their own practicum site and supervisor. However, to ensure the quality of the practicum experience, the practicum student must follow the policies and procedures outlined in the practicum syllabus.

Students will be required to attend a mandatory practicum orientation that will occur before the beginning of Autumn Semester. Students are highly encouraged to review material from the first year courses and practice test administration in preparation for practicum.

Professional behavior and development of clinical skills are extremely important aspects of the practicum experience. Students will be expected to have a clear understanding of the program contract and how that relates to your behavior while in practicum. If you have any questions or concerns regarding professional behavior, you are encouraged to ask questions, reacquaint yourself with professional standards and ethical guidelines, and review the program contract. Because the school psychology faculty is charged with the duty of gatekeeper for the profession, students will not advance to practicum until certain skills have been acquired during the coursework of the first year (e.g., counseling skills, assessment knowledge).

Evaluation of practicum is done once per semester. During the semester, an individual meeting with their supervisor will occur. At that meeting, practicum students will review the practicum evaluation form included in the practicum syllabus. Copies of these evaluation forms will be given to the student and the practicum coordinator to be placed in the student's program folder. Students who have difficulty while on practicum and do not acquire the necessary level of skills to proceed to internship can be denied the opportunity to go on internship the following year. Because internship placements are made in the middle of Spring Semester only students who have satisfactory performance on practicum during Autumn Semester will be placed at an internship site. However, in order to be allowed to begin internship, satisfactory performance (a grade of B- or higher) must also be obtained during Spring semester. If a student is not placed at an internship site in the middle of Spring semester due to performance while on practicum, the student may be given a site at a later date if s/he is able to demonstrate the skills necessary for internship during the Spring semester. The decision to place a student at a later date is left to the discretion of the faculty. Due to the timing and logistical demands of internship, students will not be allowed to make up practicum hours during the summer. Internship placements can only begin in the Autumn due to the State Department of Education funding.

Master's Competency Exam

Toward the end of the Spring Semester of the first year in the program, students are required to take a written master's competency exam. This exam consists of questions of an applied nature and that encompass all content and skills taught in the first year of the program. Typically, there will be three faculty generated questions, however this number may vary. Students will be expected to respond satisfactorily to all aspects of each question. The responses will be evaluated by faculty members. This exam is graded as pass/fail. Students will be required to pass this exam as well as earn 30 semester hours in order to obtain the master's degree.

EdS Internship

Introduction. The Ohio internship training program provides students from state approved school psychology training programs with applied learning experiences actualized in an approved educational setting which take place on a full-time basis over at least a nine-month period. The Ohio internship training program relies upon the cooperative partnership of local school districts, universities, and the Ohio Department of Education. Through collaboration and commitment to common goals, this partnership strives to guarantee the preparation of school psychologists thoroughly qualified to meet the diverse needs of Ohio's children. The purpose of the internship is to provide a process for integrating, applying, and expanding competencies, attitudes, and values under the direction of a supportive mentor, which leads to the provision of comprehensive school psychological services.

Funding. Funding for the internship is provided by the Ohio Department of Education to ensure that the children attending Ohio schools receive highly effective school psychological services. Acceptance of a school psychology internship obligates the intern to repay Ohio's investment in his/her training by agreeing to serve the children of Ohio. Signing such an agreement testifies to the intern being fully advised of and in agreement with this arrangement. When interns agree to accept the financial support provided by the Ohio Department of Education, they agree to repay

Ohio's investment in them by providing quality school psychological services to Ohio's children for a minimum of one year following the internship. Internship funding is not guaranteed.

Contractual Agreement. A written contractual agreement is agreed to by both the school district and the intern. The contractual agreement specifies the time period for employment and the salary provided. It also states the roles and function expectations of the intern, the supervisor, and intern site. Contractual agreements do not obligate the district to continue employing the intern beyond employment during the internship nor shall any contractual agreement require the intern to remain in the employment of the school district beyond employment during the internship. Hence, in the event that personal reasons or unsatisfactory performance necessitate termination of the internship, neither the intern nor the school district are obligated to maintain the employment relationship and the contracted agreement can be ended.

Placement Selection. Students will receive their internship placements during the Spring semester of their second year along with the Application for Licensure. Placements will be determined by program faculty with input from the student. Only students who have satisfactory performance in practicum will be considered for a site. Because placements are made during Spring Semester, a student who does not maintain satisfactory performance in practicum through spring semester can be denied their internship placement. If a student does not have satisfactory performance on practicum in Autumn Semester, but is able to exhibit competency in areas of school psychology delivery during Spring Semester, they may be given a site at the end of Spring Semester at the discretion of the faculty. Candidates for the internship are referred by the School Psychology program coordinator to an approved school district for an interview. Students will be responsible for contacting the district and setting up an interview. Students are expected to take their completed portfolios with them to the interview. The school district has the option of agreeing or disagreeing to employ the individual(s) recommended by the university faculty for placement in that school district. In the event that a district denies a placement, the university internship coordinator will work with the student to obtain another site. However, if there are no sites available, the student will have their internship experience delayed one year. Students are responsible for securing all necessary signatures on the materials in the Application for Licensure. The Application for Licensure is to be submitted to the Internship Coordinator by Friday of the last week of Spring Semester.

Generally, placement for the internship shall not occur in a school district in which the intern currently resides, has been a student, or has served in another capacity (e.g., teacher, counselor, and administrator). This is to prevent prior experiences and relationships from limiting intern effectiveness and/or scope of experiences. However, exceptions may be made for very large school districts that can provide experiences that are not related to prior experiences.

Students are expected to complete their internship in Central Ohio. If a student wishes to intern outside of Central Ohio, they must submit a formal request to the program faculty by the second week of Autumn Semester of their second year. The student will be notified of the faculty's decision no later than the last week of classes Autumn Semester. In the formal request, students need to provide a rationale for wanting to intern outside of Central Ohio. If a student knows that they will be moving out of state, they will be encouraged to seek an internship outside of the state. The internship coordinator will be responsible for contacting the closest university in that

area that has a school psychology program for the purpose of coordinating supervision. In most cases, a school psychology program in that area will agree to perform the supervision duties for the intern, including seminar attendance at that school. In the event that a university in the area does not provide supervision, the OSU intern supervisor will be responsible for coordinating with the site, and supervision can be provided electronically. Students outside of Ohio may be able to remotely attend the OSU seminar, provided facilities and equipment are available and sufficient academic rigor can be maintained. Students connecting remotely must meet the same seminar requirements as students attending the seminar in person. The decision regarding the appropriateness of remote seminar attendance rests with the faculty and is based on the student's supervisory and mentoring needs.

Placement Site. Internship placement sites are expected to provide appropriate support for the internship experience including (a) a written agreement specifying the period of appointment and any terms of compensation; (b) schedule of appointments, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency or school district's school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Clock Hours and Salary. Students are required to complete a minimum of 1200 clock hours of internship in a school setting. Interns are expected to keep a log to document their hours and activities, including time they are receiving supervision. The logs should be reviewed periodically with site supervisor. Students are compensated with a stipend during their nine-month internship. However, it should be noted that monies are contingent upon the approval of a budgetary item in the Ohio Department of Education budget by the legislature every two years. Currently, the stipend is 21,900, which is the state minimum for a teacher with a Master's degree and no experience. Please note that the salary may be slightly less due to circumstances beyond our control. Not all internships outside of the state of Ohio receive compensation.

Roles and Function. Students are required to perform roles and functions that correspond to NASP standards and domains of practice. These include activities associated with data-based decision making and accountability, consultation and collaboration, effective instruction and development of cognitive/academic skills, socialization and development of life skills, student diversity in development and learning, school and systems organizations, policy development, climate, prevention, crisis intervention, mental health, home/school community collaboration, research program evaluation, and information technology. Internship sites and supervisors are selected and approved based on the willingness and commitment of the site and supervisor to provide opportunities for interns to engage in roles and functions consistent with NASP domains and standards of professional practice.

Evaluation and Supervision. Students are supervised by an appropriately credentialed school psychologist who is the on-site supervisor, and this supervisor is expected to communicate the intern's progress to the university supervisor(s). Intern site supervisors are required to provide face-to-face direct supervision of the intern for a minimum of 2 hours per week. Site supervisors may need to provide additional face-to-face direct supervision hours depending on the mentoring needs of the intern and as a function of the stage of intern development. Internship experiences

are guided by a competency checklist/evaluation form. Internship supervisors complete the competency checklist/evaluation form as part of the written evaluation of the intern at the end of each semester. University supervisors meet with the site supervisor to review the progress of the intern. If the intern is having any difficulty attaining the stated goals, a behavior plan is developed in collaboration with the intern, site supervisor, and university supervisor. All interns maintain an activity log and complete an exit survey at the end of their internship year. There is a formal mechanism in place for ongoing communication and collaboration between field supervisors and program faculty that ensures the comprehensiveness of the intern's training experience.

Monthly Seminar. Interns are required to meet monthly in a two hour seminar class format to hear presentations on topics of interest and topics of germane to current and evolving professional practices. These presentations are typically provided by invited guests such as field based supervisors or other practitioners and university trainers. At these seminars, sufficient time is allocated for Interns to share experiences and discuss issues taking place at their site. Interns may also be asked to present case studies or interventions that they have worked with or used in their sites. Lack of attendance at these seminars could result in a deducted grade or termination of the internship depending on the severity of the absences and the circumstances.

Praxis Exam for Licensure and NCSP

All interns must take the Praxis exam, which is the national school psychology exam, and is required for Ohio licensure. It is generally taken at the beginning of their internship year. Students must submit their Praxis scores to the internship coordinator of the school psychology program by the end of Spring Semester in order to receive a grade for the semester. Graduates in the past have performed well on the exam.

The Praxis exam is given approximately six times a year. You may pick up an application form 110 Arps Hall. Scores should be sent to OSU (code number RA1592), NASP (code 10400), and the Board of Psychology if you are interested in licensure for private practice. The Praxis exam is used for both state certification and National Certification (NCSP). You must have a passing score to be certified in the state of Ohio.

Licensure Application

At the end of the internship year, the internship coordinator will distribute the application for five year licensure. Interns will return the application and check or money order to the internship coordinator. The internship coordinator will complete the necessary steps leading to the College of Education recommending the interns to the State Department of Education for licensure.

Postponing Internship

If after completion of the course work, a student chooses not to go on internship for more than two years, they will be expected to complete additional coursework or repeat coursework as deemed appropriate by the faculty. Additionally, internship will be based on availability of internship slots.

Program Evaluation

Evaluation of students in The OSU School Psychology Program is conducted at two levels. First, students are evaluated in each course, and these procedures are clearly described in the course syllabi. Course objectives and assignments correspond with the competencies described elsewhere in the handbook. Also, students who do not receive at least a B- in the core school psychology courses will not be allowed to continue in the course work within that sequence and will be expected to retake the course in which they received less than a B-. Students who do not receive at least a C- in required courses outside of school psychology must repeat the course and obtain at least a C- before entering internship. The OSU Graduate School also mandates that students must maintain a 3.0 GPA every semester they are admitted to a graduate program. Students who do not maintain this 3.0 average will be placed on probation. In addition, students who are on assistantship and who drop below a 3.0 will be in danger of losing their assistantship. Please refer to the OSU Graduate School Handbook for more information regarding these policies.

In addition to evaluation at the course level, students are also evaluated at the program level. Course evaluation is important, but does not provide students with a more comprehensive overview of their progress in the program. The faculty will complete an annual review of students before practicum and internship.

At the end of the first year in the EdS program, the annual review process will focus on advancement to practicum. Students who are deemed as lacking in sufficient professional or clinical skill by the faculty, may be withheld from the second year practicum or provided a behavioral plan that will be created with input from the student. If students are not allowed to advance to the second year practicum, they will be required to complete the practicum the following year (if they successfully advance to practicum at that time), thus delaying completion of the program. In addition to waiting to take the specialist practicum, students may also be required to take additional coursework to remediate areas of weakness for the student.

Towards the end of the second year in the specialist program, faculty will again engage in an annual review process focusing on advancement to internship. Students who do not successfully complete practicum, and/or who are deemed as lacking in sufficient professional or clinical skill by the faculty will not be placed on internship. The internship form will be used as the evaluation tool for performance while on internship. Students who do not successfully complete internship will not be given the needed paperwork to file for licensure.

At the end of the internship year, students will be expected to submit a comprehensive case study assignment that serves as the culminating project for the EdS degree. This case study will be evaluated by faculty members using a rubric.

Portfolio

Students are encouraged to create a portfolio and maintain a portfolio throughout their internship experience. The portfolio includes a representative sample of work which demonstrates their performance in each of the following competency areas: data-based decision making and

accountability, consultation and collaboration, effective instruction and development of cognitive/academic skills, socialization and development of life skills, student diversity in development and learning, school and systems organizations, policy development, climate, prevention, crisis intervention, mental health, home/school community collaboration, research program evaluation, and information technology. These may include for example, case study/assessment reports, documentation of consultation/collaboration activities, development and implementation of an intervention plan, measurement of pupil performance data as a function of an intervention (RTI), or a report summarizing counseling session.

.This portfolio will be very helpful for students as they prepare for internship and apply for positions after completion of the program. All faculty, practicum supervisors, and internship supervisors will have access to the information in your portfolio. In general, the portfolio should be complete, professional in appearance, well organized, clearly written, and contain the appropriate content for each written component.

Program Policies

Student Involvement

Student Affiliates of School Psychology (SASP) is a student-run organization that represents the needs of the graduate students, both specialist and doctoral, in school psychology and is a liaison organization to the area faculty. All school psychology students are required to be members and are encouraged to participate in all sponsored activities. The organization seeks to increase awareness of the field of school psychology, to increase communication and relationships between the school psychology students and the faculty at OSU, to raise funds for professional events, and to maintain a website.

In addition to SASP, students also participate in the functioning of the program through the Student Advisory Board which is a subcommittee of the SASP. The program GTA(s), SASP President, SASP President-Elect, and one EdS student represent the students' concerns and ideas to the faculty. These representatives meet with the School Psychology program director once per semester (or at their discretion) so that students are provided updates on new program information as well as provide feedback to the faculty regarding student concerns and ideas. Student representatives may also be asked to attend faculty meetings when deemed necessary. One specific function of the Student Advisory Board is to inform the School Psychology student body of changes made to the program, which are then documented in the Program Handbook. Students can provide feedback on any changes and the members of the Advisory Board share this feedback with the faculty. Although the faculty makes final decisions regarding the structure and operation of the program, student feedback will be seriously considered before changes are adopted. If a student does not uphold the responsibilities of the position, the SASP will appoint another student to the position for that academic year.

Professional Organizations

As a professional school psychologist, each student is expected to maintain knowledge of current trends and developments in the field of school psychology. One way to accomplish this is through various professional organizations. Students are required to become members of the

following associations: Division 16 (APA), NASP, OSPA, and SPCO and become familiar with the procedures and philosophies of the various associations. Membership in APA is optional. Students will be required to show proof of membership to the program Graduate Assistant at the beginning of the academic year.

Academic Standing

It is expected that all students will receive a B- or higher in all core school psychology courses and maintain a 3.0 overall. If a student receives a less than a B- in a core school psychology course, they will be required to repeat the course resulting in the student extending the length of their program. Students who do not receive at least a C- in required courses outside of school psychology must repeat the course and obtain at least a C- before entering internship.

Technology Competencies

To be consistent with professional standards, students will be expected to acquire certain technological skills before completing the program. These skills include using email, searching the internet, understanding basic word processing and presentation software, using digital video cameras for supervision, and using testing software for assessments. Students will also be expected to have email accounts and access the School Psychology list serve on a regular basis. Much of the out-of-class communication with students is done via email. And students may also be required to download Word and Power Point documents for class. Additionally, doctoral students are required to have basic skills in data management and statistical software.

Termination Procedures

Students can be dismissed from the program based on two separate violations. Disciplinary action is taken when students violate institutional standards of conduct. These violations can include stealing, drug abuse, plagiarism, falsifying records, and cheating. The School Psychology Program will follow all university, college, school, section, and program policies regarding disciplinary action. Policies regarding disciplinary action can be found in other parts of this handbook, as well as the OSU Graduate School Handbook, the PAES Patterns of Administration, and the Graduate Studies Handbook. Department, college, and university rules take precedent over rules of the School Psychology program.

Academic dismissal occurs when students do not make progress in professional, academic, or skill-related areas. This type of dismissal is under the jurisdiction of the program; however, standards are also enforced by the OSU Graduate School. Although students are allowed due process, court decisions at the state and federal level have determined that trained faculty have the right to evaluate students as they see fit as long as evaluation is not done in an arbitrary, unfair or capricious manner.

As soon as a faculty member has concerns over a student's performance, the faculty member will provide the student with appropriate feedback and recommendations for improvement. If the student continues to perform poorly, the school psychology faculty as a whole will meet with the student to discuss the faculty's concerns and create a remediation plan. Students who are on a remediation plan will be closely monitored until satisfactory progress is achieved or the student's

enrollment in the program has been terminated. In addition to being placed on a remediation plan, advancement in the coursework, advancement to practicum, and/or advancement to internship can be delayed until satisfactory progress is demonstrated. Therefore, students can be delayed in their progression through the program and be placed on a remediation plan simultaneously. Throughout this process, students will be encouraged to be active participants by providing feedback to faculty regarding their skills and identifying additional support needed. Students are also encouraged to provide the faculty with any information that will aid in making the best decisions for the student and the field. Documentation throughout this process will also be shared with the graduate studies committee and the Graduate School.

Students can be dismissed from the program or denied further registration based on the following conditions:

- A student does not maintain a 3.0 grade point average after two consecutive semesters.
- A student does not maintain reasonable progress toward the degree.
- A student does not fulfill the requirements of the remediation plan.
- Violation of university rules or Graduate School requirements.

Once the faculty determines that the student is not making reasonable progress, the student is then given a final warning along with time frame and expectations for change that must be met to remain in the program. Students can be removed from the program after a careful review of the student's materials, a unanimous vote of the school psychology faculty and approval of the departmental graduate studies committee. This decision is then forwarded to the Graduate School for final approval and the student informed of the decision in writing. Students who are dismissed from the program will no longer be considered a member of the school psychology program, nor will they be allowed into any school psychology course. In order to obtain reinstatement, the student must petition the. A student who has been dismissed from the university may petition the original or another Graduate Studies Committee for reinstatement to the Graduate School. If the petition is approved, the Graduate Studies Committee must submit the student's petition to the Graduate School for review

Mentoring Relationship

The Faculty-Student Relationship is very important to the graduate experience. Specific roles and responsibilities for both faculty and students are outlined in the PAES Patterns of Administration found on the PAES Web Site. Students are expected to communicate with the instructor about any concerns or questions (using appropriate channels), attend all course activities and complete all assignments on time, prepare written assignments in the form specified by the instructor, treat all students, faculty, and staff with respect, be knowledgeable of all university, college, school, and program policies (including academic misconduct), and recognize that course content has been identified to expose students to the necessary knowledge-base of their field.

The mentoring relationship between faculty and student in the EdS program and the doctoral program are somewhat different. EdS students have a very prescriptive program with little flexibility given the accreditation requirements of NASP and APA. EdS students are encouraged to seek mentoring from their advisor whenever they desire. **Also, students are expected to educate themselves on all deadlines and policies.**

The mentoring relationship between faculty and student in the doctoral program is much different than that for the specialist program. Doctoral students are expected to play a very active role in their training. The doctoral program is influenced much more by Graduate School policies than the specialist program. Therefore, keeping up with policies, procedures, and deadlines set forth by the OSU Graduate School and the School of PAES is imperative. You are responsible for contacting your advisor regarding each requirement in your program; therefore, you need to be aware of the requirements and the sequence in which they occur. You are also ultimately responsible for keeping up with policy changes made by the Graduate School or the School of PAES. The school psychology faculty wants your doctoral experience to be a positive one, and this relationship works best when students are actively involved in their educational experience.

Grievance Procedures

Grievance procedures can include grade grievances, academic misconduct, sexual harassment, and other general grievance procedures. These procedures are the jurisdiction of the school, college, or university. Students are expected to be aware of these policies. For more information, students are encouraged to review the appropriate university documents. In general, and as appropriate, there will be attempts to resolve grievances at the lowest level possible in an informal manner. Formal grievances must be in writing and presented to the director of the school as soon as possible in time for the situation being grieved. The director will solicit information from the appropriate individuals related to the grievance and will follow university procedures to decide the grievance if such procedures exist for the particular grievance. Otherwise, the director will decide the grievance in a manner that is consistent with the principles laid out in this document, the pattern of administration, and other appropriate college and university documents.

Grade Grievance

Faculty rule 3335-7-23 provides the processes and procedures related to the alteration of grades reported to the university registrar. The following perspectives and processes generally reflect those in this faculty rule except where the rule stipulated academic unit involvement, the process and procedure for that involvement is provided. A grade filed with the registrar is subject to change only when a procedural error has been discovered in evaluation or recording of a grade. In no case can a grade be revised in accordance with criteria other than those applied to all students in the class. Action to change a grade must be initiated before the end of the second semester (including summer). If the instructor agrees that an error in determining the grade was made, the instructor should submit to the office of the director a "Change of grade" form. All grade change forms require the signature of the director and should be forwarded to PAES room 100, after the instructor has completed the grade change form.

Academic Misconduct

"Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process (Faculty rule 3335-5-487). Part of the role of the instructional staff should be to educate students about academic honesty and integrity and conversely behaviors that might constitute academic misconduct. This includes

clear statements in course syllabi and other course materials about expectations and consequences of dishonesty.” Alleged instances of lax or irregular examination methods must also be reported to the committee on academic misconduct. “Both faculty and students have the obligation to report suspected misconduct or irregular or lax examination methods” (Procedures of the committee on academic misconduct, 3.0). Any case of academic misconduct must be brought to the attention of the committee on academic misconduct, unless there is another institutional process that relates to the nature of the misconduct. Cases should be brought to the attention of the committee on academic misconduct even after the student is informed of the allegation and the student confesses to the alleged misconduct. Without a ruling on the alleged misconduct by the Committee on Academic Misconduct, the instructor cannot impose any sanctions on the student including a reduction in grade. Further, at any stage in the process of the alleged misconduct, the individuals who must be involved in the case must maintain the highest level of confidentiality. Sharing information on any alleged act of misconduct with anyone not directly involved in the case violates the Family Rights and Privacy Act of 1974 that requires the privacy of the student is maintained.

Sexual Harassment

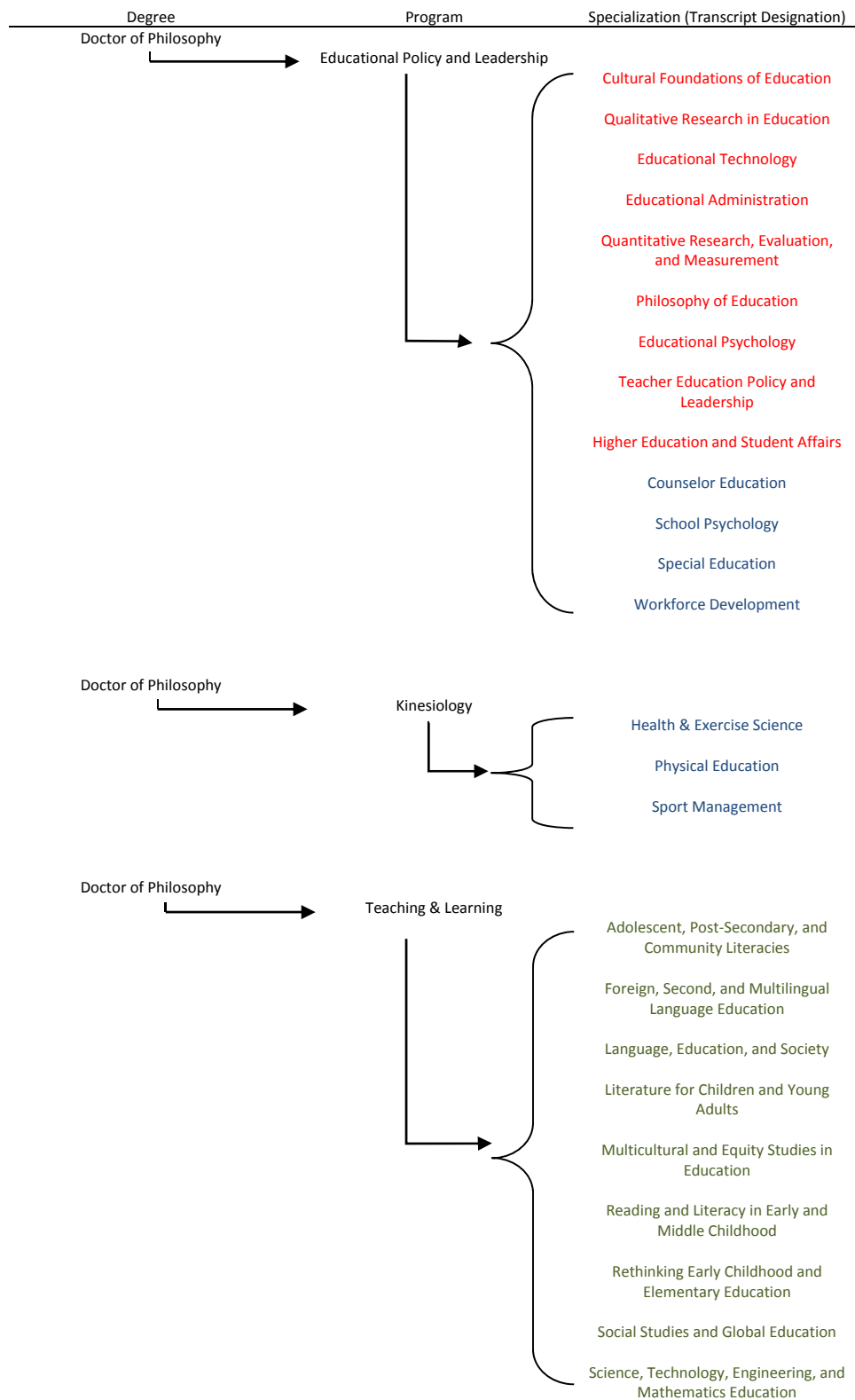
Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (A) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status, (B) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual and (C) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus. Sexual harassment can occur between any individuals associated with the University, e.g., an employee and a supervisor; coworkers; faculty members; a faculty, staff member, or student and a customer, vendor, or contractor; students; or a student and a faculty member. The full OSU Sexual Harassment Policy (1.15) can be found on the Office of Human Resources web site.

Education Graduate Programs Schematic

Doctor of Philosophy- Quarters



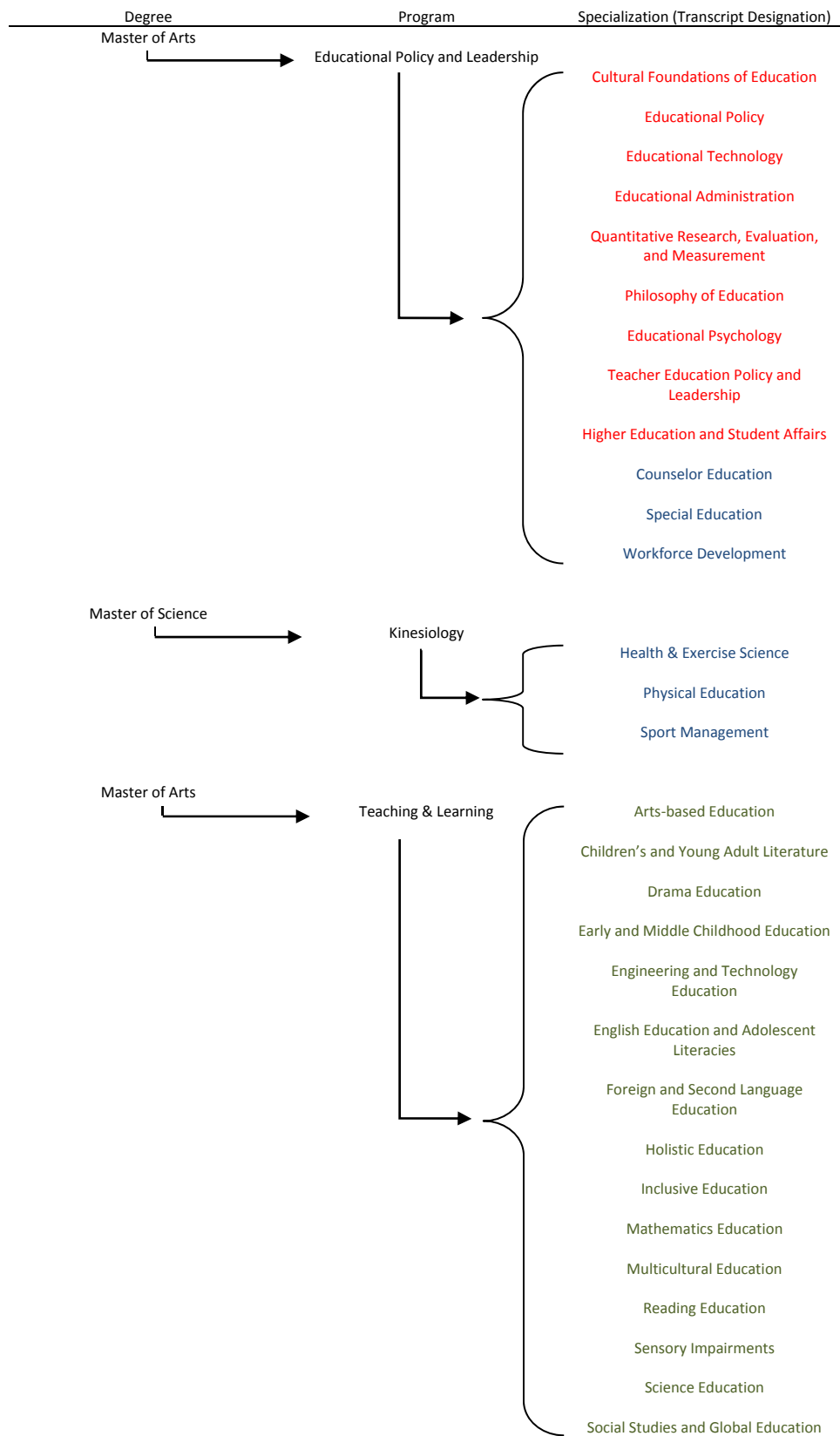
Doctor of Philosophy- Proposed for Semesters



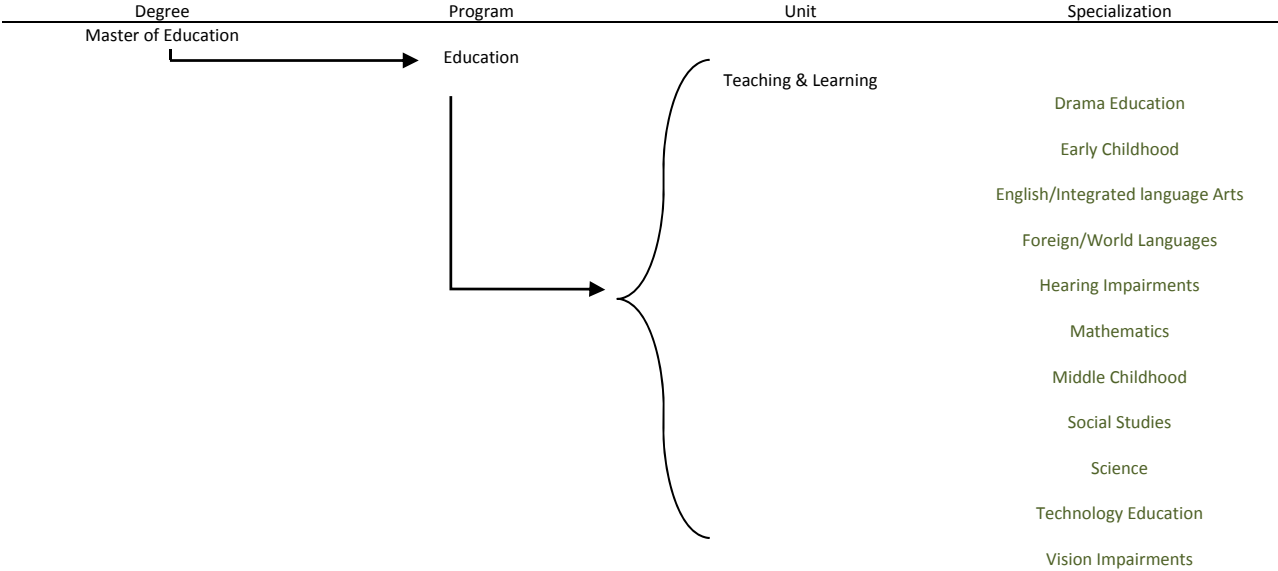
Master of Arts- Quarters



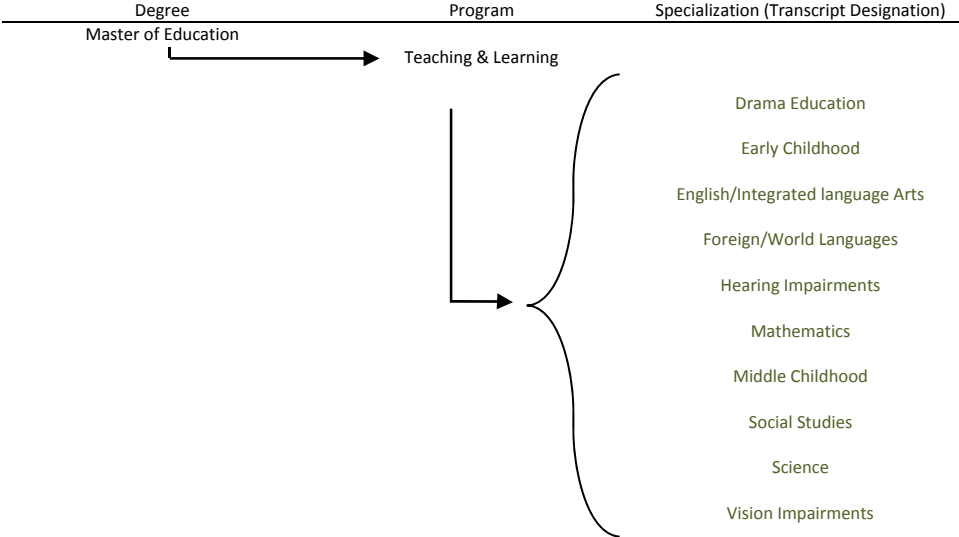
Master of Arts/Science- Proposed for Semesters



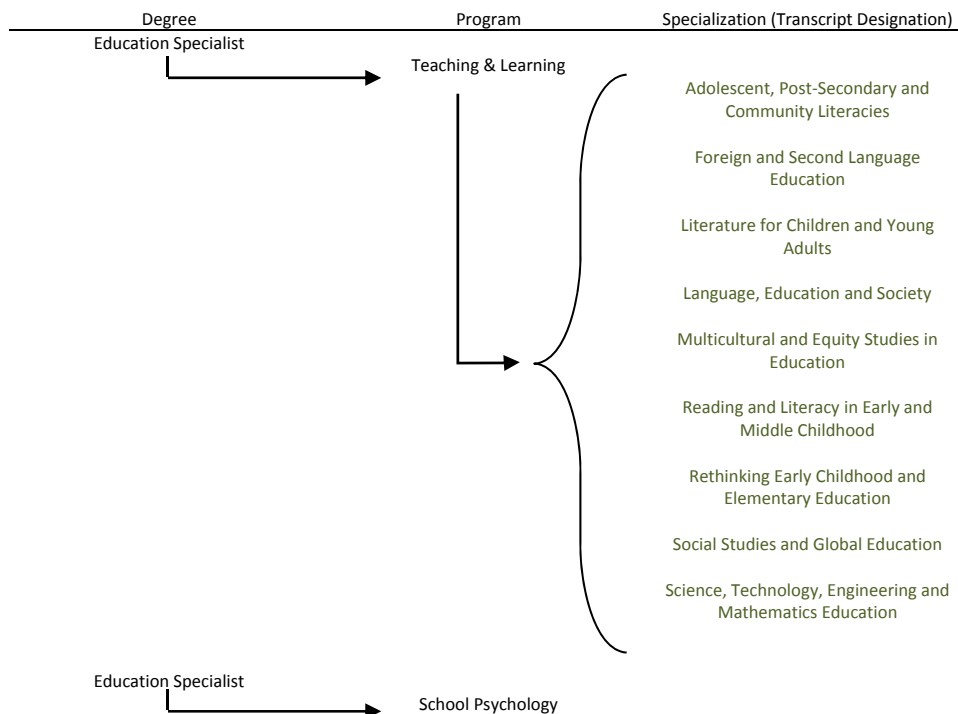
Master of Education- Quarters



Master of Education- Proposed for Semesters



Education Specialist- Proposed for Semesters



Doctor of Education- Proposed for Semesters (new)

