Term Information

Effective Term: Spring 2015
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

On behalf of the school psychology faculty, I am requesting a credit hour course change from 2 credit hours to 3 credit hours for the ESSPSY 8056 Roles and Function course.

What is the rationale for the proposed change(s)?

We would like for this course to be considered a foundational course requirement for our graduate students in the school psychology program. (Please see attached letter.)

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Students enrolled in this course are students who have been accepted in the EdS and PhD school psychology programs. If this course is approved to be a 3 credit hour foundational course for school psychology program rather than a 2 credit hour course, the faculty will ensure that this change will not penalize students who have already taken this course and received 2 credit hours. Thus, transitional students will not be affected with regards to meeting requirements for graduation by this change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: School Psychology
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 8056
Course Title: Roles and Function of School Psychologists
Transcript Abbreviation: Roles Sch Psychs
Course Description: Introduction to the multiple professional roles and functions of school psychologists including professional and ethical principles of professional practice.

Semester Credit Hours/Units

Fixed: 3
Previous Value: Fixed: 2

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites: Not applicable
Exclusions: Not open to students with credit for EduPAES 856.

Cross-Listings

Subject/CIP Code
Subject/CIP Code: 42.2805
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral, Professional

Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes

- Students are required to attend class regularly and participate in weekly discussions and in class assignments. Attendance is crucial in this class and failure to attend may result in not being able to fulfill competency objectives.
- Students will gain an understanding of the various roles school psychologists play and the various functions associated with those roles.
- Students will gain an understanding about the historical development of school psychology by tracing its past, learning about its present status, and projecting its future.
- Students will become familiar about the various employment contexts that school psychologists function in.
- Students will become aware of accountability, regulation, and professional preparation including NASP Blueprint for training and practice of school psychologists.
- Students will gain an understanding of ethical and legal practices associated with the roles and function of school psychologists.
- Students will begin to become familiar about various leading and promising scholars who have influenced and contributed significantly to the profession.
- Students will become aware of the current issues of the school psychology profession.
- Students will become aware of best practices of the school psychology profession.
- Students will observe and become of the day-to-day practices of school psychologists by observing a practitioner over several weeks in the schools.
- Students will become a member of professional organizations in the field such as National Association of School Psychologists (NASP) Division 16 of American Psychological Association, Ohio School Psychologists Association (OSPA) and Central OSPA.

Previous Value

Content Topic List

- History of the profession of school psychologist
- Settings where school psychologist work
- Roles and Function of school psychologist
- Ethical principals and practices of school psychologist
- National and State standards of training and practice

Attachments

- Letter to curriculum committee.pdf
  (Cover Letter. Owner: Odum,Sarah A.)
- ESSPSY 8056 Syllabus.pdf
  (Syllabus. Owner: Odum,Sarah A.)

Comments

- submitted by request of Laurice Joseph (by Odum,Sarah A. on 02/07/2014 04:02 PM)
## Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Odum, Sarah A.</td>
<td>02/07/2014 04:02 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Zabloudil, Deborah A</td>
<td>03/04/2014 07:44 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>03/05/2014 08:57 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L, Warnick, Bryan R, Odum, Sarah A, Zircher, Andrew Paul</td>
<td>03/05/2014 08:57 AM</td>
<td>College Approval</td>
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</tbody>
</table>
School Psychology Program Mission Statement:

The foundation for the school psychology program at the Ohio State University is based on socio-cultural theories of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and social-behavioral principles of understanding and working with a diversity of youth in America’s schools. Children do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community. The focus of the school psychology program is service delivery across many different settings with a particular emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-practitioners who function as data-based decision makers and collaborative problem-solvers. The program has a commitment to diversity at the research, training, and service levels.

Purpose:

This course is designed as an introductory course on the roles and function of the school psychologist. There are many roles and functions that school psychologists play in educational and other professional settings. The roles and functions that will be described in this course are those in correspondence with those described in the National Association of School Psychologists Professional Standards literature. This course provides students with an introduction to those roles and functions and a discussion of ethical/legal/professional practices associated with those roles and functions. This course is also designed to provide a historical overview of the profession by discussing its past, present, and its future. Professional issues of accountability, interpersonal skills, intrapersonal skills, and best practice are also discussed. Additionally, this course is designed to provide students with familiarity of scholars and influential contributors of the profession.

Field-Based Component:

This course has a field-based component mainly consisting of being assigned to a school psychologist working in one of the school districts in the Central Ohio area. The
graduate student is expected to “shadow” and or observe or perform minor duties of a school psychologist currently practicing in the field. Thus, the graduate student may participate in the various roles and functions that the school psychologist in the field is in engaged in.

**Course Objectives/Competencies**

1. Students are required to attend class regularly and participate in weekly discussions and in class assignments. Attendance is crucial in this class and failure to attend may result in not being able to fulfill competency objectives. There will be an automatic 10 points dropped from the total amount of points for each class missed. If more than two classes are missed, the highest grade you may earn is a “C”. Recall that in school psychology, you must at least earn a B- or the class has to be retaken.

2. Students will gain an understanding of the various roles school psychologists play and the various functions associated with those roles.

3. Students will gain an understanding about the historical development of school psychology by tracing its past, learning about its present status, and projecting its future.

4. Students will become familiar about the various employment contexts that school psychologists function in.

5. Students will become aware of accountability, regulation, and professional preparation including NASP Blueprint for training and practice of school psychologists.

6. Students will gain an understanding of ethical and legal practices associated with the roles and function of school psychologists.

7. Students will begin to become familiar about various leading and promising scholars who have influenced and contributed significantly to the profession.

8. Students will become aware of the current issues of the school psychology profession.

9. Students will become aware of best practices of the school psychology profession.

10. Students will observe and become of the day-to-day practices of school psychologists by observing a practitioner over several weeks in the schools.

11. Students will become a member of professional organizations in the field such as National Association of School Psychologists (NASP) Division 16 of American Psychological Association, Ohio School Psychologists Association (OSPA) and Central Ohio School Psychologists Association.

**Diversity:**

The Department of Educational Studies is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchanges of ideas, and enriches campus
life. The Department of Educational Studies prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Special Accommodations

Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. It is your responsibility to inform me of any disability, how it affects your learning, and the type of accommodations you may need. Together, we will contact the Office of Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations.

Technology:

Students in this course are expected to have technological skills that make communication between student and instructor efficient. This includes the use of email and accessing web-based information. Students are also required to use technology in their assignments such as the use of software to create tables, charts, graphs, etc. and the use of power-point slide presentations and other tools to enhance the delivery of their presentations.

General Course Policies

1. Each student is responsible for his or her own education and learning in this class. All work submitted must be his or her own.
2. Attendance and participation are required.
3. Cell phone use during class including texting and ringing is prohibited.
4. Students are expected to complete all assignments including reading assignments.

Academic Misconduct

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university.

Academic misconduct is any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
- Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of
unauthorized materials during those examinations;
• Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
• Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
• Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
• Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
• Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
• Alteration of grades or marks by the student in an effort to change the earned grade or credit;
• Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
• Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Shadowing Experience Requirements

You are assigned to “shadow” a school psychologist in the field and you must make arrangements with this professional to “shadow” at least one to two hours per week for over a period of approximately 10 weeks. Students will be responsible for contacting the school psychologist and setting up sessions to “shadow”.

The following is a list of the roles and functions field placement requirements:

1. Conduct an interview with your shadowing supervisor (interview questions will be uploaded onto Carmen).
2. School Psychologists’ role and function in an intervention assistance or building level team meeting (at least two but optimally three)
3. School psychologists’ role and function in conducting an individual assessment of a student (at least two but optimally three)
4. School psychologists’ role and function in consultation with teachers (at least two but optimally three)
5. School psychologists’ role in completing paperwork such as state department required evaluation or referral forms, multifactored evaluation reports, individualized education program process, and other paperwork or case management activities. This may involve the school psychologists sharing (showing) forms and other paperwork associated with the job to graduate students.
6. Observe in at least one special education classroom and one general education classroom.
7. Conduct a behavioral observation of children in a classroom using a systematic time sampling behavior observation measure. The procedures for how to conduct this observation will be presented in class. You will also create a paragraph or two of written results and interpretation.

The following is a list of other activities that you may wish to observe or participate if the opportunity is available:

1. Individual or group counseling session
2. Inservice provided by the school psychologist
3. A multifactored evaluation team meeting (sharing evaluation results) with parents or teachers or both.
4. Direct or indirect delivery of interventions to a child or a group of children
5. Other professional activities as determined by school psychologists in the field.
6. Review educational records (background information) about students if you are able to have access to these files—some districts prohibit access to students in training—check with the school psychologist.

Students will be required to conduct an interview with their shadowing supervisor and keep a reflection journal and an activity log that accounts for the activities that were observed or participated in.

**Interview with Shadowing School Psychologist Supervisor**

Conduct an interview with your shadowing supervisors using the interview questionnaire form uploaded onto Carmen and write up the responses on the interview form.

**Reflection Journal:**

Include the date and time you observed, the role and function/activity you observed, the school psychologists role and function regarding a particular activity, what you learned regarding the role and function, what surprised you perhaps, how you felt about the particular role or function, etc. This will be given to your university instructor at the end of the semester (last class session).

**Activity Log:**

Students will be required to keep an activity log (see attached) that details the date and time (start and end time) of observation or activity, type of activity under consultation, assessment, intervention or other. This activity log is turned in to the university instructor at the end of the semester (last class session).

**Classroom Behavioral Observation:**
You are required to complete a systematic classroom behavior observation assessment using the Behavioral Observation System in the Schools (B.O.S.S.). You may complete this observation in a general education classroom or in a special education classroom. You will need to choose a target student to observe (this can be done in consultation with your supervisor). You will compare the behavior of the target student with the peers in the classroom. Complete the assessment form and write a paragraph or two about the results and attach it to the form.

**Other Course Assignments**

**Who’s Who in School Psychology Presentation Activity:**

In order for you to gain an awareness of the important key scholars (new and seasoned) who are making significant contributions to the profession of school psychology, you be required to complete a who’s who presentation activity to share with your classmates. You will be given the name of one of the key scholars or one of the up and coming key scholars in the field of school psychology and you are to conduct a search of their major works and provide a description about the individual in regards to their contribution to the profession of school psychology. Use data-bases and access web pages etc. to learn about this individual. You may wish to correspond with this individual and ask them questions. Be sure to conduct yourself in a very professional manner and respectful manner when doing so. Afterwards, be sure to thank the individual you have contacted. You will provide about a 15-minute oral presentation about this individual to the class. Create a handout for the class providing a description of the individual, their current position, their research interests, other professional interests, and list of citations (their work). **The handout is required, and you will be responsible for making copies to be passed out to classmates and instructor.** These presentations will be delivered throughout the semester.

**Weekly Best Practice Chapter Summary Papers**

You will be required to a write a short paper summarizing main points of the weekly required chapter readings from the Best Practices book/CD. Each paper should be no longer than 2 double-spaced typed written pages. Students are required to bring their summary papers to class and be prepared to discuss them. Each summary should be written in paragraph form. It should include the following elements:

1. Summarization of the main points of the chapter.
2. Discussion of how the information in the chapter may influence your future practice as a school psychologist
3. Identification and discussion of two points that you will likely remember most in years to come from this chapter.

**Group Quiz:**
There will be a group quiz on all who’s who folks so be sure to review the handouts that other students provide. The quiz will be oral including multiple choice, true/false, and fill in the blank. The quiz will be given orally by the instructor to three groups of students. Students will be randomly selected to groups. **Yes this is game-like but it will be graded!!!**

**Exam:**

There will be one exam and this will be on the final session of the class. The exam will be multiple choice, true/false, and short answer. The exam will include all lecture notes and required readings from sessions.

**Professional/Personal Goal Plan**

Create a professional/personal goal written plan by detailing your professional/personal goals as they pertain to becoming an individual in the field of school psychology. You should articulate at least 5 goals and at least a couple of plans for achieving each of your goals. Your goals should focus in part on the roles and functions of school psychology. Additionally, your goals should focus on “becoming the best version of yourself” as a graduate student in the program” This document should include a goal statements and plans for achieving your goals. This can be produced in outline form. For instance, you may have a sentence that describes your goal and bullet points for achieving that goal beneath it. This personalized goal plan is intended to guide you as you engage in the remainder of the training program so that you are meeting your professional/personal goals along the way as well as the goals designated by the program.

**Sharing Field based Experiences**

You will be required to share your field based experiences in an open forum during class time.

**Group Written Paper and Oral Presentation on Best Practice Topic of School Psychology**

You will be assigned to a small group and will write a paper and give a 30-40 minute presentation on the following areas of school psychology practice:

1. Best practices in working with students with academic problems
2. Best practices in working with students who are culturally and linguistically diverse.
3. Best practices in working with students with emotional and behavior problems
4. Best practices in working with families
This assignment will require you to read and use the chapters associated with your topic in Best Practices book. You may also use journal articles related to your topic that are published in leading school psychology journals listed below. The paper should be a discussion about best practices regarding one of the above topics. Recommendations for future practice should be included in your discussion. The paper should be approximately 10-15-typed written pages including references. Please include all group members’ name on the paper. Please prepare your paper using APA style (5th edition). See evaluation rubric below for details.

Prepare a 30-40 minute power point presentation highlighting the main points of your paper to the class. See evaluation rubric below for details.

**List of Leading School Psychology Journals**

*School Psychology Review*
*School Psychology Quarterly*
*Psychology in the Schools*
*Journal of School Psychology*
*School Psychology International*
*School Psychology Forum*
*Contemporary School Psychology*
*Journal of Psycho-educational Assessment*
*Journal of Educational and Psychological Consultation*
*Journal of Applied School Psychology*

**Evaluation**

Professional/personal goal plan 10 pts  
Interview of Shadowing Supervisor: 10 pts  
Participation in field-based activities including observations, reflection journal and activity log: 50 pts  
Behavior Observation: 10 pts  
Exam: 50 pts  
Group Quiz: 20 pts  
Who’s Who Presentation: 10 pts  
Small group typed written paper on best practices topic: 30 pts  
Small group presentation on best practices oral presentation topic: 20 pts  
Summary of Best Practices Chapters: (5 pts each): 50 points  
Total: 260 pts

\[ A = 95-100\% \]  
\[ A- = 90-94\% \]  
\[ B+ = 85-89\% \]  
\[ B = 80-84\% \]  
\[ B- = 78-79\% \]  
\[ C+ = 77-78\% \]
C = 75-76%
C- 70-74%
D = 60-69%
E= Below 60%

Required Texts:


Editors: Alex Thomas and Jeff Grimes
Publisher: National Association of School Psychologists
Year 2011
ISBN# 978-0-932955-61-6

OR

Book: Best Practices in School Psychology V
Editors Alex Thomas and Jeff Grimes
Publisher: National Association of School Psychologists
Year: 2008
ISBN# 978-0-932955-70-8

Other readings that are required will be posted on Carmen
# Weekly Activity Log

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<th>Week</th>
<th>Date</th>
<th>Time (start and end)</th>
<th>hours</th>
<th>Assessment Service</th>
<th>Intervention Service</th>
<th>Consultation Activity</th>
<th>Other Service</th>
<th>Tier of Service</th>
<th>Type of Referral</th>
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</table>

*Tier of Service*

For how many students did you observe or provide Tier 3 services (Individual Services, such as, intervention planning and implementation, crisis counseling, assessment & evaluation)?

For how many students did you observe or provide Tier 2 services (Targeted Services, such as, group interventions for academic concerns, group interventions for social & behavioral concerns)?

For how many students did you observe or provide Tier 1 services (Universal Services, such as, developing local norms using CBM/DIBELS, school-wide or grade level-wide Positive Behavior Supports)?
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In Class Lectures and Activities</th>
<th>Out of Class Readings and Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Introductions, Ice breaker activity (getting to know each other), Overview of class.</td>
<td>Fagan &amp; Wise book Ch. 1</td>
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<tr>
<td>2</td>
<td>9/3</td>
<td>Introduction to the School Psychology Profession, Characteristics of Graduate Students in School Psychology Profession NASP Blueprint Model for Training and Practice;</td>
<td><strong>Best Practices V Section 9 Ch.131 Summary Paper Due</strong></td>
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<tr>
<td>3</td>
<td>9/10</td>
<td>Historical Overview of the Profession Part 1 Historical Overview of the Profession Part 2</td>
<td>Fagan &amp; Wise book Ch. 2 Best Practices V Section 1 Chapter 1 Summary Paper Due</td>
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<td>4</td>
<td>9/17</td>
<td>Training on Direct Observation Procedure (BOSS)</td>
<td><strong>Best Practices V Section 2 Ch. 18 Summary Paper Due</strong></td>
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<tr>
<td>5</td>
<td>9/24</td>
<td><strong>2 Who’s Who Presentation</strong> Employment Contexts of School Psychologists</td>
<td>Fagan &amp; Wise Chs. 3 &amp; 4 Best Practices V Section 6 Chapter 101 Summary Paper Due</td>
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<td></td>
<td>Roles and Functions of the School Psychologists and Tiers of Service Continued</td>
<td>Best Practices V Section 6 Chapter 102 Summary Paper Due Professional/Personal Goal Plan Due</td>
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<td>6</td>
<td>2 Who’s Who Presentations</td>
<td>Fagan &amp; Wise Chs. 5, 6, 8 Best Practices V Section 9 Chapter 123 Summary Paper Due</td>
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<td></td>
<td>Roles and Functions of School Psychologists and Tiers of Service Continued</td>
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<td>7</td>
<td>2 Who’s Who Presentations</td>
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<td></td>
<td>Professional Evaluation and Accountability</td>
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<td></td>
<td>Preparation and Regulation of School Psychologists</td>
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<td></td>
<td>Practicum and Internships and other job considerations</td>
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<tr>
<td>8</td>
<td>2 Who’s Who Presentations</td>
<td>Best Practices V Section 1 Ch. 2 Summary Paper Due</td>
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<td>Perspectives on the Future of School Psychology</td>
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<tr>
<td>9</td>
<td>2 Who’s Who Presentations</td>
<td>Best Practices V Appendix 1: NASP Professional Ethics Best Practices V Section 9 Chapter 120 Summary Paper Due</td>
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<td></td>
<td>Professional Ethics</td>
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<td>10</td>
<td>1 Who’s Who Presentation</td>
<td>Best Practices V Section 9 Chapter 121 Best Practices V Section 9 Chapter 122 Summary Paper Due</td>
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<td></td>
<td>Professional Ethics</td>
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<tr>
<td>11</td>
<td>2 Who’s Who Group Quiz</td>
<td>Interview of Shadowing Supervisor Due</td>
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<tr>
<td></td>
<td>Share Field Placement Experiences</td>
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<td>12</td>
<td>Class Best Practice Topic Presentations</td>
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<tr>
<td>13</td>
<td>Class Best Practice Topic Presentations</td>
<td>Written Papers on Best Practice Topic Due</td>
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<td>14</td>
<td>Thanksgiving Holiday No Class</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
<td>Field based direct behavior classroom observation report due, activity log, reflection journal submitted in class to instructor.</td>
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</table>
• Note: Weeks 5-10 Who’s Who presentations. There will be a sign up sheet.

Evaluation for Who’s Who Presentation  Name of Presenter: ___________ Name of Scholar_________ Total ____/10

1. Was sufficient amount of research/information gathered on Who’s Who Scholar______/2
2. Was scholar introduced in an interesting manner, providing details about scholar’s educational and professional work history, place of employments, awards (if any) and any other information _____/2
3. Were critical aspects/highlights of scholar work presented _____/3
4. Was the information presented orally in a clear, professional, interesting manner _____/2
5. Was the content displayed in an organized and yet appealing fashion on the ppt slides ____/1

Comments:

Evaluation for Group Oral Presentation on Best Practices Topic Paper

Group Names ___________________,  _____________________,  ___________________,  _________________________

Total: ________/20

1. Was sufficient amount of research/information gathered on current issue _____/3
2. Was the role of school psychologists explicitly described with regards to current issue _____/3
3. Was important and influential research described and highlighted with regards to current issue _____/4
4. Was content presented in a logical/organized manner _____/2
5. Was collaboration among group members evident _____/2
6. Was content presented in clear and concise manner _____/2
7. Was content on ppt slides presented in an interesting and engaging manner _____/2
8. Were implications for future practices suggested _____/2
Evaluation of Written Paper on Best Practices Topic

Group Names ___________________, _____________________, _____________________

Total: ______/30

1. Was sufficient amount of research/information gathered on topic _____/4
2. Were pertinent best practices discussed _______/4
3. Was the role of school psychologists explicitly described with regards to topic _____/4
4. Was important and influential research described and highlighted with regards to topic ______/3
5. Was topic presented in a logical/organized manner _____/3
6. Was collaboration among group members evident _______/3
7. Was content written in clear and concise manner ______/3
8. Was appropriate grammar, spelling, and punctuation used throughout paper______/2
9. Were guidelines of APA 5th Edition adhered with regards to writing style including citations and references ____/1
10. Were implications for future practices suggested ______/3
November 19, 2013

Memo

Dear Curriculum Committee,

On behalf of the school psychology faculty, we would like the ESSPSY 8056 Roles and Function of School Psychologists course to be considered the foundational course requirement for both the EdS and PhD students enrolled in the school psychology program. This course is currently a 2 credit hour course and so we are proposing to have the course changed to a 3 credit hour course so it would meet the foundational requirement for the Educational Studies Department. ESSPSY 8056 Roles and Function of School Psychologists course contains lectures, discussions and activities about the history of the profession, foundations of disciplines of psychology and education and how they influence each other and the practice of school psychology, demographics of the profession ethical principles and practice, various roles and functions school psychologists execute in the schools and other settings, systems of accountability pertaining to the profession, national standards and domains of practice of the profession as provided by the National Association of School Psychologists standards. There is also a field experience component to the course. The students are required to shadow/observe a school psychologist who are currently employed in one of the public schools for two hours per week over approximately 8 to 10 weeks. Actually, many of the students have shared with the instructor that they feel that this course should be a 3 credit hour course given the number of assignments and field experience hours that are required to successfully complete the course. Currently, there has been more content to cover than the time allotted to cover it in the 2 credit hour course time frame so changing it to 3 credit hours will provide sufficient time to cover all the content in addition to incorporating more reflection and discussion time. Additional lectures on applying ethical principles have been incorporated in the course as well.

Students enrolled in this course are students who have been accepted in the EdS and PhD school psychology programs. If this course is approved to be a 3 credit hour foundational course for school psychology program rather than a 2 credit hour course, the faculty will ensure that this change will not penalize students who have already taken this course and received 2 credit hours. Thus, transitional students will not be affected with regards to meeting requirements for graduation by this change.

Thank you for your consideration of this matter.

Respectfully,

Laurice M. Joseph, PhD,
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