

School Psychology Program

Specialist-Level (EdS) Student Handbook 2026-2027

School of Human Services

College of Education, Criminal Justice,
and Human Services

TABLE OF CONTENTS

WELCOME LETTER TO STUDENTS.....	3
PREFACE	4
INTRODUCTION TO SPECIALIST-LEVEL STUDY IN SCHOOL PSYCHOLOGY AT THE UNIVERSITY OF CINCINNATI	4
Statement of Program Philosophy	5
Accreditation and Program Approval	7
Student Composition.....	7
The University and Community.....	7
Support Systems	8
Faculty.....	9
Primary Faculty.....	10
Affiliated Faculty	11
Support Faculty	11
Program Advisory Committee	12
Program Communication	12
SPECIALIST-LEVEL PROGRAM OF STUDY	12
Program Overview	12
Program Curriculum Requirements	14
Curriculum Sequence.....	14
Independent Study and Field Practicum	16
University, Program, and Degree Requirements and Expectations.....	16
Continuous Progress Monitoring and Selective Retention	17
Availability of Personal Information, Professional Behavior, and Dress	18
Academic Performance Requirements	18
Course Load and Course Selection	20
Professional Organizations.....	20
Security of Student Data.....	20
Artificial Intelligence Policy	20
Benchmarks for the EdS Program in School Psychology	21
Master's Comprehensive Examination	22
Pre-Internship Practicum Experiences	23
Research Participation	23
Professional Practice Portfolios.....	23
Specialist Internship	26
National School Psychology Examination	26
Application for Doctoral Study	27
Grading Practices	27
Standards for Graduate Study	27

Active Standing and Leaves of Absence	27
Time-to-Degree Requirements.....	28
Graduation Application for MEd and EdS.....	28
Residency	28
Master's and Specialist Degree Requirements	28
Right to Review Records	29
Grievance, Due Process, and Other Complaint Procedures.....	29
 APPLICATIONS, ADMISSIONS, MATRICULATION	 29
Types of Admission	30
Graduate Record Examination.....	30
The Test for English as a Foreign Language (TOEFL)	30
Admission Process	30
Prerequisite Coursework.....	32
Transfer of Credits	32
Tuition and Fees.....	32
Financial Assistance.....	33
Registration Procedures and Requirements	33
Procedures for Registration.....	33
Registration Change Procedures	34
Audit Regulations	34
Pass/Fail Courses	34
Inappropriate Courses	35
Withdrawals	35
 POLICIES AND PROCEDURES FOR GRADUATE INCENTIVE AWARDS AND GRADUATE ASSISTANTSHIPS.....	 35
Graduate Incentive Awards.....	35
Termination of Award.....	36
Graduate Assistantships	36
Appointments and Reappointments	37
Job Description	37
Termination during Period of Appointment	38
GA Rights, Responsibilities, and Grievance Procedures.....	39
Course Load	39
 APPENDICES	
Appendix A <i>Program Curriculum Overview and NASP Matrix</i>	40
Appendix B <i>Portfolio Documents</i>	44
Appendix C <i>Cultivating Ethical and Competent AI Use</i>	55

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WELCOME LETTER TO STUDENTS

Dear Entering Students:

Welcome to the School Psychology Program at the University of Cincinnati – a Program that we believe, and external reviewers have rated, is among the very best in the nation. Admission to the Program is indicative of your record of past academic success, your interest in school psychology as a profession and in our Program philosophy, specifically, and our belief and expectation that you will continue to distinguish yourself in the future through your academic and professional commitment. We look forward to working closely with you over the next three years as you grow professionally and personally.

We have designed a training program of the highest quality to prepare you to be a highly competent and successful school psychologist with the training needed to positively impact children, youth, and families and the schools and other agencies that serve them. The Program is designed to meet national accreditation standards as well as the coursework and internship requirements for state licensure and national certification. Program graduates have distinguished themselves in many ways, including receiving state and national recognition for innovative practices and through demonstrating positive impact on children in their work. The faculty, alumni, and students take great pride in our training Program and hold ourselves and our students to high standards. The Program will be challenging yet rewarding.

Students are expected to be familiar with contents of the Program Handbook, the University *Graduate Handbook*, and all University policies, including the Student Code of Conduct and research ethics. Links to university requirements are listed in this Handbook, which is available on the Program website.

Sincerely,

The School Psychology Program Faculty

PREFACE

The *School Psychology Specialist-Level Program Handbook* is intended to provide students with specific information about the University of Cincinnati; the College of Education, Criminal Justice, and Human Services (CECH); the School of Human Services; and the School Psychology Program. This Handbook is a tool for students as they progress through the Specialist-Level Program. Program policies exist within the framework of those of the College and the University (Graduate School). The *Program Handbook* presents policies and procedures specific to the Specialist-Level (EdS) Program in School Psychology and complies with the rules and policies of the Graduate School and the College of Education, Criminal Justice, and Human Services. Students are responsible for being aware of Program, College, and University regulations and policies described in the *Program Handbook*, College policies (<http://cech.uc.edu/>), the *University of Cincinnati Graduate Handbook* (<https://grad.uc.edu/>), and the *Student Code of Conduct* (www.uc.edu/conduct/Code_of_Conduct.html).

Graduate programs at the University of Cincinnati are organized within the Graduate School. The Dean of the Graduate School is responsible for coordinating, implementing, and administering all policies, rules, and regulations pertaining to graduate degree programs, including those of the School of Human Services. Graduate Faculty determine educational policy of the Graduate School and regulate admission of students, advancement to candidacy, and awarding of graduate degrees. The Graduate Faculty have sole power in establishing requirements, but individual departments and programs determine specific courses of study, instructional methods, and evaluation.

INTRODUCTION TO SPECIALIST-LEVEL STUDY IN SCHOOL PSYCHOLOGY AT THE UNIVERSITY OF CINCINNATI

The Specialist-Level (EdS) School Psychology Program at the University of Cincinnati is dedicated to preparing highly competent professional school psychologists according to the scientist-practitioner model. As a result of their comprehensive training, graduates are prepared to make significant contributions to this challenging field through the most up-to-date and research-based professional practice, child and family advocacy, and leadership for best practices.

The Program has attained a high level of national recognition and visibility as a result of its leadership in developing training methods and its state-of-the-art curriculum. Since 1983, the Specialist Program has been fully approved with the National Association of School Psychologists (NASP) and the educator preparation provider (UC College of Education, Criminal Justice, and Human Services) is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is a transformation initiative unit.

External reviews have resulted in consistently positive evaluations of UC's school psychology training, including the curriculum model, faculty, student skill attainment, field experiences, and

outcome evaluation. Reviewers have been impressed with the quality of training provided to students and the support they receive from our strong faculty and excellent network of field supervisors. The School Psychology Program has attained national prominence for academic excellence. It is a reputation in which the faculty, students, alumni, and staff take great pride, and one which we are determined to maintain.

Statement of Program Philosophy

The School Psychology Program at the University of Cincinnati is founded on the core ethical principles that psychologists respect the dignity and worth of all individuals and aim to promote measurable positive outcomes in their work. These principles are articulated in the ethical, professional practice, and training standards of the National Association of School Psychologists, the Association for Behavior Analysis International, and the American Psychological Association. The University of Cincinnati School Psychology Program, in applying these core principles, places an emphasis on the use of scientist-practitioner and ecological-behavioral models to guide practice, with an emphasis on social justice advocacy, consistent with the National Association of School Psychologist (2020) Professional Standards. As scientist practitioners, students are trained to critically examine theory and practice, develop a defensible professional model of practice, and collect and use accountability data for decisions. In applying an ecological-behavioral approach, students learn to focus on changing behaviors in important contexts, such as the school and family, to collaborate with key individuals for effecting meaningful changes in these contexts, and to provide leadership at a systems level for change. Students are also trained to promote equitable practices for diverse populations (NASP, 2020).

These core principles serve as the foundation for the Program philosophy and approach and are translated into several interrelated training themes that together form the basis for the Program training model and activities. These Program training themes are:

- ❖ Scientist-practitioner model
 - Developing and adhering to a defensible personal model of practice aligned with the Program model
 - Adhering to legal and ethical foundations for practice
 - Engaging in data-based practice and accountability
 - Using research to inform practice
 - Making meaningful contributions to practice and the profession
- ❖ Ecological/behavioral orientation, integrating key theoretical approaches and psychological foundations
 - Using applied behavior analysis as a foundation for practice
 - Considering various interconnected systems as contexts for case conceptualization and behavior change
 - Conceptualizing student challenges as resulting from mismatches with their environment(s) rather than within-student problems

- Individualizing interventions and supports to align with students and contexts
- ❖ Equitable practices for diverse populations
 - Establishing and maintaining awareness of own identities, working to mitigate biases, and engaging in a meaningful approach to diversity in all its forms
 - Promoting positive outcomes for all students (systems-level) and each student (individual-level)
 - Ensuring access to equitable, affirming, accessible, inclusive, and safe services for all students and clients
 - Using data to make equity-focused decisions
 - Centering clients and families via culturally relevant service delivery and empowering them as valued partners in educational decision-making
- ❖ Collaborative problem-solving approach for prevention and intervention
 - Centering consultation as a primary framework for service delivery
 - Engaging in data-based decision making by linking assessment, intervention, and evaluation
 - Engaging in data-based problem solving across universal, targeted, and intensive tiers of evidence-based service delivery
 - Respecting the expertise of other professionals and working on interdisciplinary teams to best support students and clients
- ❖ Leadership/initiative role
 - Maintaining responsibility for one's own continued professional learning and competency development and promotion of professional learning in others
 - Advocating for and taking initiative in promoting evidence-based services in self and others

The Program provides future school psychologists with a solid professional and academic foundation reflecting depth and diversity in both psychology and education. The Program fosters a special sensitivity to the social foundations and cultural diversity of all people and respect for the uniqueness and human dignity of each and all persons. Self-awareness, positive regard for others, and respect for cultural and individual differences are actively cultivated and expected of all students.

The major emphasis of the Program is the preparation of school psychologists within a scientist-practitioner framework. Thus, rather than being trained to respond to specific problems in specific ways, students are prepared as highly competent problem solvers who draw on strong foundations in psychology and education to collaborate with other professionals and parents to promote the educational and social/emotional competence of all children. A scientist-practitioner, data-based problem-solving approach is used to develop, implement, and evaluate the effectiveness of strategies for preventing or resolving problems. This scientist-practitioner approach pervades all aspects of professional practice and decision making, including using a

research base and technically adequate data sets to guide practice and evaluate outcomes of professional practices and activities.

The Program emphasizes the importance of delivering school psychological services from a consultative, collaborative problem-solving framework to prevent and remediate learning and adjustment problems experienced by children and adolescents. Students learn to view problems from a systems/ecological-behavioral perspective focusing on the child, the family, school, and community. A child advocacy perspective provides a framework, along with a scientist-practitioner perspective, for guiding decisions and practices that provide supportive educational environments and enhance positive outcomes for all children. Both the theoretical and the empirical bases of professional practice are emphasized, and diverse practical experiences are provided throughout all preparation. These include work with preschool through high school-aged students in urban, suburban, and rural settings and working with supervisors who can support and model a scientist-practitioner approach to practice.

Accreditation and Program Approval

The Specialist-level (EdS) School Psychology Program is approved by the National Association of School Psychologists (NASP) and the educator preparation provider (College of Education, Criminal Justice, and Human Services) is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The Program is also approved for Educator Preparation by the Ohio Department of Education and Workforce.

Student Composition

Each year approximately 15 students (14 EdS and 3 PhD, in 2025) are admitted into the first-year of the Program. Currently, there are 48 students total across the programs, of whom 60% ($N = 29$) are specialist-level. A broad range of geographic areas and undergraduate institutions are represented. Many first-year students have recently completed their undergraduate training, although many have relevant work experience.

The University and Community

The University consists of 15 Colleges, including nearly 400 graduate degree programs and certificates. Over the years, the University has achieved an outstanding national and international reputation in many areas. The Carnegie Commission has designated it a Research University with Very High Research Activity. The National Science Foundation ranks the University's sponsored research at number 33 among America's public research universities, and 51st in the nation in research spending among all institutions. U.S. News and World Report ranks UC as in the Top Tier of America's Best Colleges, including in 2023 indicated to be number 68 for the "most innovative among national universities." In addition, Reuters named UC to be among the world's top 100 most innovative and 15th among "Up-universities (one of only 46 in the U.S. to make the list).

Over 50,000 students (approximately 12,000 graduate and professional) attend the University of Cincinnati. The campus includes excellent facilities for a variety of recreational activities including a new Student Center for swimming, basketball, running, tennis, racquetball, weight training and other activities. There is wide access to computer labs and wireless networks. The University has undergone extensive renovation to modernize and enhance student facilities. Forbes magazine names UC one of the world's most beautiful campuses. Also, Princeton Review named UC a "green university." It also sponsors movies, concerts, theater, athletic, and musical events. The School Psychology Program holds various social gatherings for Program students.

There is much in the city of Cincinnati that will add a broader dimension to students' academic careers. Cincinnati has been rated as being one of the most attractive and livable cities in the United States. It is noted for its cultural heritage, with its nationally known symphony orchestra, ballet, museums, zoo, and public theater. There are numerous other activities to enjoy including the Cincinnati Reds baseball team, the Cincinnati Bengals football team, many beautiful parks and rivers, and a nearby ski area. Within the region are many opportunities for outdoor recreation, including camping, hiking, rock climbing, and boating/canoeing. The cost of living is moderate, as is the climate. Greater Cincinnati captures the unique characteristics of 3 states (Ohio, Kentucky, and Indiana) within a single metropolitan area. Its hills and valleys surround the Ohio River, providing a setting for one of America's most beautiful inland cities.

The Cincinnati metropolitan area of 2 million people has 8 colleges and universities in addition to the University of Cincinnati. The city is located conveniently along major interstates as well as airline, train, and bus routes. It is within a 2 hour drive of Columbus, Indianapolis, Louisville, and Lexington, and within 5 to 6 hours of Pittsburgh, Cleveland, St. Louis, Knoxville, Detroit, and Chicago.

Support Systems

Graduate study is extremely challenging and demanding, both academically and personally. The school psychology faculty expects each graduate student to demonstrate maturity, initiative, and independence, and we also strive to support and assist students in their endeavors as much as possible. An emphasis on close student-faculty relationships is maintained by carefully limiting the number of students enrolled in the Program to be aligned with professional standards (a 10:1 student: faculty ratio) and through regular meetings between faculty advisor and advisees. Informal meetings with cohorts of students and faculty also occur each semester. Incoming students are assigned student mentors to assist with first-year transition, and cross-year mentoring opportunities occur during every year of the Program. Students also are actively encouraged to collaborate as a class and develop support networks for study.

Various support systems exist within the University itself to assist students. Among these services are the following:

Computer Facilities and E-Mail: Students have wide access to computers, printers, and technical assistance in computer labs in Teachers College and throughout the campus, as well as wireless access. All students are assigned a UC email account which provides access to internet, e-mail, and various campus resources. **This University-assigned e-mail is the official means for university and Program communications, so students are responsible for checking their e-mail regularly. E-mail from the program and faculty can only be sent to the student's UC e-mail account.**

Counseling: A comprehensive variety of confidential counseling services are available (<http://www.uc.edu/counseling.html>; 513.556.0648)

Accessibility Resources: Provides supports and services for students with disabilities and different abilities (<https://www.uc.edu/campus-life/accessibility-resources.html> 513.556.6823)

Financial Aid: see Financial Aid section and <http://financialaid.uc.edu/> for more information

Health Services: Provides various wellness and health services (<https://med.uc.edu/landing-pages/university-health/home>)

Housing: Special graduate student housing is available in the residence halls and in campus apartment complexes; married student housing is also available (www.uc.edu/housing). Current students can be very helpful in securing off-campus housing.

Institutional Review Board Help Desk: provides consultation on preparation of proposals for IRB review (www.researchcompliance.uc.edu/irb)

Parking Services: students may sign up for a permit for various student parking lots. Space is limited, but other options are available (www.uc.edu/parking/, 513.556.2283).

Technology Resources: assistance with various aspects of technology are available through UC Information Technology (UCIT) (<https://www.uc.edu/about/ucit/help.html>, Help Desk 513.556.HELP)

Faculty

The School Psychology Program is housed administratively in the School of Human Services, one of three Schools in the College of Education, Criminal Justice, and Human Services (CECH). The other academic programs in the School are Behavior Analysis, Counseling, Substance Abuse Counseling, Health Promotion and Education, and Sport Administration.

Four full-time faculty members are responsible for the School Psychology Program, as well as two part time faculty members with other primary responsibilities. Each is trained as a school psychologist with a doctoral degree in school psychology and hold experience working in

schools, districts, and other educational and clinical settings. Faculty are actively involved in professional practice, consultation, training, and research in schools and educational organizations. Faculty are very involved in supporting reform efforts in Ohio schools/preschools and have received numerous state and federal grants consistent with these efforts.

External reviews have repeatedly noted faculty as a Program strength. The members of the school psychology faculty have distinguished themselves and attained national prominence and respect through their professional accomplishments. They are active researchers and have published widely on a variety of topics relevant to school psychology. Faculty have been appointed to positions on editorial and director boards of widely disseminated publications such as *School Psychology Review*, *School Psychology*, *Journal of School Psychology*, *Psychology in the Schools*, *Journal of Educational and Psychological Consultation*, and the *Journal of Behavioral Education*. They also frequently serve as ad hoc reviewers for other journals.

The faculty also are active members and leaders of national and state professional organizations. Faculty have served and/or are serving in leadership positions in the National Association of School Psychologists (NASP), the American Psychological Association (APA, Division 16), the Trainers of School Psychologists (TSP), the Ohio School Psychologists Association (OSPA), the Council of Directors of School Psychology Programs (CDSPP), the Society for the Study of School Psychology (SSSP), the Association for Behavior Analysis International (ABAI), and the Ohio Inter-University Council for School Psychology (IUC). Faculty also have served on state and national policy committees (Ohio Department of Education and Workforce, United States Department of Education, and National Association of State Directors of Special Education). Faculty hold many honors, including membership in the Society for the Study of School Psychology. In addition, they have conducted workshops and given presentations for numerous professional groups throughout the United States, and internationally.

Primary Faculty

Renee O. Hawkins (Professor and Director, School of Human Services, PhD, 2005, University of Tennessee). Dr. Hawkins teaches the practicum sequence and teaches additional assessment, intervention, and research courses. Her research focuses on identifying effective interventions to improve student academic performance and behavior. Dr. Hawkins is a Nationally Certified School Psychologist (NCSP) and a Licensed Psychologist.

Julie Q. Morrison (Professor, PhD, 2001, University of Cincinnati). Dr. Morrison teaches the measurement and cognitive assessment sequence and systems-level consultation. She also coordinates the Ohio internship. She has extensive evaluation experience with many districts and is Evaluator for Ohio's State Professional Development Grant.

Daniel S. Newman (Professor and Program Coordinator, PhD, 2009, University of Maryland). Dr. Newman teaches courses focused on consultation, supervision, and the role of the school psychologist. His primary areas of research interest are school consultation training and practice

and clinical supervision in school psychology training and practice. Dr. Newman is a Nationally Certified School Psychologist (NCSP) and a Licensed Psychologist.

Julia Villarreal (Assistant Professor, PhD, 2023, University of Cincinnati). Dr. Villarreal teaches courses in applied behavior analysis, and behavioral counseling and mental health. Her research interests include student praise preference, behavioral consultation, and culturally responsive behavioral/mental health interventions. Dr. Villarreal is a Board Certified Behavior Analyst (BCBA), Nationally Certified School Psychologist (NCSP), and a Licensed Psychologist.

Lori B. Vincent (Assistant Professor, PhD, 2015, University of Wisconsin). Dr. Vincent teaches core courses in applied behavior analysis as well the behavioral counseling class. Her research focuses on supporting social skill development in children with autism. She is a Board Certified Behavior Analyst (BCBA-D) and a Licensed Psychologist.

Affiliated Faculty

Tai A. Collins (Professor, School Psychology and Associate Dean of the Graduate School, PhD, 2013, Louisiana State University)

James Hawkins (Professor Educator and Program Coordinator, Behavior Analysis, PhD, 2004, University of Tennessee)

Nicholas Lindgren (Assistant Professor, Behavior Analysis, PhD, 2025, Utah State University)

Dacia McCoy (Associate Professor Educator, Behavior Analysis, PhD, 2015, University of Cincinnati)

Katherine Wheeler (Assistant Professor, Behavior Analysis, PhD, 2024, Texas Tech University)

Support Faculty

Michael Brubaker, PhD, Professor, Counseling

Chung-Yiu Peter Chiu, PhD, Associate Professor, Psychology

Tehran Davis, PhD, Assistant Professor, Psychology

Kimberly Hill, PhD, Adjunct Assistant Professor

Stephanie Stollar, PhD, Adjunct Assistant Professor

Todd Haydon, PhD, Professor, Special Education

Youn Seon Lim, PhD, Assistant Professor, Psychometrics/Educational

Quintino Mano, PhD, Associate Professor, Psychology

Laura Nabors, PhD, Professor, Health Promotion and Education

Mei Tang, PhD, Professor, School Counseling

Christopher Swoboda, PhD, Professor, Statistics and Research Design

Carlie Trott, PhD, Assistant Professor, Psychology
Julie Weast-Knapp, PhD, Associate Professor, Psychology
Talia Woods, PhD, Adjunct Assistant Professor

Program Advisory Committee

The School Psychology Advisory Committee (SPAC) includes Program faculty and community representatives (e.g., chief supervisors of local districts, other administrators, alumni). This group meets a minimum of once per year and is an important vehicle for community input, future planning, collaboration for local professional development, and in general, receiving feedback and input on program planning and direction.

Program Communication

Faculty and student communication is essential and is fostered through several means, including communication in Program courses, semester meetings between Program faculty and each cohort, monthly intern meetings, and other student meetings and social events. Student and alumni input are actively sought for curricular and program development.

Students are expected to stay in close communication with faculty teaching courses, their advisors, and the Program Coordinator to stay apprised of any Program expectations, changes, and news. The Program communicates with students initially via an incoming student Program Orientation, the Program *Handbook* (as a primary source of official requirements), *Field Placement Manual*, and communication in required courses, semester cohort meetings with students/faculty, and e-mail. Students are reminded that University rules require that faculty and students communicate via e-mail using only the UC account, not other accounts, so students must check UC e-mail frequently and correspond with faculty only with these accounts. It is the responsibility of students to use these methods to stay apprised of Program and University expectations and to bring any questions or concerns to the Program faculty for discussion and resolution.

SPECIALIST-LEVEL (EdS) PROGRAM OF STUDY

This section provides a comprehensive description of the Graduate Program in School Psychology and requirements for the Specialist-level Program (EdS). Students earn the MEd within the curriculum of the 3-year Specialist-level program. A Table summarizing the Program curriculum requirements by year is included in Appendix A.

Program Overview

The University of Cincinnati prepares students at two levels in school psychology, Specialist (EdS) and Doctoral (PhD). The Specialist-Level (EdS) Program includes 2 years of full-time study followed by a 10-month (1500 clock hour) full-time supervised internship in a school

setting. Students complete requirements for the Master's degree (MEd in Foundations in Behavior Analysis) in the course of this 3-year program at the end of Year 1. The specific content of the Specialist Program is outlined in the Curriculum Guide.

Professional school psychologists must be broadly trained as competent consumers of new knowledge and be prepared to deal with far-ranging and complex problems of a multifaceted and complex nature (*NASP Blueprint for Training and Practice-III*, 2006). The Specialist-level Program is designed to be aligned with the overall Program philosophy, *NASP Standards for Graduate Preparation of School Psychologists* (2020) and the *NASP Blueprint-III* (2006), and Ohio Department of Education and Workforce licensure standards. Specifically, the Program provides preparation in all NASP content domains with a strong, pervasive focus across training on data-based decision making and accountability and a consultative approach to practice across tiers of service delivery (universal system level, targeted group level, and individual level). The Program is designed, consistent with NASP Standards, to prepare “competent school psychologists whose services positively affect children and youth, families, schools, and other consumers” (*NASP Standards*, 2020, p. 15). Students are prepared to develop knowledge and skills, across course work and field experiences, in all domains in NASP Standards. The Program's philosophy also clearly reflects the following principles from the Standards:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating safe, supportive, fair, and effective learning environments and enhancing family-school collaboration for *all* students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and reflect for human diversity and promote effective services, advocacy, and social justice for children, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

Program coursework and field experiences have been carefully designed to include coverage of the newly adopted (2020) NASP content domains for knowledge and skills (alignment with coursework demonstrated in NASP Matrix, Appendix A), including:

- Data-based decision making and accountability, which permeate all coursework and field experiences

- Consultation and collaboration (at the system and individual level)
- Academic interventions and instructional supports, with a primary focus on approaches that are evidence-based
- Mental and behavioral health services and interventions, with a primary focus on approaches that are evidence-based
- School-wide practices to promote learning
- Services to promote safe and supportive schools
- Family, school, and community collaboration services
- Equitable practices for diverse student populations, which is an emphasis across courses and field experiences, and which focuses on meaningful individual differences related to promoting positive outcomes
- Research and evidence-based practice
- Legal, ethical, and professional practice

Most of these domains are addressed in an integrative, cumulative fashion over many courses and some are supported by specific foundation area courses (e.g., Statistics, Child Development) in addition to coverage within the School Psychology curriculum. These domains are consistent with Program themes, which provide the Program's areas of emphasis and serve as an organizing framework for training.

This specialist-level preparation leads to Ohio State Board of Psychology licensure in school psychology. It also meets training requirements for National Certification in School Psychology (NCSP) administered through NASP, and consistent with these national standards, meets licensure requirements for many other states. When supplemented by the required post-certification experiences in school psychology, the Specialist-level Program meets the eligibility requirements for entrance to the Ohio State Board of Psychology licensing examination in School Psychology.

At the Specialist-level, the School Psychology Program accepts students for full-time study only and University residency requirements must be met. Students are responsible for meeting all requirements in their program of study, although individual courses may be waived by the Program Faculty upon demonstration of equivalent preparation or experience. However, in every case, at least 2 years of full-time graduate study (or the equivalent) and all foundation courses in psychology must be completed prior to the 1500-hour internship.

Program Curriculum Requirements

In this section, the requirements and curriculum sequence for the Specialist-Level (EdS) Licensure/Certification Program are described. Students are admitted in cohorts for full-time study and complete all school psychology courses in sequence.

Curriculum Sequence

Year 1

Overview: Orientation to the profession of school psychology and to the Program training model; mastery of foundations for professional practice, especially behavioral foundations. The Master's Degree (MEd in Foundations in Behavior Analysis) is awarded upon successful completion of all curricular requirements through Spring semester (including a minimum of 30 credit hrs.), and the Master's Comprehensive Examination.

Semester **Course and Credit Hours**

Fall

SPSY7040	School Organization and the Role of School Psychologists (3)
SPSY8000	Field Experience in Foundations for Data-based Decision Making (1)
SPSY8010	Applied Behavior Analysis I (3)
SPSY8020	Theories of Measurement for School Psychology (2)
SPSY8024	Academic Assessment and Intervention (3)
EDST7010	Statistical Data Analysis I (3)

Spring

SPSY7042	Working with Cult. And Ling. Div. in Schools (3)
SPSY8000	Field Experience in Foundations for Data-based Decision Making (1)
SPSY8011	Applied Behavior Analysis II (3)
SPSY8014	Applied Behavior Analysis III (3)
SPSY8022	Cognitive Assessment (2)
SPSY8030	Behavioral Consultation (3)

Summer

SPSY7041	Ethics for Behavioral Practice and Research (3)
SPSY7043	Child Development (3)

Year 2

Overview: Development of competencies for professional practice; integration of knowledge and skills across courses; emphasis on application and development of Pre-Internship Professional Practice Portfolio (submitted in Spring semester to demonstrate readiness for Internship).

Semester **Course and Credit Hours**

Fall

SPSY8012	Behavioral Research and Accountability Methods (3)
SPSY8013	Behavioral Supervision and Management (3)
SPSY8015	Functional Behavioral Assessment (3)

- SPSY8027 School-based Behavioral Counseling and Mental Health Interventions (3)
 SPSY8061 School Psychology Practicum (3)

Spring

- SPSY7045 Frameworks for Disabilities and Disorders in Childhood (3)
 SPSY8031 Systems-level Consultation and Program Evaluation in Schools (3)
 SPSY8061 School Psychology Practicum (3)
 SPSY8040 Professional Seminar in School Psychology (3)

Year 3

Overview: Supervised full-time (10 month, 1500 hours) school-based Internship focusing on integration and application practice within Program training model; continued development of personal model, professional development and sharing; preparation for profession (licensure, national examination, job seeking, interviewing). The Specialist Degree (EdS) is awarded upon successful completion of all remaining curricular and internship requirements and demonstrating advanced competency in professional skills as evidenced in the EdS Internship Portfolio.

- SPSY8065 EdS Internship in School Psychology (6 credit hrs per semester)

Ohio licensure in school psychology typically granted at this point contingent upon successful completion of all Program requirements.

Independent Study and Field Practicum

Students may elect to take Individualized Study in School Psychology (SPSY8050) when (a) their schedule allows for it and (b) to meet specific learning or field experience goals. Students complete individual contracts for these two courses, available from the Program web site. You may contract with any individual faculty member to complete the plan. Completed and signed contracts are submitted to the individual faculty member and copied to the Program Coordinator for coordination of grading.

University, Program, and Degree Requirements and Expectations

Students Rights, Responsibilities, and Professional Development Policies

The UC School Psychology Program prioritizes the rights, responsibilities, and professional development of its students in a manner consistent with APA's (2023) *Guidelines on Equitable and Respectful Treatment of Students in Graduate Psychology Programs* (www.apa.org/about/policy/guidelines-equitable-treatment-students.pdf) including through:

1. **Support for graduate students**, such as physical and psychological wellness, financial wellness, professional resources/work environments, and interpersonal safety and respect.
2. **Policies and procedures**, such as transparency and fairness in policy and procedure development and implementation and maintaining student privacy.
3. **Professional socialization**, such as modeling and encouraging professional involvement including advocacy and professional development opportunities, providing mentoring and supervision including by faculty as well as across-cohort opportunities for engagement and collaboration, and providing clear expectations and processes for training and supervision.
4. **Social and political responsiveness**, such as committing to values of culturally responsive practice and cultural humility, engaging with an ecological-behavioral lens for practice, and providing equitable services for diverse client populations.

Continuous Progress Monitoring and Selective Retention

Program expectations and review processes

To ensure the development of professional competencies and to ensure satisfactory progress toward degree completion, the faculty continually monitors student performance. Students likewise are expected to engage in goal setting, self-monitoring of progress academically and professionally, and reflection on skills, progress, and areas for continuous improvement. This process of review, feedback, and continuous improvement is critical to any applied professional training program. Faculty advisors meet with each advisee each semester to plan the student's program and provide overall feedback on progress in the Program. Specific feedback related to coursework and applied work is provided by instructors and field supervisors. Annually at the end of each training year, students complete a self-evaluation and receive a summary evaluation encompassing faculty and field supervisor ratings across courses and field experiences, progress on professional behaviors, and progress in meeting overall program expectations. A copy of this evaluation is included in the *EdS Field Placement Manual*. As needed, written action plans may be used to set specific targets and goals for improvement, delineate plans, and note review dates and expectations for good progress.

Progress monitoring and selective retention criteria

Students must adhere to University, College, and Program rules and regulations regarding academic performance and professional conduct. Furthermore, because school psychology is an applied profession, all students must demonstrate not only knowledge but skill competency and personal characteristics (professional behaviors/dispositions) appropriate to the requirements of the profession. The following list of criteria describes Program expectations for professional behaviors/dispositions. Students are expected to reflect on their own development across behaviors (and complete regular self-evaluations), and faculty and field supervisors also rate students on these behaviors to provide feedback. These criteria also can be the basis for action

plans for targeted improvement. As warranted, these criteria may be the basis for selective retention decisions when there is lack of improvement or serious concerns.

Ongoing evaluation with regard to selective retention is focused on demonstration of the following criteria:

- Adherence to the ethical standards of the National Association of School Psychologists, with conduct becoming a professional school psychologist;
- Ability to work effectively with parents, families, school personnel, students, supervisors, faculty, and peers in simulated and actual situations;
- Performance in a professional manner as documented by University and/or field supervisors;
- Effective thinking and problem-solving skills consistent with professional performance;
- Effective communication skills (written and verbal);
- Receptive attitude toward learning as indicated by attendance and participation in university classes and field experiences and responsiveness to feedback;
- Positive feedback on annual review of progress by faculty based on comprehensive progress monitoring criteria;
- In personal behavior, dispositions, and characteristics, a student's professional work must be characterized by the following:

Ethical Conduct
Respect for differences
Adaptability
Conscientiousness
Cooperation
Leadership
Objectivity
Responsiveness to feedback

Positive problem-solving focus
Responsibility
Independence
Initiative and autonomy
Personal stability
Professional conduct
Perspective taking
Professional dress and appearance

Availability of Personal Information, Professional Behavior, and Professional Dress

Students are required to maintain professional behavior in public life while enrolled in the School Psychology Program. Personal information, opinions, or communications that students make in public or that are posted on websites or social media outlets should never be offensive to the community, immoral within accepted community standards, or insulting to any person or groups of persons. Students are reminded that they are in a professional training program with high ethical standards. When they are in any field placement or professional site, students must adhere to standards for professional dress, following any dress code for faculty in the setting. A good approach to professional dress is to always be prepared for a potential meeting with parents and/or school administrators.

Academic Performance Requirements

Students must adhere to all University and Colleges rules, policies, and requirements for graduate students. Students also must meet Program requirements for good academic standing, which include:

- Continuation of full-time study
- Maintenance of a GPA of at least 3.5 for all graduate study
- Accumulation of no more than 3 grades of Incomplete at any one time
- Good progress toward degree requirements

In addition, the following standards and policies relate to academic performance:

Academic dishonesty

Academic dishonesty is a serious offense and will not be tolerated. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance may result in action ranging from a failing grade in a course to dismissal from the Program.

Course grades

Students must earn a “B” grade (3.0 grade points) or higher in all required school psychology courses. If a student does not earn a grade of “B” or higher, the student must work with the course instructor and achieve a "B" level of competency within one semester of receiving the lower grade. According to University policy, the original grade is not changed on the official transcript, but a record is kept in the student's Program file documenting the final level of competence attained following remediation. Failure to remediate a grade lower than a “B” (3.0 grade points) in a required course, more than one "C" in graduate work, or a failing grade in any core professional course is the basis for probationary status and may lead to dismissal from the Program.

Decisions regarding student standing

Selective retention and academic criteria serve as the basis for on-going faculty judgments regarding meeting Program expectations and standards. Students meeting expectations and making good progress are in good academic standing. Failure to comply with these criteria and requirements may result in a range of actions, including use of written action plans (with clear expectations for continued good progress to maintain active status), academic probation, or termination from the School Psychology Program. Concerns of a very serious nature may lead to termination. Decisions regarding student academic standing are made by the Program faculty following University rules. Students should refer to Graduate Student Grievance Procedures regarding the appeals process (www.grad.uc.edu). Any student placed on probation will immediately meet with the individual's advisor and Program Coordinator and develop a written plan of remediation. Upon approval of the plan by the Program Faculty, the student must fulfill

remedial plans within a specified period of time for continued advancement of study.

Course Load and Course Selection

All students are required to enroll in the School Psychology Program on a full-time basis. Full-time students must take no fewer than 12 and no more than 18 hours of coursework per semester and **1st year students must complete 30 credit hours for the Master's Degree**. Students are required to meet with their advisors each semester prior to registration. Students must also secure approval from their Program advisors to alter their program of study once agreed upon.

Professional Organizations

Because of the importance and influence of professional organizations, all students are **required** to become members of key professional associations, including the **National Association of School Psychologists** and the **Association for Behavior Analysis International**. In addition, they must join the **Ohio School Psychologists Association**. During Internship year, students who complete an out-of-state internship may substitute that state's association for Ohio. Faculty, current students, program alumni, and field supervisors are active members in these associations, and they provide an opportunity for professional affiliation, advocacy, and on-going professional development. Membership should be attained by the end of the first semester and continued throughout a student's course of study. Written verification of membership in these organizations is required to be placed in each student's file during the Fall Semester of each academic year. Application materials are easily available on-line from each professional organization (links are included on the Program web page).

Security of Student Data

As trainees in a professional training program that follows federal privacy laws, all students are required to be aware of and follow federal, state, and district policies for handling of confidential student records and data. Information on these requirements is shared in courses and in specific school experiences. When student data (e.g., graphs; records from observation, interviews, assessments, etc.) are kept by trainees, all documents with identifying information and all electronic records must be secured.

Artificial Intelligence Policy

The UC School Psychology Program has adopted an Artificial Intelligence (AI) policy consistent with policies from the APA, NASP, and Trainers of School Psychologists organizations, and guided by ethical and legal considerations (see Appendix C). The program acknowledges the educational value of artificial intelligence tools – specifically Large Language Models (LLMs) like ChatGPT (and UC's specific Bearcat GPT - <https://ai.uc.edu/ai-tools/bearcatgpt>), Claude, or Gemini for increasing accessibility, strengthening training effectiveness, and creating realistic practice scenarios. Nevertheless, AI implementation must also align with the core professional

principles of school psychology, while adhering to ethical and legal requirements, especially concerning issues of confidentiality, data protection, and scholarly integrity. AI resources are designed to support and enhance, rather than substitute for, human academic composition, clinical judgment, and research processes. Accordingly, students should review the Program's AI policy in Appendix C, including permitted and prohibited uses, as this is considered a component of students' academic and professional behaviors.

Benchmarks for the EdS Program in School Psychology

Year 1

- Prior to arriving at UC, you are assigned a Program faculty advisor. You will meet with your advisor following the required Program Orientation to review your Fall Semester of study. Be sure to read this Handbook thoroughly following the Orientation to be familiar with all Program requirements.
- Communicate with Program faculty any potential concerns that may impact professional licensure.
- Join professional organizations including NASP, ABAI, and OSPA. Additional information for joining these organizations, including costs which are often discounted for students, is available on each organization's website.
- Complete all Year 1 Program requirements, including background checks for field work, course work, field requirements, online certification for participation in research, research hours, and completion of logs documenting all hours.
- All school psychology students working in PK-12 school settings in the state of Ohio are required to apply for a pre-service permit. More information, including instructions for application and details regarding cost, is available at <https://sboe.ohio.gov/educator-licensure/apply-for-a-new-license/pre-service-teacher-permit>
- Register for MEd graduation by University deadlines (www.grad.uc.edu).
- Pass the Master's Comprehensive examination as a requirement for the MEd and a condition for matriculation into Year 2.
- Complete the Annual Student Assessment and Progress Report (April) and meet with your advisor to receive faculty ratings Successful completion of all Program requirements including behavioral expectations is necessary for matriculation into Year 2.
- Apply for residency in Ohio as soon as possible, prior to the start of Year 2, to be eligible for Ohio resident tuition rates (<https://www.uc.edu/about/registrar/residency/ohio.html>)

Year 2

- Renew membership to professional organizations.
- Apply for residency to be eligible for in-state tuition.
- Complete all Year 2 Program requirements, including course work, practicum and other field experience requirements, and completion of logs of all hours.
- By October 1, indicate commitment to complete Ohio Internship Program or to pursue an out-

of-state internship. Meet with Internship Coordinator if pursuing an out-of-state internship.

- By mid-Spring semester (February), meet with your advisor to plan for Pre-Internship Professional Practice Portfolio.
- Complete all requirements for Temporary Licensure for Internship (Spring), including required background checks for licensure.
- Submit the Pre-Internship Professional Practice Portfolio (April) to demonstrate a minimum of novice level competency across domains and readiness for Internship.
- Complete the Annual Student Assessment and Progress Report (April) and meet with your advisor to receive faculty ratings. Successful completion of all Program requirements including behavioral expectations is necessary for matriculation into internship.
- Complete the self-assessment on the Intern Competency Checklist for use in internship planning.
- Meet all Program requirements to be certified for Internship (April), including successful completion of all course work, field experiences, behavior expectations, and licensure requirements.
- Meet with Internship setting for any required interviews.

Year 3

- Renew membership in professional organizations.
- Complete all Internship requirements, including 1500 hours documented experiences, participation in Internship seminars and training required for the Ohio Internship Program, and appropriate supervision and required Internship hours for academic credit.
- In Fall, take the School Psychology Praxis examination and submit scores to the Program as evidence of mastery of domains, as well as State Board of Psychology towards Ohio School Psychology licensure. To limit fees, students may also wish to send scores to the University of Cincinnati and the National Association of School Psychologists at the time of the exam.
- Demonstrate successful completion of internship requirements through the Intern Competency Checklist ratings.
- In early Spring semester (February), meet with University internship supervisor advisor to plan for Educational Specialist (EdS) Portfolio.
- Register for the EdS degree by University deadlines.
- Submit the Educational Specialist (EdS) Internship Portfolio (April) to demonstrate competency for professional practice.
- Submit all required materials for Program completion and Internship completion, including Intern Program evaluation data (April).
- Submit employment and contact information to the Program.

Master's Comprehensive Examination

At the end of Year 1, students complete the Master's Comprehensive Examination to meet Program requirements for the Master's (MEd) Degree. This written examination reflects

knowledge mastery of core theoretical foundations and principles, especially behavioral foundations. Successfully completing this examination, along with good performance on selective retention criteria is required for continuation in Year 2 applied experiences, including the School Psychology Practicum.

Pre-Internship Practicum Experiences

The *EdS Field Placement Manual* has been developed to thoroughly describe the field experiences that are carefully integrated in the curriculum. In addition, the *Manual* includes the assessments and other documents that are used during field experiences. Across Years 1 and 2 and prior to enrolling in the school psychology internship, all students must complete a minimum of 400 hours of planned and sequential field experiences. It is the individual student's responsibility to document these experiences by completing and submitting the *Professional Practice Log* provided by the School Psychology Program (see *EdS Field Placement Manual*). Logs documenting Practicum hours and experiences must be submitted each Semester to supervising faculty for a signature and then to the Program Coordinator for inclusion in the student's file. All documentation must be completed prior to approval for Internship.

Field-based experiences in Year 1 and 2 include comprehensive, integrated, and planned sequential experiences to prepare students for the Internship. Field experiences are carefully developed by faculty to assure that students gain experiences with a variety of children (across ages, cultures, disability categories, settings) and that supervision is provided by highly qualified school psychologists. These field-based experiences are associated with course work and details of the requirements are discussed within courses. Across the first two years, students need to maintain flexibility in their schedules (outside and work schedules) to allow for flexibility in meeting the field-based practice requirements. The specific requirements and number of hours vary by semester and also may vary from week to week. An important perspective is that the Program collaborates with schools and other agencies for field-based settings, and UC students work with real students and real situations. As such, trainees need to be able to adjust their schedules to be available for the school and agency calendars, which typically do not align with UC's academic calendar.

Research Participation

All program students are required to assist with research projects. All EdS students are expected to provide 45 hours per academic year in research participation. These hours are documented on the *Professional Practice Logs*. Students must complete on-line (CITI) training in working with Human Subjects in research available through the University Institutional Review Board website (<http://researchcompliance.uc.edu/irb>).

Professional Practice Portfolios (Pre-Internship and EdS Internship)

Students are required to develop and submit Professional Practice Portfolios at two points in

time: Pre-Internship and Post-Internship. Portfolios reflect the student's integration and application of major Program themes and competence and mastery of major skill domains. More detailed information on portfolios, including requirements and rubrics, is included in Appendix B. Students work on portfolio entries through coursework and practicum requirements and meet with their advisors to aid portfolio development.

The Pre-Internship Portfolio is submitted in April of Year 2 to demonstrate initial competency (minimum of novice level) in NASP domains and areas of Program emphasis, demonstrating readiness to begin the EdS internship. The EdS Internship Portfolio is submitted in April of the Internship year (Year 3), to meet requirements for the Specialist Degree (EdS). This EdS Internship portfolio shows advanced competency for NASP domains and areas of Program emphasis, demonstrating readiness to enter professional practice as a school psychologist.

Student portfolios are reviewed by Program faculty for each cohort each year as an important component of program evaluation. Overall, this process provides information about areas of strong student performance as well as possible areas for program enhancement. Program faculty reserve the right to modify specific requirements for assessments to assure they correspond to national standards and program goals. Students will be notified of any significant changes to assessments by no later than the beginning of the academic year during which the assessment is completed.

Specialist Internship

Ohio Internship Program

UC and Ohio's other school psychology training programs are extremely fortunate to have a state-wide Ohio Internship Program that is a collaborative training effort among all Ohio school psychology programs, the Ohio Department of Education and Workforce and the Ohio School Psychologists Association. Internships are governed through the *Ohio Internship Manual* (2022) and are designed to be consistent with NASP training standards and to support best practices under Ohio Department of Education and Workforce initiatives.

In the Ohio Internship Program, school districts are approved as internship settings through a review process that examines services delivery, training opportunities, and supervision. All training sites collaborate with a university training program (or programs). Typically, students remain in the geographical area and complete internships in approved settings with their university training program. There is a limited option to complete an Ohio Internship in another region in conjunction with another Ohio university, in approved settings only. Students must inform the Internship Coordinator of such a request by the beginning of Year 2 to allow for planning and coordination. Such arrangements are subject to approval and agreement by both universities and contact is initiated by the Program, not the student.

History of and context for Ohio Internship Program

For over 40 years, the State of Ohio has supported the professional training of school psychologists in the state through the Ohio Internship Program. Ohio interns receive training support and stipends at approximately a beginning teacher's salary. The Ohio Internship Program is based on legislative appropriations on a bi-annual basis and thus may be subject to change by the Ohio legislature. However, an important context is the strong history of support for this internship program by the Ohio Department of Education and Workforce and the legislature. Because the Ohio internship program has functioned to support training of school psychologists to meet the Ohio need, students should be aware of the professional and ethical obligation to serve Ohio schools as a school psychologist following the internship. The State requires that students who receive state-subsidized internships must sign a commitment to employment as a school psychologist in Ohio for at least one year immediately following the completion of training. Students who do not wish to incur this obligation are required to inform their advisor no later than the beginning of the second year so alternative internship arrangements can be planned, as described in the section on out-of-state internships. Program faculty view a student's fulfillment of this commitment as an indicator of ethical behavior, as the student has signed a commitment that obligates them to service in Ohio as a condition of receiving an Ohio Internship. As such, failure to keep this ethical obligation will be reflected in any future ratings or recommendations by faculty. Students should be aware, for example, that criteria for the NCSP include the Program Director's sign-off that the applicant has demonstrated ethical behavior.

Pre-internship background checks

Prior to participation in an Ohio internship, students will complete an application for temporary licensure in Ohio (the process may differ in other states, but all require a level of licensure/certification). Students **should be aware that this licensure review process requires a fingerprint check** through the Ohio Bureau of Criminal Investigation (BCI) and also the Federal Bureau of Investigation (FBI) for persons who have not been Ohio residents for the past 5 years. This licensure application and review typically occurs in the Spring and Summer prior to internship. If any problems are anticipated, the student should inform their advisor or the Program Director and seek assistance early to avoid delays in licensure. Detailed information on Ohio licensure requirements and background checks is on the Ohio State Board of Psychology website. Note, throughout the entirety of the Program, students must immediately disclose any subsequent arrest, charge, conviction, or material change in background status to the Program Faculty within 24 hours of any status changes.

Ohio internship deadlines and requirements

To facilitate Program and state-wide planning, all students must notify the Program of their intent to participate in the Ohio Internship Program **by October 1** of Year 2. Once a student has committed to an Ohio internship, the Program will **not** approve an out-of-state internship. If a student chooses to decline an Ohio internship and instead pursue an out-of-state internship, the

student forfeits their position for an Ohio Internship in that year.

Students are expected to complete their Ohio internship with their entering class to ensure consideration for the allotted positions. In the event that a student does not participate in the Ohio Internship Program in sequence, they will be assigned to the next available position after all regularly scheduled students have received internship assignments. Additional planned practicum experiences, approved by the Program faculty, must be completed in the interim period.

All Ohio interns are expected to be active and full participants in the monthly on-campus Internship Seminars, as these meetings help maintain the training focus of the Internship and the relationship with the University training program and fellow intern colleagues. A schedule of these planned meetings is shared early in the Internship year. Attendance is expected for all Ohio interns (including interns out of the Cincinnati region) except in the case of prior approval by the faculty. All Ohio interns also are expected to participate in the state-wide Internship Conference, typically held in early Fall (adjoining the Fall OSPA Conference). The Ohio Internship Program typically has supported one night of lodging and some meals at this Conference.

Program expectations for out-of-state internships

Students seeking approval for an out-of-state internship should be aware that out-of-state internships must meet Program and NASP standards and fulfill specified criteria consistent with the UC School Psychology Program training model for the experience to be deemed an “approved internship.” Also, although Program faculty will provide assistance with contacts, as feasible, it is the student’s responsibility to make contact with prospective settings and provide all necessary information to the Program and the setting. If an out-of-state internship setting fails to meet the specified NASP and Program standards upon review or in fulfilling its agreement to training during the internship year, the internship will not be approved by the Program.

Out-of-state interns are required to maintain their relationship with the University to retain alignment with the training emphasis of the Internship. Each out-of-state intern is responsible for (a) registering for a minimum of 1 graduate credit hour of internship per Semester with UC, (b) arranging for local supervision with a NASP-approved school psychology program (including attendance at their on-campus seminars and registration at that university as specified by the university); (c) arranging telephone calls used to monitor progress with the intern, supervisor, and University Internship Supervisor on at least a once per semester basis and as requested by any of these parties; and (d) submitting completed logs, a completed copy of the *Intern Competency Checklist* with semester ratings, and portfolio entries that are both in progress and completed each semester. Failure to comply with these requirements may result in a range of actions including developing a specific action plan for continued good progress, academic probation or termination of the Internship.

National School Psychology Examination

All students are required to take the National Examination in School Psychology in the Fall Semester of the Internship Year (usually an October test date) and submit copies of all pages of the score report to the Program Coordinator. For certification in Ohio and most other states, a passing score is required on this examination. Taking the examination in the Fall Semester of the Internship Year allows for an opportunity for retakes, if needed. Program faculty review performance of students each year as one component of program effectiveness and these data are reported in the NASP Program Reviews. Overall, student performance has been outstanding, with 100% of students passing prior to Program completion, and group means exceeding national average performance range. Note, there is a fee for taking the examination. More details can be found at <https://praxis.ets.org/test/5403.html>

Application for Doctoral Study

Once matriculated in the Specialist-level Program, some students may be interested in considering doctoral study. Because there are different requirements, expectations, and goals for doctoral study, this is not a routine decision, but should be carefully undertaken. Students wishing to explore the option of doctoral study are strongly encouraged to discuss their interests with their advisors and/or Program Director. In this discussion, faculty will review requirements, expectations, student goals and the match with program goals, and the student's potential for doctoral study. Students should be aware that because of differing requirements, a decision regarding doctoral study is most easily accomplished in Year 1 (by the admissions deadline). Although possible, application after Year 1 may result in additional time to meet all requirements.

Grading Practices

The School Psychology Program uses the grading practices specified in the *Handbook of the School of Graduate Studies and Research* (www.grad.uc.edu).

Standards for Graduate Study

At least two-thirds of the curriculum requirements must be met by courses, seminars, and other learning experiences offered only to graduate students (courses numbered at the 7000 level or higher). If remedial coursework is taken, it may not be credited toward degree requirements.

Active Standing and Leaves of Absence

Because training is sequential and cumulative, any breaks in study are highly disruptive. However, on rare occasion significant personal experiences (e.g., illness) may occur that require consideration of a leave of absence. Students must follow University policy to request such a leave. Any student considering a request for leave should first discuss the situation and process with the Program Coordinator and/or the student's Advisor/Chair. If a formal leave is required, the request is first submitted to the Program faculty for review and consideration (form available

at <http://grad.uc.edu/student-life/policies/forms.html>). Program faculty will make a determination regarding approval of leave requests, considering progress toward meeting degree requirements and the nature of the situation specified in the stated reason for a change in status. Once approved by Program faculty, the request is reviewed at the College and University levels, with final approval determined by the University Graduate School. Students should be aware that any change in progress with their cohort may affect subsequent decisions such as availability of funding for scholarships, assistantships, and internship assignment.

Time-to-Degree Requirements

University policy specifies total time-to-degree limits. The University limit is 5 years for the Master's and Specialist degrees. For the Specialist (EdS) degree, the Program is designed to complete degree requirements by the end of the Spring Semester of the third year of study. Master's degree requirements are completed by the end (Spring) of Year 1.

Graduation Application for MEd and EdS

Upon meeting all requirements for the MEd and EdS degrees, **students must apply for graduation on-line** at www.grad.uc.edu/graduation.aspx. According to University policy, before a student can graduate, he/she must meet the following requirements (a) be registered for at least one graduate credit in their program in an academic year, after having met minimum degree course/candidacy requirements to be considered a graduate student throughout the academic year, (b) complete requirements for any grades of NG, N, I, UP, SP, and F before the Program can certify graduation, (c) receive satisfactory grades for the graduation semester, and (d) complete all Program requirements. Each student must apply individually for graduation, and the Program certifies that candidates meet all Program requirements. Deadlines for graduation are strictly adhered to by the Graduate School. Students are required to be aware of these dates which are posted on the Graduate School website. **It is the student's responsibility to apply and ensure that all requirements are met and the web-based application is submitted.**

Residency

The School Psychology EdS Program is a full-time basis only, which encompasses two years of coursework and one year of full-time supervised internship experience. After living in Ohio (or Metro counties in Kentucky or Indiana) for one year, out-of-state students will qualify for residency (pending other requirements). Students should apply for residency to qualify for in-state tuition. Even if their tuition is covered by a Graduate Assistantship, students should still seek in-state status.

MEd and EdS Degree Requirements

No thesis is required to earn the MEd or EdS in School Psychology. Students complete a Master's Comprehensive Examination to meet requirements for the MEd and an Internship

Professional Practice Portfolio to meet requirements for the EdS.

Right to Review Records

Each student has the right to review personal records maintained by the School Psychology Program as described in the *University of Cincinnati Graduate Handbook* (www.grad.uc.edu). Students should make such a request verbally to their advisor or the Program Director. Should the student encounter any difficulty in reviewing the actual records, the question should be referred to the School Director and then to the University Registrar. Letters of recommendation included in a student file are accessible for review unless the student has waived rights to review in writing. The review of any student record is to be conducted under the supervision of a program faculty member.

Grievance, Due Process, and Other Complaint Procedures

Grievance procedures for the PhD School Psychology Program are consistent with the Graduate College's *Student Grievance Procedures*, which can be found at <https://www.grad.uc.edu/student-life/policies/grievances.html>. Grievances may include (but are not necessarily limited to) issues regarding probation, dismissal from a graduate program or alleged improper handling of financial aid. Allegations of discrimination and/or harassment will be handled by the Office of Ethics, Compliance, and Community Impact. Allegations of sexual harassment will be handled by the Title IX Office (<http://www.uc.edu/titleix.html>). Before engaging in a formal grievance process, students are encouraged to seek possible resolution within the Program. For example, if a student has an issue related to an individual faculty member, they should first attempt to address that issue directly with that faculty member. If the student does not feel comfortable doing so, they may alternatively raise their concern to the Program Coordinator, and/or to the Director of the School of Human Services (i.e., Unit Head). Consistent with Graduate College policy, students may also contact the Ombuds Office for guidance and consultation with University policies and grievances before the grievance process. A full overview of formal grievance procedures is provided by the graduate college at <https://www.grad.uc.edu/student-life/policies/grievances.html>. The process includes a grievance filing within 90 days of the alleged improper treatment; facilitator appointment and conference review; fact-finding; decision; and opportunities for up to two appeals (with the Dean of the Graduate College's decision on either the first or second appeal).

APPLICATIONS, ADMISSIONS, MATRICULATION

Types of Admission

The School Psychology Program makes admission only with "full graduate standing" to either the Specialist-level (EdS) or Doctoral-level (PhD) Program. Students admitted under this standing are entitled to all rights and privileges (as well as subject to all regulations) as any other graduate student in good standing. Only students who enroll full-time for study are eligible for

financial aid.

Graduate Record Examination (GRE)

Effective 2020-2021, the School Psychology faculty does not require the GRE for admissions. Applicants are not required to submit GRE scores when applying to the Program.

The Test of English as a Foreign Language (TOEFL)

The TOEFL is required of all applicants whose native language is not English - including those with F-1 visas, J-1 visas, and green cards. This test must be taken in the applicant's own country before admission is granted. The minimum acceptable TOEFL score is 520; for the electronic version it is 190.

The TOEFL requirement may be waived for students with a degree from an accredited American college or university in which coursework was taught in English and for students who can document a score of at least 520 in a TOEFL taken in the five years immediately prior to their application to the School Psychology Program at the University of Cincinnati. Waivers may also be granted for students who earned at least a 6.5 on the international English Language Testing System (IELTS) exam or at least a B in the Cambridge CPE exam. Requests to waive the TOEFL requirement should be sent with the appropriate documentation to the Assistant University Dean for Advanced Studies for consideration.

Admission Process

The following is an outline of the process by which prospective students are evaluated and selected for the School Psychology Program. An underlying assumption of the process is that every student who is accepted is seen as capable of successfully completing the program. For this reason, the selection procedure is quite rigorous. Applicants are selected based upon their potential to benefit from the training program and to contribute to the field of school psychology.

The admissions process is highly selective but flexible. The profession of school psychology requires that the practitioner possess positive personal characteristics as well as academic and technical competence based on both objective and qualitative information.

1. The decision-making process regarding admissions begins on December 1. Applicants are strongly encouraged to complete their files by that date; however, applications are accepted until all program vacancies have been filled. After December 1, prospective applicants may wish to contact the Program to determine the status of Admissions decision making.
2. Admission materials are available on-line (<http://grad.uc.edu/admissions.html>).
3. Items required to complete the application process include submission of the following items

on-line and to Admissions Coordinator, School Psychology Program, University of Cincinnati, P.O. Box 210068, Cincinnati, OH 45221-0068:

- Application for admission: (apply on-line at <http://grad.uc.edu/admissions.html>)
 - Current vita: (resume) (apply on-line at www.grad.uc.edu)
 - Official transcripts: (mail to P.O. Box 210068)
 - Goal statement: The goal statement should include an explanation (up to 3 pages in length) of why you have chosen to pursue a career in school psychology and graduate study at the University of Cincinnati (uploaded with application)
 - Three letters of evaluation/recommendation: These letters are submitted by the recommender through the on-line application system. At least one letter should be from a person familiar with your academic performance.
4. Confirmations are sent to the applicant to acknowledge receipt of material and to indicate when the application is complete.
5. Faculty members review the individual files as they are completed. An initial screening is based on a careful consideration of:
- (a) Academic record - grades, previous coursework
 - (b) Goal statement - compatibility with program philosophy and curriculum
 - (c) Letters of evaluation/recommendation
 - (d) Relevant work and life experience (vita)
- All criteria are carefully considered in admissions decisions.
6. A meeting of the School Psychology faculty is held during which the applications are reviewed and discussed. At this point, a decision is reached as to which students will be invited for an interview.
7. Prospective students are invited for an interview with faculty members and current students. At this time, applicants also have the opportunity to ask questions of faculty and students in order to familiarize themselves further with the Program. If geographical constraints prohibit a personal interview, a phone or video interview may be conducted.
8. After the interview, an assessment is made based on the applicant's record and their:
- (a) Career goals and their compatibility with those of the Program
 - (b) Potential for successful completion of the Program
 - (c) Alignment with the Program's stated criteria for Continuous Progress Monitoring, especially sensitivity to the needs of children and families, interpersonal skills, communication skills (both oral and written), initiative, and potential for leadership.
9. As the interviews are completed, a prioritized list of acceptable candidates is compiled by the

School Psychology faculty. Offers of admission are made to the top candidates based on the number of openings in the Program. The additional acceptable candidates are placed on a waiting list and are informed of their status. Those offered admission are requested to respond with their decision within a specified time period consistent with The Council of Graduate Schools. Applicants on the waiting list may be offered admission if additional vacancies occur.

Prerequisite Coursework

It is highly recommended that applicants have an undergraduate major or strong background in psychology or a closely-related field. Although applicants from other areas are accepted into the Program, a firm foundation in psychology will prove beneficial to the student in advanced study. As a general guideline, it is suggested that prospective students have a minimum of 18 semester (27 quarter) hours in psychology distributed over the following areas:

History and Systems of Psychology	Research Statistics
Child Development	Social Psychology
Biological Bases	Learning Theory

In addition, a minimum undergraduate GPA of 3.0/4.0 is recommended for admission to the Specialist-level Program. A 3.0 GPA in the student's undergraduate major is required.

Transfer of Credits

As a means of assuring that standards embodied in graduate degrees at the University of Cincinnati and training standards in school psychology (e.g., NASP) are preserved, transfer of credits from other institutions is carefully monitored. For students matriculated in the Specialist-level Program, the faculty advisor carefully reviews prior coursework and, in consultation with the full faculty, approves/disapproves transfer of credits to meet degree requirements. In any case, students must meet all course requirements, whether taken at the University of Cincinnati or at other institutions.

At least 1 year of full-time study must be completed at the University of Cincinnati. Full-time study is defined under "Residency."

Tuition and Fees (Fall 2026)

Ohio Residents	\$7,451/ Semester
*Metro Rate	\$7,451/ Semester
Non-Residents	\$13,322/ Semester

*The University of Cincinnati has an agreement to offer a Metropolitan Rate with several Kentucky and Indiana counties. New students do not need to apply for the rate, it is determined

from the permanent application address.

After living in Ohio (or Metro counties in Kentucky or Indiana) for one year, out-of-state students should apply for residency to qualify for in-state tuition. Even if their tuition is covered by a Graduate Assistantship, students should seek in-state status.

Financial Assistance

The School Psychology Program actively assists as many students as possible in obtaining financial assistance. Over the past several years, all students have received aid.

<u>Type of Assistance</u>		<u>Approximate Value</u>
Graduate Incentive Award	Varies	\$6,000- \$20,000
Graduate Teaching, Research, Administrative Assistantships	Full Tuition + Stipend	\$24,790- \$36,532
Yates Fellowships	Full Tuition + Stipend	\$24,790- \$36,532
Yates Scholarships	Full Tuition	\$12,790- \$24,532
Resident Graduate Advisors	Varies (stipend + room & board)	
Loans, Grants	Available	
Part-time Employment	Available	

Note, Graduate Teaching, Research, and Administrative Assistantships do not typically cover Summer course tuition. The University Financial Aid Office at the University Pavilion (www.financialaid.uc.edu; 513.556.9900) can provide additional information and assistance.

Registration Procedures and Requirements

A graduate student must be registered in the Graduate School to earn graduate credit.

Procedures for Registration

A School Psychology student who has applied to and been admitted by the Graduate School registers each semester by completing advising with their Program advisor. A student may not

attend classes until registration is completed. Following are steps for course registration.

1. Make an appointment with your advisor prior to registering to review requirements.
2. Review course offerings via One Stop (on-line at www.onestop.uc.edu).
3. Meet with your advisor to plan courses.
4. Register on-line at www.onestop.uc.edu.
5. For any changes in registration, obtain permission of your advisor.
6. If needed, obtain Drop/Add Forms (if class is not full, you can drop/add on-line).
7. Obtain Change of Grade Form as needed (also may be completed on-line by the Instructor).

Registration Change Procedure

Alterations to the student's schedule involving the addition of one or more classes, changes in class sections, or changes in credit status, may be submitted by logging in to the [web registration system](#) or by submitting a paper form. The "Registration Change (Add/Drop) Form" may be obtained from the student's college or from the One Stop Student Service Center (University Pavilion 2nd floor) or a regional campus registration office.

From the eighth (8th) day of the term through the fifteenth (15th) day of the term, additions to a class schedule requires only the approval of the instructor. Thus, only the class instructor's signature is required on the Registration Change (Add/Drop) Form" through the fifteenth day of the term. A college signature is not required.

Beginning with the sixteenth (16th) day of the term, however, both the approval of the instructor and the college are required, and so the "Registration Change (Add/Drop) Form" must be signed by both the instructor and a representative of the college offering the class.

The completed and signed "Registration Change (Add/Drop) Form" must be submitted in person to the One Stop Student Service Center, or regional campus registration office.

Audit Regulations

The audit option is intended for cases in which coursework is desired or advised but in which a grade is deemed unnecessary by the student in consultation with the student's Program Advisor or Committee Chairperson. Admissions and conditions for participation in audit courses are at the discretion of the instructor, who is not obligated to accept a student for audit. Audited courses cannot be used to satisfy any graduate degree course requirements. Audited courses cannot be charged to a GIA unless 12 graduate credits are taken that same semester (and if the total is less than 18 credits). Further, no more than one audit course may be charged to a GIA in any academic period.

Pass/Fail Courses

A graduate student may not take courses for graduate credit on a pass/fail basis, except when approved by the student's Program Advisor or when it is typical practice for certain required courses. In the School Psychology Program, some specific courses, including practicum, internship, are graded pass/fail.

Inappropriate Courses

Nonacademic courses, courses unrelated to the student's graduate program, and undergraduate courses cannot be charged to a GIA.

Withdrawals

Before withdrawing from any course, you must obtain the approval of your advisor and must adhere to Program requirements regarding course load. After the 15th calendar day of the term (consult the appropriate [academic calendar](#) for Summer term dates), but within the term, the student may withdraw from one or more classes, as follows:

- Students may withdraw from classes through web registration if the instructor permits web withdrawals (refer to the instructor's class syllabus). Students and instructors both will receive e-mail notification of the withdrawal. Students are assigned a "W" grade at the time of the withdrawal, but instructors reserve the right to change the "W" to an "F" through the final grading process.
- Students may also withdraw from classes in person by submitting a completed "Registration Change" form to the One Stop Student Service Center (University Pavilion, 2nd floor) for processing. The last day to withdraw from a class is the 58th calendar day of the term (consult the appropriate [academic calendar](#) for the specific date).

POLICIES AND PROCEDURES FOR GRADUATE INCENTIVE AWARDS AND GRADUATE ASSISTANTSHIPS

Policies, procedures, rights and responsibilities pertaining to Graduate Incentive Awards in the School of Human Services are based on University policies as specified in the *Graduate Handbook* (available at www.grad.uc.edu) and interpreted or clarified in this document. All faculty, staff and graduate students seeking Graduate Incentive Awards should familiarize themselves with the *Graduate Handbook*.

Graduate Incentive Awards

Graduate Incentive Awards shall be awarded based on merit and financial need as judged by the faculty holding the responsibility for making decisions regarding financial aid. The awarding of Graduate Incentive Awards (GIA) shall be by the Director of the School of Human Services in a letter which outlines the conditions of the award.

All awards are for a period of 1 academic year (Fall and Spring Semesters) or for 1 Summer term. The award will pay partial-full tuition costs for 12-18 graduate credit hours each semester (graduate academic credit only). Students are encouraged to register for at least 15 credit hours each term, but must register for at least 12 credit hours. Only graduate credit hours count toward this requirement. Registration for more than 18 credit hours will require the student to pay for those hours in excess of 18. A student's eligibility to be awarded a GIA is limited to no more than 3 years at the specialist-level. GIAs will not be awarded to students who have accumulated 174 or more graduate credit hours.

A Graduate Incentive Award will not cover the general fees unless specifically indicated in the award letter.

An applicant for financial aid must confirm their acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award is not confirmed within this period of time, the offer is automatically withdrawn unless a specified extension has been granted by the Program Coordinator and approved by the School Director.

Termination of Award

Termination of the award may be initiated by the financial aid recipient, the School Director, or the Associate Vice President for Research and Advanced Studies.

Award recipients wishing to terminate the award prior to the expiration date must notify the School Director **in writing**. Except in emergency situations, such early terminations should occur only at the end of an academic semester.

If termination during an academic semester results from self-initiated action by the award recipient for other than medical reasons, they may be required to repay tuition costs for that term.

Termination also may be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), or academic dishonesty. Immediate termination also may result if the award recipient fails to maintain full-time student status (a minimum of 12 graduate credit hours each term). Termination based on unsatisfactory academic performance will become effective at the end of the academic term during which the termination decision is made.

Termination based on academic dishonesty may become effective prior to the end of the academic semester.

Procedures for appeal and possible redress of grievances pertaining to Graduate Incentive Awards are set forth in *Graduate Student Grievance Procedures* (see www.grad.uc.edu).

Graduate Assistantships

Policies, procedures, rights, and responsibilities pertaining to graduate assistantships in the School of Human Services are based upon the *Graduate Handbook* and interpreted or clarified in this document. Copies of the *Graduate Handbook* may be obtained through the Office of Research and Advanced Studies. All faculty, staff and graduate assistants should familiarize themselves with both this document and the *Graduate Handbook*.

Appointments and Reappointments

All graduate assistant appointments or reappointments are for a period of one academic year (9 months) beginning August 15 and terminating with the fulfillment of normal academic responsibilities (examinations and the submission of grades) for the Spring semester. Graduate Assistantships will not be awarded to students who have accumulated 174 or more hours.

Applications should be submitted to the School Office by Feb. 1 of the preceding year. The applicant should clearly indicate on the top of the application which assistantship(s) is being sought (e.g., School Psychology) and provide supportive documentation including a current vita, three letters of recommendation, and a statement of professional goals.

Appointments will be made by the School Director upon the recommendation of the coordinator for the appropriate program by April 15 when possible.

An applicant must confirm in writing their acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award is not confirmed within this period of time, the offer will be withdrawn unless a specified extension has been granted by the Program Director.

Appointment decisions will be based upon the anticipated ability of the applicant (1) to meet the programmatic needs associated with the specified position and (2) to gain professionally as an individual from the assistantship experience. Such decisions shall be based upon the qualifications of the applicants and not upon the programs in which they are enrolled.

Reappointment decisions will also be based upon an evaluation of the applicant's prior work-related performance as a graduate assistant. Procedures for conducting such evaluations will be determined by the programs which administratively house the assistantships.

II. Job Descriptions

Descriptions of the responsibilities associated with each assistantship have been developed by the respective programs. Desirable or required qualifications for each assistantship are included in or based on those job descriptions.

Graduate assistant responsibilities will be based on an average of 20 hours of work-related

activities per week. Although assigned work may vary at times during the year, 20 hours will be the maximum average demand for all GAs.

Although a graduate assistant may be assigned to and/or supervised by individual faculty, she/he will report directly to the Program Director. All requests for work must be approved at the Program level by the Program Director.

III. Termination during Period of Appointment

Termination may be initiated by the Graduate Assistant, School Director, or Assistant Vice President for Research and Advanced Studies.

Graduate assistants wishing to terminate their appointments prior to the established termination date must inform the School Director in writing 30 days prior to the proposed termination date. Except in emergency situations, such early termination should not occur except at the end of an academic semester.

If termination during an academic term results from self-initiated action by the graduate assistant for other than medical reasons, they may be required to repay tuition for that semester.

Termination may be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), unsatisfactory performance of assigned work-related responsibilities, or academic dishonesty. Termination will also result if the graduate assistant fails to maintain full-time student status (minimum of 12 graduate credit hours each semester).

Termination based on unsatisfactory academic performance or unsatisfactory performance of work-related responsibilities will become effective at the end of the academic term during which the termination decision is made unless the situation is judged by the School Director and Associate Vice President for Research and Advanced Studies to be seriously adverse to the academic program to which the GA is assigned.

Termination based on academic dishonesty may become effective prior to the end of an academic term. In such cases, compensation to the graduate assistant shall also terminate on the date of the appointment termination.

In emergency situations where a graduate assistant is unable to continue meeting their assigned responsibilities, termination will not be effective until the end of the academic semester. In such cases, compensation to the graduate assistant will continue until the end of the semester. Furthermore, in such cases, the graduate assistant's inability to continue meeting their assigned responsibilities will not in itself adversely influence decisions regarding reappointment. Such decisions will be based upon the criteria and in accordance with the procedures regarding all reappointment decisions.

Except as noted above, all termination procedures will be in accordance with the guidelines set forth in the *Graduate Handbook*.

GA Rights, Responsibilities and Grievance Procedures

Additional rights and responsibilities of graduate assistants are outlined in the *Graduate Handbook*.

Procedures for appeal and possible redress of grievances arising out of a graduate assistant's academic relationship with the School, College, or University are set forth in *Graduate Student Grievance Procedures*.

Course Load

The normal academic load for graduate assistants is a minimum of 12 graduate hours each term.

APPENDIX A

Program Curriculum Overview and NASP Matrix

School Psychology Specialist-Level (Ed.S.) Program Curriculum

Year	Fall	Spring	Summer
1	SPSY7040 School Organization and the Role of the School Psychologist (3) SPSY8010 Applied Behavior Analysis I (3) SPSY8020 Theories of Measurement for School Psychology (2) SPSY8024 Academic Assessment and Intervention (3) SPSY8000 Field Experience in Foundations for Data-based Decision Making (1) EDST 7010 Statistical Data Analysis I (3) Total = 15 hours	SPSY8011 Applied Behavior Analysis II (3) SPSY8030 Behavioral Consultation (3) SPSY8014 Applied Behavior Analysis III (3) SPSY8022 Cognitive Assessment (2) SPSY8000 Field Experience in Foundations for Data-based Decision Making (1) SPSY7042 Working with Cultural and Linguistic Diversity in Schools (3) Total = 15 hours Master's Comprehensive Exam Master's (MEd) Degree (30 hours)	SPSY7041 Ethics for Behavioral Practice and Research (3) SPSY7043 Child Development (3) Total = 6 hours
2	SPSY8012 Behavioral Research and Accountability Methods (3) SPSY8013 Behavioral Supervision and Management (3) SPSY8027 School-based Behavioral Counseling and Mental Health Interventions (3) SPSY8015 Functional Behavioral Assessment (3) SPSY8061 School Psychology Practicum (3) Total = 15 hours	SPSY7045 Frameworks for Disabilities and Disorders in Childhood (3) SPSY8061 School Psychology Practicum (3) SPSY8031 Systems-level Consultation and Program Evaluation in Schools (3) SPSY8040 Professional Seminar in School Psychology (3) Total = 12 hours Pre-Internship Portfolio Submitted	
3	SPSY8065 Internship in School Psychology: Specialist Level (6) Total = 6 hours	SPSY8065 Internship in School Psychology: Specialist Level (6) Total = 6 hours EdS Internship Portfolio Submitted EdS Degree (45 hours)	

Specialist-Level Course Grid by NASP Standards

Course	1	2	3	4	5	6	7	8	9	10
EDST7010 Statistical Data Analysis I	x								x	
SPSY7040 School Organization and the Role of SP					X		x			X
SPSY7041 Ethics for Behavioral Practice and Research										X
SPSY7042 Working with Cultural and Ling. Diversity in Schools							X	X		
SPSY7043 Child Development			x	x						
SPSY7045 Frameworks for Disabilities and Disorders in Childhood			x	x		X	x	X		
SPSY8000 Field Experience in Foundations for Data-based Decision Making	x		x		x			x		
SPSY8010 Applied Behavior Analysis	x			x	X					
SPSY8011 Applied Behavior Analysis II	x			x	x	x				
SPSY8012 Behavioral Research and Accountability Methods	X								X	
SPSY8013 Behavioral Supervision and Management		x								x
SPSY8014 Applied Behavior Analysis III	x			x	x	X				
SPSY8015 Functional Behavioral Assessment				X			x			
SPSY8020 Theories of Measurement for School Psychology	x								X	
SPSY8022 Cognitive Assessment			X							
SPSY8024 Academic Assessment and Intervention	X		X							
SPSY8027 School-based Behavioral Counseling and Mental Health Interventions				X		X				
SPSY8030 Behavioral Consultation		X					X			
SPSY8031 Systems-level Consultation and Program Evaluation		X			X				X	

SPSY8040 Professional Seminar in School Psychology										X
SPSY8061 School Psychology Practicum	X	X	X	X	x	x	X	X	x	x
SPSY8065 Internship in School Psychology: Specialist-Level	X	X	X	X	X	X	X	X	X	X

Note. **X** indicates primary focus of course on NASP Standard; x indicates course addresses NASP Standard

NASP Standards (Domains)

- 1 Data-Based Decision-Making
- 2 Consultation and Collaboration
- 3 Academic Interventions and Instructional Supports
- 4 Mental and Behavioral Health Services and Interventions
- 5 School-Wide Practices to Promote Learning
- 6 Services to Promote Safe and Supportive Schools
- 7 Family, School, and Community Collaboration
- 8 Equitable Practices for Diverse Student Populations
- 9 Research and Evidence-Based Practice
- 10 Legal, Ethical, and Professional Practice

APPENDIX B

Specialist-Level Portfolio Documents

University of Cincinnati, School Psychology Specialist-Level Program

Portfolio Requirements:

Pre-Internship Portfolio

EdS Internship Portfolio

This document is intended as a guide to students for the completion of portfolios. The School Psychology Program requires the use of portfolios to document and assess student skill attainment, knowledge integration and application, and readiness for practice. At the Specialist level, portfolios are used for assessment at two points in training: (a) the Pre-Internship Portfolio, submitted near the end of Year 2 of training (April); and (b) the Internship/EdS Portfolio, submitted near the end of Year 3 (Internship; April).

Use of the Portfolios in Assessment of Student Progress/Readiness and Program Assessment

Portfolios are used by the faculty for two important purposes: assessment of individual student progress and overall program assessment for continuous improvement planning. In rating individual student progress, Portfolio assessment is used to assess student skill attainment, knowledge integration and application, and student readiness for either entering the EdS internship, or professional practice. The Pre-Internship/Year 2 Portfolio assesses competency and readiness to begin the supervised, EdS internship. for entry-level supervised practice (Internship readiness). The Post-Internship/EdS Portfolio assesses competency and readiness for independent practice as a school psychologist at a mastery level of competency.

At the Program level, the Program faculty review aggregated student portfolio ratings and performance each year to examine trends of student learning and mastery. Results of this analysis lead to areas for Program improvement, curricular modifications, and/or instructional or practice modifications to assure that all students have the required level of competency.

In addition to these Program assessment purposes, students should be aware that the Portfolio can serve other important purposes. Interviews for Internship placement often require that the prospective intern brings portfolio examples to demonstrate the prospective student's skills and to assist in matching the intern with supervisors. The Internship/EdS portfolio is an excellent tool for use for interviewing for school psychology positions, again demonstrating students' areas of competency and particular skill focus.

General Guidelines for Portfolio Development

Case selection. Students are advised to select cases for the Portfolio that are representative of their skills, and demonstrate application and integration of knowledge and skills. However, faculty members are

aware of the constraints of school practice, and perfection of cases is not expected. Rather, faculty members expect that students use the case discussion/reflection to highlight any areas of variation from best practices, learning from the situation, and their plan to assure future alignment with best practices.

Table of contents and table of cases. Students must include a Table of Contents demonstrating organization of the portfolio. Students also must include a table demonstrating how cases align with the required content of portfolios (NASP domains and Program required content).

Vitae. Students must include a current copy of their professional vitae in the Portfolio.

Format. Portfolios at both levels of training are submitted electronically, as a PDF, to the Program Director by the specified date. Portfolios should be formatted according to APA Style, 7th Edition. Students are expected to carefully proof read and edit their portfolios prior to submission.

Confidentiality in the Portfolio. Students must deidentify personally identifying information for individuals (students, teachers, team members, etc.) from all portfolio materials. Students do not need to blind names of settings (school, district).

Scoring. Portfolios are scored using the attached rubrics. Students will receive a copy of their scored rubrics. Portfolio entries must receive a minimum overall rating of 3 (“competent”). Any entries receiving less than a “3” rating must be revised to meet this standard. For example, faculty may request revisions for any case writeups that are not consistent with NASP standards, Program themes, or require significant editing. The method for revision is individually determined by faculty to reflect what is needed to demonstrate competence for that case. Typical revision could include a requirement for revision and resubmission and/or an oral examination to allow for additional explanation

Requirements of the Portfolios

The attached Table summarizes the key requirements of portfolios, including when to be submitted, entries to be included, and method of evaluation. Scoring Rubrics for the Pre-Internship and Internship/EdS Portfolios also are attached.

At the Pre-Internship Portfolio level, key requirements include the Model of Practice and five case entries, reflecting competency across domains and across tiers of services delivery. Case entries must include those resulting from required field experiences, including cases across pre-school and K-12 settings, for academics and behavior, counseling, functional analysis, and parent involvement.

At the Internship/EdS Portfolio level, key requirements include seven case entries reflecting competency across all NASP domains and across tiers of services delivery, including eligibility determination.

Pre-Internship Portfolio

The primary purposes of this portfolio are to (a) demonstrate mastery of all domains of practice aligned with NASP Standards; (b) articulate a model of practice, reflecting NASP Standards and Program themes, integrated into one’s own personal model of practice; (c) integrate knowledge and skills as demonstrated in the required case entries; and (d) for each case entry, demonstrate understanding of best practices through case discussion/reflection, discussing alignment of the case with best practices/ personal model of

practice, and thoroughly discussing any areas lacking alignment with best practices/ personal model of practice.

Personal model of practice. This entry is a 3-5 page statement that explicates a student’s model of practice, incorporating both NASP Standards and Program themes. The expectation is for a thorough, detailed, and well-integrated discussion reflecting good understanding of all elements and the interrelated nature of elements. Please see the Scoring Rubric (Appendix A) for scoring guidelines.

Case Entries. All case entries should include thorough yet concise discussion of all components of the “case” – incorporating important contextual information; all phases of problem solving; assessment methods and results; all aspects of intervention planning, development, and implementation, including a specific literature review showing empirical support for interventions; collaboration across phases; meaningful approach to equitable practices for diverse student populations; and data-based decision making. Expectations are for thorough, detailed, well-integrated understanding of all components of effective practices, including a discussion of any variance with best practices.

Case entries should include a narrative description, following APA format and style (consistent with expectations for Practicum cases), as well as copies of relevant materials to demonstrate key aspects of the case (e.g., graph of progress data; intervention scripts, all with identifying information masked). Entries showing individual data paths should mask all identifying information.

Internship/EdS Portfolio

The primary purposes of this portfolio, along with the comprehensive Specialist Competency Checklist, are to demonstrate mastery of all NASP domains and to demonstrate readiness for independent practice as a competent school psychologist. Entries include seven comprehensive case entries representative of practices at the systems level, universal support level (Tier 1), targeted student level (Tier 2), and individualized student level (Tier 3), including a case entry representative of practices for determining eligibility within a Response to Intervention (RtI) framework and showing compliance with Federal and State requirements.

Case Entries. All case entries should include thorough yet concise discussion of all components of the “case” – incorporating important contextual information; all phases of problem solving; assessment methods and results; all aspects of intervention planning, development, and implementation, including a specific literature review showing empirical support for interventions; collaboration across phases; meaningful approach to equitable practices for diverse student populations; and data-based decision making. Expectations are for thorough, detailed, well-integrated understanding of all components of effective practices, including a discussion of any variance with best practices.

Case entries should include a narrative description, following APA format and style (consistent with expectations for Practicum cases), as well as copies of relevant materials to demonstrate key aspects of the case (e.g., graph of progress data; intervention scripts, all with identifying information masked). The eligibility determination case entry must include a completed Evaluation Team Report (ETR) and any accompanying reports and data/graphs (with all names and identifying information masked).

Specialist-Level Portfolio Requirements

Year	Task	Due	Content	Method of Review
1	Look at examples	Spring		
2	Pre-Internship Portfolio	April	- Model of practice narrative - Tiered consultation and counseling practicum experiences - Minimum of 5 entries - Entries must include: (1) academic, (2) functional analysis, (3) group counseling, (4) preschool, and (5) one choice from other cases required for Practicum, SPSY 8061 - One of the academic or behavioral entries must involve an individualized intervention - At least one case entry should involve supporting a student identified with a low incidence disability - At least one entry must involve meaningful family/caregiver engagement - Case entries follow report guidelines provided in courses (SPSY 8061 School Psychology Practicum, SPSY 8015 Functional Behavioral Assessment, and SPSY 8027 School Based Behavioral Counseling and Mental Health Interventions), including a narrative linking the case to professional model of practice - All cases should highlight a meaningful approach to equitable practices for diverse student populations - One case should include an explicit description of moving through consultative problem-solving process - One case should include effect size estimates	Faculty Review Ratings of each entry using scoring rubric

3	Internship/Ed.S. Portfolio	April	- Tiered consultation and counseling internship experiences - Seven entries required - Entries must include 1 academic and 1 behavioral at each tier, plus a systems level entry - At least one entry must reflect RtI approach to eligibility decision making and must include an Evaluation Team Report and supporting documents - Entries must include data and data summaries meeting criteria for the state-wide internship evaluation (OH interns) - Case entries follow report guidelines provided in courses (SPSY 8061 School Psychology Practicum, SPSY 8015 Functional Behavioral Assessment, and SPSY 8027 School Based Behavioral Counseling and Mental Health Interventions), including a narrative linking the case to professional model of practice	Faculty Review Ratings of each entry using scoring rubric
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University of Cincinnati School Psychology Program

EdS/Internship: Universal Rubric (For All Case Entries Except Model of Practice, and RtI/Eligibility)

Student _____ **Faculty Rater Initials** _____ **Date** _____

Level of Case (Highlight One): System, T1A, T1B, T2A, T2B, T3A, T3B (T = Tier; A = Academic; B = Behavior)

Component	Not Competent Rating: 1	Mostly Competent Rating: 2	Competent Rating: 3	Highly Competent Rating: 4
Use of data to provide evidence of need for this level of support (e.g., needs assessment, universal screening, Tier 2 data)				
Evidence of collaboration with key individuals/groups, including families, and understanding of organizational culture/context				
Target selection and assessment plan detailed, thorough, research-based, and contextually relevant				
Appropriate problem analysis for intervention targets, including functional hypothesis				
Use of systematic problem-solving process				
Intervention plan detailed, thorough, research-based, culturally relevant and linked to assessment				
Data-based decision making application includes decision rules, technically adequate graph, IOA data, and adherence data				
Consideration and application of culturally responsive practices				
Case discussion complete, reflecting understanding of best practices				
Overall rating				

Comments:

Scoring: *Ratings are considered with regard to readiness to begin the school psychology internship (Year 2 portfolio), or readiness for entry into professional practice as a school psychologist.*

Highly Competent (4 Rating): Entry and discussion demonstrate excellent understanding and integration of knowledge and skills; beyond mastery-level competence **to begin the school psychology internship (Year 2 portfolio), or readiness for entry into professional practice as a school psychologist.**

Competent (3 Rating): Entry and discussion demonstrate good understanding and integration of knowledge and skills; mastery-level competence **to begin the school psychology internship (Year 2 portfolio), or readiness for entry into professional practice as a school psychologist;** minimum score for passing

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for independent practice, but missing some elements and minor revision is required to meet minimum passing standard **to begin the school psychology internship (Year 2 portfolio), or readiness for entry into professional practice as a school psychologist.**

Not Competent (1 Rating): Entry and discussion demonstrate an inadequate level of understanding and integration of knowledge and skills; not yet competent for independent practice; remediation required to meet the standard **to begin the school psychology internship (Year 2 portfolio), or readiness for entry into professional practice as a school psychologist.**

MODEL OF PRACTICE

Component*	Not Competent Rating: 1	Mostly Competent Rating: 2	Competent Rating: 3	Highly Competent Rating: 4
Scientist-practitioner model				
Ecological/behavioral orientation, integrating key theoretical approaches and psychological foundations				
Equitable practices for diverse populations				
Collaborative problem-solving approach for prevention and intervention				
Leadership/initial role				
Overall rating				

*All components/program themes are elaborated upon in the EdS School Psychology Program Handbook.

Comments:

Scoring: Ratings are considered with regard to readiness to begin the school psychology internship (Year 2 portfolio)

Highly Competent (4 Rating): Entry and discussion demonstrate excellent understanding and integration of knowledge and skills; beyond entry-level competence for beginning the school psychology internship

Competent (3 Rating): Entry and discussion demonstrate good understanding and integration of knowledge and skills; entry-level competence for beginning internship; minimum score for passing

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills; but missing some elements and minor revision is required to meet minimum passing standard for beginning the school psychology internship

Not Competent (1 Rating): Entry and discussion demonstrate an inadequate level of understanding and integration of knowledge and skills for advanced doctoral study and internship; remediation required to meet the standard for beginning the school psychology internship

RtI ELIGIBILITY ENTRY

Component	Not Competent Rating: 1	Mostly Competent Rating: 2	Competent Rating: 3	Highly Competent Rating: 4
Use of data to provide evidence of need for this level of support (e.g., needs assessment, universal screening, Tier 2 data)				
Evidence of collaboration with key individuals/groups, including families, and understanding of organizational culture/context				
Target selection and assessment plan detailed, thorough, research-based, and contextually relevant				
Appropriate problem analysis for intervention targets, including functional hypothesis				
Intervention plan detailed, thorough, research-based, culturally relevant and linked to assessment				
Use of systematic problem-solving process				
Data-based decision making application includes decision rules, technically adequate graph, IOA data, and adherence data				
Eligibility determination based on discrepant achievement, educational progress across tiers, educational need for specialized instruction				
Documentation of all components for eligibility determination aligned with Federal and State regulations				
Consideration and application of culturally responsive practices				
Case discussion complete, reflecting understanding of best practices				
Overall rating				

Comments:

Scoring: *Ratings are considered with regard to readiness for entry into professional practice as a school psychologist.*

Highly Competent (4 Rating): Entry and discussion demonstrate excellent understanding and integration of knowledge and skills; beyond mastery-level competence for **independent practice**

Competent (3 Rating): Entry and discussion demonstrate good understanding and integration of knowledge and skills; mastery-level competence for **independent practice**; minimum score for passing

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for independent practice, but missing some elements and minor revision is required to meet minimum passing standard

Not Competent (1 Rating): Entry and discussion demonstrate an inadequate level of understanding and integration of knowledge and skills; not yet competent for independent practice; remediation required to meet the standard

APPENDIX C

Cultivating Ethical and Competent AI Use

Lockwood, A., Cara, D., Newman, D., Villarreal, J., Fulwood, J., & Dowon, C. (2025). *Example AI policy for school psychology training programs: Cultivating ethical and competent AI use*. Developed for the Trainers of School Psychologists. Adapted for the University of Cincinnati School Psychology Training Program.

Note. “Client” encapsulates students, families, and school staff.

I. Purpose and Scope

This policy outlines expectations for the ethical, appropriate, and legally compliant use of Artificial Intelligence (AI) tools by both students and faculty/staff within the University of Cincinnati school psychology training program. These expectations apply across all domains of training, including academic coursework, applied field experiences (practica and internships), and research.

The Program acknowledges the educational value of artificial intelligence tools – specifically Large Language Models (LLMs) like ChatGPT (including BearcatGPT), Claude, or Gemini for increasing accessibility, strengthening training effectiveness, and creating realistic practice scenarios. Nevertheless, AI implementation must also align with the core professional principles of school psychology, while adhering to ethical and legal requirements, especially concerning issues of confidentiality, data protection, and scholarly integrity. AI resources are designed to support and enhance, rather than substitute for, human academic composition, clinical judgment, and research processes.

Definition of AI: “AI is a branch of computer science dedicated to developing intelligent entities capable of reasoning, learning, and operating independently... Generative AI is a branch of artificial intelligence specializing in creating novel content, including text, images, audio, and video. It analyzes extensive datasets provided by researchers, enabling the AI to discern patterns and relationships within the data to produce new, original material” (Wu et al., 2025, p. 1).

II. Guiding Principles: Ethical and Legal Considerations

The University of Cincinnati’s school psychology training program's approach to AI is grounded in the National Association of School Psychologist (NASP, 2020) Principles for Professional Ethics and the American Psychology Association (APA, 2017) Ethical Principles, emphasizing beneficence and nonmaleficence, fidelity and responsibility, integrity, justice, and respect for people's rights and dignity.

1. Transparency and Informed Consent

- **Disclosure of AI Use:** AI use in settings where psychological services or training activities are offered should be disclosed to relevant parties (e.g., other providers, individuals receiving direct care, third parties like courts, supervisors) in a culturally and linguistically appropriate manner appropriate to the audience. This includes both subtle uses (e.g., predictive text for notes) and more substantial uses (e.g., AI determining treatment approach) (APA, 2025).
- **Student Disclosure:** Students are responsible for the content of all academic, clinical, and research work they submit. Any work supported by AI must be critically reviewed, edited, and appropriately attributed (Lou, 2024).
- **Client Consent:** When AI tools are used in relation to client care, psychologists have an ethical obligation to obtain informed consent by clearly communicating the purpose, application, and potential benefits and risks of AI tools. Clients must be informed of AI's role, limitations, and their right to opt out of AI-driven interventions, with alternative options provided (APA, 2025).

2. Data Privacy and Security (HIPAA/FERPA Compliance)

- **Prohibition of Sensitive Data Input:** Under no circumstances should students or faculty enter information about real clients or personally identifiable information (PII) into AI tools that are not institutionally approved and specifically designed and contracted for secure data handling (e.g., with a Business Associate Agreement for HIPAA; Farmer et al., 2024). Most publicly available AI tools are not HIPAA- or FERPA-compliant, and their use to process clinical or educational information constitutes a serious breach of ethical and legal standards.
- **Confidentiality Safeguards:** Students may not use AI tools to draft psychological reports, treatment plans, clinical notes, or emails involving client material without consent from clients and supervisors. This also applies to student data perceived as "non-identifiable," as AI may still be able to infer identity (Farmer et al., 2024).
- **System Oversight:** The program will review AI tools for compliance with relevant data privacy and security laws and regulations. Students and faculty should be knowledgeable about how data is used, stored, and shared by any AI tool they utilize.

3. Mitigating Bias and Promoting Equity

- **Awareness of Bias:** Students and faculty must be aware that AI is not impervious to bias and can perpetuate harmful stereotypes (e.g., race, gender, age) and provide biased or inaccurate information. AI models are trained on large datasets that may be entrenched with historical and societal biases (Lockwood and Brown, 2025).
- **Ethical Obligation:** School psychologists hold an ethical obligation to engage in equitable practices for diverse student populations. Programs must include specific instruction and caveats for students regarding potential AI biases.

- **Vetting AI Tools:** When considering AI tools, evaluate them for potential biases that could worsen disparities in mental health or educational outcomes. Review how tools were normed and the diversity of their training data. Check output for bias taking a similar approach to assessing for disproportional impact of other education decisions.
- **Culturally Responsive Practices:** Students and faculty should critically analyze AI-generated content to ensure it aligns with culturally responsive and socially just practices, considering clients' demographic, sociocultural, and ecological contexts, and avoiding pathologizing minoritized students.

4. Accuracy and Misinformation Risks

- **Validation and Verification:** AI tools are not infallible; they are known to produce "hallucinations" (semantically correct but factually incorrect outputs), inaccurate assertions, invalid references, and formatting errors (Farmer et al., 2025).
- **Critical Evaluation:** Students and faculty must critically evaluate AI-generated content before applying it in academic or clinical settings. Outputs are only as good as the input and training they receive, and AI cannot assess its own accuracy.
- **Responsible Use:** Programs should strive to integrate tools that disclose their training data source and provide evidence of validation. If the AI is tasked beyond its programming, it may provide faulty instruction.

5. Human Oversight and Professional Judgment

- **Augmentation, Not Replacement:** AI tools should be viewed as assistive technology to augment human capabilities, not to replace the essential critical thinking, clinical judgment, and direct human interaction inherent in school psychology practice (Farmer et al., 2024).
- **Learning:** Overreliance on AI can prevent learning of critical skills and lead to a reduction in autonomy, decision-making capacity, and knowledge (Farmer et al., 2024). The program will require students to engage in critical thinking, fostering skepticism towards AI content, and requiring students to understand the reasoning behind AI outputs.
- **Maintaining Core Competencies:** Overreliance on AI tools might prevent trainees from developing essential clinical skills such as report writing, data interpretation, and case conceptualization. Students will be provided with opportunities to engage in critical thinking, discussions, and reflections, both individually and under supervision, to understand the implications of AI use.

- **Supervisor Guidance:** Clinical supervisors should provide opportunities for supervisees to understand how to integrate AI efficiently while ensuring clinical accuracy and the development of core skills. Additionally, clinical supervisors should model critical and responsible AI given they are competently trained.

6. Equitable Access

- **Addressing Disparities:** The school psychology program recognizes that without explicit attention to ensuring all students have access to AI tools, regardless of financial resources or disabilities, existing inequities may be exacerbated.
- **Inclusive Tools:** The program encourages the use of AI tools that include accessibility features for students with visual impairments or other disabilities, and faculty or university staff can provide guidance on accessing these tools (e.g., audio features, speech interpretation, image descriptions).
- **Resource Provision:** The program will explore ways to ensure equitable access to necessary AI tools for all students, mitigating disadvantages for those unable to afford pay-for-access models.

7. Preparation for Future AI Use in the Workplace

- **Future-Oriented Training:** The program aims to prepare graduate students to use best-practice methods for incorporating emerging technologies into future school psychology practice.
- **Professional Readiness:** Students and faculty should engage in conversation regarding how AI will likely impact school psychologists' careers and the importance of developing competency in these tools without losing key professional skills. Students should be able to recognize AI programs and understand their benefits and limitations as many schools may wish to integrate AI at a systems level. This includes guidance on professional development related to AI.

8. Monitoring and Evaluation of Impacts

- **Assessing Student Learning:** The school psychology program acknowledges the current lack of clear approaches to assess how AI use affects student learning and development within training programs.
- **Programmatic Review:** The program will develop and implement mechanisms to monitor the impact of AI on student learning and the development of core competencies. This data-driven approach will inform future revisions of this policy and program curriculum.

9. Evolution of Policies

- **Dynamic Nature of AI:** Given the rapid pace of AI advancement, this policy is understood as a dynamic document subject to continuous review and adaptation. The program commits to regular review and updates to ensure the policy remains relevant and effective.

III. Specific Applications and Guidelines

1. General Academic Use (Coursework, Assignments)

- **Permitted Uses (with Instructor Permission):**
 - Outlining and structuring assignments or ideas.
 - Grammar checking and improving written expression.
 - Brainstorming ideas for various academic tasks, such as scenarios for assessment, consultation, counseling, or other intervention development or implementation.
 - Summarizing lengthy or challenging reading materials (e.g., statistical, neurological terms, journal articles, handbooks).
 - Practicing acquired skills (e.g., analyzing cases, difficult client interactions, hypothetical ethical dilemmas) and receiving instant feedback.
- **Prohibited Uses:**
 - Submitting AI-generated content as the student's own original work.
 - Using AI tools during in-class assessments or exams unless explicitly approved by the instructor.
 - Generating scientific papers on its own, given the risk of plagiarism and inaccurate supporting evidence.
- **Attribution:** When AI tools are used to assist with academic work, students must include a brief note of disclosure indicating when and how the tools were used.

2. Clinical Use (Practicum, Internship)

- **Prohibited Uses:**
 - Inputting client-related or school-based case material without client and supervisor consent and disclosure.
 - Inputting client-related or school-based case material (identified or de-identified) into any AI tools that are not institutionally approved.
 - Using AI tools to write, revise, or summarize psychological reports, treatment plans, or clinical notes (unless with consent of supervisor).
 - Using AI tools to simulate counseling, create behavior management plans, or generate diagnostic impressions, even hypothetically, unless it is a structured educational activity involving no real client data.
 - Relying solely on AI for clinical interpretation, decision-making, or literature review, as AI outputs are limited by their source data and lack human judgment.

- **Permitted Uses (with Supervisor Consultation and Approval):**
 - Exploring academic content related to school psychology (e.g., reviewing intervention strategies or theoretical frameworks) without including client information.
 - Helping improve general templates or generating suggestions related to general referral concerns (e.g., identifying evidence-based reading fluency interventions), but without including specific case details.
 - Practicing clinical skills (e.g., suicide assessment, crisis prevention, therapy techniques) in AI-driven virtual reality systems that simulate scenarios without risk to actual clients.
 - Analyzing language during practice sessions (e.g., counseling, consultation) to improve microskills, provided sessions are recorded on secure platforms and feedback is AI-generated.
 - Using AI to aid in finding technology or web accessibility issues.
 - Generating self-monitoring logs or mindfulness exercises that do not involve specific client information.

3. Research Use

- **Permitted Uses (with Research Advisor Consultation and Approval):**
 - Summarizing existing literature using Retrieval-Augmented Generation (RAG) models (note that hallucinations are likely).
 - Checking grammar and outlining ideas.
 - Assisting with coding tasks for qualitative data after human review.
 - Brainstorming or generating ideas for interviews, behavior interventions, and IEP goals, provided no personal information is used and the user critically evaluates the outputs for effectiveness and potential harm.
- **Prohibited Uses:**
 - Fabricating, manipulating, or analyzing data.
 - Entering identifiable or sensitive data into AI systems.
 - Using AI models as proxies for human research participants ("silicon sampling") without rigorous validation and understanding of potential misrepresentation of identity groups.
- **Attribution:** Any use of AI in theses, papers, or presentations must be disclosed. Students should consult with their research advisor prior to using AI on a project.

4. Administrative Tasks / Workload Management

- AI tools *may* be used to alleviate administrative burdens and enhance efficiency in tasks that do not involve sensitive client data or core professional judgment, such as generating emails for correspondence or drafting general clinic policies.

- AI scribes can assist in documenting encounters, freeing up time for direct interaction, but awareness of potential "hallucinations" and over-reliance is crucial.

IV. Training and Awareness

The program is committed to ensuring that both students and faculty/staff are proficient and ethical users of AI.

1. **Mandatory Training:** AI-focused material will be integrated into the curriculum, particularly in ethics, assessment, consultation, counseling, and practicum courses, to promote ethical AI usage and enhance AI literacy.
2. **Core Competencies:** This training will be aligned with Discipline-Specific Knowledge and Profession-Wide Competencies, addressing AI's limitations, potential biases, and the importance of human judgment.
3. **Continuous Education:** Faculty are expected to engage in continuous education on AI developments and model appropriate AI use. Students and faculty will participate in ongoing professional development to stay informed about AI advancements and best practices.
4. **Supervision:** Receiving supervision in AI use is crucial for ethical and effective practice, particularly in clinical settings.

V. Violations and Consequences

Any misuse of AI tools or breach of this policy, particularly those involving client confidentiality, academic integrity, or ethical standards, will be treated as a serious matter.

1. **Consequences:** Violations may result in remediation, academic discipline (e.g., no credit for assignments/tests, failing the class), or removal from practicum or internship settings, depending on the severity of the situation.
2. **Serious Violations:** Repeated or serious violations may lead to dismissal from the program.

VI. Continuous Improvement and Review

The program acknowledges that the field of AI is rapidly evolving and commits to a proactive, data-driven approach to its AI policy.

1. **Regular Review:** This policy will be reviewed and updated regularly (e.g., annually) to ensure its continued relevance and effectiveness.
2. **Formative Assessment:** The program will actively engage with students, faculty, and relevant professional organizations (e.g., NASP, APA) to gather feedback and inform policy revisions.
3. **Outcome Monitoring:** The program will develop and implement clear approaches to systematically assess how AI use affects student learning, development of core competencies, and overall program outcomes to make informed decisions about AI integration.

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