Student Handbook

Ed.S. in School Psychology

On-Campus – Greeley
Off-Campus – Denver

2018-2019

Table of Contents

Overview of the Program 4

Program Description and Philosophy 4

School Psychology Faculty 6

Campus Community 9

Ed.S. Program Goals and Objectives 10

Program Training Model 13

General Program Information 15

Diagnostic Materials Library Policy 21

School Psychology Student Leadership Position Descriptions 22

Programs in School Psychology Policies 24

School Psychology Ed.S. Applied Behavior Analysis Emphasis 27

Coursework and Program Requirements 28

Plan of Study 29

Course Waiver Policy 33

Course Waiver Form 34

Sample Course Sequence 35

Advising Checklist 39

Student Evaluation 43

Affiliated Faculty Feedback Form 44

Annual Student Review Feedback Form 45

Ed. S. Comprehensive Examination Policy 49

School Psychology Field Experiences and Internship 50

UNC Field Experience Proposal Form 51

Ed.S. Field Experience Log 52

School Psychology Practicum Evaluation 53

School Psychology Ed.S. Internship Guidelines 59

Ed.S. Clearance Form for School Psychology Internship 69

School Psychology Internship Agreement 71

Ed. S. Internship Accomplishment Form 73

Case Study Guidelines 79

Case Study Rubric 80

Appendices 84

Academic Integrity and Student Code of Conduct 85

Student Concerns of Treatment by Faculty 87

Student

differences and thoughtfully reflect on how others' perspectives, behaviors, and worldviews may differ from their own.

Educational and School Psychology and the American

Dr. Kathrine Hak

Dr. Hak is an adjunct faculty member with the Department of School Psychology and is the coordinator for the extended studies Ed.S. Denver based program. She received received a Ph.D. in school psychology with an early childhood special education emphasis from the University of Oregon and a MA in psychology/counseling from Pepperdine University. Dr. Hak has 17 years of experience working in the public schools providing school psychological and mental health services and 7 years of experience in private practice providing services to children and adolescents with autism and other neurodevelopmental disabilities. She is a licensed psychologist in Colorado, a nationally certified school psychologist (NCSP) and a Doctoral-level Board Certified Behavior Analyst (BCBA-D).

Campus Community

UNC is located in Greeley, Colorado. The population of Greeley is approximately 104,000, with a strong tradition of agriculture and ethnic diversity. Greeley has many opportunities for entertainment, including numerous restaurants, musical and theatrical productions by UNC's highly-ranked College of Performance and Visual Arts, and community events throughout the year. Greeley also has many opportunities for outdoor pursuits, including over 30 parks and over 20 miles of trails for hiking and cycling. Within an hour's drive of Greeley are the exciting

Objective 2.C: Demonstrate knowledge of a number of evidence-based prevention and intervention programs that can be implemented across individual, group, classroom, or school settings.

Objective 2.D: Provide effective direct student-level interventions such as individual or group counseling.

Objective 2.E: Implement, monitor, and evaluate the effectiveness of both direct and system-wide interventions.

Goal 3: Data-Based Decision Making (CDE 11.06(3); NASP Standards II and VIII, 8.1)

The UNC School Psychology program prepares students to use multiple sources of data to facilitate the best decision-making, regardless of whether it involves an individual child or an entire program. School Psychology students competently conduct psychological assessments that are relevant to student problems and use their findings for decision making and program planning. Data are also gathered to evaluate the effectiveness of programs and to continually improve one's practice.

Objective 3.A: Select, administer, and score appropriate instruments (norm-referenced and curriculum-based) based on presenting concern(s).

Objective 3.B: Integrate school records, observations, interviews, and developmental history into interpretation of assessment results, recommendations, and program planning efforts.

Objective 3.C: Organize and conduct functional behavioral assessments.

Objective 3.D: Interpret, integrate, and communicate information in an oral or written manner that is clear, accurate, and concise.

Objective 3.E: Monitor and evaluate student progress and program outcomes by using appropriate research design, including single subject.

Objective 3.F: Demonstrate skills in evaluating and applying research to service delivery selection and implementation.

Goal 4: Collaboration and Consultation (CDE 11.06(8); NASP Standards III and VI)

The UNC School Psychology program emphasizes the importance of consultation that occurs within a collaborative framework as a critical skill for indirect service delivery. School psychology students have knowledge of various consultation and collaboration methods and their application to individuals, families, groups, and systems. Problem-solving processes permeate all aspects of service design, implementation, and evaluation.

Program Training Model

The Program is based on a model which focuses on the interaction of the following areas: (1) content knowledge, (2) process skills, (3) contexts in which school psychological practice is to occur, and (4) training approaches. While [illegible] Program [illegible] approach [illegible]

only to the individual child, but also to the classroom, school, family, educational system, and community as a whole, including state and federal agencies.

4. **Training Approaches**. Effective training in school psychology occurs through an integration of didactic and experiential learning. From the onset of their programs, students receive progressively greater levels of ...

Grievance Procedures: Grievance procedures are specifically given in the UNC Students' Rights and Responsibilities publication that is available through the Dean of Students Office and at: http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/

A brief presentation of some of these policies are also found in this document.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct/

Ethical Behavior: Students are expected to demonstrate the highest level of ethical behavior as set forth by the American Psychological Association and the National Association of School Psychologists. Unethical behavior

Professional Membership: Ed.S. students are required to be members of NASP and are strongly encouraged to join the Colorado Society of School Psychologists.

checking out materials is given to those students in

School Psychology Student Leadership Positions

Except in unusual circumstances, no one student in the program should hold more than one of these positions simultaneously due to the time commitment for each position. Positions are held throughout an academic year (May – May).

1. **President**: The President is responsible for being the primary leader, and should be someone who is able to work well with the other officers in the SPSO. The President is responsible for leading group meetings, helping organize activities (coordinating [illegible])

4. **Ed.S. Student Representative**: The Ed.S. Student Representative attends all faculty meetings, communicates students' needs or ideas with faculty, votes on various issues related to the program, and communicates information from faculty meetings with students as needed. Representatives are also responsible for initiating and maintaining a mentorship program for all incoming students to the program. The Representatives set up activities at the beginning of the year to help new students get to know current students in the program (e.g., camping trip, dinner

Programs in School Psychology Policies

NOTE: The policies in this handbook are binding. Exceptions to these policies must be granted in writing by the school psychology faculty. All students are to sign and return a form indicating they have received a copy of this handbook and agree to abide by the policies herein.

School Psychology Employment:

Students engaging in and receiving remuneration for school psychological services before being certified/licensed, and/or cleared for internship, will be considered by faculty as engaging in unethical behavior. Any student wishing to pursue a position related to psychology (e.g. psychometrician, psychological technician) must petition the faculty before accepting employment. Under no circumstances will students who have not completed APCE 779 School Psychology Practicum be allowed to accept employment as a School Psychologist.

When students enter the program they must notify the faculty of their current employment, if it relates to psychology (as above). Notification should go to the program coordinator.

September 2001
Revised Spring 2009

Academic Standards Policy: Students enrolled in the School Psychology Ed.S. program must earn grades of B- or better in the following courses:

APCE 618 Practicum in Child, Adolescent and Family Interventions
APCE 628 Concepts and Principles of Applied Behavior Analysis
APCE 640 School-Based Psychological Consultation
APCE 644 Assessment I: Cognitive and Academic Functioning
APCE 747 Psychological Aspects of Academic Programming and Intervention
APCE 645 Social

program (Year 1, Spring). Not all students who express an interest will be invited, and some students who do not express interest will be invited nonetheless. Students who are not invited but would still like to join the Ph.D. program are welcome to apply by the December 15 deadline, and they will be considered with the outside Ph.D. applicants.

Applications (either invited or by the December 15 deadline should include the following):

009 212o728 0 Td (ll)]T

referred to the School's Review and Retention Committee or other appropriate action will be taken. The decision of the Committee with regard to plagiarism includes the possibility that the student will be dismissed from his or her respective program and from UNC.

April 2008

Please note that there are other policies that apply to all students in the Department of School Psychology and appear in the Appendices at the end of this handbook (e.g., Student Review and Retention Policy, Course Waiver Policy).

Coursework and Program Requirements

Plan of Study

1. An approved Plan of Study filed in the Graduate School is required of all students. Your Plan of Study should be submitted to the Graduate School early in your program and no later than the end of your second lu 0.29nTd [(t)-4.6 (he)9 0 Td (to)Tj 0 Tc6 sa9 ET Q q 100..0110 Tc10.011 Tc 0.011

PLAN OF STUDY

Department of School Psychology
Ed.S. in School Psychology

Name: _____ **Bear Number**: _____
Address: _____ **Advisor's Name**: _____
_____
Telephone: _____ **Email**: _____

REQUIRED COURSEWORK

Psychological and Educational Foundations – 43 semester hours		
Course Prefix	**Course Name**	**Credit Hours**
APCE 607	Theories of Counseling	3
APCE 625	Applied Developmental Science	3
APCE 628	Concepts & Principles of Applied Behavior Analysis	3
APCE 629	Measurement & Experimental Design in Applied Behavior Analysis	3
APCE 655	Family, School, & Community Contexts	3
APCE 640	School-based Psychological Consultation	3
APCE 656	Systems-Based Behavioral Health	3
APCE 667	Intervening with Trauma & Crisis in the Schools	3
APCE 670	Principles of Psychometrics & Assessment	3
APCE 747	Psychological Aspects of Academic Programming & Intervention	3
APCE 758	Advanced Psychopathology	3
APCE 763	Legal & Professional Foundations of School Psychology	4
APCE 781	Evaluation of Psychological Services	3
EDSE 630	Applied Behavior Analysis I	3

Applied Practice in School Psychology – 19 semester hours		
Course Prefix	**Course Name**	**Credit Hours**
APCE 618	Practicum in Child, Adolescent and Family	5

PLAN OF STUDY

Department of School Psychology
Ed.S. in School Psychology: ABA Emphasis

Name: _____ **Bear Number:** _____
Address: _____ **Advisor's Name:** _____
_____
Telephone: _____ **Email:** _____

REQUIRED COURSEWORK

Psychological and Educational Foundations – 31 semester hours		
Course Prefix	**Course Name**	**Credit Hours**
APCE 607	Theories of Counseling	3
APCE 625	Applied Developmental Science	3
APCE 655	Family, School, & Community Contexts	3
APCE 640	School-based Psychological Consultation	3
APCE 656	Systems-Based Behavioral Health	3
APCE 667	Intervening with Trauma & Crisis in the Schools	3
APCE 670	Principles of Psychometrics & Assessment	3
APCE 747	Psychological Aspects of Academic Programming & Intervention	3
APCE 758	Advanced Psychopathology	3
APCE 763	Legal & Professional Foundations of School Psychology	4

Applied Behavior Analysis Core – 19 semester hours		
Course Prefix	**Course Name**	**Credit Hours**
APCE 628	Concepts & Principles of Applied Behavior Analysis	3

EDSE 633	Application of Applied Behavior Analysis	4

Applied Practice in School Psychology – 19 semester hours		
Course Prefix	**Course Name**	**Credit Hours**
APCE 618	Practicum in Child, Adolescent & Family Interventions	5
APCE 644	Assessment I: Cognitive & Academic	5
APCE 645	Social and Behavioral Assessment in Schools	3
APCE 779	Practicum in School Psychology	6

Multicultural Understanding –

Course Waiver Policy

1. Students must meet with their advisor to request waiving a class, whether it is a foundational or a clinical course. Course waivers are considered for students who enter the program with graduate coursework obtained in the previous 5 years. It is incumbent upon students to show how they have met the content and requirements of the course they are requesting to have waived. As such, students are expected to bring previous syllabi to the meeting with their advisors.

2. The advisor will review the student's previous course work to establish equivalency. If a question remains as to the equivalency after reviewing the materials, the student may be asked to provide additional information or demonstrate competencies (e.g., provide work samples and/or complete an examination satisfactorily).

3. In most instances, it is appropriate to clear the course waiver with the instructor of the class. Course instructors may initial the respective course indicating their approval of the waiver.

4. Certain practica and field work courses will not be waived (APCE 779, APCE 789).

5. Courses will be waived in their entirety only. Students may not waive portions of any course. If students have met some, but not all, requirements for a course, they must register for the entire course.

6. The completed Course Waiver Form is to be placed in the student's file.

UNC School Psychology Course Waiver Form

Name: _____ Bear number: _____
Advisor: _____ Date: _____

Students must meet with their advisors to request waiving a class. Course waivers are considered for students who enter the program with advanced degrees obtained in the previous 5 years. It is incumbent upon students to show how they have met the content and requirements of the course they are requesting to have waived. As such, students are expected to make available graduate transcripts as well as student

Sample Course Sequence
Ed.S. School Psychology

Year 1		
Fall	Spring	Summer
APCE 763: Legal, Ethical, & Prof Foundations of School Psych (4) APCE 628: Concepts & Principles of Applied Behavior Analysis (3 cr.)* APCE 629: Measurement & Experimental Design in Applied Behavior Analysis (3) APCE 670: Principles of Psychometric and Assess (3)* Total: 13 cr.	APCE 640: School-Based Psychological Consultation (3) APCE 644: Assessment I:	

before a student can begin internship hours. (Even though the schedule reflects internship hours takw 0. [(t)-- 15.12 6 (ak

before

Advising Checklist

Department of School Psychology

Ed.S. in School Psychology

Name: _____ Bear Number: _____

Address: _____ Advisor's

APCE 656 Systems-Based Behavioral Health (3)	_____	_____
APCE 667 Intervening With Trauma & Crisis in the Schools (3)	_____	_____
APCE 670 Princ. Psychometrics and Assess (3)	_____	_____
APCE 758 Advanced Psychopathology (3)	_____	_____
APCE 763 Legal and Professional Foundations of School Psychology (4)	_____	_____
APCE 781 Measurement & Evaluation of Psychological Services (3)	_____	_____
EDSE 630 Applied Behavior Analysis I	_____	_____

Applied Practice in School Psychology (19 hours)	Semester Completed	Check/Initial If Waived
APCE 644 Assessment I: Cognitive and Academic Functioning (5)	_____	_____
APCE 645 Social and Behavioral Assessment in Schools (3)	_____	_____
APCE 618 Practicum in Child, Adolescent and Family Interventions (5)	_____	_____
APCE 779 Practicum in School Psychology (6)	_____	_____

Multicultural Understanding (3 hours)	Semester Completed	Check/Initial If Waived
APCE 623 Counseling Diverse Populations (3)	_____	_____

Internship (6 hours)	Semester Completed
APCE789 Internship in School Psychology (6) (2 cr. across 3 semesters)	_____

CUMULATIVE CREDIT HOURS (71)

*In the event of inconsistencies between the UNC Bulletin and this document, please use this document as it represents the most current information.

Advising Checklist
Department of School Psychology
Ed.S. in School Psychology – ABA Emphasis

Name: _____ Bear Number: _____

Address: _____ Advisor's Name: _____
_____

Telephone: _____(home) Email: _____
_____(work)

PROGRAM REQUIREMENTS

	Date Completed
Plan of Study (end of first spring semester)	_____
Internship Clearance (prior to applying for internship)	_____
Comprehensive Exam: School Psychology exam	_____

PREQUISITE COURSEWORK	Semester Completed	Check/Initial If Waived

Programs & Interventions (3) _____ _____

APCE 758 1d (2(d)2 (v) 4810.8 (_12.0)10d)2 (v)12d2 T26_

4 E M o m 3 3 _ _

[(A)6.645(d)2 (v)2d [(3n Tw P63j 0.578[(S)2d( )o Ml1EMci)8d3edal1

5d (37inv)2d on)4.4>BD6-033- (d)j ( )Tj [(35 Tw P63j 5d (36.C)9EMh)/gy26 ildAdv3Td.2(3n Tw P63j 0.578[(1(v)12dd)/2a9c(or

-0.005 Tc 0.005 Tw 0 -1.152 Td [(AP)373.4 (C)-1 (E)]TJ 0 Tc 0 Tw 2.543 0 TdETd ( )Tj (758383.4 (C)-BTd TT1 0 fd [(3n Tw
EMl)TjvAdv d3d h EMt 6- Tw0 Td ( )onMCID9eds8 (__d 70-39.587 -1.14 0.0(Tw P6-9)17.2)T1 [(1d (2(d

Confidential Affiliated Faculty Feedback Form

Department of School Psychology

Student's Name: _____ Program: _____Ph.D. _____Ed.S

Program Advisor: _____ SEMESTER _____20 ___

This form is to be provided to all non-School Psychology instructors for the classes in which students have been enrolled in the last year. This information as well as your response to the annual review is discussed during the Faculty Review Meeting. Following this meeting, feedback is provided to s

Organizes time efficiently and meets obligations and deadlines (Element 1)

Professional Values & Attitudes

	Comments:

*Used to evaluate Professional Values and Attitudes (Element 1)

	Yes	No	N/A
Research (Required Ph. D. optional Ed.S.)			

Recommendation:

_____ Continued Enrollment in the Program
_____ Concerns are Present
_____ Serious Concerns are Present
_____ Dismissal from the Program

_____ _____
Advisor Signature Date

_____ _____
Student Signature Date

Ed.S. Comprehensive Examination Policy

All Ed.S. School Psychology students must take and pass the National School Psychology Examination. In preparing to do so, these steps should be followed:

1. The student's Plan of Study must be submitted to and approved by the Graduate School prior to registering for the National School Psychology Examination.

2. The student meets with his or her advisor to discuss the appropriate semester in which to complete the Comprehensive Exam requirement (i.e., National School Psychology Exam). Although there is no specific coursework requirement, students will need to

School Psychology Field Experiences and Internship

All students are required to complete

UNC Field Experience Proposal Form (EdS)

Department of School Psychology

SCHOOL PSYCHOLOGY FIELD EXPERIENCE LOG (Ed.S.)

Name _____Week _____

Supervisor's Signature _____

Course b 763 b 779 b 789

	In school hours				Monthly totals
	Week 1	Week 2	Week 3	Week 4	
Academic, Social, and Life Skills Development					
Developing student goals and recommendations					
Providing social skills interventions					
Collecting data to evaluate services					
Multitiered System-Level Services					
Orienting to field setting					
Collaborative program development					
Group, classroom, or school-wide interventions					
Classroom- or school-wide prevention programs					
Student-level interventions (e.g. individual or grou counseling					
Risk assessments and crisis response					
Evaluating program outcomes					
Data-Based Decision Making					
Administering and scoring assessments					
Observations					
Interviews					
FBAs					
IEP Meeting					
Monitoring progress					
Collaboration and Consultation					
Collaborative problem-solving (RTI)					
Team Meeting					
Communicating with students' families					
Working with community resources					
Conducting in-services					
Evaluating consultation efforts					
Individual Diversity in Development and Learning					
setting					
Promoting advocacy and social justice					
Legal, Ethical, and Professional Practice					
Participating in professional development					
Using technology to score tests or enter IEP information					
Using technology for communication, collaboration, service delivery					
Other					
OUT OF SCHOOL HOURS					
SUPERVISION					
Weekly Totals					
Monthly Total					
Final Total					

APCE779
School Psychology Practicum Evaluation, Ed.S.
Department of School Psychology
University of Northern Colorado
Greeley, CO 80639
(970) 351-2731

Check one: ‘ Initial Evaluation ‘ Midterm Evaluation ‘ Final Evaluation

Student: _____ Date: _____

Supervisor _____ Site: _____

Select all that apply: ‘ State Dept. of Ed. License/Certification (school psychologist)
‘ NCSP ‘ State DORA License (licensed psychologist)

Please use the following ratings to evaluate the practicum student at mid-year (Dec/Jan) and at the end of the placement (May). If the student has not yet had the opportunity to attempt a particular skill, note NA and a comment regarding how the student will address that competency. **It is expected that by the end of the practicum experience, the student will a level 4 in all areas.** In some cases, a student may not have an opportunity to demonstrate a competency (e.g., respond to a crisis). In those instances, the student and his/her supervisor should note the activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, workshop attendance).

1	2	3	4	5
Requires supervision for all aspects of task; heavy emphasis on skill acquisition; ‘Novice’	Requires supervision for all aspects of task; from initiation to completion; ‘Advanced Beginner’	Requires supervision initiating task and evaluating task completion; completes task independently; ‘Competent’	Requires supervision on select aspect (evaluation) of task completion; completes task independently; ‘Proficient’	Independent on all aspects of task completion, 8.2 (er)[6.9 (s o)05 T (i)-2.6 (on)5.6

Goal III: Data-Based Decision Making (Stanon

B. Behaves in ways consistent with professional ethical codes.	1	2	3	4	5	NA
C.Participates in professional development activities.	1	2	3	4	5	NA

Trainee Strengths and Needs

1. Areas of greatest strengths or competencies:

2. Areas of growth (does not necessarily imply unacceptable or inadequate performance):

Recommended Grade from Setting (Circle One)

A	B	C	I
Above Average	Average	Below Average	Incomplete

I certify that I have read the evaluation.

_____ _____

Practicum Student's Signature Date

_____ _____

Site Supervisor's Signature Date

_____ _____

University Supervisor's Signature Date

School Psychology Ed.S. Internship Guidelines

Department of School Psychology
University of Northern Colorado
Greeley, CO 80639

Requirements for the Ed.S. School Psychology Internship include at least 1200 hours of supervised experience. The internship in School Psychology is intended to be an opportunity for students to progressively assume the professional rol6o Td of(of)Tj(Ed)Tj10.783 0 Td ( )Tj -0.011 Tc 0.011 Tw 0.54

- Identifying risk and resiliency factors in students and their environments to meet their unique needs
- Implementing evidence-based interventions across individual, group, classroom, or school settings
- Providing direct student-level interventions

- Working with populations that are diverse in culture, socioeconomic status, language, ability, etc.
- Using culturally responsive approaches with diverse students and their families
-

may meet with

À

- The University Supervisor will review progress made by the intern and is responsible for assigning the intern's final grade for the placement.

- The University Supervisor will insure that all of the intern's supervised placements are coordinated so that they represent a diversity of experiences, with opportunities to address a broad spectrum of professional problems, with ethnically diverse children, and with grade levels ranging from preschool to high school.

supervision

In order to establish that an experience at an employing agency is essentially one of training, interns will need to meet the following criteria:

1. Use a title on all official reports and correspondence that identifies the student as an intern in School Psychology for the duration of the supervised work experience.
2. Receive a minimum of two hours per week of supervision from a supervising School Psychologist.
3. Have as a supervisor a school psychologist who meets the experience and credentialing requirements of the university program.

Schools Where Family Members are Employed. Interns completing supervised placements in School Psychology will not be allowed to complete their practicum or internship experiences in schools where family members or relatives are employed. This type of placement may not allow for a neutral learning environment for the student and places the on-site supervisor in a potential dual role. If the intern is inadvertently placed in a school where a family member is employed, it is the intern's responsibility to notify the University Supervisor at once.

Absences and Withdrawals. Interns completing supervised placements in School Psychology fall under Colorado Administrative Rules governing student teaching. Once they have committed to a supervised placement, they are considered to be a member of the staff of the placement site and are subject to the same administrative rules and professional expectations that would be imposed upon an employee.

will be considered to be unjustifiably absent from the placement and will fall under

that requires the University Certification/Licensure Officer to verify your degree. Currently, Charles Warren is the licensure officer at UNC sign off on your application.

Ed.S. Clearance Form for School Psychology Internship*

Student Name: _____

The courses listed below need to be completed (or currently enrolled in) before you apply for internship placement. Please note the semester and year completed (or enrolled) under the status column. If your advisor has waived a course enter a "W" or a "T" for transfer course.

Psychological and Educational Foundations

Course	Status	Course	Status
APCE 607 or 707		APCE 667	
APCE 625		APCE 670	
APCE 628		APCE 747	
APCE 629		APCE 758	

University of Northern Colorado
School Psychology Internship Agreement:
FOR THE 2018-2019 ACADEMIC YEAR

_____

Name of School System/Agency

has agreed to accept

_____

Name of School Psychology Intern

as an intern for the _____ academic year. The internship site and the intern agree to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin (month/date/year) _____, _____ and continue through (month/date/year) _____, ____. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.

2. **HOURS:** The intern is appointed on a full-time basis for one year. The intern must complete at least 1,200 hours of supervised experience. 1,500 if Ph.D.

3. **LOCATION:** The internship will be performed at the following location(s):

   Name of the District:

   _____

   Address:

   _____

   _____

4. **PLAN:** Internship activities shall be developed jointly by the intern and school district personnel and approved by the University internship supervisor. It is expected the plan will be consistent with the guidelines and objectives as contained in the Internship Handbook and with the internship training standards of the National Association of School Psychologists (NASP) internship criteria.

5. **COMPENSATION:** The intern is provided a salary or stipend commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the amount _____ for the term of the internship. Any work related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.

6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING:** Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is consistent with policies pertaining to agency school psychologists. Released time for attendance at professional meetings is required.

Additionally, the intern will be expected to two symposia to be held each semester at UNC. A schedule of these meetings is developed at the beginning of the school year. Additionally, students are expected to participate in virtual meetings 3-4 times per semester.

7. **WORK ENVIRONMENT:** Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, a computer, and office equipment (e.g., copy machine, fax).

8. **SUPERVISION:** The District/Field Supervisor must holdooe[(a)-7.8 (nd0 Td (c)-5.8 53 0 TdS 0 TdS002 Tw 0.253 0 Td [(a

Intern: _____ Evaluation Dates: Mid Final

Supervisor: _____ Site: _____
Please check all that apply: ‘ State Dep. of Ed.

Data-Based Decision Making (CDE 11.06(3); NASP Standards II and VIII, 8.1) – School psychology interns understand and are able to apply various models and methods of informal and formal assessment to identify students' strengths and needs, monitor progress, and determiner Q q 73.68 T08 004 Tc 0.6137.24 -1.15 Td [(an)-4 (d)]TJ 0 Tc 0 Tw 1.e7i004 Tv

Displays good listening skills.	**1 2 3 4 5 NA**
Demonstrates knowledge of different models and levels of consultation and participates at individual, group, and system levels	**1 2**

Practices in accordance with law and ethics as they relate to parent rights and educational practice.	**1 2 3 4 5 NA**
Behaves in ways consistent with professional ethical codes.	**1 2 3 4 5 NA**
Participates in professional development activities.	**1 2 3 4 5 NA**
Engages in responsive ethical and professional decision making.	**1 2 3 4 5 NA**

Uses computer scoring and IEP programs and usnd

_____

_____

_____

_____

_____

_____
Intern Signature and Date

_____
Field Supervisor(s) Signature and Date

_____
University Supervisor Signature and Date

Case Study Guidelines

During your school psychology

Case Study Rubric

Scoring Criteria			
Standard	**Developing (1)**	**Proficient (2)**	**Advanced (3)**
Problem Identification, 1.1	The student's behavior is identified but not operationally defined.	The student's behavior is operationally defined, but not in terms of current and desired levels of performance.	The student's behavior is operationally defined in terms of current and desired levels of performance.
Problem Identification, 1.2	A baseline for the student behavior is not established or has insufficient data.	A baseline for the student behavior is established using sufficient data.	Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines.
Problem Identification, 1.3	Parents/guardians and teachers are not involved in the problem identification process.	Either parents/guardians or teachers, but not both, are involved in the problem-identification process.	Parents/guardians and teachers sit in

p408 problem-6 (ti)-2 (nvol)-22BDC . 0.002 Tc.-.002 Tw (ifi)Tio0 Tc 0 Tw 5589 0 Td ( )Tj [(t)-2

Analysis, 2.3	reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	awareness of issues related to diversity, but are not fully explained or show limited understanding.	awareness of issues of diversity (e.g., physical, social, linguistic, cultural)
Intervention, 3.1	The link between the problem analysis, selected interventions, and observable, measurable goal statements is not present or unclear.	The link between	

	personnel included in the plan.	may be vague or have not been fully considered.	
Intervention, 3.5	No report on the integrity of the intervention is provided.	It is clear that treatment integrity was monitored, but may have been done so intermittently or in an informal manner.	The intervention is monitored and data are provided to ensure that it is implemented as designed.
Evaluation, 4.1	Progress monitoring data are not demonstrated on a chart.	Progress monitoring data are demonstrated on a chart.	Charting includes student performance trend lines, and/or goal lines.
Evaluation, 4.2	No single-subject statistic or method is used to demonstrate the effectiveness of the intervention	Single-case statistics (for example, PND, PEM, GAS, etc.) are used to demonstrate effectiveness of the intervention	Single-case statistics are used, and additional analyses are conducted; for example, single-case design with changing criteria, multiple-baseline, etc.
Evaluation, 4.3	The selected interventions are not demonstrated to be effective through data comparison.	The selected interventions appear to be somewhat effective as compared to the baseline data.	The selected interventions are demonstrated to be effective when compared to both baseline data as well as from other sources/settings.
Evaluation, 4.4	Data are not used to inform further problem solving and decision making.	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention).	Data are used to inform further decision-making regarding both the current intervention and future programming.
Evaluation, 4.5	Follow up strategies for transfer/ generalization are not addressed.	Follow up strategies for transfer/generalization is addressed.	Follow up strategies for transfer/generalizations are documented as effective.
Evaluation, 4.6	Effectiveness of the interventions are not communicated or shared.	Effectiveness of the interventions is shared through collaboration with parents, teachers, and	Effectiveness of the interventions is shared with other stakeholders through the use of

		other personnel. The presentation of this data does not reflect the use of technology or is perhaps presented through informal strategies.	technology and from this data, modifications for future interventions are considered.
Professionalism, 5.1	It is not clear that all legal and ethical guidelines were followed in carrying out this case.		

Appendices

- Academic Integrity and Student Code of Conduct 85
- Student Concerns of Treatment by Faculty 87
- Student Academic Appeals Process 87
- UNC Discrimination & Sexual Harassment Policy 89
- Student Review and Retention: Policy and Procedures Manual 91

Academic Integrity and Student Code of Conduct

Academic Integrity – this material is copied from the Student Code of Conduct: http://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf

In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not tolerate any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.

Consequently, students who are judged to have engaged in some form of academic misconduct may be subject to (1) a zero or an ŠF on the work in question, (2) an ŠF in the course, (3) other academic penalties as outlined in the professor's course requirements and expectations, (4) disciplinary action as specified in the Sanctions for Misconduct section below, or (5) any combination thereof. Procedural due process, including the right to appeal, is to be followed in making a determination of whether academic misconduct has occurred.

Generally, a student's intentions will not be the primary consideration in the determination of whether academic misconduct has occurred. A student's intentions will usually be considered only during the process of deciding on the appropriate sanctions or penalties.

Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work, but also the lifting of a substantial or essential portion thereof.

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.

Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to: Using books, notes, cell phones, PDAs, calculators or copying from or conversing with others during an examination (unless such external aids or communication are permitted by the instructor); having someone else do research, write papers, or take examinations; doing research, writing papers, or taking examinations for someone else. Prior approval of the instructor(s) is required before submission of all or part of the same academic work for more than one course.

Student Concerns of Treatment by Faculty

All faculty in the Department of School Psychology are obligated to follow the ethical principles of the American Psychological Association (APA). Additionally, the Dean of Students provides comprehensive coverage of the policies relating to student rights. If a student experiences conflict with a faculty member, we first recommend an informal process that is reflected in the following steps. (A complete listing of the steps is available on the Dean of Students website at http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/

Student Academic Appeals Process

The procedures outlined below provide an easily implemented means for appealing and resolving disputes concerning an academic decision that a student considers arbitrary, capricious, or contrary to University policy.

- Arbitrary, capricious: No discernible relationship between the act or decision complained of and the legitimate interests or considerations affecting or motivating such act or decision; i.e., disparate treatment of persons in essentially identical circumstances.

- Violations of policy: Encompasses misinterpretations, misapplication or violations of authorized University policies.

Before initiating these procedures, or between any of the appeals steps outlined below, students may, and are encouraged to Unongehor -1.J (-1.JTj (

both student and faculty member.

UNC Discrimination & Sexual Harassment Policy

The following information is from the UNC Student Handbook. For the entire current policy and procedures, please see: https://www.thefire.org/wp-content/uploads/2003/02/UNCO-Discrimination-and-Harassment-13-14.pdf

Non-Discrimination Policy

The University will not engage in unlawful discrimination (i)-10.6 (ll)]TJ 0 Tc 0.228 0 T005 Tw 11.04 2.006 Tw [[

Student Review and Retention

Policy and Procedures

Faculty and Student Manual

May 2015

Department of Applied Psychology and Counselor Education
Department of School Psychology
University of Northern Colorado
Greeley, Colorado 80639

or behaviors that are unethical, illegal, or unprofessional.

The Student Review and Retention Policy of the Departments of APCE and SP enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in closed confidential sessions (executive sessions). At that time, any questions about students' behavior or performance may be raised for program faculty consideration.

Purposes of Student Evaluation

Faculty members in the APCE and the SP Departments are responsible for the evaluation of students in their respective professional training programs. . Refer to the respective programs' student handbook for program specific student evaluation methods. The purposes of student evaluations are to:

1. Determine students' appropriateness for continuation in their particular training program;
2. Evaluate student competence in providing professional services;
1. Provide evaluative feedback to students regarding their competence in providing professional services;
2. Monitor and evaluate student efforts to achieve acceptable standards of practice;
3. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
4. Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice;
5. Recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.
6. Recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

Faculty Recommendation Options Following Student Evaluation

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about a student(s). The program coordinator will record comments and concerns expressed by the program faculty. Although each program will determine its own process for managing student concerns, the program faculty may, if they believe it is appropriate to do so, attempt to work with the student first (e.g., engage in instructor feedback or discussion with the student) prior to referring the student to the R&R Committee. For each student, the program faculty will recommend one of the following:

1. **Continuation in the Training Program (where student progress is satisfactory and no concerns are expressed by faculty)**
    - If applicable, evaluative feedback will be provided to the student by the Program Coordinator or designee.
2. **Continuation in the Training Program with Attention to Specified Faculty Concerns (where some concerns are expressed by faculty with the expectation that the student can make improvements with minimal effort)**

- Evaluative feedback will be provided to the student by the Program Coordinator and it is expected that the student will

STUDENT

(e.g. the issue of concern and information about the referral to R&R) for the referral recommendation.

3. The R&R Committee will review the faculty's recommendation and supporting materials and provide the program faculty with the Committee's decision in regards to determining if the referral is warranted.
   c. If the R&R Committee disagrees with the faculty's recommendation for the referral, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.

4. If the joint recommendation of the program faculty and the R&R Committee is that the student has been recommended to be placed on probation and a remediation plan potentially created (or in the case of program and R&R Committee disagreement, the Department Chair determines that probation and remediation are appropriate), the chairperson of the R&R Committee will notify the student, in writing, that a meeting will be held in order to provide the student the opportunity to be heard.
   d. The written notice will request the student to make an appointment with the R&R Committee, or a designee Chair of the Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to review procedures that will be used regarding the probation and remediation plan. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.

Section C

Voluntary Resignation from the Training Program

If, in the professional judgment of the R&R Committee in consultation with the program faculty, a student's behavior is judged sufficiently severe, the student has not made adequate progress to warrant his/her continuation in the training program, or the student has failed to meet program requirements despite probation and remediation, the following steps will be taken:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation for voluntary resignation of the student from the training program. The Program Coordinator will provide supporting materials to the R&R Committee outlining the faculty concerns that are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.

2. The R&R Committee will review the faculty recommendation and supporting mate29( )Tj 6.2 (e)]TJ 5.316 4.7 w [illegible]

R&R Committee to provide the student the opportunity to present his/her case to the program faculty and the R&R Committee. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.

ted

8.Comm tpe bdi(g)-2.8 (l)F13.6Ci CommJ 0