SCHOOL PSYCHOLOGY PROGRAM HANDBOOK

2022 EDITION

Rev 4/7/22
2022 Entry year

Contents

In addition to the highlighted strands, there are specialty areas that are the focus of the research interests of the primary faculty. Dr. Sawyer Hunley, Ph.D., NCSP, investigates Response to Intervention with an emphasis on Tier 3, program development and evaluation, and the connection between learning and physical space. Dr. Susan Davies, Ed.D., NCSP, studies the efficacy of specific interventions and model service plans for students with traumatic brain injuries (TBI), school crisis intervention and prevention, and international experiences to enhance diversity awareness. Dr. Elana Bernstein, PhD, NCSP, investigates the transportability of evidence-based interventions for childhood mental health problems to school settings, early identification of mental health problems in youth, and child and adolescent anxiety disorders. 18

Questions regarding the application process should be e-mailed to Dr. Susan Davies, Program Director, at the following address: sdavies1@udayton.edu 19

All students are required to pay a one-time assessment materials fee of $215 at the start of EDC 516: Psychoeducational Assessment. Payments are made separate from tuition and are used to purchase test kits, test protocols, and scoring software required in EDC 516 and EDC 512/513: Cognitive Assessment and Cognitive Assessment Skills Lab. Information for payment will be provided in the course syllabus and by the instructor for EDC 516. Assessment materials are housed and checked out from the Curriculum Materials Center (CMC) for training purposes; lost, damaged, or destroyed materials will result in a hold placed on the student's University account and/or a replacement fee.

Each student will complete a thesis as part of the requirements for earning the Educational Specialist (Ed.S.) Degree. Key procedural points in the thesis process include Proposal Approval, UD Institutional Review Board (IRB) Approval, and Thesis Approval. Documentation of a completed thesis is required for the Ed.S. and School Psychology Candidates are expected to present their theses in the editorial style prescribed in the most recent edition of the *Publication Manual of the American Psychological Association.* In addition, all graduate candidates writing theses at the University of Dayton should follow the procedures described by the University of Dayton Graduate School at: http://gradschool2.udayton.edu/current/thesisdiss_info.asp and the Roesch Library at: http://libguides.udayton.edu/etd

Because graduate students make significant developmental transitions during their graduate training and may need special assistance during this time, it is the responsibility of the program to provide recommendations, activities, procedures, and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to: orientation meetings, clear and realistic expectations, clear and timely evaluations and feedback that may result in suggestions for positive change, and contact with support individuals (e.g., supervisors) and/or groups (e.g., other graduate trainees, former students).

A course grade of C or lower will result in requiring you to re-take the course, or in termination of the school psychology program, at the discretion of the school psychology program director. At times, a student may need to take an "I" (incomplete). It is the student's responsibility to secure a written agreement with the instructor regarding the timeline and expectation for work completion. Incompletes (I) at the end of a term should be rare and must include a written agreement between the instructor and student regarding timeline for work completion. Failure to adhere to that timeline will result in a meeting with the program

coordinator and academic probation for the student. In order to apply for the temporary (internship) license, students cannot have any "I" grades on their transcript as of April prior to their internship year. Any "I" grades will turn into F's after one academic year.

Students will complete an Annual Student Review of Professional Development during each year of coursework (November) and prior to internship. The Annual Review requires students to examine evidence they have accumulated through coursework, thesis, practicum, etc. to support their professional development and disposition in three of the NASP training domains associated with SEHS Outcome Goals: Consultation and Collaboration (SEHS: Critical Reflection), Diversity in Development and Learning (SEHS: Embrace Diversity for Social Justice), and Legal, Ethical, and Professional Practice (SEHS: Scholar Practitioner). Students will also complete the course completion checklist, identify 2 personal goals for the upcoming year as part of this review, and indicate any concerns/questions to be addressed by faculty. Program faculty review students' self-completed Annual Review and provide oral and/or written feedback on student's professional growth on an annual basis (December). See a copy of the Annual Student Review of Professional Practice on the following pages.

SECTION 1. PROGRAM DESCRIPTION

The School Psychology Program is a graduate training program in the Department of Counselor Education and Human Services in the School of Education and Health Sciences (SEHS) at the University of Dayton. The School Psychology Program at the University of Dayton offers the Master of Science in Education Degree and the Educational Specialist Degree in School Psychology. Completion of both levels of training is required for practice as a school psychologist.

Candidates who successfully complete the program requirements and pass the school psychologist portion of the Praxis II examination qualify for a license to practice in schools from the Ohio Department of Education (ODE). The National Certificate in School Psychology (NCSP) is available from the National Association of School Psychologists (NASP) and can be used to obtain school psychologist credentials in many other states. A license to engage in the independent practice of school psychology is available from the Ohio State Board of Psychology for graduates who have worked in the schools for three years, passed the Praxis examination, and passed an oral examination. Students who also complete a thesis project are eligible for the Educational Specialist (Ed.S.) degree.

The University of Dayton's School Psychology Program provides a curriculum that is comprehensive, integrated, and sequential. The program is approved by the Ohio Board of Regents, and accredited by the National Association of School Psychologists (NASP). The School of Education and Health Sciences is accredited by the Council for Accreditation of Educator Preparation (CAEP).

This handbook is comprised of three sections: (1) the Program Description, (2) the Practica Guidelines, and (3) the Procedural Manual for Thesis Completion. Each section was developed so candidates and field supervisors could easily access one section without the other two sections.

Training Philosophy

The School Psychology Program at the University of Dayton is based upon the scientist-practitioner model of service delivery. Within this model, school psychology candidates become competent researchers, contributors to the school psychology knowledge base, and practitioners who apply their knowledge and skills through a problem-solving process to improve the education and mental health of children and youth in schools. Courses reflect current advances in the field of school psychology and education, and the program is committed to implementation and integration of the most current technology applications.

The mission of the School Psychology Program is to provide a comprehensive, integrated, and sequential program of study that prepares competent school psychologists whose services will positively impact children, youth, teachers, families, schools, and other consumers. The Program is committed to providing training that is delivered in the Marianist Tradition of educating the whole person, and to linking learning and scholarship with leadership and service. Diversity in thought, religious belief, social, cultural, ethnic, and economic background is valued. Consistent with the themes of the School of Education and Health Sciences (SEHS) and the Department of Counselor Education and Human Services, the School Psychology Program attempts to build learning communities through critical reflection and to facilitate the development of human service practitioners who work to support individual and community growth.

School of Education and Health Sciences Outcome Goals

The University of Dayton's School of Education and Health Sciences (SEHS) has established four primary goals for all program graduates. These goals are based on the institution's Marianist Tradition which values learning that produces graduates who:

(1) embrace diversity for the promotion of social justice;
(2) are scholar practitioners;
(3) use critical reflection in their daily professional decision-making; and
(4) work to build community.

National Association of School Psychologists (NASP) Domains of Professional Practice

The School Psychology Program at the University of Dayton integrates the following Standards for Training and Field Placement Programs in School Psychology set forth by the National Association of School Psychologists into courses, practica, and internship. The program is designed to ensure that graduates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and applied skills. It is intended that graduates possess a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. Graduates should be able to demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive, and are fully integrated into graduate level curricula, practica, and internship.

2.1 Data-Based Decision Making

School psychologists understand and utilize methods for identifying strengths and needs; for developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention..

2.2 Consultation and Collaboration

School psychologists understand varied methods and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

2.3 Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data

collection methods to implement and evaluate services that support academic skill development in children.

2.4   Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

2.5   School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

2.6   Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

2.7   Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnership and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

2.8   Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices

for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

2.9   Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists can evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

2.10   Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Integrated Goals and Domains

The School Psychology Program integrates the 4 SEHS goals with the 10 National Association of School Psychologists (NASP) domains of professional practice to ensure that graduates are prepared according to national standards, but also in accordance with the basic philosophy characteristic of the SEHS at the University of Dayton. The connections outlined in the following chart are made through a series of courses and field experiences that include content related to both the goals and domains. In addition, assessments document student attainment of knowledge and professional skills for each area. It is important to note that although these comparisons are emphasized in the program, the goals and domains overlap in other ways that may not be captured in this chart.

SEHS Goals	NASP Domains
Embrace Diversity for the Promotion of Social Justice	Consultation and Collaboration Equitable Practices for Diverse Student Population Services to Promote Safe and Supportive Schools

	Mental and Behavioral Health Services and Interventions Family, School, and Community Collaboration Legal, Ethical, and Professional Practice
Critical Reflection	Data-Based Decision Making Consultation and Collaboration Research and Evidence-Based Practice Legal, Ethical, and Professional Practice
Scholar Practitioner	Data-Based Decision Making Academic Interventions and Instructional Supports Mental and Behavioral Health Services and Interventions School-Wide Practices to Promote Learning Research and Evidence-Based Practice Legal, Ethical, and Professional Practice
Building Community	Consultation and Collaboration School-Wide Practices to Promote Learning Services to Promote Safe and Supportive Schools Family, School, and Community Collaboration

School Psychology Program

The School Psychology Program at the University of Dayton is structured to include coursework and experiences that provide candidates with a foundation for the development of knowledge and skills described in the program philosophy. Course content is frequently accompanied by appropriate field experiences. Practica experiences are designed to provide candidates with opportunities to practice skills that are required in professional practice while under direct supervision. Practica occur in conjunction with specific courses and are individualized in terms of setting and field supervisor. Internship is a culminating activity that provides candidates with the opportunity to develop professional competency while under supervision. The internship is completed on a full-time basis for one school year in a school district, with supervision provided by appropriately credentialed school psychologists.

Candidates who successfully complete 30+ semester credits of coursework and the comprehensive examination are awarded the Master's Degree in Education with a concentration in school psychology. An additional 52 semester credits, for a total of 82 credits, including internship and successful completion of a thesis, are required for program completion and the awarding of the Educational Specialist Degree in school psychology. Candidates must also pass the PRAXIS II examination in school psychology for licensure in the State of Ohio and certification by the National Association of School Psychologists (NASP). Candidates can matriculate as either full- or part-time students.

The School Psychology Program at the University of Dayton has established a comprehensive evaluation procedure to ensure that each student has attained the knowledge and skills necessary to serve as a professional school psychologist. Evaluation procedures are embedded throughout the program and include assessments that are both formative and summative. Assessment of student development begins upon entry into the program, continues through the internship, and culminates with the completion of the program. Candidates must meet specific criteria in order to earn both the Master of Science Degree in Education with the School Psychology Concentration and the Educational Specialist Degree in School Psychology.

Level 1 Assessment: Admission Process

The initial step in evaluating applicant potential for success as a student and a school psychology practitioner is through the selection process for admission to the program. Potential candidates are screened for admission based on their GRE (optional) scores, undergraduate grade point average, letters of recommendation, and a personal statement. Candidates who meet the initial criteria are invited to on-campus interviews. Interviews are held to evaluate applicants' professionalism, social skills, organization of thought, and motivation. Admissions are competitive; meeting eligibility criteria does not guarantee admission, as only 10-12 applicants are enrolled in the program annually.

Level 2 Assessment: Formative Assessment

Assessment of knowledge occurs in each course and results in grades that measure student success. Grades are based on demonstration of knowledge through written examinations, oral presentations, written products, group collaboration activities, and similar methods. Candidates are expected to attain grades of B or better in all course work. If a student obtains a grade of C or below, the student is required to either retake the course, or may be counseled to leave the program.

Candidates are required to demonstrate skills that indicate their ability to apply their knowledge and skills to result in measurable, positive changes in the clients that they serve. Toward this end, multiple methods

of assessment of professional practice skills are incorporated into the program. The primary contexts for assessing student skills are via case studies, practica evaluations, and internship evaluations.

At the conclusion of the practica experiences, program faculty and/or field supervisors conduct student evaluations regarding the level of skill attained. Practica evaluation forms can be found in the Practica section of this handbook. In those practica experiences that employ the case study format for demonstrating professional skills, candidates are evaluated on their ability to demonstrate measurable, positive changes for the group, child, or youth who is served within the context of the case study. The case study evaluations are similar to the format developed for the School Psychologist Certification by the National Association of School Psychologists (NASP).

Level 3 Assessment: Summative Evaluation / Comprehensive Exam for Master of Science Degree

The Master of Science Degree in Education is awarded to candidates after the successful completion of the specified coursework, including practica experiences, and an examination of knowledge. The comprehensive examination occurs once a year in May. Examination responses are evaluated by program faculty. Candidates who do not have adequate performance on the examination may have the opportunity to participate in an oral examination or other measure of knowledge.

Candidates are informed whether they have achieved the level of success necessary for continuing in the program with one of four ratings: recommendation for graduation and program continuation; recommendation for graduation and program continuation on probation; recommendation for graduation but not program continuation; or not recommended for graduation.

Candidates who receive the recommendation for continuation or recommendation for continuation on probation will apply for graduation and be approved for admission to the Ed.S. School Psychology program. Candidates who graduate in August are eligible to participate in graduation ceremonies in December.

Because many school districts award salary increases based upon post-master's credit hours, it is crucial that students apply for their Master's Degree as soon as they earn enough credits and have passed the comprehensive examination. However, coursework for the second part of the school psychology program cannot begin until the candidate applies for the Educational Specialist program immediately upon finishing the Master's Degree. This will ensure the accrual of a sufficient number of post-master's hours and will allow students to be placed at the appropriate level on school district salary pay scales.

Level 4 Assessment: Summative Evaluation for Educational Specialist Degree

The Educational Specialist Degree in School Psychology is awarded to candidates who successfully complete the specified coursework, comprehensive examination, internship, thesis, Praxis II Exam, and a portfolio-based examination of their skills.

Thesis
Each student will complete an original thesis as part of the requirements for earning the Educational Specialist Degree. Key procedural points in the thesis process include: Thesis Committee Approval, Thesis Proposal Approval, Approval from the Institutional Review Board (IRB) Committee for the Protection of Human Subjects at the University of Dayton, and Thesis Defense Approval.

Praxis II
Candidates are required to take and pass the School Psychology component of the Praxis Examination at a level consistent with Ohio's passing score for licensure by the State Department of Education (147). Candidates are expected to achieve the national certification passing score of 147, as determined by the National Association of School Psychologists (NASP).

Portfolio
The portfolio is the final component to be completed prior to the awarding of the Ed.S. degree. A formal presentation of the portfolio to faculty by candidates takes place at the conclusion of the internship. Candidates must successfully complete coursework, the comprehensive examination, internship, thesis, and Praxis II prior to submission of the portfolio. The school psychology faculty will evaluate the contents of the portfolio prior to the formal presentation, and make recommendations for improvement. At the conclusion of the formal presentation the school psychology faculty will make one of the following recommendations: recommended for graduation and licensure; recommended for licensure but not graduation; or not recommended for graduation and licensure.

The following schedules ensure that candidates will follow the sequential plan and be fully integrated within the program.

Schedule for Students Entering 2022 and Later

Full Time Schedule

YEAR	FALL		SPRING		SUMMER			
1	EDC 510 EDC 511 (L) EDC 572 EDC 517 (P) EDC 545	3 1 3 1 2 **10**	EDC 514 EDC 515 (P) EDC 516 EDC 638 or 671 (hybrid) EDC 573 (online)	3 1 3 3 1 **11**	EDC 512 EDC 513 (L) EDC 548 EDC 508 (online) EDC 620 or 675	3 1 2 3 3 **12**	**=33** (MASTER'S DEGREE after comprehensive exam and 30+ hours)	
2	EDC 810 EDC 811 (P) EDC 868 EDC 837	3 1 3 3 **10**	EDC 812 EDC 813 (P) EDC 838 or 871 (hybrid) EDC 841 (hybrid) EDC 800	3 1 3 3 2 **12**	EDC 842 (hybrid; Summer 1) EDC 890 (same night as 542) EDC 893 EDC 820 or 875 EDC 800 (indep; Summer 2)	2 3 3 3 1 **12**		
3	EDC 897	**5**	EDC 898	**5**	EDC 899	5	(EDUCATIONAL SPECIALIST DEGREE after internship, thesis, & portfolio presentation)	**33+ 49=** **82**

*P=Practicum *L=Lab

Part Time Schedule

YEAR	FALL		SPRING		SUMMER			
Pre-1					Recommended: EDC 508 (online) EDC 545	3 2 **=5**		
1	EDC 510 EDC 511 (L) EDC 572 EDC 517 (P)	3 1 3 1 **8**	EDC 514 EDC 515 (P) EDC 516 EDC 573 (online)	3 1 3 1 **8**	EDC 512 EDC 513 (L) EDC 548 *(& EDC 508 if not taken previous summer)*	3 1 2 (3) **6-9**		
2	EDC 610/810 EDC 611/811 (P) EDC 545 *(if not taken summer prior to first year)* (MASTER'S DEGREE after comprehensive exam and 30+ hours)	3 1 (2) **4-6**	EDC 838 or 871 (hybrid) EDC 841	3 3 **6**	EDC 893 EDC 820 or 875	3 3 **6**		
3	EDC 837 EDC 868	3 3 **6**	EDC 812 EDC 813 (P) EDC 838 or 871 (hybrid) EDC 800	3 1 3 2 **9**	EDC 820 or 875 EDC 842 (hybrid; Summer 1) EDC 890 (same night as 542) EDC 800 (indep; Summer 2)	3 2 3 1 **9**		
4	EDC 897	**5**	EDC 898	**5**	EDC 899	**5**	(EDUCATIONAL SPECIALIST DEGREE after internship, thesis, and portfolio)	**31 + 51 = 82**

*P=Practicum *L=Lab

Course Completion Checklist

NAME_____

____**Master of Science Degree in Education – Concentration: School Psychology**
____Successful completion of 30+ credit hours
____Successful completion of comprehensive examination

____**Educational Specialist Degree in School Psychology**
____Successful completion of post-masters credit hours for a total of 82 credit hours
____Successful completion of internship
____Approval of professional portfolio
____Successful completion of thesis

COURSE # (EDC)	CREDIT HOURS	COURSE TITLE	TERM COMPLETED
508	3	Theories of Learning & Human Development	
510	3	Consultation and Family/School Collaboration	
511	1	Consultation Skills Lab	
512	3	Cognitive Assessment	
513	1	Cognitive Assessment Skills Lab	
514	3	Academic Problem Solving and Intervention	
515	1	School Psychology Practicum II: Academic Intervention Practicum	
516	3	Psychoeducational Assessment	
517	1	School Psychology Practicum I: Shadowing	
837	3	Statistics and Measurement	
638/838	3	Psychopathology and School-Based Mental Health	
841	3	Curriculum & Instruction for Diverse Learners	
642/842	2	Crisis Intervention and Prevention in Educational Settings	
545	2	Counseling Techniques Lab	
548	2	Counseling Children and Adolescents	
868	3	Research & Evaluation in Human Services	
671/871	3	Biological and Neurological Bases of Behavior and Learning	
572	3	Role & Function of the School Psychologist	
573	1	Orientation to the Educational Process	
675/875	3	Diversity, Advocacy, and Intercultural Competence	
620/820	3	Theory and Techniques of Group Counseling	
893	3	Early Childhood Development and Assessment	
610/810	3	Behavioral Problem Solving and Intervention	
611/811	1	School Psychology Practicum III: Behavioral Intervention	
812	3	Professional Practice for School Psychologists: Accountability, Ethics, and Law	
813	1	School Psychology Practicum IV: Integration of Professional Skills	
890	3	Culminating Seminar	
800	2+1	Thesis	
897	5	Internship in School Psych	
898	5	Internship in School Psych	
899	5	Internship in School Psych	

Matrix of Courses by NASP Domain

EDC	Course Title	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
508	Theories of Learning & Human Development			X	X		X	X	X		
510	Consultation and Family/School Collaboration	X	X			X	X	X	X	X	X
511	Consultation Skills Lab		X			X	X	X	X	X	X
512	Cognitive Assessment	X		X					X		X
513	Cognitive Assessment Practicum	X		X					X		X
514	Academic Problem Solving and Intervention	X		X					X	X	
515	School Psychology Practicum II: Academic Intervention Practicum	X		X					X	X	
516	Psychoeducational Assessment	X		X	X				X		
517	School Psychology Practicum I: Shadowing	X	X	X	X	X	X	X	X		X
837	Statistics and Measurement	X								X	
638/838	Psychopathology and School-Based Mental Health				X				X		
841	Curriculum & Instruct for Diverse Learners	X		X	X	X			X		
642/842	Crisis Intervention & Prevention in Educational Settings		X		X	X	X	X			
545	Counseling Techniques Lab		X		X			X			
548	Counseling Children in K-12 Schools		X		X			X	X		
868	Research & Evaluation in Human Services	X								X	
671/871	Biological and Neurological Base of Behavior and Learning				X				X		
572	Role & Function of the School Psychologist	X	X	X	X	X	X	X	X	X	X
573	Orientation to the Educational Process		X			X	X				X
675/875	Diversity, Advocacy, and Intercultural Competence		X		X	X		X	X		
620/820	Theory and Techniques of Group Counseling		X		X				X		
893	Early Childhood Development and Assessment		X	X	X		X	X			X
610/810	Behavioral Problem Solving and Intervention	X			X	X	X	X			
611/811	School Psychology Practicum III: Behavioral Intervention	X	X		X				X	X	
812	Professional Practice for School Psychologists: Accountability, Ethics, and Law	X	X	X	X						X
813	School Psychology Practicum IV: Integration of Professional Skills	X	X	X	X						X
890	Culminating Seminar		X	X	X	X	X	X	X		X
800	Thesis									X	
897	Internship in School Psych	X	X	X	X	X	X	X	X	X	X
898	Internship in School Psych	X	X	X	X	X	X	X	X	X	X
899	Internship in School Psych	X	X	X	X	X	X	X	X	X	X

NASP Domains:
2.1 Data-Based Decision Making
2.1 Consultation and Collaboration
2.3 Academic Interventions and Instructional Supports
2.4 Mental and Behavioral Health Services and Interventions
2.5 School-Wide Practices to Promote Learning
2.6 Services to Promote Safe and Supportive Schools
2.7 Family, School, and Community Collaboration
2.8 Equitable Practices for Diverse Student Populations
2.9 Research and Evidence-Based Practice
2.10 Legal, Ethical, and Professional Practice

Highlighted Curriculum Strands

Assessment for Intervention Strand

A primary goal of the School Psychology Program at the University of Dayton is to train school psychologists to be competent scientist-practitioners. Competent scientist-practitioners are those who demonstrate the knowledge and skills necessary to conduct assessments and implement interventions at multiple levels: school-wide, class-wide, small group, and individual.

A series of Assessment for Intervention courses is offered as a core component in the program. Four content areas are emphasized in this strand including: consultation, academic, social/ behavioral, and accountability. Each Assessment for Intervention course is supported by its related practicum. The Internship is a capstone experience in which all assessment for intervention knowledge and skills are integrated into supervised practice.

Course	Topics / Competencies
EDC 510: Consultation in Schools EDC 511: Practicum	Communication skills, problem-solving process, data-based decision making, organizational development, systems change
EDC 514: Academic Problem Solving and Intervention EDC 515: Practicum	Response to Intervention Tier 3 Case Study, single-case design methodology, curriculum-based assessment, error analysis, hypothesis testing, academic intervention, and data-based decision making
EDC 512/513: Cognitive Assessment EDC 516: Psychoeducational Assessment	Test administration, scoring, and interpretation
EDC 610/810: Behavioral Problem Solving and Intervention EDC 611/811: Practicum	Methods of behavior observation/data collection, defining target behaviors, functional behavioral assessment, and behavioral intervention planning
EDC 812: Professional Practice for School Psychologists: Accountability, Ethics, and Law EDC 813: Practicum	Special education decision making, report writing, and professional accountability

Research and Program Evaluation Strand

The School Psychology Program at the University of Dayton values research as a critical component in the development of scientist-practitioner school psychologists. Training in research and program evaluation is accomplished through a comprehensive, systematic approach that is integrated throughout the School Psychology Program. The purpose of this learning strand is to prepare candidates to be competent consumers and producers of research and to be collaborative members of research and program evaluation teams. Empirical support for intervention selection is emphasized. A thesis is completed as one of the culminating experiences at the end of the Educational Specialist degree. A faculty advisor, chosen by the student, provides support and guidance for the thesis from inception to completion.

Course	Topics / Competencies
EDC 572: Role & Function of the School Psychologist EDC 517: Practicum	Introduction to research, conducting literature reviews, and using APA format
EDC 837: Statistics and Measurement	Applied Statistics for single case, parametric, and non-parametric procedures
EDC 868: Research and Evaluation in Human Services	Qualitative and quantitative methods for conducting research and program evaluation
EDC 514: Academic Problem Solving and Intervention EDC 515: Practicum	Response to Intervention applications to group and case studies
EDC 610/810: Behavioral Problem Solving and Intervention EDC 611/811: Practicum	Response to Intervention applications to group and case studies
EDC 812: Professional Practice for School Psychologists: Accountability, Ethics, and Law EDC 813: Practicum	Special education decision making, and professional accountability
EDC 800: Thesis	Thesis

Although the program emphasizes these 2 strands, there is recognition that candidates must be prepared to enter the field under a variety of conditions. Candidates are prepared to fill traditional as well as innovative school psychologist positions. Training is grounded by the NASP domains so that students can be effective as change agents with individual students, in small groups, in classrooms, and at the system-wide level. The Matrix of Courses by Domain provides a synopsis of the integration of courses with the NASP requirements.

Faculty Specialty Areas

In addition to the highlighted strands, there are specialty areas that are the focus of the research interests of the primary faculty. Dr. Sawyer Hunley, Ph.D., NCSP, investigates Response to Intervention with an emphasis on Tier 3, program development and evaluation, and the connection between learning and physical space. Dr. Susan Davies, Ed.D., NCSP, studies the efficacy of specific interventions and model service plans for students with traumatic brain injuries (TBI), school crisis intervention and prevention, and international experiences to enhance diversity awareness. Dr. Elana Bernstein, PhD, NCSP, investigates the transportability of evidence-based interventions for childhood mental health problems to school settings, early identification of mental health problems in youth, and child and adolescent anxiety disorders.

Timeline for Application Procedures

January 10   Candidate application materials due
February 1   Interview invitations sent to applicants
March 1   Interviews completed
March 30   Letters of acceptance sent

Documents for Application Procedures

- Application forms are available at: https://www.udayton.edu/apply/graduate/index.php
- Official transcripts of all previous undergraduate and graduate courses, mailed to the address shown on the application web page
- Three references that can speak to the candidate's academic and/or professional skills and experiences
- (optional) Results of the Graduate Records Examination (GRE), mailed directly from the testing service to the University of Dayton Graduate School. Applications to take the GRE may be obtained from the Graduate Record Examination web site. The web site also identifies locations and times available to take the examination
- Personal statement

Application materials should be reviewed carefully by the applicant before submission. In addition to the admission documents required for other graduate programs in the School of Education (positive references and undergraduate grade point average of at least 2.75), school psychology applicants are required to submit a typed statement of their interest in and current perception of the role of the school psychologist, and to appear for an interview with program faculty.

Questions regarding the application process should be e-mailed to Dr. Susan Davies, Program Director, at the following address: sdavies1@udayton.edu

School Psychology Program Notes

Experience in Schools

Applicants who do not have experience working in schools are strongly encouraged to gain experience as a school psychology aide or assistant, a substitute teacher, a special education tutor or teacher's aide, or a volunteer in a K-12 classroom setting. Graduate courses in the school psychology program may be taken while completing this employment or volunteer experience, during which graduate candidates will be gaining invaluable experience in schools upon which they will draw when they become school psychologists.

Transfer Credits

Candidates may transfer up to 6 graduate semester hour credits toward the master's degree, if such coursework has been completed within five years prior to acceptance into the school psychology program and the grade quality is "B" or better. An additional six graduate credits may be applied toward the specialist degree. The program does not accept credit from undergraduate coursework. A transcript review of past courses must be conducted by the program director in order to make this determination. Matriculation must include course work totaling at least 82 graduate semester hours, covering all program content areas.

Respecialization

The school psychology program is open to applications from candidates who have already completed training in a related field and who may wish to complete a modified program of study resulting in state licensure for the practice of school psychology. Respecialization applicants who already possess a doctoral degree and licensure in a related field must complete the same application procedures as all other applicants. Upon acceptance into the school psychology program, transcripts of past courses will be reviewed to determine which courses may be applied toward meeting NASP's training and State licensure requirements. The content of such courses must be comparable, and the grade quality must be "B" or better. All such candidates must complete an additional minimum of 54-semester hours, excluding those credits taken during their full year (1200 clock hours) internship in a school setting.

Residency

All school psychology candidates must meet a residency requirement by enrolling in coursework on a full-time basis (9 or more credits) for at least one term.

Internship

The internship provides candidates with a wide range of experiences to practice skills, integrate previously learned knowledge, and develop professional competencies. Interns are placed in the Greater Dayton area, working under a temporary license, which is valid for one year. Under the close supervision of an experienced, licensed school psychologist, the intern is provided structure and guidance to fulfill internship expectations. Candidates seeking Ohio school psychology licensure who wish to intern in Ohio are required to sign a statement of intent to work in Ohio as a school psychologist for at least one year following internship. The required State funding limits

the number of internships in Ohio each year to approximately 100. For candidates not intending to work in Ohio following internship, internship arrangements may be made (independently with faculty support) in another state.

Interns are expected to demonstrate competency in providing multi-tiered academic and behavioral supports to K-12 students. This includes conducting evaluations, providing consultation, providing individual and group counseling, and providing in-service training to staff and/or parents. Further, the intern is expected to work with a range of pre-K to 12 students, across grade levels and disability categories. Details of the internship experience and expectations are outlined in a separate Intern Manual.

Tuition and Fees

All graduate education courses are offered on a semester credit system. Most courses are three semester credits; practica courses are one credit. Updated information on graduate tuition and fees can be found at: http://www.udayton.edu/studentaccounts/tuitionfees/index.php

Assessment Materials Fee

All students are required to pay a one-time assessment materials fee of $215 at the start of EDC 516: Psychoeducational Assessment. Payments are made separate from tuition and are used to purchase test kits, test protocols, and scoring software required in EDC 516 and EDC 512/513: Cognitive Assessment and Cognitive Assessment Skills Lab. Information for payment will be provided in the course syllabus and by the instructor for EDC 516. Assessment materials are housed and checked out from the Curriculum Materials Center (CMC) for training purposes; lost, damaged, or destroyed materials will result in a hold placed on the student's University account and/or a replacement fee.

Financial Aid

Financial aid from university sources is available to a limited number of full-time candidates (full time status requires registration for a minimum of 9 credits per term). Guaranteed student loans are available to candidates who register for at least three credit hours per term, if the student's financial ability meets eligibility criteria. The granting of financial aid requires that the student first be admitted into a graduate program. A financial aid information package may be obtained from the University's Financial Aid Office (937-229-4311).

Loan forgiveness programs are available to school psychologists to provide relief to people who have a qualifying loan by "forgiving payments" on that loan after a period in which the person pays faithfully on the loan and works in a desired position or setting. For more information about the College Cost Reduction and Access Act, and the Public Service Employee Program, interested persons should contact the U.S. Department of Education's call center at 1-800-433-3243. Callers to the automated system should select the option that permits them to speak directly to an operator or a call center representative.

Candidates may wish to apply for a graduate assistantship. Each assistantship pays a portion of tuition costs, plus a monthly stipend, and typically requires 20 hours of work per week. There is a

deadline for graduate assistantship applications; materials should be submitted with admission materials for priority consideration. Available GA positions are located in the Department of Counselor Education and Human Services, School of Education and Health Sciences, University, as well as in several local school districts/educational service centers.

A number of educational and human services agencies hire ABA providers, special education tutors, teacher aides, and substitute teachers, at hourly, daily, or yearly rates. Such employment can offer financial support for living expenses and tuition payments, as well as excellent experience in preparation for the role of a school psychologist.

Job Market

Both national and state surveys reveal a shortage of school psychologists and an excellent job market, especially for persons who are able to move to locations where the job shortages are greatest. However, during these economic times, job hunting may be more uncertain for persons who are unable to move.

Interrupted Matriculation

Candidates are required to maintain sequential and uninterrupted matriculation through the pattern of courses outlined at the beginning of their programs. Uninterrupted matriculation occurs when candidates complete at least one course per semester, including fall, spring and summer terms. If this pattern is altered, it may become necessary for candidates to complete additional requirements to insure their readiness to resume or to complete the program. Candidates should alter their program pattern only through consultation with program faculty. Any students requiring medical leave must receive documentation through the Office of Learning Resources (OLR)

Investigation of Criminal Record

School psychology candidates should be aware that a fingerprint check is required to determine if they have a criminal record. Fingerprinting will be conducted in the summer prior to beginning the program, so that students may begin school-based practicum experiences their first semester of the program. Any conviction occurring during the program must be reported by the student to the program director. In order to be granted the one-year temporary child study license required for internship, such check(s) will be conducted again during the summer prior to the internship year by the Ohio Bureau of Criminal Investigation (BCI), and the FBI (for persons who have not been Ohio residents for the past five years).

Thesis

Each student will complete a thesis as part of the requirements for earning the Educational Specialist (Ed.S.) Degree. Key procedural points in the thesis process include Proposal Approval, UD Institutional Review Board (IRB) Approval, and Thesis Approval. Documentation of a completed thesis is required for the Ed.S. and School Psychology Candidates are expected to present their theses in the editorial style prescribed in the most recent edition of the *Publication Manual of the American Psychological Association.* In addition, all graduate candidates writing theses at the University of Dayton should follow the procedures described by the University of

Dayton Graduate School at: http://gradschool2.udayton.edu/current/thesisdiss_info.asp and the Roesch Library at: http://libguides.udayton.edu/etd

Students who do not complete the thesis by the end of internship (EDC 712) may be required to enroll in one credit hour per semester (beginning after the fall term following the internship year) until the final thesis has been successfully defended. Grades for thesis (EDC 800) will be assigned as "IP" (in progress) until thesis completion, at which time the grade will be changed to a letter grade. See the thesis completion timeline and corresponding forms at the end of this handbook.

Program and Candidate Accountability

The School Psychology Program at the University of Dayton is dedicated to providing high quality training for all candidates. The program subscribes to the philosophy of the National Association of School Psychologists (NASP) in its belief statement that: "Systematic evaluation of coursework, practica, internship experiences, faculty, supervisors, and institutional resources is essential for monitoring and improving program quality. It is essential that programs also demonstrate accountability with regard to the overall effectiveness of the total curriculum. That accountability is demonstrated through the ability of the program's graduates to provide school psychological services that effectively respond to the educational and mental health needs of children and youth, their families and the educational and mental health agencies that serve them." Toward this end, the School Psychology Program has developed a performance-based program evaluation procedure comprised of a comprehensive system of assessment, accountability, and program development.

Program evaluation information comes from both external and internal sources and are analyzed and evaluated regularly. External sources provide information that is summative in nature and serves to evaluate the quality of the program and student competencies. These external sources include but are not limited to:

1. National Association of School Psychologists (NASP)
2. Council for the Accreditation of Educator Preparation (CAEP)
3. PRAXIS II Examination
4. Ohio Department of Education
5. Surveys of alumni
6. Program Advisory Committee*

*Program Advisory Committee
The University of Dayton School Psychology Program Advisory Committee is comprised of regional school psychologists and pupil services directors who meet with UD school psychology faculty members annually. Members of this committee may also serve as internship supervisors, practicum supervisors, and/or adjunct instructors within the program. This group provides training and field experience recommendations based on consideration of the program, candidates, and regional needs of professionals in the field.
Internal sources of program evaluation are both summative and formative in nature and provide evaluative feedback from and about student competencies and specific program components. These internal sources include, but are not limited to:

1. Student evaluations of teaching (SET) in all courses
2. Student theses
3. Case study results
4. Student Practica and Internship logs
5. Student performance evaluations (Practica and Internship)
6. Student transcripts
7. Student portfolio reviews
8. Student evaluation of internship
9. Annual student review of professional development
10. Comprehensive examination (Master's level)

Formal documentation of the analysis is completed on an annual basis and accompanied by an action plan for improvement. Evaluation of the results of the action plan is conducted periodically and annually on a formal basis.

Policy for Addressing Concerns about Student Performance or Functioning

Graduate programs that prepare professional school psychologists have an obligation to protect the public and the profession. This obligation requires the UD school psychology graduate preparation program to (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed including, but not limited to, emotional stability and well-being, interpersonal skills, professional dispositions, and personal fitness for practice; and (b) ensure—insofar as possible—that the student-trainees who complete the program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, the UD school psychology graduate preparation program strives to prohibit advancement, or recommendation, of graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence in other programs, the profession, employers, or the public at large.

Because graduate students make significant developmental transitions during their graduate training and may need special assistance during this time, it is the responsibility of the program to provide recommendations, activities, procedures, and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to: orientation meetings, clear and realistic expectations, clear and timely evaluations and feedback that may result in suggestions for positive change, and contact with support individuals (e.g., supervisors) and/or groups (e.g., other graduate trainees, former students).

A course grade of C or lower will result in requiring you to re-take the course, or in termination of the school psychology program, at the discretion of the school psychology program director. At times, a student may need to take an "I" (incomplete). It is the student's responsibility to secure a written agreement with the instructor regarding the timeline and expectation for work completion. Incompletes (I) at the end of a term should be rare and must include a written agreement between the instructor and student regarding timeline for work completion. Failure to adhere to that timeline will result in a meeting with the program coordinator and academic

probation for the student. In order to apply for the temporary (internship) license, students cannot have any "I" grades on their transcript as of April prior to their internship year. Any "I" grades will turn into F's after one academic year.

Students will complete an Annual Student Review of Professional Development during each year of coursework (November) and prior to internship. The Annual Review requires students to examine evidence they have accumulated through coursework, thesis, practicum, etc. to support their professional development and disposition in three of the NASP training domains associated with SEHS Outcome Goals: Consultation and Collaboration (SEHS: Critical Reflection), Diversity in Development and Learning (SEHS: Embrace Diversity for Social Justice), and Legal, Ethical, and Professional Practice (SEHS: Scholar Practitioner). Students will also complete the course completion checklist, identify 2 personal goals for the upcoming year as part of this review, and indicate any concerns/questions to be addressed by faculty. Program faculty review students' self-completed Annual Review and provide oral and/or written feedback on student's professional growth on an annual basis (December). See a copy of the Annual Student Review of Professional Practice on the following pages.

Dismissal from the program is a serious and rare event, representing the conclusion of the faculty that the candidate has not demonstrated adequate competency in skills or professional conduct. Recommendation for dismissal of a candidate is generally the final outcome of informal and formal communications with the candidate regarding unsatisfactory progress in critical aspects of the program. Should a candidate choose to withdraw from the program or choose not to enroll in classes for a particular semester, the candidate should contact the program director for a meeting. Failure to enroll in classes or attend classes by the expected cut-off date will be interpreted as a student's choice to withdraw from the program (on a temporary or permanent level). A temporary leave will likely delay progress in the program and may impact the availability of a funded internship experience. Following are examples of circumstances that may be the basis for a remediation plan or dismissal action:

- Failure to maintain minimum academic standards or skill acquisition;
- Unsatisfactory performance in field-based experiences;
- Criminal conviction;
- Unethical or unprofessional conduct, including but not limited to: academic misconduct or dishonesty, practicing outside of one's areas of competency, dual relationships;
- Failure to comply with university-level policies and requirements;
- Failure to demonstrate expected professional dispositions and behaviors;
- Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten the welfare of others, including fellow candidates, professors, students, or field-based professionals.

Program Advisory on Ethical Community Engagement

1) <u>Conduct in the Community</u>
   Candidates are encouraged to be mindful that while they lead private lives, they are engaged in public professions. Candidates are advised to monitor the appropriateness of their conduct at all times, and exercise discerning judgment in both professional and leisure pursuits.

2) <u>Electronic Communications</u>
   Candidates must seek to create and use usernames and email addresses that are dignified and professional in nature. The dissemination of email, text, or other forms of correspondence (including photos) that are considered lewd will not be tolerated. Electronic communication with faculty must be professional in both tone and timing. UD students are expected to check their university email on a regular basis. Students will be held responsible for accessing any email sent by school psychology program faculty. Avoid forwarding emails without explicit consent from the sender and avoid "reply all" unless requested or necessary

3) <u>Use of Social Media</u>
   Candidates should be aware of potential repercussions stemming from careless use of social media outlets. It is the responsibility of candidates to ensure that any social media profiles, wherein personal information is shared, remain "private". Similarly, candidates should closely monitor those who have access to personal information shared privately via social media outlets (e.g., who they "friend" and how their personal information may be shared without their knowledge). Candidates will be held responsible for their online conduct.*

*<u>*Policy/Guidelines on Social Media</u>*
School psychology students are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one's professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Posting on a social networking site (e.g., Facebook), a professional networking site (e.g., LinkedIn), a publicly viewed narrative (e.g., blogging), or even sending an email should be done with awareness of the limited privacy associated with these media. It is recommended that students assume that nothing is private when using social networking and remember that once posted on the Internet, comments, pictures, opinions and other communication can easily become public and, in some cases, are permanently accessible. Care should be taken when posting, as clients, other students, faculty, and potential employers can be exposed to such content through searching, forwarding, "tagging," or simply by word-of-mouth. This is true even when accounts are set to "private."

Some forms of unprofessional online behavior would include posting inappropriate pictures, escalating problem situations, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors, etc.) and/or groups of others (e.g., those from a different culture, religion, etc.). In the event that a student engages in unprofessional conduct online, the conduct will be addressed by the Program Director. More persistent or serious violations will result in development of a Growth Plan or dismissal.

Due Process Guidelines

Due process ensures that decisions made by program faculty about graduate students are not arbitrary or personally biased; requires that the program identify specific evaluative procedures, which are applied to all trainees; and have appropriate appeal procedures available to the student so he/she may challenge the program's action. General due process guidelines include:

1) Written provision of the program's expectations related to professional functioning;
2) Stipulation of the procedures for evaluation and related decisions;
3) Creation of a remediation plan for identified inadequacies, which includes a time frame for expected remediation and consequences of not rectifying the inadequacies;
4) Appeal procedures
   a. first students meet with instructor
   b. second appeal to the program director
   c. third appeal to the department chair
5) Written documentation provided to all relevant parties regarding the action taken by the program and its rationale.

ANNUAL STUDENT REVIEW of PROFESSIONAL PRACTICE IN SCHOOL PSYCHOLOGY
School Psychology Program
Department of Counselor Education & Human Services
University of Dayton

Name: _____ Part Time/Full Time: _____

Dates Completed and Corresponding Year in the Program: _____

Expected Year of Internship _____ Have you taken the Comprehensive Exam? _____

OVERVIEW: This is a self-assessment of your legal, ethical, and professional competencies developed in the School Psychology program to be evaluated annually. The purpose of completing this form is for you to identify areas of strength in your professional growth along with areas in need of development in the upcoming semesters. Program faculty will review your self-assessed progress, as well as solicit feedback from course instructors, practicum supervisors, and other relevant professionals involved in your training in order to provide you with annual feedback regarding your professional development in school psychology. Below you are asked to provide a brief statement for each domain listed below indicating how you have made progress in each area to date. **Evidence of progress** may be drawn from multiple sources including, but not limited to: course work, practica/internship, assistantships/ employment, study abroad, committee work (i.e., SPUD), research, and any other relevant areas of training. You are encouraged to consult the Program Handbook and the sample completed form (under Program Files on the program Isidore site) to assist in your completion of this document.

Prior to submitting your form, please also update the following documents. All can be accessed in your Program Handbook [by entry year] or on our program Isidore site under our Program Files.

1. Please look over the **Course Completion Checklist** (in your Program Handbook) and continually update it by checking off the courses you have completed to date. <mark>*Note*</mark>: This form does not need to be submitted with your annual review, but it is your responsibility to ensure that you are meeting program course requirements prior to eligibility for internship.

2. Please update the **School Psychology Practicum Summary Sheet** (in your Program Handbook) by recording the practica you have completed and the total number of hours for each to date. **This form should be updated and uploaded to your Isidore portfolio annually**.

The 2020 NASP Domains of Professional Practice[1] correspond to course objectives and the School of Education and Health Sciences (SEHS) Outcome Goals, and include:

- Domain 1: Data-based decision making (SEHS: Scholar Practitioner)
- **Domain 2: Consultation and Collaboration (SEHS: Critical Reflection)**
- Domain 3: Academic Interventions and Instructional Supports (SEHS: Scholar Practitioner)
- Domain 4: Mental and Behavioral Health Services and Interventions (SEHS: Scholar Pract.)
- Domain 5: School-Wide Practices to Promote Learning (SEHS: Building Community)

- Domain 6: Services to Promote Safe and Supportive Schools (SEHS: Embrace Diversity for Social Justice)
- Domain 7: Family, School, and Community Collaboration (SEHS: Build Community)
- **Domain 8: Equitable Practices for Diverse Student Populations (SEHS: Embrace Diversity for Social Justice)**
- Domain 9: Research and Evidence-Based Practice (SEHS: Scholar Practitioner)
- **Domain 10: Legal, Ethical, and Professional Practice (SEHS: Scholar Practitioner)**

INTRODUCTION: Many of the domains above are addressed within coursework and thus reflected in your earned grades. For the purpose of the *Annual Student Review of Professional Practice*, your self-assessment will focus on **Domains 2, 8, & 10** (**bolded above**). This self-assessment is a way for you to communicate concerns with faculty and for faculty to communicate concerns with you regarding your professional development on an annual basis. You are asked to set specific goals on the final page of this document.

> **Domain 2**: School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

> **Domain 8**: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equity ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

> **Domain 10**: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

[1] Please refer the Program Handbook for a complete description of the NASP Domains.

The self-assessment begins on the following page.

INSTRUCTIONS: There are 5 parts to complete in this self-assessment. For Parts 1-3, provide a brief statement of evidence reflecting your competency development in each NASP domain of professional practice.

PART 1
Domain 2 – Consultation and Collaboration (SEHS: Critical Reflection)

A. Interpersonal communication skills (*Examples*: listens attentively; demonstrates empathy and positive regard; contributes to group discussions, etc.)

Evidence:

B. Written communication skills (*Examples*: writes clearly, coherently, and effectively).

Evidence:

C. Oral communication skills (*Examples:* speaks clearly, coherently, and effectively).

Evidence:

D. Works collaboratively with others (*Examples*: solicits and considers the viewpoints of others; establishes trust in relationships; is reliable)

Evidence:

PART 2
Domain 8 – Equitable Practices for Diverse Student Populations
(SEHS: Embrace Diversity for Social Justice)

A. Employs inclusive language in written and oral communications with others.

Evidence:

B. Acknowledges the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities.

Evidence:

C. Promotes respect for diversity and inclusivity and equity and social justice in professional work.

Evidence:

PART 3
Domain 10 – Legal, Ethical, and Professional Practice (SEHS: Scholar Practitioner)

A.   Work in ways that demonstrate understanding of, and commitment to ethical, professional, and legal standards and regulations.

Evidence:

B.   Committed to lifelong learning and actively pursue activities for ongoing professional growth.

Evidence:

D.   Participates in appropriate professional development activities (local/state/national organizations and conferences). *Check memberships you currently hold: NASP___   OSPA ___   SWOSPA ___   Other ___*

Evidence:

E.   Demonstrates **self-awareness** via the following competencies:

1)   Identifies own strengths/weaknesses

Please list 2 self-identified areas of **strength**:

a)

b)

Please list 2 self-identified areas of **weakness** (in need of development):

a)

b)

2)   Recognizes the expertise/contributions of other professionals.

3)   Accepts responsibility for own behavior (i.e., acknowledges errors; works toward improvement).

4) Accepts and responds constructively to criticism and suggestions.

5) Accepts and applies guidance from faculty, practicum supervisors, etc.

6) Persists in completing assigned tasks with minimal oversight (locates and obtains needed information and materials; follows through with tasks without reminders; etc.)

7) Employs effective organizational strategies (i.e., calendar use, prioritizing, time management)

8) Is flexible in altering routines to meet novel demands.

9) Returns telephone calls and e-mail messages, and responds to communication promptly.

10) Recognizes own limitations; seeks advice and information when needed.

11) Demonstrates professional behavior in classes, with peers, and in practicum/assistantship sites (*Examples*: attendance and punctuality; professional attire and personal hygiene; encourages peers)

PART 4:
Personal Goals

Please identify **<u>two goals</u>** for yourself for the upcoming year (this may include professional- or program-based goals; i.e., defend thesis proposal, improve punctuality, etc.).

1. _____

   _____

   _____

2. _____

   _____

   _____

PART 5:
Communication with Program Faculty

Finally, please use the space below to **indicate any concerns/questions for program faculty** that you would like to communicate at this time:

SECTION 2. PRACTICA GUIDE

This section of the handbook describes the practica experiences, provides letters, guidelines, and some evaluation forms for use during these experiences. Refer to this document for resources needed during practica courses.

Practica experiences are designed to provide students with opportunities to use professional practice skills while under the direct supervision of a licensed school psychologist in a school setting. Experiences focus on the development and evaluation of specific skills. Integration and application of the full range of school psychology competencies and domains is expected to occur in the final year of training during internship after completing all practica.

Practica experiences are individualized with regard to setting and field supervisor. Students complete a minimum of 200 clock hours in school settings across four practica courses (EDC 517, 515, 611/811, and 813). The series of courses begins with an introduction to school psychology and requires the student to observe and shadow a practicing school psychologist in a school and gain other school-based experiences in diverse school settings. Three practica experiences occur in conjunction with courses that focus on the development of skills necessary for conducting assessments and developing interventions for children and adolescents in school. Students typically seek their own supervisors and schools for these experiences, with faculty guidance. Each of the practica courses generates approximately 50 clock hours, to accumulate a minimum of 200 clock hours.

Dear Practicum Supervisor:

The faculty in the Department of Counselor Education and Human Services wish to thank you for participating in the school psychology field experience for this student. Practica experiences are distinct from the internship experience and are designated as field-based introductions to the practice of school psychology. Practica experiences are unique opportunities for school psychology students to practice their skills under the supervision of field- and university-based supervisors.

We hope that the following information will help to clarify any questions that you might have about expectations for the students and for you as the field-supervisor.

The practica experiences for the School Psychology Program at the University of Dayton are designed to provide students with opportunities to develop specific skills. Practica lead to integration and application of the full range of school psychology competencies and knowledge in the final year of training in the context of the internship.

General training objectives are described in the course syllabus and should be provided for you by the student whom you are supervising. However, each student has unique strengths and needs. It would be helpful to have an initial meeting to discuss both of your expectations and plan accordingly, and then to have regularly scheduled meetings to review the student's progress, provide field supervision, and to problem-solve any issues that might come up. An average of one hour per week of supervision from you is needed. Students are not required to set a weekly schedule, but are expected to complete their assignments by the due dates listed on the syllabus. It will be important that sufficient time is allotted for the completion of the assigned tasks. This will require some planning.

Assessment results obtained by practicum students are to be used only for practice or intervention development.

Students are required to keep a log of their practicum experiences. You will be asked to verify and sign the activity log at the conclusion of the practicum. The log is an excellent way to discuss your student's experience, and will aid both you and the university faculty in evaluating the scope of the experiences. In addition, you will be asked to complete an evaluation of your practicum student. We appreciate written feedback about the student's performance, which we communicate to students during their annual reviews. Should any concerns arise during the practicum, please reach out to one of us below.

If at any time you have questions or concerns, please feel free to contact the faculty at the University of Dayton. Again, thank you for your willingness to participate in the training of a future school psychologist.

Your signature on this form indicates your willingness to participate as a field supervisor for a school psychology practicum student from the University of Dayton. Please keep a copy and have the practicum student submit a copy to the university supervisor for this course.

Thank you,

Dr. Susan Davies, Program Coordinator   Dr. Elana Bernstein, Practicum Coordinator
University of Dayton   University of Dayton
sdavies1@udayton.edu   ebernstein1@udayton.edu

University of Dayton School Psychology Practicum Student _____

School-based School Psychology Supervisor _____

Are you a licensed/certified school psychologist in the State of Ohio?   YES   NO

School District _____ School _____

Telephone _____

Email _____

To the parent(s) of _____

Date _____

The faculty members of the Department of Counselor Education and Human Services of the University of Dayton request your help in the training of a school psychologist. An important part of this preparation requires the graduate student to work with students in schools.

With your permission,_____, a graduate student in the School Psychology program at the University of Dayton will work with your child and the classroom teacher, under the supervision of the school's school psychologist _____
_____, to identify a specific academic or behavioral area with which your child may need support. As a result of this assessment, the graduate student will provide recommendations and, in some cases, carry out these recommendations with your child.

Assessment may include the administration of tests, records review, classroom observations, rating scales, and interviews with you, the classroom teacher, and/or your child. Feel free to ask the graduate student any questions you may have about these procedures.

You can be assured that the test results will remain confidential. Should you wish to be informed of the outcomes of the assessment, the graduate student will provide you with a general description of the results after the field supervisor and the course instructor have reviewed them. Keep in mind that the results of assessment conducted during graduate training are not considered valid or reliable for use in making any educational decisions.

Please sign this consent form, which indicates your agreement to participate in this training.

If you have any questions about these procedures, you may contact the faculty in the School Psychology program at the University of Dayton at the contact information provided below. Thank you for your willingness to support our efforts.

Sincerely,

Dr. Susan Davies, Program Coordinator   Dr. Elana Bernstein, Practicum Coordinator
University of Dayton   University of Dayton
sdavies1@udayton.edu   ebernstein1@udayton.edu

I give my permission for the school psychology student to work with my child as described above.

Parent Name (Printed)_____

Parent Signature _____ Date _____

Dear Practicum Supervisor (EDC 813):

The faculty of the Department of Counselor Education and Human Services wish to thank you for participating in the school psychology field experience for this student. Practica experiences are distinct from the internship experience and are designated as field-based introductions to the practice of school psychology. Practica experiences are unique opportunities for school psychology students to practice their skills under the supervision of field- and university-based supervisors.

We hope that the following information will help to clarify any questions that you might have about expectations for the students and for you as the field-supervisor.

The practica experiences for the School Psychology Program at the University of Dayton are designed to provide students with opportunities to develop specific skills. Practica lead to integration and application of the full range of school psychology competencies and knowledge in the final year of training in the context of the internship.

General training objectives are described in the course syllabus and should be provided for you by the student whom you are supervising. However, each student has unique strengths and needs. It would be helpful to have an initial meeting to discuss both of your expectations and plan accordingly, and then to have regularly scheduled meetings to review the student's progress, provide field supervision, and to problem-solve any issues that might come up. An average of one hour per week of supervision from you is needed. Students are not required to set a weekly schedule, but are expected to complete their assignments by the due dates listed on the syllabus. It will be important that sufficient time is allotted for the completion of the assigned tasks. This will require some planning.

Assessment results obtained by practicum students are to be used only for practice or intervention development _with the exception of_ the EDC 813 (Accountability) course in which the practicum student will partake in an ETR under the close supervision of a UD intern and/or licensed school psychologist site supervisor.

Students are required to keep a log of their practicum experiences. You will be asked to verify and sign the activity log at the conclusion of the practicum. The log is an excellent way to discuss your student's experience, and will aid both you and the university faculty in evaluating the scope of the experiences. In addition, you will be asked to complete an evaluation of your practicum student. We appreciate written feedback about the student's performance, which we communicate to students during their annual reviews. Should any concerns arise during the practicum, please reach out to one of us below.

If at any time you have questions or concerns, please feel free to contact the faculty at the University of Dayton. Again, thank you for your willingness to participate in the training of a future school psychologist.

Your signature on this form indicates your willingness to participate as a field supervisor for a school psychology practicum student from the University of Dayton. Please keep a copy and have the practicum student submit a copy to the university supervisor for this course.

Thank you,

Dr. Susan Davies, Program Coordinator   Dr. Elana Bernstein, Practicum Coordinator
University of Dayton   University of Dayton
sdavies1@udayton.edu   ebernstein1@udayton.edu

Practicum (Course #/Name) _____

Course Instructor _____

University of Dayton School Psychology Practicum Student _____

University of Dayton School Psychology Intern (*for EDC 813 experience*) _____

School-based School Psychology Name (Printed)_____

School-based Supervisor Signature _____

Are you a licensed/certified school psychologist in the State of Ohio?   YES   NO

School District _____ School _____

Telephone _____

Email _____

To the parent(s) of _____

Date _____

The faculty members of the Department of Counselor Education and Human Services of the University of Dayton request your help in the training of a school psychologist. An important part of this preparation requires the graduate student to work with students in schools.

With your permission, _____, a graduate student in the School Psychology program at the University of Dayton will work with your child (and possibly his/her classroom teacher), under the supervision of the school's school psychologist _____ and, if applicable, the school psychology intern _____ _____, to observe the process of reevaluation for your child. For this practicum, the graduate student will support the school psychology intern in the completion of a reevaluation for your child. This may include the administration of tests, records review, classroom observations, rating scales, and interviews with you, the classroom teacher, and/or your child as determined by the IEP team on the planning form completed. The graduate student will shadow the intern throughout the evaluation process to aid in their training. Feel free to ask the school psychology intern any questions you may have about these procedures.

To assist the graduate student in understanding the reevaluation process to determine eligibility for special education, s/he will attend the evaluation meeting for your child, and possibly share results of the assessment s/he completed for your child.

Please sign this consent form, which indicates your agreement to allow your child to work with the University of Dayton graduate student during this training experience.

If you have any questions about these procedures, you may contact the faculty in the School Psychology program at the University of Dayton at the contact information provided below.

Thank you for your willingness to support our efforts.

Dr. Susan Davies, Program Coordinator   Dr. Elana Bernstein, Practicum Coordinator
University of Dayton   University of Dayton
sdavies1@udayton.edu   ebernstein1@udayton.edu

EDC 813 Course Instructor: _____Contact Info:_____

I give my permission for the school psychology student to work with my child as described above.

Parent Signature _____ Date _____

Guidelines for Practicum Logs

Practicum logs serve to demonstrate the amount and diversity of your practicum experience. They provide verification of your experience for your credentialing as a school psychologist. They are an important part of your field experience.

Logs should be completed from the very first day of your first practicum course, including those times when the university is not in session.

In general, record all of your professional activity on site, except for lunch, breaks, within district travel, etc. However, whenever you talk with a staff member about a student, record it under the appropriate category. Time spent at home writing reports can be counted, within reason.

Discuss your weekly log summary with your field supervisor during supervision visits. This will provide an excellent opportunity to evaluate the nature of your practicum experience.

Logs should be tabulated with a running summary of your time by activity and should total approximately 50 clock hours per practicum course (EDC 517, 515, 611/811, & 813). You are required to complete a minimum of 200 clock hours across all 4 practica courses in the school psychology program. All 4 logs are to be signed by the school- or university-based supervisor and are to be included in your electronic Isidore portfolio. The number of accumulated clock hours should be totaled and indicated. It is recommended that students upload practicum evaluations and practicum logs at the conclusion of each practicum to their online Isidore portfolio.

School Psychology Practicum Log Template (Sample*)

Date	Activity	Time Frame	Total Hours	Location	District	Typology/Grade Levels	Field Supervisor
		Cumulative Hours	0				

We recommend maintaining your practicum logs in Excel or Google Sheets, either creating a new document for each practicum, or adding new worksheets to one larger spreadsheet document.

Activities may include, but are not limited to assessment and information gathering; intervention; monitoring, measuring, and evaluating student behavior; report writing; planning intervention sessions; case consultation; supervision; meetings with the course instructor; other.

Record all activities to the nearest quarter hour using decimals: 15 min. = .25; 45 min. = .75. Identify student by first name or initials only. Use a 1-2-word description of activity (e.g., WJ-III, observation, record review, parent interview, etc.).

Be sure rows and columns are totaled before handing in logs. You can do this easily in Excel or Google Sheets using the sum (Σ) function.

School Psychology Practicum Summary Sheet

Student's Name: _____

Course	Term/Year	Instructor	Supervisor/ School District	Total Hours
EDC 517: School Psychology Practicum I: Shadowing			N/A	
EDC 515: School Psychology Practicum II: Academic Intervention Practicum				
EDC 611/811: School Psychology Practicum III: Behavioral Intervention				
EDC 813: School Psychology Practicum IV: Integration of Professional Skills				
				CUMULATIVE TOTAL*

Students should maintain an ongoing record of each practicum experience in this document.

A final completed version will be submitted as part of your portfolio at the completion of your final practicum.

*Cumulative total hours must meet or exceed 200

Practica & Lab Evaluations

Students will be evaluated at the conclusion of each of the practicum or lab experience.

Practica evaluations completed by field (school-based or university-based) supervisors should be done in collaboration with the student to communicate areas for professional growth.

All of the required practica/lab evaluations are included in this handbook. Practica courses may have additional specific evaluations that will be completed as evidence that the student has developed the knowledge and skills related to that content area. Successful completion of all practica evaluations are required to pass the course. The signed evaluations also must be **included in the final portfolio** that is presented at the conclusion of the school psychology program, prior to awarding of the Ed.S degree.

Practica and Lab Evaluation Requirements & Corresponding Forms

Practica / Lab Course	Associated Evaluation Form
EDC 511: School Psychology Skills Lab: Consultation	Problem-solving Consultation Evaluation*
EDC 513: School Psychology Skills Lab: Cognitive Assessment	Evaluation for Cognitive Assessment Skills Lab*
EDC 515: School Psychology Practicum II: Academic Intervention Practicum	School-Based Practicum Supervisor Evaluation Case Study Evaluation Rubric*
EDC 517: School Psychology Practicum I: Shadowing	Shadowing Log
EDC 611/811: School Psychology Practicum III: Behavioral Intervention	School-Based Practicum Supervisor Evaluation Case Study Evaluation Rubric: Individual* Case Study Evaluation Rubric: Class-wide*
EDC 813: School Psychology Practicum IV: Integration of Professional Skills Practicum	Evaluation of Professional Skill Integration

Completed by Course Instructor

Students should upload practicum evaluations and practicum logs at the conclusion of each practicum each semester to their online Isidore portfolio.

Problem-solving Consultation Evaluation
(EDC 511 Lab)

Consultant _____

Evaluator _____

Type of Consultation: Face-to-face   Computer-mediated

Consultation Content & Problem-Solving Process			
Content Components	**Observed or Not Observed** (Circle one)	**Comments**	**Ratings** (Indicate with 1,2,3) 1: Well-developed 2: Emerging 3: Needs improvement
I. Opening			
An opening salutation was given.	O N/O		
The consultee introduced and described the problem, and the purpose of the meeting. If needed, reviewed outcomes from previous meetings as a means of effective transition.	O N/O		
Confidentiality was addressed.	O N/O		
II. Problem identification			
Concerns are clearly defined and operationalized.	O N/O		
Concerns are prioritized with consultee input.	O N/O		
The discrepancy between current and desired performance was established.	O N/O		
Objectives were established in observable, measurable terms.	O N/O		
Methods for data collection were identified and discussed.			
III. Problem Analysis			
Data are reviewed for analysis.	O N/O		
Hypotheses are generated (skill and performance) & methods for testing discussed and planned.	O N/O		
IV. Intervention			
An intervention plan was developed based on accepted hypotheses.	O N/O		
Intervention steps were described and logistics discussed.	O N/O		
Procedures to monitor and evaluate intervention outcomes were established.	O N/O		
V. Consultation conclusion			
Date and time for the next consultation were established.	O N/O		
A closing salutation was given.	O N/O		
Overall Rating of Consultation Content			

Message Process and Communication Skills			
Process Components	**Observed or Not Observed** (Circle one)	**Comments**	**Ratings** (Indicate with 1,2,3) 1: Well-developed 2: Emerging 3: Needs improvement
I. Interpersonal Relationship			
The conversation was collaborative & non-hierarchical. The consultee did not give advice as an "expert".	O N/O		
The consultee talked more than the consultant, and the consultant served mainly as a facilitator for the consultee.	O N/O		
There appeared to be a sense of trust between the consultant and the consultee.	O N/O		
The consultant demonstrated warmth and positive regard for the consultee.	O N/O		
II. Communication Skills			
The consultant asked more open-ended questions than closed (e.g., yes/no) questions. The consultant refrained from asking strings of questions.	O N/O		
The consultant used clarification, paraphrasing, and summarization effectively.	O N/O		
The consultant was concrete and avoided jargon and acronyms.	O N/O		
The consultant listened more than talked.	O N/O		
The consultant effectively used notetaking.	O N/O		
The consultant was aware of his/her non-verbal behavior (S__O__L__E__R__).	O N/O		
The consultant used empathy effectively.	O N/O		
Appropriate affect was displayed by the consultant.	O N/O		
III. Collaborative Problem-Solving Skills			
Intervention alternatives were generated by both consultant and consultee.	O N/O		
Responsibilities for implementing the strategy were specified.	O N/O		
Responsibilities for gathering data, monitoring, and evaluating the results of the intervention were specified.	O N/O		
Both the consultant and consultee actively participated in the consultation and both were expected to take some responsibility for problem-solving.	O N/O		
Overall Rating of Message Process/Communication Skills			

Instructor Signature: _____ Date: _____

Evaluation for Cognitive Assessment Skills Lab
(EDC 513 Lab)

Student's Name: _____

Instructor: _____

Please rate the student in the following areas:

	Unsatisfactory	Needs Improvement	Satisfactory	Competent	Not Observed
Overview/Administration					
Understands the purposes of cognitive assessments					
Understands and applies basal (reverse rule) and ceiling (discontinue rule) to cognitive assessments					
Uses standardized test administration procedures (directions read verbatim, praise given only when stated in directions, timing rules, etc.)					
Converts and applies chronological ages for cognitive assessments					
Scoring					
Converts raw scores to scaled scores accurately					
Converts scaled scores to standard scores accurately					
Calculates significant differences among composite scores					
Determine percentile ranks, confidence intervals, and classification ranges for standard scores					
Interpretation/Report Writing					
Test Description - describes test and statistics reported in table					
Test Observations - describes behavior, language, social, etc. observations throughout the test session - facts only or give specific examples					
Test Table - report all statistics included and discussed in report					
Composite/Index Error Analysis - describes each area and what the child was asked to do and how they did.					
Test Summary - summarize overall ability and significant/relative strengths and weaknesses					
Needs -wrote a need statement related to overall ability or weaknesses if applicable					
Implications - include all 4 parts -1=impact, 2=interventions/strategies, 3= accommodations/ modifications, 4=Progress monitoring (what tool, how often)					

Professional Goals: Given the above ratings of the student's current skills in cognitive assessment, please list the three most important goals which should be established as professional training continues in this area.

1.
2.
3.

Evaluator's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

School-Based Practicum Supervisor Evaluation
(for EDC 515 and EDC 611/811)

Student's Name: _____

Practicum Site: _____

Supervising School Psychologist: _____

Please rate the student in the following areas:

	Unsatisfactory	Needs Improvement	Satisfactory	Competent	Not Observed
Cooperates and collaborates well with others at the individual, group and systems level					
Makes appropriate efforts to maintain schedules, routines, policies, and procedures of the practicum setting					
Listens well					
Participates effectively in discussions					
Conveys information clearly					
Understands the roles and functions of the school psychologist					
Demonstrates sensitivity, knowledge, and skills needed to work with diverse individuals and groups					
Establishes rapport with students and staff and fosters positive interactions through verbal and nonverbal communication					
Meets difficult situations with self-control					
Demonstrates good professional judgment and common sense					
Displays initiative and resourcefulness					
Accepts and utilizes supervisory feedback					
Completes course assignments as required					

Written Feedback – In the space below, please provide written feedback regarding the practicum student's skills associated with the following NASP Training Domains – 1: Data-Based Decision Making, 2: Consultation & Collaboration, and 10: Legal, Ethical, and Professional Practice. Please describe any specific concerns that arose during the practicum or recommendations for professional goal areas the student should consider.

Please continue on the back if needed.

Supervisor's Signature: _____   Date: _____

Student's Signature: _____   Date: _____

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Evaluation of Professional Skill Integration (EDC 813) Practicum

Practicum Student's Name: _____

Practicum Site: _____

Supervising School Psychologist: _____

Please rate the practicum student in the following areas:

	Unsatisfactory	Needs Improvement	Satisfactory	Competent	Not Observed
Cooperates and collaborates well with others at the individual, group and systems level.					
Makes appropriate efforts to maintain schedules, routines, policies, and procedures of the practicum setting (demonstrated effective organizational skills, arrived on time, respected teachers' schedules, etc.).					
Listens to instruction and applied feedback.					
Participates effectively in discussions.					
Conveys information clearly to parents, teachers, and students (reads audience well when speaking to a group).					
Understands the roles and functions of the school psychologist.					
Demonstrates sensitivity, knowledge, and skills needed to work with diverse individuals and groups.					
Establishes rapport with students and staff and fosters positive interactions through verbal and nonverbal communication.					
Meets difficult situations with self-control (refrains from demonstrating verbal or non-verbal bias).					
Demonstrates good professional judgment and common sense.					
Displays initiative and resourcefulness; followed through on tasks.					
Returned emails promptly and appropriately.					
Dressed appropriately/professionally on visits.					
Accepts and utilizes supervisory feedback; Sought help when needed.					
Completes course assignments as required.					
EVALUATION TEAM REPORTS					
1. Planning form matched ETR; included planning form in ETR					
2. Utilized operating standards to complete part 4—Eligibility					
3. Determined and located missing ETR information					

4. Completing all ETR forms (front, Part 1, 2, 3, 4, 5) accurately and completely				
5. Completed PR-01 and PR-04 completely and accurately				

Please indicate any particular **strengths** demonstrated by the student:

Please indicate any areas of **concern/weakness** with the student:

Professional Goals: Given the above ratings of the student's current professional integration skills, please list the three most important goals which should be established as the student's professional training continues during internship.

1.

2.

3.

Evaluator's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

CASE STUDY RUBRIC
(*completed for EDC 515 and EDC 611/811 by the course instructor*)

	Stage 1: Local norms and outcome goals are established for the class	
	Criteria	*Completed*
1.1	Demographics of case are adequately described and unique individual characteristics are addressed.	
1.2	Teacher consultation resulted in class-wide academic or behavioral goals and a target date for attainment	
1.3	Class-wide goals are written in observable, measurable terms	
1.4	Class-wide academic/behavior goals are linked to curriculum/classroom expectations	
1.5	A task analysis was completed for academic and/or behavioral goals	
1.6	A description of class-wide instructional methods to address the academic and/or behavioral goals is provided	
1.7	Local norms are established for tier 2 and tier 3 case studies (i.e., Acadience for academic cases; classwide off-task or other behavior data for behavior)	
Rating for Stage 1 Outstanding = all items are checked Competent = more than 4 less than 7 items are checked Needs Development = 3 or fewer items are checked		

Comments/Feedback:

	Stage 2: Problem identification through data gathering	
	Criteria	*Completed*
2.1	The at-risk student's (or classroom) academic and/or behavioral concern is clearly identified	
2.2	The target behavior is defined in observable and measureable terms	
2.3	For tier 2 and 3 case studies the magnitude of the problem is compared to class-wide norms	
2.4	A baseline for the target student/classroom is graphed with at least 5 data points for academic case studies and 3 data points for behavior case studies	
2.5	Skill analysis in academic cases includes error analysis	
2.6	Skill analysis includes direct observation of the skill	
2.7	Skill analysis in academic cases includes curriculum-based and/or criterion-based assessment; for academic case studies, a survey level assessment (SLA) is conducted	
2.8	Performance analysis includes record review	
2.9	Performance analysis includes student interview	
2.10	Performance analysis includes teacher interviews	
2.11	Performance analysis includes parent interview	
2.12	Performance analysis includes information regarding classroom routines, expectation/skill match, classroom relationships, classroom environment, adult/teacher support, student strengths, and cultural considerations	
2.13	Performance analysis includes systematic direct behavior observations (SDO; i.e., BOSS observations)	
Rating for Stage 2 Outstanding = all items are checked Competent = more than 7 less than 13 items are checked Needs Development = 7 or fewer items are checked		

Comments/Feedback:

Stage 3: Hypothesis generation and testing		
	Criteria	*Completed*
3.1	Hypotheses were generated through collaborative efforts	
3.2	Hypotheses were generated through systematic review of data from previous stages	
3.3	Hypotheses are stated in observable/measurable terms with independent and dependent variables identifiable	
3.4	A minimum of 3 hypotheses were generated	
3.5	Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment and all hypotheses are testable	
3.6	Both academic and behavior hypotheses were considered	
3.7	Hypotheses are empirically tested (through brief implementation of the intervention) and appropriate sources of data are used to confirm or reject each hypothesis *Note*: For behavior case studies, indirect methods (i.e., rating scales, record reviews, interviews, etc.) may be used if analogue methods aren't feasible.	
3.8	Interventions used for testing have a valid research base (citations are included)	
3.9	Acceptance of hypotheses is based on an observed change in outcomes (dependent variable) or confirmation of indirect methods noted in 3.7 for behavior cases.	
Rating for Stage 3 Outstanding = all items are checked Competent = more than 5 less than 9 items are checked Needs Development = 4 or fewer items are checked		

Comments/Feedback:

Stage 4: Intervention implementation			
		Criteria	*Completed*
4.1		Single case design was identified and used to select appropriate intervention	
4.2		Selected intervention was chosen through the hypothesis testing process in stage 3	
4.3		Intervention has a valid research base demonstrated by in-text citations and references (theoretical and empirical)	
4.4		Intervention adherence checklist was developed prior to implementation and is specific enough to guide implementation	
4.5		Methods for monitoring outcomes use the same metric as the dependent variables in Stage 3 and are clearly described	
4.6		Goal attainment scale (GAS) was developed prior to intervention phase, is linked to baseline data, and adequately reflects expected change	
4.7		Intervention was reported as acceptable to the teacher and parent prior to implementation	
4.8		Intervention is replicable – intervention components (independent/dependent variables) are clearly described	
4.9		Logistics of setting, time, resources and personnel were clarified and confirmed	
4.10		Intervention does **not** include (or is irrespective of) special education eligibility	
Rating for Stage 4 Outstanding = all items are checked Competent = more than 6 less than 10 items are checked Needs Development = 5 or fewer items are checked			

Comments/Feedback:

	Stage 5: Outcome evaluation		
	Criteria		*Completed*
5.1	Graphed progress monitoring data show measurable, positive impact toward stated goal		
5.2	Graphed data include 5 or more (3 or more for behavior cases) data points in the baseline phase and 4 or more data points in the intervention phase		
5.3	Graph includes a trend line (for academic cases) and a goal line; graph is properly labeled (title, axes, labels)		
5.4	Graphed data are evaluated through visual analysis for the targeted student or classroom (including examination and discussion of: level, trend, variability, overlap, and consistency of data in similar intervention phases)		
5.5	Intervention adherence data are presented and analyzed		
5.6	Intervention acceptability was directly measured (via questionnaire or interview) and discussed.		
5.7	An effect size for the success of the target student was calculated using the appropriate statistic for the case (and a rationale for selected statistic is provided)		
5.8	The goal attainment scale (GAS) is analyzed for success		
5.9	Intervention outcomes were discussed with the teacher and parent		
5.10	A conclusion about the success of the intervention(s) is based on visual analysis, effect size, intervention adherence/acceptability and goal attainment scale results		
5.11	Recommendations for follow up are provided and include strategies for generalizing intervention outcomes to other settings and skills/ behaviors		
Rating for Stage 5 Outstanding = all items are checked Competent = more than 6 less than 11 items are checked Needs Development = 5 or fewer items are checked			

Comments/Feedback:

Overall Rating for Case Study (circle one):		
Outstanding	Competent	Needs Development

SECTION 3. PROCEDURAL GUIDE FOR MASTER'S THESIS

PROCEDURAL MANUAL FOR MASTER'S THESES
School Psychology Program
Department of Counselor Education & Human Services
University of Dayton

The Master's thesis requires you to demonstrate your ability to conduct and report scientific research aimed at contributing to the field of school psychology. The thesis involves selecting a topic, planning a study, gathering and analyzing the data, and interpreting and communicating the results in an appropriate form. The thesis is completed under the guidance and approval of a thesis committee, which includes a chairperson and at least two other members (discussed in more detail below). Because the members of your thesis committee judge when your thesis is suitable for approval, communication with your committee, especially the chairperson, is extremely important. Consequently, you are advised to select your chairperson as early as possible in the development of your thesis. The steps and corresponding (estimated) timeline in executing a Master's thesis in the School Psychology Program follow:

I. Developing a Research Idea (2nd semester of the 1st year)

Many strategies exist for developing a potential thesis topic. Students typically pursue a research topic that a) is of personal/professional interest, b) extends a previous student's thesis work, c) is a collaboration with a faculty member with whom the student shares a research interest, and/or d) evolves naturally out of his/her work in a graduate assistantship, practicum, or internship site.

An important note: As your thesis topic begins to take shape, be certain that the study is <u>feasible</u> and is <u>achievable</u> within a reasonable length of time.

II. Preliminary Review of the Literature (summer following the 1st year)

Once you have a basic research idea, the next step is to review the relevant literature. This step will probably involve the use of the electronic databases available online through the Roesch Library. PsycINFO is a good starting point, but be sure to expand your search to include ERIC, SocIndex, and other relevant databases. A recommended strategy is to work backward from the most recent studies or review articles, using their reference lists to further expand your review (i.e., look at the reference lists in the articles you find). You may consider contacting prominent authors in the subject area if additional information is difficult to locate. Be especially attentive to the methodology utilized in these studies since this information can be very helpful in constructing your own research design. Keep track of your references; create a file system (either electronic or hard copy) and organize and label articles according to the heading under which they fall in your literature review. RefWorks, available through Roesch Library, is a good tool for managing your references. It will also produce your reference list in APA format.

III. Selecting your Thesis Chairperson (summer following 1st year) and Committee Members (fall of 2nd year)

If you have not already approached the program faculty about chairing your thesis committee, now is the time to do so. A Master's thesis committee must consist of a minimum of three members. Your chair and at least one other member of your committee must have Graduate Faculty status if you are to have a valid thesis committee. Typically, two school psychology faculty serve on each thesis committee, with one in the role of chair (it is also acceptable for a non-school psychology EDC faculty member to serve as chair). In general, you should ask the faculty member whose research interests are most closely aligned with yours to chair your thesis committee. The third committee member may be selected by you, and may or may not be a faculty member at UD (i.e., you may select someone from outside of the university to serve as the 3rd committee member). The third member should be selected given his/her contribution to your proposed study. For example, you may select someone who has expertise in the topic you are researching or who has a particular skill set in the methods or statistics you plan to use. You should also determine the faculty member's availability during the period when you will be working on your thesis. His/her commitment would involve attendance at the proposal and defense meetings (approximately 1 hour each) and contributing feedback, suggestions, and edits to ongoing drafts.

IV. Working with your Chair (and Committee; throughout the process)
Based on your preliminary literature survey, discuss your thesis idea with your chairperson in an effort to evaluate and appropriately modify aspects of the project. This step may involve meeting with the chair and the reading of additional literature. Remember that although major modifications of your study may be necessary, such changes are far less disruptive if they are made earlier than later in the development of the thesis. Depending upon the committee member's interest and expertise, you may choose to consult with your additional committee members as you begin writing and developing your proposal. This may help you clarify the precise nature of your study, including the specific variables you plan to investigate.

An important note: Be respectful of faculty workloads and requests you make of them. It is customary to give faculty **2 weeks** to turn around a draft to you, which you must consider with regard to your personal timeline. This includes your chair. Sometimes faculty members send edits sooner than 2 weeks, but this varies and should not be expected. In addition, <u>students will not be permitted to schedule thesis proposals or defenses between the end of Summer 1 term and the beginning of fall term (typically between the 3rd week of June through the 3rd week of Aug)</u>.

V. Completion of EDC 868: Research & Evaluation Methods (fall of the 2nd year, 3rd if part-time) & EDC 800: Thesis (spring of the 2nd year, 3rd if part-time)

In EDC 868 students will learn various research and evaluation methods and correspondingly develop their thesis proposal over the course of the semester. In EDC 800 students may begin submitting IRB proposals (once the thesis proposal meeting takes place), collecting data, and writing up results, etc., all of which will depend on their individual timeline. These two courses comprise 5 total credit hours (6 for students interning 2023 and beyond) to be dedicated toward developing and executing the Master's thesis.

VI. Submit the Thesis Topic Identification form (2nd week of EDC 868, fall of 2nd year)

Students must complete and submit this form following consultation with your identified thesis committee chairperson. This form must be signed by your chair before submitting it to the course instructor at the beginning of EDC 868.

VII. Writing the Thesis Proposal: Chapters I-III (Introduction, Lit Review, & Methods) (fall of 2nd year)

The thesis proposal will consist of the following 3 chapters:

Introduction. Chapter I of the thesis consists of a 1-2-page introduction section which introduces your reader to the topic, briefly summarizes what the literature says about it, and concludes with a statement of the problem. It is often helpful to first draft your literature review and then go back and write your introduction section.

Literature Review. Chapter II of the thesis consists of a 10-15-page literature review based on recent (within the past 5 years) literature in both school psychology and related fields. If there are critical pieces of literature related to your study from further back you should cite these original sources. In addition, if a thesis, dissertation, and/or book chapter is the only source to support a particular piece of your study you should not leave it out; however, these sources should not make up the bulk of your references. Students should expand their literature review as appropriate to education journals, psychology journals, etc., but must not leave out relevant school psychology journals (i.e., *School Psychology Review, Psychology in the Schools* etc.). The literature review process will coincide with related content/skill instruction in EDC 868. You will first want to develop an outline that should correspond to the headings in your literature review. Your literature review should begin broadly, continue to narrow in scope, and eventually lead to the problem statement and subsequent proposed study.

Students are advised, right from the start, to begin storing material on your computer to make later writing and editing easier (see suggestions above). <u>Remember to routinely backup your files!</u> Also, be cognizant of version control; date your drafts, and be sure you are working from the most recent version, as many drafts will be passed back and forth with your chair and eventually other committee members. Additional consultation with your chairperson and/or committee members may be necessary if questions arise with regard to the specific formulation of your research design and appropriate statistical analyses.

Method. Chapter III of the thesis consists of a ~5-page description of your methods, including the following headings:
1. Research questions and corresponding hypotheses (if appropriate) – limit this to 2, 3 at maximum
2. Research design
3. Participants and setting
4. Materials, including measures, intervention materials, etc. as applicable
5. Procedures (step by step description of procedures from IRB approval through data

      collection)
6. Data analysis (a description of the statistics to be run for each research question)
7. Timeline (proposed timeline for completion of the project with corresponding months/year)

Your thesis proposal must also include:
1. A reference list (cited in APA style)
2. Any surveys, interviews, measures (non-copyrighted only) to be used in your research as appendices at the end of the document.
3. A draft of your IRB materials (application and applicable consent letters)

VIII. Formatting: Using the thesis template

It is highly recommended that you consult the *Thesis Template Guide* (provided on the School Psychology Program Isidore site) and the guidelines provided by the Graduate School at: http://libguides.udayton.edu/etd as soon as you begin writing your thesis proposal. These resources will aid in formatting your thesis according to APA style and the Graduate School requirements.

Important Note: Your thesis proposal methods section should be written in future tense (e.g., "teachers will be interviewed"); when you write up the final results you will need to change it to past tense throughout (e.g., "teachers were interviewed").

Your proposal should demonstrate to the committee that your project is well-conceived in terms of scientific methodology, appropriate in terms of the hypotheses or questions posed, and feasible in terms of time and available resources.

Remember that your first written proposal will probably not be your final proposal. The critical comments and suggestions of your chairperson (or other committee members) may need to be incorporated into multiple revised drafts. Some students find the process of moving from the thesis idea to a well-written, well-defined proposal to be the most difficult part of the entire thesis process.

Additional support for formatting the thesis document can be found here: http://libguides.udayton.edu/etd

IX. Arranging the Thesis Proposal Meeting (late fall/winter of 2ⁿᵈ year)

Once you have received your final round of edits from your chair and s/he tells you that it is ready to send out to the committee, you will make these edits. Send the edited version to the ENTIRE committee 1 month in advance of when you would like to propose. Indicate that you would appreciate edits/feedback within 2 weeks so that you can make the necessary changes prior to the proposal meeting and provide an edited version for everyone to look over prior to the meeting if possible. Provide a short list of days/times to schedule the meeting. Remember, finding a convenient time for 4 individuals (you, the chair, and 2 committee members) can be challenging, so be flexible and plan ahead! Be sure to consider faculty workload/availability when you

schedule your proposal meeting. Faculty are particularly busy at the beginning and end of the semester. See additional note about scheduling meetings in IV above.

X. The Thesis Proposal Meeting (winter of 2nd year)

How do I schedule my Thesis PROPOSAL?
1. Once you have received your **final** round of edits from your chair and s/he tells you that it is ready to send out to the committee, you will make these edits.
2. Send the edited version to the ENTIRE committee **1 month** in advance of when you would like to propose.
3. Indicate that you would appreciate edits/feedback within **2 weeks** so that you can make the necessary changes prior to the proposal meeting and provide an edited version for everyone to look over.
4. Provide a *short* list of days/times 2-4 weeks out to schedule the meeting. Remember, finding a convenient time for 4 individuals (you, the chair, and 2 committee members) can be challenging, so be flexible and plan ahead!

What do I bring to my Thesis PROPOSAL?
1. 2 printed copies of the department (informal) signature page to be signed by committee (attached below)
2. Your thesis proposal (electronically or printed) for you to take notes on. In order to save paper, you **DO NOT** need to bring a printed copy for all committee members to the proposal as long as you send a revised version a day or two prior to your defense and let committee members know to work from that document during the meeting.
3. Your drafted IRB application & consent letters (either electronically or printed).

At the conclusion of the proposal meeting, you will be asked to leave the room, so that faculty members may consult among themselves. Please remain in the Department area, so you can be recalled to learn of their decision. The committee will decide whether to (a) approve the proposal as submitted, (b) conditionally approve the proposal, contingent upon the written submission of minor modifications (another proposal meeting will not be necessary), or (c) not approve the proposal due to the necessity of a major revision (another proposal meeting will be necessary). When your proposal is approved, be sure to obtain the signatures of your committee members on the Thesis Proposal Approval Form (attached below). One copy will be maintained by your chair. You should also keep a personal copy.

XI. Obtaining the Approval of the Research Review and Ethics Committee (winter/spring of 2nd year)

Following the formal approval of your thesis proposal, your study must be approved by the University's Institutional Review Board (IRB). Your chair will need to send an email in your behalf indicating approval of your project at the departmental level.

The process for applying to IRB is described here:
http://www.udayton.edu/research/compliance/irb/index.php

XII. Collecting the Data (spring of 2nd year)

You may or may not need to run a pilot of the instruments (i.e., survey) you plan to use and make changes accordingly before your actual data collection begins. If your subjects are a vulnerable population (i.e., children) you cannot run your pilot test of any instruments before obtaining IRB approval. You should collect your data in the manner described in the thesis proposal. If any difficulties arise during data collection, consult with your chairperson as soon as possible. Under ordinary circumstances, you will not need to contact your other committee members during this phase. However, if substantial problems are encountered and major methodological changes are required, another committee meeting and/or resubmission of IRB materials may be necessary. Stay in contact with your chair throughout the data collection process.

XIII. Analyzing and Interpreting the Data (spring/summer 2nd year)

Upon completion of the data collection, you should begin your data analysis as soon as possible, using the analyses described in your proposal as well as any additional analyses that are deemed appropriate. If you encounter any difficulty in performing statistical analyses, you should seek the advice of faculty members whose expertise lies in this area.

When the major statistical analyses are completed, you should work with the chairperson in the interpretation of the results. Given your analyses, your job is to assess the meaning and significance of the data in relation to the purpose of your study and your hypotheses. Again, you may consult with the other members of your committee.

Since all the appropriate statistical analyses cannot be anticipated prior to the collection, inspection, and attempted interpretation of the data, analyses beyond those agreed upon at the proposal meeting may be expected. Further statistical analyses may be necessary to support a particular interpretation.

XIV. The Final Thesis Document (spring 2nd year or summer following 2nd year)

Upon completion of the data analyses and interpretation you should begin to write the final thesis document in the appropriate style and format. Again, you will be working primarily with your chairperson at this point in the process. The four major sections of the final thesis defense include: Chapter I: Introduction, Chapter II: Literature Review, Chapter III: Methods, and:

Chapter IV: Results. This chapter should begin with the data analyses section initially found at the end of your methods section in your thesis proposal. You will then describe the results clearly with NO interpretation using a combination of text, tables and figures (in APA 6th ed. style) for each of your original research questions. Only report information in tables that is not reported in text and vice versa. Be clear in your description of findings, add no personal judgment at this point, and label all information completely.

Chapter V: Discussion. This chapter will be approximately 5-8 pages, and roughly follow the following headings:
   1. Review of Purpose and Major Findings

2. Interpretation of Findings Relative to Hypotheses
3. Limitations
4. Implications for Future Research (and practice, if applicable)
5. Conclusion

REMEMBER: Although you have already written an introduction, lit review, and method section as part of your thesis proposal, revisions of these sections will be necessary. For example, you should review the literature for any new studies that were published since your proposal. The lit review and/or method sections may have to be reworded to reflect changes suggested by your committee at the proposal meeting as well as any adjustments made in the experimental design or procedure during the data collection process. Since you have not submitted the results and discussion sections for critical review, you may need to make several revisions of these sections.

The process of writing the final thesis document is more involved and time-consuming than most students anticipate. Writing, editing, rewriting, and proofreading can be a lengthy process. In addition, as discussed above, you must allow a reasonable amount of time for your chairperson and committee members to read and comment on your submitted drafts. Send the complete thesis to your chair, **along with your data files** (e.g., Excel sheets, SPSS outputs, transcribed interview data, coding schemes, compressed audio files, etc.). You will likely trade a few drafts back and forth with your chair before you are approved to send the complete thesis to your entire committee.

XV. Arranging the Thesis Defense Meeting (by fall of internship)

How do I schedule my Thesis <u>DEFENSE</u>?
1. Once you have received your **final** round of edits from your chair and s/he will tell you that it is ready to send out to the committee.
2. Send the edited version to the ENTIRE committee **1 month** in advance of when you would like to defend.
3. Indicate that you would appreciate edits/feedback within **2 weeks** so that you can make the necessary changes prior to the defense meeting and provide an edited version for everyone to look over.
4. Provide a *short* list of days/times *2-4 weeks out* to schedule the meeting. Remember, finding a convenient time for 4 individuals (you, the chair, and 2 committee members) can be challenging, so be flexible and plan ahead!

XVI. The Thesis Defense Meeting (by fall of internship)

The final defense meeting must include the student and all the members of the thesis committee. At the beginning of this meeting your chair will ask you to briefly summarize your project again (beginning with what the literature said, what gap you identified, how you conducted your study, and an overview of the results you found).

1. 3 <u>printed copies</u> of the signature page (that is already a page in your document) to be signed by committee.

2. 1-2 printed copies of your thesis defense. This is important for the final defense because committee members can catch formatting errors more easily with a paper copy in front of them.
3. Something to take notes on for yourself (regarding any changes needed).

At the conclusion of the final defense meeting, you will be asked to leave the room, so that faculty members may consult among themselves. Please remain in the Department area, so you can be recalled to learn of their decision.

The thesis defense will likely result in a number of corrections and/or suggestions by the committee. Some of these may need to be incorporated into the thesis before final approval is given. In general, if your thesis is approved, the committee members will sign the approval pages, required by the Graduate School. You will receive a copy for your own records (to be uploaded to your electronic Isidore portfolio). If your thesis is not approved, you will be expected to make the necessary corrections or revisions before the committee members give their formal approval by signing the approval page and thesis approval form. In this latter case, an additional thesis defense meeting may or may not be required depending upon the extent of the necessary revisions.

XVII. The Final Thesis Manuscript (internship year) - *What do I do AFTER my Thesis DEFENSE?*

Once your approved thesis is in its final form (including the correction of typing errors, spelling errors, etc.), you should follow the subsequent procedures for submitting and distributing the final thesis:

1. Submit the approved thesis electronically to the Graduate School via email (etdreview@udayton.edu) for a format check. This step generally cannot be completed earlier than the beginning of the semester in which you wish to graduate (i.e., mid-May for August graduation; mid-August for December graduation).
   a. Please note that while the thesis template is updated regularly and available as a helpful tool for you, the program faculty cannot be aware of all possible formatting requests made by the graduate school. Inevitably you will have edits to make from the Graduate School's review of the document. Be prepared for this.
2. Submit the original signed hard copy of the approval page to the Graduate School office in St. Mary's Hall.
3. Request 2 bound copies of your thesis: one for you, one for your chair.
4. Complete the UD Graduate School Thesis and Dissertation Submittal Form and Copyright documents and upload your document through OhioLINK following the instructions found here: http://libguides.udayton.edu/content.php?pid=65891&sid=486753
5. Email your EDC 800 course instructor with the Graduate School approval documentation email so s/he can submit a change of grade for the course. In your email include the year/term you took EDC 800 and your student ID #.
6. Apply for graduation (Ed.S.) and to walk in the December ceremony

You should also know that:
- The Department does not have funds for supporting thesis research. The cost of equipment, supplies (i.e., assessment measures, intervention materials, etc.), participant honorariums, and expendable materials as well as the cost of printing proposals and theses are a student expense. These costs are not covered by graduate assistant contracts.
- Thesis support funding is available on a competitive basis from the Graduate School during the summer. Note that applications for the Graduate Student Summer Fellowships (GSSF) Fellowships are usually due in mid-February. You need to seek the direct support of your thesis chair for this proposal.
  - Details are available at http://gradschool.udayton.edu/current/summerfellowship.asp
- Many students underestimate the time required to complete a thesis. They particularly underestimate the amount of writing and rewriting required. Our experience has taught us that students who complete the bulk of their thesis work while on campus (including during the internship year), are much more likely to succeed than students who attempt to complete their thesis from afar following internship. Therefore, you are strongly encouraged to begin the development of your thesis as early in your graduate career as possible and to complete the bulk of the work while directly connected to the University and your faculty support. Once students accept job offers, move, and begin working, it is very unlikely they will return to complete the thesis project.
- Students who do not complete the thesis by the end of internship (EDC 899) will be required to CSR 555 each semester (beginning after the fall term following the internship year) until the final thesis has been successfully defended. Grades for thesis (EDC 800) will be assigned as "IP" (in progress) until thesis completion, at which time the grade will be changed to a letter grade. See the thesis completion timeline and corresponding forms in the Program Handbook and included below.

- **Time Limit: All requirements for a master's degree must be satisfied within <u>seven</u> calendar years from the date that you <u>entered the program</u>.**

Recommended Thesis Timeline

Summer prior to EDC 868	Develop topic ideas Review literature Select chair, refine topic
Fall of EDC 868	Take EDC 868 (research) and EDC 837 (stats) Write Ch. 1-3 (Intro, Lit Review, Methods) Select committee members
December of EDC 868	Incorporate EDC 868 instructor feedback into proposal revision
During Winter Break	Submit revised proposal to your chair
Spring prior to Internship	Take EDC 800 (thesis)
January	Incorporate feedback from chair, revise proposal Develop consent forms
February	Draft IRB proposal Submit proposal to committee
March	Defend proposal Submit to IRB Pilot test measures
April-May	Collect data
Summer prior to Internship	
June	Analyze data Submit proposal to present at NASP
July-August	Draft final thesis (Ch. 4-5 Results, Discussion) Submit draft of complete thesis to chair
Fall semester, Internship Year	
August	Revise final thesis based on chair feedback Submit revised thesis to committee members
September	Defend final thesis (remember to bring 3 copies of signature page)
October	Submit approved thesis *electronically* to the Graduate School for format check Submit original signed *paper* copy of approval page to the Graduate School Request 2 bound copies of thesis: one for you and one for your chair. Email EDC 800 instructor with Graduate School approval documentation for grade change.
February, Internship Year	Present at NASP
April, Internship Year	Present at Stander (on campus) Present at OSPA (Columbus)
May, Internship Year	Present at EDC Research Colloquium Walk in Ed.S. Graduation Ceremony

Thesis Topic Identification Form

Student Name: _____

Thesis Chair: _____

Working Title: _____

Briefly describe the problem you will be examining (one paragraph, with 1-2 citations of "core" literature support):

Statement of purpose of the project (one sentence):

Signatures

_____   _____
Student   Date   Chair   Date

* This form must be signed and submitted to Dr. Davies and the EDC 868 instructor within the first week of the fall semester.

Thesis Statement of Understanding

The recommended school psychology thesis timeline leads to a final defense by December of the internship year. While the University grants students seven years from matriculation (beginning the program) to complete the thesis project, it is not guaranteed that the advisor will continue with the project or that the data will remain relevant. In some cases, a student who has delayed thesis completion may be required to propose a new project or to collect new data. Most faculty members are not under contract during the summer and therefore are not expected to supervise thesis work during that time.

Non-completers' grades for EDC 800 will remain IPs ("In Progress") on the student's transcript until the final thesis is defended and approved by the graduate school. Following the internship, students who plan to complete the thesis are required to enroll in CSR 555 (Continuing Service Registration) for a fee of $25. This allows the student to remain active in the UD system with an email and username, providing them access to the library system and allowing them to apply for graduation upon completion of the thesis.

It is the student's responsibility to maintain this active status and to communicate with the thesis chair regarding the status of their project.

Students who have not defended their final thesis by their portfolio defense are asked to sign below to indicate their understanding of the above statements and upload the completed document to their Isidore portfolio in place of the thesis signature page.

_____

Student Name (printed)   Student Signature   Date

_____

School Psychology Program Coordinator   Program Coordinator Signature   Date

_____

EDC 800 Instructor Name   EDC 800 Semester of Enrollment

_____

Thesis Title

_____

Thesis Chair; Committee Members

School Psychology Program
Department of Counselor Education and Human Services
School of Education and Health Sciences

Thesis Proposal Approval Form

The Proposal for Thesis Research Submitted By:

Entitled:

_____

Has Been Approved By

Chair   Date

Member   Date

Member   Date

Final Thesis Signature Page Format

TITLE

Name: (Last Name, First Name Middle Initial)

APPROVED BY:

_____
(Name)
Advisory Committee Chair
(Title)
Department

_____
(Name)
Committee Member
(Title)
Department

_____
(Name)
Committee Member
(Title)
Department