

School Psychology Program

Doctoral-Level (PhD) Student Handbook 2026-2027

School of Human Services

College of Education, Criminal Justice, and
Human Services

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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 in particular, your interest in research and leadership through doctoral study, 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 five 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 licensure and national certification. Doctoral Program graduates have distinguished themselves in many ways, including serving in faculty and leadership positions in school psychology, receiving state and national recognition for innovative practices, and 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 Doctoral 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 Doctoral Program. Program policies exist within the framework of those of the College and the University (The Graduate School). The *Program Handbook* presents policies and procedures specific to the Doctoral (PhD) Program in school psychology and is in compliance 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* (http://www.uc.edu/conduct/Code_of_Conduct.html).

Graduate programs at the University of Cincinnati are organized within Graduate Studies (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. It is the role of the Graduate Faculty to determine educational policy of The Graduate School and to 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 of comprehensive examinations.

INTRODUCTION TO DOCTORAL STUDY IN SCHOOL PSYCHOLOGY AT THE UNIVERSITY OF CINCINNATI

The Doctoral 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 broad-based training, doctoral graduates are prepared to make significant contributions to this challenging field through the most up-to-date professional practice, research, professional leadership, supervision, and teaching.

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. The Doctoral Program is accredited by the American Psychological Association (APA) and is fully approved by the National Association of School Psychologists (NASP). The educator preparation provider (University of Cincinnati College of Education, Criminal Justice, and Human Services) is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The curriculum includes a MS degree aligned with requirements for credentialing as a Board Certified Behavior Analyst.

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 Doctoral 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 Psychologists (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 Doctoral 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
 - Contributing to research and use of research for 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
- Applying advanced behavioral theory in practice and research
- ❖ 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
 - Engaging in leadership through research, teaching, supervision, and change facilitation
 - Advocating for and taking initiative in promoting evidence-based services in self and others

The Program provides future doctoral-level 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 person. 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 Doctoral 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 research and technically sound data sets to guide practice and evaluate outcomes of professional practices and activities. Contributing to research that informs professional practice is a central focus of the Doctoral Program.

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 and behavioral perspective focusing on the child, the family, school, and community. Doctoral students receive in-depth training in behavioral theory, practice, and research. A leadership 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. Doctoral students develop knowledge and skills in leadership and change facilitation toward advocating for effective practices. They also develop skills and receive supervised experiences in teaching and supervision. Both the theoretical and the empirical bases of professional practice are emphasized, and a diverse range of practical experiences are provided throughout all preparation. These include work with preschool through high school-aged students in urban, suburban, and rural school and clinical settings, and working with supervisors who can support and model a scientist-practitioner approach to practice.

Program graduates are prepared for various leadership positions in school psychology. Graduates are employed in a variety of settings including school districts (often in supervisory positions or responsible for innovative programs), related agencies (e.g., preschool settings, child and family services, regional training centers, state agencies), clinical settings (e.g., private practice, hospitals), and universities as school psychology faculty members. Many graduates have had leadership positions in professional associations. Graduates are license-eligible for independent practice with state boards of psychology, following relevant state requirements for doctoral-level internships and required post-doctoral supervised experience. Doctoral graduates also complete all requirements for specialist-level certification as school psychologists, consistent with national certification standards of NASP.

Accreditation and Program Approval

The Doctoral Program is accredited by the American Psychological Association (APA). The Program is also approved by 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). In addition, the Program is approved for Educator Preparation by the Ohio Department of Education and

Workforce. The Program curriculum includes a MS degree aligned with requirements for credentialing as a Board Certified Behavior Analyst.

Questions related to the program's APA accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Student Composition

Each year approximately 3-6 PhD students are admitted to the Doctoral Program. Currently, there are 19 students enrolled in the Doctoral Program. Across the PhD and EdS school psychology programs, 48 students are currently enrolled. 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 (with over 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 the University of Cincinnati 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

Doctoral study is extremely challenging and demanding, both academically and personally. The school psychology faculty expect each doctoral 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 and through a minimum of semester meetings between Faculty Advisor/Chair and students. Doctoral students meet approximately monthly with Program Faculty in the Doctoral Colloquium, fostering research participation and skills. 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 cohort and develop support networks for study and dissertation research. Doctoral students are members of research teams and participate in vertical teams of doctoral students across years of study.

Various support systems exist within the University itself to assist students. Among these 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 must sign up for 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 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 provided workshops and 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 (Associate 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
Talía 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, 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, Doctoral Colloquium meetings with all doctoral students in Years 1 through 4, 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/committee chairs and members, 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 and the Program *Handbook* (as a primary source of official requirements), *Field Placement Manual*, and communication in required courses, semester cohort meetings with students/faculty, the Doctoral Colloquium, 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.

DOCTORAL PROGRAM OF STUDY

This section provides a comprehensive description of the Doctoral Program in School Psychology (PhD). Specific course requirements by domain are specified in the Curriculum section, followed by the sequence of courses. A Table providing an overview of the Program curriculum requirements by year is included in Appendix A.

Program Overview

The Doctor of Philosophy (PhD) in School Psychology is based on a comprehensive 5-year program of study, with 3 years of sequential coursework and integrative field experiences, a year of internship (minimum 1500 hour), Doctoral Comprehensive Examination (completed as portfolio), and research and dissertation requirements. The Master's Degree (MS in Behavior Analysis) is earned within the curriculum of the PhD Program. The program of study is designed

to prepare highly competent professional school psychologists as scientist-practitioners who are trained to be both competent consumers and producers of new knowledge and who are broadly trained to deal with an array of complex problems from a problem-solving perspective. Doctoral students receive in-depth training in research, behavioral foundations, leadership and systems change, as well as development of skills for professional practice in clinical settings, supervision, and teaching. The doctoral curriculum is based on disciplinary standards for professional psychology and school psychology, including the *Standards of Accreditation (SoA) for Health Service Psychology* of the American Psychological Association (2017), the *NASP Standards for Graduate Preparation of School Psychologists* (2020), the *Blueprint for Training and Practice-III* (2006), and the Program's philosophy and model of training.

The Program has three identified aims of training, linked to discipline-specific knowledge, profession-wide competencies, and learning/curriculum elements required by the profession (APA, 2017). The aims are aligned with the Program's philosophy and training model and the substantive areas of professional psychology.

Aim #1: Students will develop the professional knowledge, skills and dispositions to be ethical practicing school psychologists.

1. Behave in ways that reflect the values and attitudes of psychology, including integrity, accountability, lifelong learning, collaboration, and concern for the welfare of others (Professional values, attitudes, and behaviors).
2. Engage in reflective practice and actively seek and demonstrate openness to feedback for continuous improvement of professional behavior and skills (Professional values, attitudes, and behaviors).
3. Exhibit awareness, sensitivity, knowledge, and skills to work professionally with individuals, groups, other professionals, and communities that represent diverse cultural and personal backgrounds and characteristics, defined broadly and consistent with relevant APA practice guidelines (Individual and cultural diversity).
4. Abide by the current version of the APA Ethical Principles of Psychologists and Code of Conduct (Ethical and legal standards).
5. Be knowledgeable about and adhere to the local, state, and federal laws governing practice (Ethical and legal standards).
6. Relate effectively and professionally with clients, colleagues, and professionals from other disciplines and demonstrate competence in interprofessional collaborative practice, including the ability to manage difficult situations (Communications and interpersonal skills).

7. Communicate clearly and appropriately in written and oral form with clients, colleagues, other health professionals, and the public (Communications and interpersonal skills).

Aim #2: Students will develop knowledge of the scientific foundations of psychology and education to be critical consumers and producers of research.

8. Be able to critically evaluate relevant literature and apply that knowledge in practice (Research).
9. Be knowledgeable about psychological research methods and techniques of data collection and analysis and apply that knowledge in practice (Research).
10. Conduct and disseminate research that contributes to the scientific and professional knowledge base, with a particular emphasis on the use of behavioral research methods (Research).
11. Use research skills for program development and evaluation as well as for quality improvement related to psychological services (Research).

Aim #3: Students will apply knowledge and skills for evidence-based, comprehensive, and data-based psychological service delivery, including both direct and indirect services across professional roles.

12. Select, apply, and appropriately interpret assessments of psychological and behavioral components of physical and mental health to diagnose problems and assess strengths as a basis for planning prevention, treatment, or rehabilitation (Assessment).
13. Provide assessments grounded in the science of measurement and psychometrics and the clinical research related to the assessment of health, behavior, and psychosocial aspects of physical conditions (Assessment).
14. Develop and implement evidence-based psychological approaches in the prevention, treatment, and rehabilitation of common health, mental health, and developmental problems (Intervention).
15. Evaluate outcomes in response to delivered interventions and modify as needed (Intervention).
16. Provide consultative psychological services, including promotion and prevention education, to clients and their families, other health care professionals, and systems related to health and behavior (Consultation and interprofessional/interdisciplinary skills).

17. Be knowledgeable about the core competencies for interprofessional practice and apply that knowledge in collaborative practice (Consultation and interprofessional/interdisciplinary skills).
18. Demonstrate knowledge of supervision theories, models, and effective supervision practices (Supervision).

The Doctoral Program curriculum also provides preparation in all the NASP content domains, with a strong, pervasive focus across training on data-based decision making and accountability and a consultative approach to practice (system level, group, and individual). 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). 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 all NASP domains in the 2020 Standards (alignment shown in Appendix A, NASP Matrix). 2020 Standard Domains include:

- 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 foundation area courses (e.g., Intermediate 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.

The comprehensive training culminates in a full-time (minimum 1500 hour) pre-doctoral internship (5th year of study) that is consistent with NASP and APA guidelines and those of the Council of Directors of School Psychology Programs (CDSPP). With the internship and Advanced Experience in Schools and Community Agencies (completed in Year 3), students are eligible for licensure as a school psychologist with the Ohio State Board of Psychology (and most other states), and meet training requirements for National Certification in School Psychology. The Doctoral Program, when supplemented with required post-doctoral supervised experience, meets the eligibility criteria for entrance to the Ohio State Board of Psychology licensing examination in psychology. The curriculum includes a MS degree aligned with requirements for credentialing as a Board Certified Behavior Analyst.

Certification and licensure requirements vary for school psychology (typically governed by a state Department of Education) and psychology (typically governed by a state Board of Psychology). Students are prepared for doctoral practice, research, and leadership in school psychology. Depending on state requirements, some school internships are not aligned with requirements for doctoral-level psychology licensure by the Board of Psychology. Students will learn of these requirements to make informed choices relative to their career goals.

The Doctoral Program is designed for full-time study, and students are expected to retain full-time status until all required coursework (excluding dissertation hours) is completed. There is a Program option for part-time doctoral study for professionals with an advanced degree returning for study. University residency requirements are met in all Program options.

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

Core Doctoral Curriculum Requirements

Discipline-Specific Knowledge

Biological Aspects of Human Behavior (3 hrs)

PSYC7031 Biological Bases of Behavior across the Lifespan

Cognitive Aspects of Behavior (3 hrs)

PSYC7035 Cognition across the Lifespan

Developmental Aspects of Behavior (3 hrs)

SPSY7043 Child Development

Affective Aspects of Behavior (9 hours)

PSYC7021 Social and Personality Psychology across the Lifespan

SPSY7045 Frameworks for Disabilities and Disorders in Childhood

Social Basis for Behavior (5 hrs)

SPSY9010 Advanced Behavioral Theory and Practice

PSYC7021 Social and Personality Psychology across the Lifespan

History and Systems of Psychology (3 hrs)

PSYC7033 History and Philosophy of Psychology

Psychological Measurement (2 hrs)

SPSY8020 Theories of Measurement for School Psychologists

Research Methodology and Techniques of Data Analysis (39 hrs); includes competency in two research tools of (a) quantitative research methods and (b) behavioral research methods.

EDST7011 Intermediate Statistical Methods

SPSY8012 Behavioral Research and Accountability Methods

SPSY9012 Advanced Behavioral Research Methods and Designs

SPSY9015 Pre-Dissertation Research in School Psychology (3 hr per semester for 2 terms)

SPSY9000 Doctoral Colloquia in School Psychology (1 hr per semester for first 3 yrs)

- SPSY9090 Individual Dissertation Guidance (min. 13 hrs)
- EDST8041 Multivariate Data Analysis
- PSYC7050 Methods, Measurement, and Design

Scientific, Methodological and Theoretical Foundations of Practice in School Psychology

Individual Differences in Behavior (3 hrs)

- SPSY7045 Frameworks for Disabilities and Disorders in Childhood

Psychopathology (3 hrs)

- SPSY7045 Frameworks for Disabilities and Disorders in Childhood

Professional Standards and Ethics (9 hrs)

- SPSY7040 School Organization and the Role of School Psychologists
- SPSY7041 Ethics for Behavioral Practice and Research
- SPSY8040 Professional Seminar in School Psychology

Professional Practices in Assessment, Intervention, and Evaluation

Assessment and Diagnosis (11 hrs)

- SPSY7045 Frameworks for Disabilities and Disorders in Childhood
- SPSY8022 Cognitive Assessment
- SPSY8024 Academic Assessment and Intervention
- SPSY8015 Functional Behavioral Assessment

Effective Intervention and Evaluation (18 hours)

Within the University of Cincinnati training model, assessment and planning, intervention, and evaluation of effectiveness are considered part of the same process and the content of these courses reflects this orientation.

- SPSY8010 Applied Behavior Analysis
- SPSY8011 Applied Behavior Analysis II
- SPSY8014 Applied Behavior Analysis III
- SPSY8024 Academic Assessment and Intervention
- SPSY8027 School-based Behavioral Counseling and Mental Health Interventions

Consultation (6 hrs)

- SPSY8030 Behavioral Consultation
SPSY8031 Systems-level Consultation and Program Evaluation in Schools

**Facilitating Systems Change, Teaching, Supervision, Leadership,
and Staff Development (9 hrs)**

- SPSY8013 Behavioral Supervision and Management
SPSY8070 Best Practices in Teaching in Human Services
SPSY9061 Advanced Practical Experience in Schools and Community Agencies

Practica and Internship (14-24 hrs)

- SPSY8061 School Psychology Practicum (6 hrs)
SPSY9061 Advanced Practical Experience in Schools and Community Agencies (6 hrs)
SPSY9065 Internship in School Psychology: Doctoral Level (2-12 hrs)

Cultural and Individual Diversity

This area cuts across multiple curricular requirements and is addressed throughout all core professional courses. Additionally courses in theories of measurement, academic and intellectual assessment, and all intervention courses contain significant related content.

- SPSY7042 Working with Cultural and Linguistic Diversity in Schools

Professional and Personal Models of Practice (12 hrs)

Students continue to apply the scientist-practitioner model to develop a model of practice; critically examine topics in psychology and education, explore emerging scientific knowledge, and develop a plan for continued life-long learning and scholarly inquiry.

- SPSY8016 Foundations of Behaviorism
SPSY8040 Professional Seminar in School Psychology
SPSY9000 Doctoral Colloquia in School Psychology

Computer Literacy and Information Technology

Students are expected to attain a level of computer literacy appropriate for the practice of school psychology and knowledge and skills in the use of relevant information technology for professional practice and research. Specific requirements and applications are imbedded in course work, field experiences, and research experiences.

Curriculum Sequence

Core school psychology courses are taken in sequence. Foundation and support courses that are required but that are not individually sequenced are taken across the first 3 years of study, prior to the Doctoral Internship.

Year 1

Overview: Orientation to the profession of school psychology, to research (through participation on research team) and to the Doctoral Program training model; mastery of scientific, methodological, and theoretical foundations for psychology in general and professional practice specifically.

<u>Semester</u>	<u>Course</u>	<u>Hours</u>
<u>Fall</u>		
SPSY7040	School Organization and the Role of School Psychologists	3
SPSY8010	Applied Behavior Analysis	3
SPSY8020	Theories of Measurement for School Psychology	2
SPSY8024	Academic Assessment and Intervention	3
SPSY9000	Doctoral Colloquium	1
EDST7011	Intermediate Statistics	3
PSYC7021	(Social/Personality) <u>or</u> PSYC7031 (Biological Bases)	3
<u>Spring</u>		
SPSY8011	Applied Behavior Analysis II	3
SPSY8014	Applied Behavior Analysis III	3
SPSY8022	Cognitive Assessment	2
SPSY8030	Behavioral Consultation	3
SPSY9000	Doctoral Colloquium	1
PSYC7035	(Cognition) <u>or</u> PSYC7033 (History/Philosophy)	3
SPSY7042	Working with Cult. And Ling. Div. in Schools	3
<u>Summer</u>		
SPSY7041	Ethics for Behavioral Practice and Research	3
SPSY7043	Child Development	3
SPSY7045	Frameworks for Disabilities and Disorders in Childhood	3

Year 2

Overview: Development of competencies for professional practice; continued development of research competencies (through research teams, beginning development of an independent research project, and application of internally valid behavioral research design through

practicum); continued mastery of scientific, methodological, and theoretical and professional practice knowledge foundations; integration of knowledge and skills across courses; and beginning development of teaching competency through mentored teaching experiences. A Professional Practice Portfolio is completed at the end of Year 2 to demonstrate foundation skills and competencies in professional practice domains and research. This portfolio also is used to evaluate readiness for advanced work in Year 3, and at the end of non-APPIC internships to evaluate readiness for professional practice.

<u>Semester</u>	<u>Course</u>	<u>Hours</u>
<u>Fall</u>		
SPSY8012	Behavioral Research and Accountability Methods	3
SPSY8015	Functional Behavioral Assessment	3
SPSY8027	School-based Behavioral Counseling and Mental Health Interventions	3
SPSY8061	School Psychology Practicum	3
SPSY9000	Doctoral Colloquium in School Psychology	1
PSYC7021	(Social/Personality) <u>or</u> PSYC7031 (Biological Bases)	3
<u>Spring</u>		
SPSY8031	Systems-level Consultation and Program Evaluation in Schools	3
SPSY8061	School Psychology Practicum	3
SPSY9000	Doctoral Colloquium in School Psychology	1
SPSY9010	Advanced Behavioral Theory and Practice	2
SPSY9012	Advanced Behavioral Research Methods and Designs	2
PSYC7035	(Cognition) <u>or</u> PSYC7033 (History/Philosophy)	3
PSYC7050	Methods, Measurement, and Design	3

Year 3

Overview: Completion of advanced doctoral course work, field experiences consistent with doctoral themes of research, leadership and supervision, teaching, change facilitation, and advanced behavioral content; completion of Advanced School Experience; completion of pre-dissertation research requirements (completed research project with submitted presentation and article); completion of an supervised teaching experience and University sponsored course work on effective teaching, completion of Doctoral Comprehensive Examination (Doctoral Portfolio) and advancement to candidacy.

<u>Semester</u>	<u>Course</u>	<u>Hours</u>
<u>Fall</u>		
SPSY8013	Behavioral Supervision and Management	3
SPSY 8016	Foundations of Behaviorism	3

SPSY8070	Best Practices in Teaching in Human Services	3
SPSY9000	Doctoral Colloquium in School Psychology	1
SPSY9015	Pre-Dissertation Research in School Psychology	3
SPSY9061	Advanced Practical Exp. in Schools and Community Agencies	3

Spring

SPSY8040	Professional Seminar in School Psychology	3
SPSY9000	Doctoral Colloquium in School Psychology	1
SPSY9015	Pre-Dissertation Research in School Psychology	3
SPSY9061	Advanced Practical Exp. in Schools and Community Agencies	3
EDST8041	Multivariate Analysis	3

Year 4

Overview: Completion of dissertation research

SPSY9090	Doctoral Dissertation Research in School Psychology	13
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Although students are not required to register for the course, students are required to attend Doctoral Colloquium meetings during Year 4 of the Program.

Year 5

Overview: Completion of full-year Doctoral Internship. A portfolio is completed by students at the end of non-APPIC internships to evaluate readiness for professional practice.

SPSY9065	Internship in School Psychology: Doctoral Level	2-12
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Independent Study and Field Practicum

Students may elect to take Individualized Study in School Psychology (SPSY8050) when (a) the schedule allows for it and (b) it meets specific learning or field experience goals. Students complete individual contracts for these two courses, available from the Program web site. Students may contract with any individual faculty member to complete the plan. Completed contracts are submitted to the supervising faculty for a signature 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, particularly pertaining to goals for doctoral study, including leadership and research skills. 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 *PhD 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. Doctoral students must show strict adherence for research ethics based on Federal statutes, professional ethics, and University regulations through the Institutional Review Board. The following list of criteria describes Program expectations for professional behavior/dispositions. Students are expected to reflect on their own development on these behaviors 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 and the American Psychological Association, with conduct becoming a professional school psychologist and researcher;
- 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;
- Advancement in developing independent research skills;
- 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;
- Good progress toward developing independent research skills;
- In personal behavior, dispositions, and characteristics, a student's professional work must be characterized by the following:

Ethical conduct	Positive problem-solving focus
Respect for differences	Responsibility
Adaptability	Independence
Conscientiousness	Initiative and autonomy
Cooperation	Personal stability
Leadership	Professional conduct
Objectivity	Perspective taking
Responsiveness to feedback	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 through 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 and adherence to research ethics

Academic dishonesty and noncompliance to research ethics are serious offenses and will not be tolerated. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance and failure to adhere to guidelines for conducting research with human subjects 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” 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 without probationary status. 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 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.

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 PhD Degree 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 and review foundation requirements and electives needed across your program 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, APA Division 16, 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, 45 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>
- 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 necessary for matriculation into Year 2.
- As soon as possible and prior to the start of Year 2, apply for residency in Ohio 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, research participation, and completion of logs of all hours.
- With support through SPSY9012 Advanced Behavioral Research Methods and Designs in Spring semester, develop a pre-dissertation research idea that applies a single case design.
- By end of Spring semester, select a faculty Research Director and under supervision of Director further refine pre-dissertation research proposal and IRB protocol
- Submit the Professional Practice Portfolio (April) to demonstrate a minimum of novice level competency across domains of practice.

Year 3

- Renew membership in professional organizations.
- Complete all Year 3 Program requirements, including advanced field experiences, course work, completion of pre-dissertation research project, teaching experience, and completion of logs of all hours.
- Submit the Doctoral (PhD) Portfolio (April) to demonstrate competency for professional practice, research, leadership, supervision, and teaching.
- Meet with faculty advisor and begin searching potential APPIC internship sites of interest for requirements and application instructions.
- Register for MS graduation by University deadlines (www.grad.uc.edu).
- Upon successful completion of Doctoral Portfolio, students are advanced to candidacy. Students must select a Dissertation Committee Chair and Members to include in the Advancement to Candidacy Form submitted to the Graduate School. A Dissertation Committee must be composed of a minimum of 3 (maximum of 4) full-time faculty with professional rank, at least 2 of whom are members of the School Psychology faculty. The Dissertation Committee Chair must be a member of the School Psychology faculty.
- Prepare a dissertation proposal under the supervision of Dissertation Chair (Summer – early Fall of Year 4)

Year 4

- Have dissertation proposal approved by Dissertation Committee (Fall).
- Solicit letters of recommendation (early Fall) for internship, register for APPIC match, and complete APPIC application by deadline (typically November); attend to additional requirements for different sites.
- Register for dissertation credit each semester.
- Attend Doctoral Colloquium meetings.
- Internship interviews will be conducted in December-January. You will be notified of match results in February.
- Complete dissertation research and defend dissertation to Committee.
- Meet all Program requirements to be certified for Internship (April), including successful completion of all course work, field experiences, and behavior expectations.

Year 5

- 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.
- Complete all Internship requirements, including at least 1500 hours documented experiences including 600 hours school-based experiences, participation in Internship seminars, training, and appropriate supervision, and required hours of academic credit for the Internship.
- Demonstrate successful completion of internship requirements through the Intern Competency Checklist ratings for non-APA accredited interns and relevant out-of-state placements or evaluations from supervisors from national internship sites.
- Submit all required materials for internship completion, including the Doctoral Internship Portfolio (for non-APA accredited internships), including Intern Program evaluation data if completing an Ohio internship.
- Register for Summer PhD graduation by University deadlines.
- Submit all required documents to the Graduate School for graduation.
- Submit employment and contact information to the Program.

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. 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.

Required Field Experiences

Detailed information on field experiences, including specific requirements and evaluation

documents, is included in the *PhD Field Placement Manual*.

Professional Practice Logs

It is the individual student's responsibility to document all field-based training experiences by completing and submitting time and activity logs. Logs must be submitted each semester to supervising faculty for signature and then to the Program Coordinator for inclusion in the student's Program file. Most current students use Time2Track (<https://time2track.com/>), which is aligned with application to the Association of Psychological Postdoctoral and Internship Centers (APPIC) internship application (AAPI) process.

Pre-internship Practicum Experiences

Across Years 1-3, and prior to enrolling in the Doctoral Internship, doctoral students must complete a minimum of 1000 hours of planned and sequential practicum experience. These experiences occur through required coursework and are supervised by University Faculty and Field-based Supervisors. 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. Experiences progress from observation and skill-based practice in Year 1, to integrated practice in school-based and pre-school settings. By the end of Year 2, initial skill competence across domains is accomplished. In Year 3, students gain advanced systems-level experience in schools as well as experience in clinical settings. Field experiences in Years 2 and 3 include weekly supervision by a licensed psychologist. Practicum and advanced practicum experiences also include weekly on-campus seminars with focused reading and activities to support integration and skill development and practice in self-reflection and peer consultation on cases.

Across the first three years, students need to maintain flexibility in their schedules (outside and work schedules) to allow for flexibility in meeting the field-based practice requirements. 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.

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 must be secured in a locked box and all electronic records must be secured.

Advanced Practical Experience

Doctoral students complete at least 600 clock hours (min. of 6 credit hours across 2 semesters) of Advanced Practical Experience in Schools and Community Agencies. Students who are already credentialed as a school psychologist will meet with their advisor to determine the amount and types of school experiences that will be required to demonstrate knowledge and skills for doctoral-level practice. The advanced experience takes place in approved school and clinical settings prior to the one-year culminating Doctoral Internship. The advanced practical experience ensures that all graduates have a competent foundation in professional practice.

The Advanced Practical Experience in Schools and Community Agencies (SPSY9061) builds advanced skill competency and knowledge in domains for doctoral-level practice, including facilitating systems-level change and leadership (including supervisory and teaching skills) and effective delivery of psychological services in clinical (non-school) settings. In addition to field-based experiences supporting these domains, students participate in scheduled seminars with reading and discussion.

Each student must construct their Doctoral Portfolio (submitted as the Written Doctoral Comprehensive Examination) to include narrative and entries directly reflective of doctoral experiences in research, teaching, supervision, leadership, change facilitation, and effective delivery of mental health services in clinical settings.

Doctoral internship

All students must complete an approved full-year internship following completion of all required coursework (except the dissertation) and passing the written comprehensive examination (submitted as a portfolio). Consistent with NASP and CDSPP guidelines, this internship may be 10 months long (1500 hours) if it is a school psychology internship, with non-school psychology internships typically being 12 months (2000 hours; with 600 hrs school-based). Students are required to enter into the APPIC match to obtain an appropriate internship. If a student is unsuccessful through the match, the Program will work with the student to find an acceptable alternative internship placement. Internship sites not listed in the APPIC directory must meet guidelines adopted by NASP and CDSPP; provide experiences to meet all competencies specified within the Program's *Doctoral Competency Checklist*; be approved by the Program Faculty; provide a structured training experience commensurate with doctoral-level professional practice; provide 4 hours of supervision per week (including 2 hours of individual direct supervision) by a doctoral-level licensed psychologist and licensed school psychologist (if in a school setting); and include a signed agreement specifying all of these requirements.

Decisions about desired placement for doctoral internship are made by the student in collaboration with their Program Advisor and Program Faculty. Students are expected to base their choice on the internship characteristics related to meeting their individual goals as a professional school psychologist. Internship activities and training models vary widely across

settings and populations that are served.

If a student does not obtain an internship position through the APPIC match, they may elect to complete a Doctoral Internship within the Ohio Internship Program if an appropriately licensed (dually licensed by Department of Education and State Board of Psychology) supervisor can be identified and if approved by the program. These internships will be completed consistent with doctoral requirements as described above. For more than 40 years, Ohio has supported an internship program with a primary training mission and training stipends. 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 the 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 doctoral 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 should seek an out-of-state internship. 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. Doctoral students who complete an Ohio Doctoral Internship participate in monthly Internship Seminars with other Doctoral Interns in the region to support the training mission and doctoral goals.

Pre-internship background checks

Prior to the Ohio doctoral 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 Summer prior to doctoral internship. If any problems are anticipated, the student should inform their advisor or Program Coordinator and seek assistance early to avoid delays in licensure. Note, attaining a background check does include a fee, for which students are responsible. Detailed information on licensure requirements and background checks is available 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.

Research Requirements

Doctoral students are expected to develop sophisticated knowledge and skills in research methods through both coursework and completion of research experiences. Five distinct strands plus the dissertation contribute to this development: participation in programmatic research projects by faculty and students; the Doctoral Colloquia; required research courses; completion of a pre-dissertation research project leading to a manuscript; and conference presentation proposal submissions.

Research expectations

Active participation in research is expected across all years in the Doctoral Program to prepare doctoral students to be independent researchers who contribute to the literature and for faculty careers. Through progressive membership on research teams with faculty and other doctoral students, students progress from participating in research to being responsible for independent pre-dissertation and dissertation research. In Year 2 during Practicum, doctoral students are guided to conduct internally valid applied designs within their cases and are expected to publish this case in appropriate outlets. The Program expectation is for all doctoral students to be co-authors on a minimum of two publications in referred journals prior to graduation, in addition to the dissertation. We also expect that students will publish the dissertation, with the student as primary author and the Dissertation Chair and Committee Members as co-authors. If the student does not follow through with publication of the dissertation after a reasonable time, the Dissertation Chair will reserve the right to publish the dissertation work with the faculty member as primary author and with co-authorship to the doctoral student. The Program expectation also is that students will present their work at national, regional, and/or state professional organization meetings. A total of three presentations are expected prior to degree completion.

Doctoral colloquia

All doctoral students enroll for 1 hour of Doctoral Colloquium (SPSY9000) each semester prior for the first three years of the Program. Colloquia (involving all doctoral students) meet regularly during Years 1 through 4 of training, although fourth-year doctoral students are not required to register for credit. Topics include understanding the research process and research ethics, developing research questions and appropriate methodologies, the internship match process, academic and clinical professional positions, and publishing and presenting research. Doctoral students take on progressively advanced roles in research across the years, from participation as research team members, to leading an independent pre-dissertation research project in Year 3.

Research courses

School Psychology Doctoral students complete research requirements for Quantitative Research Methods and Behavioral Research Methods. These areas are based on required courses but also depend on continued student involvement in research through research teams and Doctoral Colloquia, and in guided experiences across the range of core school psychology courses. Basic

required courses for the quantitative research tool are PSYC7050 Methods, Measurement, and Design, EDST7011 Intermediate Statistics; and one course in multivariate statistics (EDST8041). The behavioral research method tool is the focus of two specific courses: SPSY8012 Behavioral Research and Accountability Methods and SPSY9012 Advanced Behavioral Research Methods and Design. Given the ecological- behavioral orientation of the program, students also receive extensive instruction and experience in single case accountability design across nearly all intervention courses and practica. Demonstration of the use of elements of research design for intervention accountability is required in the Doctoral Portfolio.

Pre-dissertation research experience

Each doctoral student must complete an independent pre-dissertation directed research experience in school psychology using behavioral research methods/single case design. This requirement is completed prior to the Doctoral Internship. The requirement is fulfilled under supervision of a faculty member. Although students can assist each other in these projects, each student is expected to have prime responsibility (with faculty supervision) for a unique research study. A report of the project, written in APA article format and approved by the supervising faculty member, serves as written evidence of the fulfillment of the requirement and is included in the Doctoral Portfolio. The Program expectation is that the study and manuscript are of sufficient quality to be submitted to a refereed journal for publication consideration and for presentation at a national professional conference. Any publications resulting from this experience include the student as first author, and any supporting faculty as co-authors. Students must complete an application for study approval through the Institutional Review Board (IRB). The Chair is Co-Investigator in this application.

Dissertation

Doctoral students prepare an independent research project (dissertation) based on a behavior-analytic approach to problems or methods, and applying single case design, to meet doctoral degree requirements. Following admission to candidacy, the student prepares and defends a dissertation research proposal following College and University policies. Students are expected to maintain close and regular contact with their Chair while working on the proposal. The Program encourages students to form dissertation support groups with student colleagues, but these are not to supplant the role of guidance by the Chair and Committee. By nature and design, the dissertation is an independent research project and thus is the primary responsibility of the student. Program policy requires that students defend the dissertation proposal within 1 year of advancement to candidacy. Failure to complete this requirement results in being placed on probationary status, with demonstration of significant progress required for continuation in the Program. As with pre-dissertation research, the Program expectation is that the study and manuscript are of sufficient quality to be submitted to a refereed journal for publication consideration and for presentation at a national professional convention. Any publications resulting from the dissertation include the student as first author, and any supporting faculty as co-authors. Students must complete an application for study approval through the Institutional

Review Board (IRB). The Chair is Co-Investigator in this application.

Professional Practice and Doctoral Portfolios

Students are required to develop and submit portfolios in Years 2, 3, and 5 (if completing a non-APA approved internship). Portfolios reflect the student's integration and application of major Program themes and competence and master of major skill domains, as well as research competence. More detailed information on portfolios, including requirements and rubrics, is included in Appendix B. Students work on portfolio entries through coursework and practicum requirements.

Portfolios are submitted at three points in Doctoral training. At the end of Year 2, the Professional Practice portfolio is submitted to demonstrate professional practice knowledge and skills and development of research skills (including an applied research study developed with a practicum case and preparation for the pre-dissertation research proposal). At the end of all course work (Year 3), the Doctoral Portfolio serves as a culminating examination requiring demonstrated competence in all areas of program emphases (advanced behavior, research and leadership domains) and includes the pre-dissertation research project (in article format) and entries reflective of professional activities during Advanced Practical Experience in Schools and Community Agencies (leadership, supervision, change facilitation, and effective delivery of mental health services in clinical settings) as well as teaching experiences. Finally, to demonstrate integration and application of knowledge and skills, the Doctoral Internship Portfolio is submitted for students completing an internship that is not APPIC listed/APA accredited.

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.

Professional Organizations

Because of the importance of affiliation with professional organizations for one's continued professional development and for professional advocacy, Program policy requires all doctoral students to become student members of the National Association of School Psychologists, the Association for Behavior Analysis International, APA Division 16, and the Ohio School Psychologists Association. Students who complete an internship outside of Ohio may substitute that internship state's association during the internship year. Membership must 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 in

the Fall of each academic year. Application materials are available on-line from the professional organizations (links are included on the Program web page).

National School Psychology Examination

All students seeking to meet requirements for licensure as a school psychologist through the Ohio State Board of Psychology (or other state licensure/certification as a school psychologist) are required to take the National Examination in School Psychology. For certification in Ohio and most other states, a passing score is required on this examination. Taking the examination prior to graduation allows opportunities for reexamination if needed. Overall, Program students' performance on the National Examination has been outstanding, with a 100% passing rate and mean scores significantly above the 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>

Candidacy

A student is advanced to candidacy when: all required coursework is completed with a GPA of at least 3.5; all I, N, and F grades are removed or processed in accordance with College policy; the Doctoral Comprehensive Examination is passed; and requirements for the research tool areas, residency, and pre-dissertation research experience are completed. The student is responsible for applying to be advanced to candidacy and for the completion of required forms.

Dissertation Guidance

Registration in Dissertation Guidance (SPSY9090) is required of all doctoral students and is taken upon advancement to doctoral candidacy. A block of 12 hours of Dissertation Guidance must be taken once.

Dissertation

Students should refer to the *University of Cincinnati Graduate Handbook* (www.grad.uc.edu) for requirements and deadlines regarding completion and submission of the dissertation.

Grading Practices

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

Standards for Graduate Study

At least two-thirds of 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.

Residency

The School Psychology Doctoral Program is designed as a full-time program and residency requirements are met through completing the Program. As required by University policy, students admitted for part-time study must be enrolled in at least 12 hours per semester for 3 out of 5 contiguous semesters (one of which must be Fall semester) prior to advancement to candidacy.

Active Student 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 time limit for the doctoral degree is 9 years, with a 4-year limit for completion of degree requirements following advancement to candidacy. Program policy is that students will successfully defend the dissertation proposal within 1 year of advancement to candidacy.

As a rule, Program policy is to not routinely recommend that students be granted extensions for completion of their dissertation research requirement beyond the University requirement of 4 years from advancement to candidacy. Any such request for an extension is reviewed by the Program Faculty for consideration of a recommendation to the Graduate School. Final decisions are made by the Graduate School.

Graduation Application for MS and PhD

Each student who has successfully completed all requirements for the PhD in School Psychology must apply on-line (<http://grad.uc.edu/student-life/graduation.html>) to the Graduate School for graduation. According to University policy, before a student can graduate, they 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. The Program certifies that candidates meet all Program requirements, but it is the individual student's responsibility to complete the on-line application and ensure that all requirements for graduation are fulfilled. The University strictly adheres to published deadlines. Graduation deadlines and policies are posted on the Graduate School website (<http://grad.uc.edu/student-life/graduation.html>). **It is the student's responsibility to apply and ensure that all requirements are met and the web-based application is submitted.**

Admission of Students with Advanced Degrees

Students are admitted at both the post baccalaureate and post master's degree levels. All students are expected to complete all program and course requirements, including the Doctoral Internship. Under College policy, transfer of up to 30 hours of previously taken graduate coursework is permissible following a careful examination of course content by Program Faculty. According to College policy, students must complete a minimum of 90 hours of study. Doctoral committees may modify pre-internship practicum requirements (hours and type) for students admitted with advanced degrees depending on their level and type of experiences, certification, and/or licensure. All doctoral students must complete Doctoral Internship subsequent to their matriculation.

Foreign Language Requirement

There is no foreign language requirement for the PhD in School Psychology.

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 Program Advisor, Committee Chairperson, or the Program Coordinator. Should the student encounter any difficulty in reviewing the actual records, the question should be referred to the School Director, College Dean for Academic Affairs, 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

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 Test of English as a Foreign Language (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.

Admissions 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; uploaded with online application)
 - Transcripts: (unofficial can be uploaded with the application; official should be mailed to P.O. Box 210068 with acceptance of admission and following degree conferral)
 - 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) Letters of evaluation/recommendation
- (c) Goal statement - compatibility with program and research goals for doctoral study
- (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 alignment with the Program philosophy and goals for doctoral study
 - (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. Those offered admission are requested to respond with their decision within a specified time period consistent with The Council of Graduate Departments of Psychology. 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 hours in psychology distributed over the following areas:

History and Systems of Psychology
Child Development
Biological Bases

Research and Statistics
Social Psychology
Learning Theory

In addition, a minimum undergraduate GPA of 3.0/4.0 is recommended for admission to the Doctoral-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, APA) are preserved, transfer of credits from other institutions is carefully monitored. For students matriculated in the Doctoral-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 still 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	\$10,000- 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
Gabbard Fellowship (Honorary)	Full Tuition + Stipend	\$24,790- 36,532
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

Newly admitted students must complete several pre-registration requirements before registering for classes.

Procedures for Registration

You must see your Program Faculty Advisor each semester prior to registering. In registering for courses and completing the coursework included in your program, the following steps and materials will be helpful.

1. Make an appointment with your advisor prior to registering.
2. Review courses for availability and time on <http://onestop.uc.edu/>
3. Meet with advisor to review Handbook and plan courses.
4. Register on-line at <http://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 can be completed on-line by 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 19 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. In the School Psychology Program, some specific courses, including doctoral colloquium, practicum, and 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 courseload. 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 (GIAs) in the School of Human Services are based upon the *University of Cincinnati Graduate Handbook* (www.grad.uc.edu), and interpreted or clarified in this document. Copies of the *University of Cincinnati Graduate Handbook* may be obtained through the Office of Research and Advanced Studies (www.grad.uc.edu). All faculty, staff and graduate students seeking Graduate Incentive Awards should familiarize themselves with both this document and 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. In accordance with Program policy, written permission must be obtained to register for less than 12 hours per semester. 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 4 years at the doctoral 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 fee 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 Dean of the Graduate School.

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 term.

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

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 *University of Cincinnati 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 (nine 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).

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 Coordinator.

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.

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, they will report directly to the Program Coordinator. All requests for work must be approved at the Program level by the Program Coordinator.

Termination during Period of Appointment

Termination may be initiated by the Graduate Assistant, School Director, or Dean of the

Graduate School.

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 term.

If termination during an academic semester results from self-initiated action by the graduate assistant for other than medical reasons, she/he 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 semester 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 term. 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 Policies.](#)

Course Load

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

APPENDIX A

Program Curriculum Overview

NASP Matrix

School Psychology Doctoral-Level (Ph.D.) 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) SPSY9000 Doctoral Colloquium in School Psychology (1) Foundation: PSYC7021 or PSYC7031 (3) EDST7011 Intermediate Statistics (3) Total = 18 hours	SPSY8011 Applied Behavior Analysis II (3) SPSY8030 Behavioral Consultation (3) SPSY8014 Applied Behavior Analysis III (3) SPSY8022 Cognitive Assessment (2) SPSY9000 Doctoral Colloquium in School Psychology (1) Foundation: PSYC7035 or PSYC7033 (3) SPSY7042 Working with Cultural and Linguistic Diversity in Schools (3) Total = 18 hours Master's Comp. Exam	SPSY7041 Ethics for Behavioral Practice and Research (3) SPSY7045 Frameworks for Disabilities and Disorders in Childhood (3) SPSY7043 Child Development (3) Total = 9 hours
2	SPSY8012 Behavioral Research and Accountability Methods (3) SPSY8027 School-based Behavioral Counseling and Mental Health Interventions (3) SPSY8015 Functional Behavioral Assessment (3) SPSY8061 School Psychology Practicum (3) SPSY9000 Doctoral Colloquium in School Psychology (1) Foundation: PSYC7021 or PSYC7031 (3) Total = 16 hours	SPSY8061 School Psychology Practicum (3) SPSY8031 Systems-level Consultation and Program Evaluation in Schools (3) SPSY9010 Advanced Behavioral Theory and Practice (2) SPSY9012 Advanced Behavioral Research Methods and Designs (2) SPSY9000 Doctoral Colloquium in School Psychology (1) Foundation: PSYC7050 (3) Foundation: PSYC7035 or PSYC7033 (3) Total = 17 hours Portfolio Submitted	

Year	Fall	Spring	Summer
3	SPSY8013 Behavioral Supervision and Management (3) SPSY8016 Foundations of Behaviorism (3) SPSY8070 Best Practices in Teaching in Human Services (3) SPSY9061 Advanced Practical Experience in Schools and Community Agencies (3) SPSY9000 Doctoral Colloquium in School Psychology (1) SPSY9015 Pre-Dissertation Research in School Psychology (3) Total= 16 hours	SPSY9061 Advanced Practical Experience in Schools and Community Agencies (3) SPSY9000 Doctoral Colloquium in School Psychology (1) SPSY8040 Professional Seminar in School Psychology (3) SPSY9015 Pre-Dissertation Research in School Psychology (3) EDST8041 Mutivariate Analysis (3) Total = 13 hours Pre-Internship Portfolio Submitted	
4	SPSY9090 Doctoral Dissertation Research in School Psychology (12) Total = 12 hours	SPSY9090 Doctoral Dissertation Research in School Psychology (1) Total = 1 hour PhD Internship Portfolio Submitted	
5	SPSY9065 Internship in School Psychology: Doctoral Level (1-6) Total =1-6 hours	SPSY9065 Internship in School Psychology: Doctoral Level (1-6) Total = 1-6 hours PhD Degree (83-93 hours)	

Doctoral-Level Course Grid by NASP Standards

	NASP Standards (Domains)									
Course	1	2	3	4	5	6	7	8	9	10
EDST7011 Intermediate Statistics	x								x	
EDST8041 Multivariate Data Analysis	x								x	
PSYC7021 Social and Personality Psychology across the Lifespan			x	x						
PSYC7031 Biological Bases of Behavior across the Lifespan			x	x						
PSYC7033 History and Systems of Psychology										x
PSYC7035 Cognition across the Lifespan			x	x						
PSYC7050 Methods, Measurement, and Design	x								x	
SPSY7040 School Organizations and the Role of School Psychologists					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		
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			

	NASP Standards (Domains)									
Course	1	2	3	4	5	6	7	8	9	10
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
SPSY8070 Best Practices in Teaching in Human Services			x	x						
SPSY9000 Doctoral Colloquium	x								x	
SPSY9010 Advanced Behavioral Theory and Practice			x	x						
SPSY9012 Advanced Behavioral Research Methods and Design	x								x	
SPSY9015 Pre-Dissertation Research in School Psychology	x								x	
SPSY9061 Advanced Practical Exp. in Schools and Comm. Agencies	x	x	x	x	x	x	x	x	x	x
SPSY9065 Internship in School Psychology: Doctoral Level	x	x	x	x	x	x	x	x	x	x
SPSY9090 Doctoral Dissertation Research in School Psychology	x								x	

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

NASP Training 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

Doctoral Portfolio Documents

University of Cincinnati, School Psychology Doctoral Program

Portfolio Requirements:

Second Year Professional Practice Portfolio

Doctoral Portfolio

Internship Portfolio

This document is written as a guide to students for the completion of portfolios. The School Psychology Doctoral Program requires the use of portfolios to document and assess student skill attainment, knowledge integration and application, and readiness for Doctoral-level practice. At the Doctoral level, portfolios are used for assessment at three points in training: (a) the Second Year Professional Practice Portfolio, submitted near the end of Year 2 of training (April), (b) the Doctoral Portfolio, submitted as a culminating examination at the end of Doctoral course work, near the end of Year 3 (June), and the Internship Portfolio, submitted only by students completing internships that are not listed by APPIC/accredited by APA at the end of the Doctoral Internship, or Year 5 (June).

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 to move to more advanced stages of Doctoral training practice, or professional practice. The Second Year Professional Practice Portfolio assesses competency of core knowledge and skills from the first two years of course work and field experiences and readiness for more advanced Doctoral-level practice in Year 3. The Third Year Doctoral Portfolio assesses competency in the areas of focus for advanced Doctoral work – leadership/systems change, research (Pre-Dissertation research study), teaching, clinical practice, and supervision, and an updated personal model of professional practice is also completed. Passing this Portfolio results in Advancement to Candidacy. For students completing a non-APPIC listed/non-APA accredited internship, the Doctoral Internship Portfolio assesses readiness for independent practice as a doctoral-level 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 bring portfolio examples to demonstrate the prospective student's skills and to assist in matching the intern with supervisors.

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 applied research and 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 Second Year Professional Practice Portfolio, the Doctoral Portfolio, and the Internship Portfolio also are attached.

At the Second Year Professional Practice 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 Doctoral Portfolio level, key requirements include entries reflecting advanced doctoral work, including entries for systems change/leadership, research (Pre-Dissertation study), teaching, practice in clinical (non-school) settings, supervision, and an updated Model of Practice.

At the Doctoral Internship Portfolio level (only required for non-APPIC listed/non-APA-accredited internships), key requirements are the final Intern Competency Checklist ratings and case entries reflecting competency across all NASP domains and across tiers of services delivery, including eligibility determination.

Second Year Professional Practice Portfolio

The primary purposes of this portfolio are to (a) demonstrate mastery of all domains of practice aligned with NASP Standards and APA Guidelines, (b) articulate a model of practice, reflecting NASP Standards, APA Guidelines, 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 APA and 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. Doctoral students are expected to have one case entry that uses an internally valid behavioral research design integrated into practice (e.g., a comparison of instructional methods).

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.

Doctoral Portfolio

The primary purpose of this portfolio is to be the culminating examination following the completion of all course work and the Pre-Dissertation research requirement. Entries reflect the focus of the student's advanced Doctoral study, including required entries in systems-level change, teaching, supervision, effective delivery of mental health service in clinical (non-school) settings, research, and an updated model of practice. This Portfolio must demonstrate mastery at a passing level to be advanced to Doctoral Candidacy.

Doctoral Internship Portfolio

The primary purposes of this portfolio, along with the comprehensive Intern Competency Checklist, are to demonstrate mastery of all NASP domains and APA competencies and to demonstrate readiness for independent practice as a competent doctoral-level school psychologist. For students completing a school-based internship that is not APPIC listed/APA-accredited, entries include 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. Students completing an APPIC-listed/APA-accredited internship are not required to submit a Doctoral Internship Portfolio.

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).

Doctoral-Level Portfolio Requirements

Year	Task	Due	Content	Method of Review
2	Second Year Professional Practice 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	Doctoral Portfolio (for Advancement to Candidacy)	June	- Model of practice narrative (Updated) - Third-year research project	Faculty review

Year	Task	Due	Content	Method of Review
			- Planned leadership and systems change experiences including facilitation, staff development, teaching, supervision, and effective delivery of psychological services in clinical settings	Ratings of each entry using scoring rubric
5	Doctoral Internship Portfolio	June	- For non APPIC-listed/APA-accredited school-based internships, tiered consultation and counseling 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

University of Cincinnati School Psychology Program

Universal Rubric for Case Entries Included in Second Year Professional Practice Portfolio and Doctoral Internship Portfolio

For All Entries Except Model of Practice, RtI/Eligibility, Supervision, Teaching, Research and Clinical Experience

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 for the Second Year Professional Practice Portfolio are considered with regard to readiness to begin advanced doctoral study. Ratings for the Third Year Doctoral Portfolio are considered with regard to readiness for beginning doctoral internship. For students who complete a non-APPIC listed/APA accredited internship, the Doctoral Internship Portfolio ratings indicate readiness to advance to professional practice.*

Second Year Professional Practice Portfolio

Highly Competent (4 Rating): Entry and discussion demonstrate excellent understanding and integration of knowledge and skills; beyond entry-level competence to begin advanced doctoral study

Competent (3 Rating): Entry and discussion demonstrate good understanding and integration of knowledge and skills; entry-level competence to begin advanced doctoral study; minimum score for passing

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for advanced doctoral study; 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 for advanced doctoral study; remediation required to meet the standard

Doctoral Portfolio

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

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

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for entry-level competence for beginning doctoral internship, 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 entry level practice and beginning doctoral internship; remediation required to meet the standard

Doctoral Internship Portfolio

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

Competent (3 Rating): Entry and discussion demonstrate good understanding and integration of knowledge and skills; mastery-level competence for independent doctoral-level 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 doctoral-level 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 doctoral-level practice; remediation required to meet the standard

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 PhD School Psychology Program Handbook.

Comments:

Scoring: Ratings for the Second Year Professional Practice Portfolio are considered with regard to readiness to begin advanced doctoral study. Ratings for the Third Year Doctoral Portfolio are considered with regard to readiness for beginning doctoral internship.

Second Year Professional Practice Portfolio

Highly Competent (4 Rating): Entry and discussion demonstrate excellent understanding and integration of knowledge and skills; beyond entry-level competence to begin advanced doctoral study

Competent (3 Rating): Entry and discussion demonstrate good understanding and integration of knowledge and skills; entry-level competence to begin advanced doctoral study; minimum score for passing

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for advanced doctoral study; 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 for advanced doctoral study; remediation required to meet the standard

Doctoral Portfolio

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

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

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for entry-level competence for beginning doctoral internship, 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 entry level practice and beginning doctoral internship; remediation required to meet the standard

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: *This entry is only required for students who complete a non-APPIC listed/APA accredited internship. The Doctoral Internship Portfolio ratings indicate readiness to advance to professional practice.*

Doctoral Internship Portfolio

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

Competent (3 Rating): Entry and discussion demonstrate good understanding and integration of knowledge and skills; mastery-level competence for independent doctoral-level 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 doctoral-level 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 doctoral-level practice; remediation required to meet the standard

SUPERVISION ENTRY

Component	Not Competent Rating: 1	Mostly Competent Rating: 2	Competent Rating: 3	Highly Competent Rating: 4
Formative and summative evaluation of supervisee knowledge and skills				
Evidence of collaborative supervisory relationship				
Use of research-based supervision practices, linked to a supervision model				
Understanding of understanding of organizational culture/context				
Supervision plan detailed, thorough, research-based, culturally relevant and linked to assessment				
Use of systematic problem-solving process and data-based decision making within supervision practices				
Evaluation plan of supervision effectiveness including direct feedback and data from supervisees				
Discussion complete, reflecting understanding of best practices in supervision				
Overall rating				

Comments:

Scoring: *This entry is only required for the Third Year Doctoral Portfolio. Ratings for the Third Year Doctoral Portfolio are considered with regard to readiness for beginning doctoral internship.*

Doctoral Portfolio

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

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

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for entry-level competence for beginning doctoral internship, 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 entry level practice and beginning doctoral internship; remediation required to meet the standard

TEACHING ENTRY

Component	Not Competent Rating: 1	Mostly Competent Rating: 2	Competent Rating: 3	Highly Competent Rating: 4
Description and examples of development of clear course objectives				
Description and examples of alignment between course objectives, assessments, and instruction				
Understanding of the use of formative and summative assessment				
Description and examples of evidence-based instructional practices, including active learning strategies to engage students in their learning				
Description and examples of strategies to promote a positive and collaborative learning environment				
Description and examples of effective utilization of educational technology to support learning outcomes				
Understanding of the importance of accessibility of course and content with attention to Universal Design for Learning standards and 508 compliance.				
Discussion complete, reflecting understanding of best practices in teaching and use of evaluation data				
Overall rating				

Comments:

Scoring:

Scoring: *This entry is only required for the Third Year Doctoral Portfolio. Ratings for the Third Year Doctoral Portfolio are considered with regard to readiness for beginning doctoral internship.*

Doctoral Portfolio

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

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

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for entry-level competence for beginning doctoral internship, 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 entry level practice and beginning doctoral internship; remediation required to meet the standard

RESEARCH ENTRY

Component	Not Competent Rating: 1	Mostly Competent Rating: 2	Competent Rating: 3	Highly Competent Rating: 4
Literature review is well-written, thorough, concise and builds foundation for purpose of study				
Thorough and relevant referencing of appropriate studies to build foundation for study				
IRB protocol submission procedures followed				
Methods section is well written, thorough, concise, and includes all key elements for study				
Tables and graphs are completed correctly and include relevant data				
Discussion of study results is well written, reflects understanding of limitations and implications of study				
Overall rating				

Comments:

Scoring: This entry is only required for the Third Year Doctoral Portfolio. Ratings for the Third Year Doctoral Portfolio are considered with regard to readiness for beginning doctoral internship.

Doctoral Portfolio

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

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

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for entry-level competence for beginning doctoral internship, 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 entry level practice and beginning doctoral internship; remediation required to meet the standard

CLINICAL EXPERIENCE: Note nature of 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 and consideration of DSM diagnosis				
Use of systematic problem-solving process				
Appropriate application of DSM criteria for diagnosis				
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: *This entry is only required for the Third Year Doctoral Portfolio. Ratings for the Third Year Doctoral Portfolio are considered with regard to readiness for beginning doctoral internship.*

Doctoral Portfolio

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

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

Mostly Competent/Needs Revision (2 Rating): Entry and discussion overall demonstrate adequate understanding and integration of knowledge and skills for entry-level competence for beginning doctoral internship, 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 entry level practice and beginning doctoral internship; 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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