



UNIVERSITY OF
NORTHERN
COLORADO

Student Handbook

Ed.S. in School Psychology

2024-2025

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Overview of the Program

Ed.S. in School Psychology

This Handbook provides information about policies and procedures for the management and completion of the school psychology programs housed in the College of Education and Behavioral Sciences at the University of Northern Colorado. Students are responsible for familiarizing themselves with all information in this handbook as well as in the UNC Catalog (see UNC website <https://unco.smartcatalogiq.com/2023-2024/graduate-catalog/>) that may have relevance to their program of study. We hope this guide will serve students well in addressing frequently asked questions concerning the completion of the school psychology degree.

Ed.S. Program Description and Philosophy

The Educational Specialist program is designed for those students who wish to become school psychologist practitioners. Training is primarily oriented toward the acquisition of those skills necessary for effective functioning in the educational environment and includes skill development in the areas of direct intervention, assessment, consultation, and program evaluation.

The aim of this program is to develop professionals who are able to apply psychological and educational principles to improve the psychosocial environments of children (ages birth-21) and their families. Attention is directed toward the development of skills in the assessment of the intellectual, emotional, and social development of children; planning and implementing direct academic and social/emotional interventions with a focus on evidence-based and culturally sensitive practice; and providing individual and systems consultation within schools and the larger community. Foundational aspects of psychological practice include diversity, human learning and development, as well as relevant legal, ethical and professional principles provide the basis upon which skills in assessment, consultation, and intervention are built. Students who successfully complete the Ed.S. are eligible for state licensure and national certification through the National Association of School Psychologists.

The school psychology program guides students through a sequential and cumulative curriculum that pairs didactic content with experiential activities from the outset, with students gradually assuming more responsibility as their training progresses. Throughout the program, the research-practice connection is stressed through a focus on evidence-based problem solving, single-case design, and program evaluation.

An important value of the school psychology program is a focus on responsive practices as related to diversity and individual differences in our efforts to recruit, retain, educate, and supervise candidates. Our program supports an inclusive learning environment where diversity is “understood, respected, appreciated, and recognized as a source of strength” as consistent with our College of Education and Behavioral Sciences (CEBS) inclusivity statement. We expect all students and faculty to respect differences and thoughtfully reflect on how others’ perspectives, behaviors, and worldviews may differ from their own. Furthermore, our program has been approved by the Colorado Department of Education and recognized as delivering focused coursework in on cultural and linguistic diversity.

School Psychology Faculty

Dr. Michelle Athanasiou

Dr. Athanasiou is a Professor of School Psychology. She earned her Ph.D. in School Psychology from the University of Nebraska-Lincoln in 1995, and she completed a post-doctoral fellowship at the University of Tennessee-Memphis Boling Center for Developmental Disabilities. Dr. Athanasiou has been on the school psychology faculty at UNC since 1996. Her professional interests are in the areas of applied behavior analysis, parent and teacher consultation, and early childhood service delivery. She is co-PI on Culturally Competent Applied Behavior Analysis Scholars (CABAS), a 5-year Federal grant from the Office of Special Education Programs to train school psychology and special education students to provide culturally competent applied behavior analysis services. She is on the editorial boards of the *Journal of Educational and Psychological Consultation* and *The School Psychologist*. Dr. Athanasiou is a licensed psychologist in Colorado, a Nationally Certified School Psychologist (NCSP) and Doctoral level Board Certified Behavior Analyst (BCBA-D).

Dr. David Hulac

Dr. Hulac is the AM & Jo Winchester Distinguished Professor of School Psychology at the University of Northern Colorado. He is currently a licensed psychologist and a licensed school psychologist in the state of CO. He has been a school psychologist and faculty member training school psychologists for 16 years. Prior to that, he worked as a special education teacher for 9 years with students with severe behavioral and emotional challenges. He has received research, teaching, and service awards throughout his career as a professor, and has been president of two major school psychology national organizations including the School Psychology Division (16) of the American Psychological Association (2022), and the Trainers of School Psychology (2017). He has received International (2023 Outstanding Reviewer for International Journal of School and Educational Psychology) and national awards from the APA Division 16 (2015, 2016, 2020 & 2023) and TSP (2018). He has recently received over \$5,000,000 in extramural funding. Dr. Hulac has contributed over 35 peer-reviewed articles and 100 conference presentations in the areas of professional issues in school psychology, neuropsychology, and classroom academic and behavioral management practices.

Dr. Jacqueline Anderson

Dr. Anderson graduated from the University of Houston in 2019 after completing the pre-doctoral internship at Applewood Centers Inc., in Cleveland, Ohio. Dr. Anderson recently completed a postdoctoral researcher fellowship at UT Southwestern, Center for Depression and Clinical Care (CRDC). Through these experiences, Dr. Anderson's research focuses on understanding the intersectionality of cultural values, school practices, risk and protective factors that contribute to the development of internalizing disorders. This understanding can improve the quality of mental health promotion, prevention, identification, and intervention services in schools and other systems. Dr. Anderson's research examines the key, multi-level factors that lead to early identification of psychopathology, and related sustainable and feasible school based mental health programming. Dr. Anderson focuses on measurement development/evaluation, intervention adaption, non-traditional providers/settings, and implementation strategies to promote access to care, specifically related to internalizing disorders. Dr. Anderson enjoys cycling, sports, hanging out with cats (Inca and Whiskey), and exploring all that Colorado has to offer!

Dr. Brandon Parker

Dr. Brandon Parker is an Assistant Professor of School Psychology. He earned his Ph.D. in School Psychology from Baylor University. Dr. Parker completed his doctoral internship at Weld Re-8 School District in Fort Lupton, CO, a site which is part of the High Plains Psychology Internship Consortium coordinated through UNC. His research interests are in the areas of multicultural competency in school psychological practice, cultural humility, assessment, and systems-level service delivery. Dr. Parker has worked on articles that have been published in several journals, including *Estudos de Psicologia* in Brazil. As a student, Dr. Parker received the Outstanding Graduate Student—Doctoral Level Award from the Texas Association of School Psychologists in 2020. Most recently, he was a nominee for the Outstanding Dissertation Award 2023-2024 at Baylor University. Dr. Parker is a licensed school psychologist in Colorado and a Nationally Certified School Psychologist. Outside of work, he enjoys spending time with his wife and two daughters, tending to his many houseplants, and oil painting.

Dr. Keeley Hynes

Dr. Hynes graduated from Illinois State University in 2023 after completing her pre-doctoral internship at University Laboratory High School and Disability Resources and Educational Services at the University of Illinois Urbana-Champaign. The experiences Dr. Hynes gained from internship have increased her interest in systems-level change, consultation, and societal influence on adults' self-referral for psychological evaluation. Dr. Hynes will be completing postdoctoral hours through experiences at UNC. Dr. Hynes's research focuses on social media and microaggressions. Specifically, she is interested in the intensity of social media thought processes and their impact on mental health and school-related outcomes, using primarily qualitative methods. Currently, she is incorporating online microaggressions into her research. She hopes to utilize these topics to improve awareness and advocacy of social justice and cultural responsiveness in secondary and postsecondary education settings. Dr. Hynes and her partner enjoy taking care of their hound dog, Pippi, and are excited to explore Colorado.

Adjunct Faculty

At times, we hire experts to bring their knowledge and experience into the classroom for our students. The following professionals are identified as adjunct faculty and may be working in the schools, courts or private practice.

Dr. Amanda Arthur-Stanley

Amanda Arthur-Stanley is a practicing school psychologist. She works full time at Child Find in Cherry Creek Schools, completing developmental evaluations for children ages birth through 6 years old and helping coordinate evaluations between the school district and the Department of Human Services. Amanda received her Ph.D. from the University of California, Berkeley. She is a licensed psychologist through the state of Colorado as well as a licensed school psychologist. She is currently co-writing a book focused on family-school-community partnering and supervises psychologists becoming licensed through DORA. In her spare time, Amanda likes to run outdoors, reads mystery thrillers, and spends time with her three active children.

Dr. Anthony Baldo

Tony Baldo is a School Psychologist at Weld Re-8 school district and an adjunct professor at the University of Northern Colorado. In November 2019, he was named School Psychologist of the Year by the Colorado Society of School Psychologists. Dr. Baldo frequently teaches our consultation course, supervises practicum and internship, and is a supervisor at Weld Re-8 for the High Plains Psychology Internship Consortium. He enjoys hiking, skiing, biking and spending time in the Colorado outdoors.

Dr. Stephanie Kriescher

Dr. Stephanie Kriescher completed her undergraduate degree in Psychology at the University of Wyoming and doctorate degree in School Psychology at the University of Northern Colorado. Throughout and following her program, Stephanie has been able to work as a school psychologist in several districts in the state. Stephanie is interested in addressing the evidence-to-practice gap through effective training, implementation science, and analysis of common practices in schools. Stephanie adapts a systems and strength-based approach to aid in the development of strong researchers, practitioners, and school systems.

Dr. Robyn S. Hess

Dr. Hess is an Associate Dean and Professor in the School Psychology Department. She is also the Training Director for the High Plains Psychology Internship Consortium. After receiving her Ph.D. in School Psychology from the University of Northern Colorado, she taught at the University of Nebraska at Kearney and the University of Colorado at Denver before returning to UNC. Her research interests are in the areas of school dropout/completion especially among diverse students, culturally responsive assessment and intervention, working with refugee youth and their families, systemic interventions for children's mental health, and stress/coping in children. Recent publications have appeared in the *Journal of Applied School Psychology*, *International Journal of Educational and School Psychology*, and the *American Journal of Orthopsychiatry*. She has co-written two books, *Counseling Children and Adolescents in Schools* and *Public Health Problem-Solving to Address Children's Mental Health Needs*. Dr. Hess is actively involved in different school psychology professional organizations in her roles as Treasurer for the School Psychology Specialty Council and Co-Chair of the School Psychology Leadership Roundtable. Dr. Hess is board certified in the area of school psychology by the American Board of Professional Psychology (ABPP), is a licensed psychologist, and is a licensed school psychologist in Colorado. She is an APA Fellow and was recently recognized with APA Division 16's *Contributions to Practice Award*.

Dr. Rachel Michelson

Rachel Michelson is a School Psychologist in Denver Public Schools and an adjunct professor in the Extended Studies campus in Denver at the Lowry site. Dr. Michelson frequently teaches our assessment, academic interventions, and practicum courses. In her spare time, Rachel loves being outside, hiking, biking, gardening and playing with her pets.

Affiliated Faculty

Because the program shares a location and resources with Counseling Psychology and Counselor Education and Supervision, students have the opportunity to work closely with students and faculty from these other disciplines. The University of Northern Colorado is the primary training institution for educators in Colorado, and thus houses numerous educational support facilities as well as faculty with a variety of skills.

Campus Community

UNC is located in Greeley, Colorado. The population of Greeley is approximately 109,000, 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 Performing 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 communities of Denver, Boulder and Fort Collins, as well as the beautiful mountain community of Estes Park and Rocky Mountain National Park. The Denver metropolitan area, with a population of over 2.9 million, is home to eight professional sports teams and one of the largest performing arts districts in the United States. Within several hours' drive are abundant world-renowned ski resorts and exquisite mountain communities.

UNC has about 5,500 undergraduate and 2,200 graduate students and is classified as a Doctoral/Research University by the Carnegie Foundation. The Graduate School offers over 100 degree programs. At UNC, graduate classes are kept small, and faculty members pursue excellence in both teaching and research. UNC was founded in 1889 as one of the earlier and more prominent teacher training schools. In fact, early on it was the most famous teaching training college in the Western United States, often called the "Columbia of the West." The university continues to be a beacon of educational change, offering many unique educational opportunities.

The history of graduate education in psychology at UNC dates back to 1910 when the first graduate courses were offered in psychology. Three years later, a formal master's degree program was developed. The Educational Research program was organized in 1924, encouraging further seminal work in education. On January 15, 1929, permission was granted to offer a doctoral degree in Educational Psychology. For three decades, only minor changes were made to this degree. For the first time in 1963, the UNC Bulletin described the Ed.D. in Educational Psychology and Guidance as offering specialized training in school psychology. The Program was now officially training doctoral level school psychologists. The knowledge base in school psychology continued to grow, and in 1973 the first Ed.D. degree was offered in school psychology. In 1981, the doctoral program in School Psychology obtained accreditation from the American Psychological Association. Shortly thereafter, the degree was changed to a Ph.D. to reflect an emphasis on both research and practice. UNC has a long history of emphasizing both research and practical application of skills. The Psychological Services Clinic was founded in 1908, allowing students the opportunity to provide physical and mental examinations of school children. The Clinic continues to operate today, offering important psychological services to the local community.

Ed.S. Program Goals and Objectives

Coursework and field experiences within the Programs in School Psychology are designed to assist the student in developing the appropriate knowledge and skills to meet the following program objectives. These objectives reflect Colorado State Licensure regulations for School Psychologists as well as the 2020 NASP Standards for Graduate Preparation of School Psychologists which align with the 2020 NASP Professional Standards.

Goal 1: Academic, Social, and Life Skill Development: (CDE 11.06(2); NASP Domain 3, 4, 5, 6 & 8)

The UNC School Psychology program provides students with a solid understanding of the psychological and educational principles underlying the field of school psychology. These principles include, but are not limited to human learning and development, both typical and atypical, as well as human diversity. School Psychology students apply this foundational knowledge to problems of learning and behavior through appropriate decision-making, competent intervention planning and implementation, and effective communication and consultation.

Objective 1.A: Demonstrate knowledge of biological, developmental, cultural, and social influences on learning, behavior, life skills, and mental health.

Objective 1.B: Use assessment results to develop appropriate academic recommendations that address student learning, social, and behavioral goals.

Objective 1.C: Facilitate the implementation of appropriate and evidence-based interventions to help students meet their learning, social, and behavioral goals.

Objective 1.D: Use assessment, progress monitoring, and other data collection methods to evaluate services that support skill development in the areas of academic, behavioral, and social-emotional development.

Goal 2: Multitiered System-Level Services (CDE 11.06(4), 11.06(6), 11.06(7); NASP Domain 3, 4, 5, 6 and 7)

The UNC School Psychology program prepares students to use a systemic perspective to view children's development and to understand the contexts in which this development occurs. The UNC School Psychology program prepares skilled interventionists who have knowledge about various academic, behavioral, social, and emotional intervention strategies that are associated with positive outcomes, as well as skills in implementing these different interventions. In order to do so effectively, School Psychology students must have knowledge of relevant research and be able to translate this knowledge into practice by adapting interventions to meet the needs of the client and the system.

Objective 2.A: Contribute to a positive school climate by implementing classroom- or school-wide prevention programming that enhances a safe, supportive, and effective learning environment.

Objective 2.B: Identify risk and resiliency factors in students and their environments and use this information in adapting and implementing prevention and intervention strategies to meet unique student and system needs.

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 Domain 1 & 9)

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 Domain 2)

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.

Objective 4.A: Demonstrate effective communication skills with school personnel, families, and students.

Objective 4.B: Demonstrate knowledge of different models and levels of consultation and participate at individual, group, and system levels.

Objective 4.C: Participate actively in collaborative problem-solving processes.

Objective 4.D: Integrate principles and research related to family systems, strengths, needs, and culture as related to assessment and intervention planning.

Objective 4.E: Promote family and community involvement through communication, consultation, and/or resource sharing.

Objective 4.F: Evaluate the effectiveness of consultation efforts.

Goal 5: Individual Diversity in Development and Learning (CDE 11.06(5); NASP Domain 8)

The UNC School Psychology program focuses on helping students to understand and adopt responsive practices as related to diversity and individual differences. School psychology students have knowledge of individual differences, abilities, disabilities, and other diverse characteristics of students, families, and schools. With this understanding, they act as advocates for children and families and advance the ideals of social justice within the school setting.

Objective 5.A: Understand principles and research related to diversity factors for students, families, schools, and communities.

Objective 5.B: Use culturally responsive approaches with diverse students and their families.

Objective 5.C: Develop and implement evidence-based academic and behavioral interventions that reflect knowledge and understanding of a student's culture, language, and individual learning characteristics.

Objective 5.D: Integrate principles of advocacy and social justice into service delivery.

Goal 6: Legal, Ethical, and Professional Practice (CDE 11.06(9); NASP Domain 10)

The UNC School Psychology program is built upon a foundation of legal, ethical, and professional practice. School psychology students are able to apply ethical, professional, and legal standards to guide their work. They also have knowledge of information sources and technology relevant to the practice of school psychology.

Objective 6.A: Demonstrate knowledge of the history and foundations of school psychology.

Objective 6.B: Apply professional work characteristics needed for effective practice as school psychologists

Objective 6.C: Practice in accordance with ethical, legal, and professional standards.

Objective 6.D: Use technology to enhance communication, collaboration, and service delivery.

Objective 6.E: Demonstrate a commitment to life-long learning through on-going professional development.

General Program Information (On-Campus and Off-Campus)

Academic Information

Length of Program: The Ed.S. program in school psychology is designed to be completed in 3 calendar years (including summer semesters). Consistent with graduate school rules, students must complete their program in 6 years.

Residency: Most students are expected to attend full time. If during any semester (excluding summer), a student is not able to enroll on a full-time basis, the student must obtain the approval of his or her advisor. Additionally, the student is expected to attend alternative planned experiences such as advising meetings, orientations, and other meetings during the semester(s) in which he or she is not enrolled full-time.

First day of classes and enrollment: If an enrolled student does not attend the first class meeting, he or she will be dropped from the course, and an alternate will be given the place in the class.

Advising:

Each newly admitted student is assigned an advisor from the School Psychology faculty. It is recommended that students should meet with their advisor at least once per semester. The student will want to prepare their plan of study with their advisor during the second semester of their program. Students may wish to change their advisor and to do so, clear this change with your current advisor and with the proposed advisor. If all approve this change, please have your new advisor email Ellen Foley with this change and she can make the change in the system.

Students are expected to meet with their advisors a minimum of once per year to discuss academic progress, address individual strengths and weaknesses, and plan for the next year. (See the Advising Worksheet in this Handbook.)

Plan of Study: A plan of study template is available later in this Handbook. You are responsible for going over the form with your advisor to determine the courses you are required to take, whether any courses can be waived, or if any courses you have previously taken at another institution of higher learning can be transferred to your program. The Plan of Study needs to be submitted by the end of the second semester in the program. You and your advisor are to keep copies of the completed form, which is forwarded to the Graduate School. All coursework on the Plan of Study must be completed before you will be eligible for graduation. Any changes to the Plan of Study must be approved by your advisor and the Graduate School.

Registration: Registration information is available at:

<http://www.unco.edu/registrar/registration/>

You will register using your URSA account (the first half of your BearMail address). Further instructions were included in your acceptance letter by the Graduate School, and you may also call the HELP desk at (970) 351-4357 or you can email help@unco.edu if you would like further assistance.

Transfer of Credit: A maximum of 6 semester hours (9 quarter hours) may be transferred into a UNC graduate program from another accredited university which offers graduate degrees. Transfer credit

will not be accepted if the work was used to obtain any degree at any institution or if the work was completed more than five calendar years prior to the completion of a student's UNC program. Transfer credit must be compatible with the student's program and must be "A" or "B" work. **Warning:** Transfer of credit may shorten the allowed program length, as the time limit is started to align with when the transfer course was originally taken.

Course Waivers: In some instances, students who bring extensive coursework (e.g., Master's in School Counseling) are eligible for course waivers. These classes are not considered part of your program; instead, the plan of study will reflect fewer credit hours, depending on the number of courses waived. Complete information on this policy is available on in the Course Waiver Policy section of this Handbook.

Overrides: Some courses in the program have very limited enrollment and must be taken in a specific order. Students may not be able register for classes without being released (or given an override). Students should check with their advisors to make sure they are eligible to take the course, and if so, they can approach the instructor for an override for the class. Priority is given to students 1) for whom the course is required; and 2) who are nearer to the completion of their program.

New Student Mentors: Newly enrolled students are assigned a more advanced student to serve as their "mentor." The mentoring program is coordinated by the School Psychology Student Organization and the program coordinator. Mentors can provide valuable assistance regarding answering general questions about the program, housing, social opportunities, etc. Mentors are NOT, however, meant to provide program advising to new students. New students are required to consult with their program advisor regarding program requirements and they are required to complete current program requirements as outlined in this handbook.

Office Hours: Faculty will hold office hours each week (either in person or virtual). Look for a link in each faculty member's signature line (in their email) to schedule your appointment with a faculty member.

COVID-19: Please visit <https://www.unco.edu/coronavirus/> for the latest information on UNC's response to COVID.

Student Rights and Responsibilities Information

Student Rights and Responsibilities: UNC students have certain rights and responsibilities that ensure a productive and effective learning community. Students are expected to know their rights, responsibilities, and the rules of conduct at UNC. This information can be found at <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf> and <https://www.unco.edu/student-conduct-accountability/students.aspx>

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: <https://www.unco.edu/dean-of-students/share-concern.aspx>

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

Sexual Misconduct/Title IX Statement: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone

you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they **must** share that information with the Title IX Coordinator, Jimmy Kohles. Jimmy or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. *You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes is entirely voluntary.*

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program and 24-Hour Hotline: 970-351-4040 or <http://www.unco.edu/asap>
- UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>
- UNC Psychological Services Clinic: 970-351-1645 or <https://www.unco.edu/cebs/psychological-services-clinic/>

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance at 970-351-4899. OIEC is located on the third floor of the University Center in room 3060.

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 will not be tolerated, and students demonstrating unethical behavior will be referred to the Review & Retention committee. Review and Retention is discussed in more detail later in this Handbook.

Keeping Records for your Protection:

For students’ protection, they should keep a record of all forms concerning their degree program. Such forms include the plan of study, directed study agreements, transfer of credit requests, syllabi from all courses, application for written comprehensive examination, application for graduation, etc.

School Psychology Listserv: All school psychology students are required to join the School Psychology listserv. At the beginning of their programs, students will be automatically enrolled on this listserv. It is the easiest way for us to formally communicate with our students. If a student’s BearMail changes, they should let their advisor know so that they can continue to receive these important emails.

Letters of Recommendation: During your program, it is likely that you will need letters of recommendation from faculty for such things as scholarships, fellowships, internships, or employment. Faculty members receive numerous requests for such letters and need a minimum of a **two-week advance notice** and are under no obligation to write a letter in less than that amount of time. The proper method for requesting a letter of recommendation includes notifying faculty in person or writing (at least **two weeks in advance** of when you need the letter), providing the faculty member with your vita and sufficient information about the position/scholarship, and information regarding the disposition of the letter once it is complete. Please note that faculty will not recommend a student for a position for which he or she is not qualified.

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

Other Information

Student Support Services: A range of services are available to students to facilitate progress through the program. Students are encouraged to visit <http://www.unco.edu/current-students/#fndtn-StudentSupport4-d14e418> for links to services including Disability Support Services, GLTBA, legal assistance for students, the Writing Center, the Women's Resource Center, etc. Links to the cultural centers on campus can be found at: <http://www.unco.edu/stryker-institute-for-leadership-development/department-equity-inclusion/department-equity-inclusion.aspx>.

Financial Aid: The Office of Financial Aid offers a variety of funding options including grants, scholarships and loans. Students must have completed a FAFSA, as well a UNC Universal Scholarship Application completed in December/January in order to be eligible for a number of different scholarships. <http://www.unco.edu/financial-aid/>

Graduate Student Association: The Graduate Student Association (GSA) is open to all graduate students. Officers are elected annually from the total graduate student membership. The GSA plans professional and social activities, provides funding for conference attendance, and elects voting representatives to standing committees. The faculty encourages and supports active participation in this organization.

School Psychology Student Organization: The School Psychology Student Organization (SPSO) is open to all students in the school psychology programs. Officers are elected annually from the program student membership. The SPSO plans school psychology specific professional, community service, and social activities. The faculty encourages and supports active participation in this organization. Detailed descriptions of officer duties appears later in this Handbook. Students should also request to join the School Psychology Student Organization (SPSO) on Facebook.

Graduate Student Resource Room: A Graduate Student Resource Room is available for study, small gatherings, or relaxation. It is located across from the Main Office. Frequently, announcements are posted for graduate students along with notices of various professional and Graduate Student Association functions. Announcements of interest to School Psychology students are posted on bulletin boards throughout the building as well as on the listserv. Students are responsible for keeping these public use areas clean and attractive.

Psychological Services Clinic: The Psychological Services Clinic is a unit shared by School Psychology, Counseling Psychology, and Counselor Education and Supervision that provides psychological services to members of the community at large. The Clinic provides graduate students with counseling and assessment experience and supervision from licensed professional counselors and licensed psychologists.

Clinic Waiting Room, McKee 247: This waiting room area is for client use only. Please do not use it as a gathering area or for small group meetings. It is very important that a professional atmosphere is always maintained in this area.

Diagnostic Materials Library: A Diagnostic Materials Library (DML) is shared with the departments of School Psychology and Applied Psychology and Counselor Education. The library contains tests, protocols, textbooks, and other materials that are needed for selected psychology courses. Currently the library has approximately 230 copies of psychological tests. There are multiple copies of academic, cognitive, and personality instruments. Other vocational and neuropsychological measures are also available. Students can purchase protocols from the DML as well as check out pertinent tests. A graduate assistant staffs the library on a regular basis for checking materials in and out. Priority for purchasing and checking out materials is given to those students in the assessment/intervention and/or practicum course sequences.

Diagnostic Materials Library Policy

1. The standard checkout period for most items is 7 days. The checkout period for waitlist and high demand items is 48 hours. Late returns will affect your ability to check out material in the future.
2. Assessment laptops and iPads may only be checked out for the length a single assessment (less than 24 hours) and must stay in McKee Hall; they may NOT leave the building for any reason.
3. Students are financially responsible for all materials checked out to them. If something is missing from a kit, inform the librarian within 24 hours of checkout.
4. All material missing from a kit upon return will be attributed to the last person to check out the kit. Registration for the following semester of the student responsible will be held until all items are replaced.
5. All transfer of materials must take place in the DML. Materials given to another student outside of the DML will remain in the original student's name and that student will be held fully responsible for all materials. If there are unforeseen circumstances, notify the DML librarian immediately.
6. Under no circumstances should materials that have not been checked out be taken from the DML.
7. Items may be checked out during posted DML hours only. If for some reason you are unable to be on campus to return materials, they can be returned to McKee 248 on M/W/F until noon on that same day.
8. Unused protocols at the end of the semester are to be returned to the DML.
9. Material is only to be used for class or clinic purposes. Students in need of material for research, employment, etc., can talk with the DML librarian for information to order their own material with a possible research discount.

Please understand that there are many students using DML material. Be considerate of other students by being timely and following these rules.

Also understand that the material in the DML is very expensive and therefore should be treated with care so you do not have to replace items.

If you need to contact the DML librarian, the email is DML@unco.edu. This email is only checked during posted office hours.

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 and events, and communicating with all officers regarding various objectives of meetings. The President also communicates with the UNC Student Representative Council (SRC) regarding UNC requirements for a club to be officially recognized and oversee funding that is received from the University. The President and Vice President are jointly responsible for financial accounts.
2. **Vice President:** The Vice President is primarily responsible for assisting the president in leading and organizing meetings and events for the SPSO. The Vice-President is also in charge of maintaining the SPSO Facebook and University of Northern Colorado School Psychology Facebook Page. The Vice-President assumes the duties of the President in his/her absence. The Vice President may also assign work groups for various school psychology and community service projects.
3. **Professional Development Team:** This is a two-person position in which both people are responsible for attending relevant convention meetings, communicating with students and faculty, and planning activities for School Psychology Awareness week (November). It is encouraged that at least one member of the Professional Development Team attends APA, NASP, and CSSP. The professional organizations include:

APA: The Professional Development Team communicates information to the SPSO and all students regarding APA and Division 16 news and events. The Representative works with other representatives from other universities to help share APA materials and information with students, encourage student involvement at APA conferences, and attend APA meetings. The Representative may also write a column in *From Science to Practice*, SASP's newsletter, or submit proposals to SASP's Research Forum at APA. The Representative encourages other students to submit to these as well.

NASP: The Professional Development Team communicates information to the SPSO and all students regarding NASP news and events. The Representative works with NASP representatives from other universities to help share NASP materials and information with students, encourage student involvement at NASP conventions, and attend the annual student leader meeting at NASP. The representative may also write a column in Student Connections, which is published in the *Communiqué*, and/or encourage other students to write a column.

CSSP: The Professional Development Team communicates information from CSSP to students throughout the program. The Representatives attend the annual board meeting as well as facilitate the fundraising, planning, and volunteer opportunities for the annual CSSP conference. The CSSP Representatives also assist in planning student activities held at the annual conference.

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, pot-luck, etc.). The Ed.S. Student Representative also helps faculty plan and facilitate Ed.S. applicant interviews, which usually take place in early March.

5. **Ph.D. Student Representative:** The Ph.D. 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, pot-luck, etc.). The Ph.D. Student Representative also helps faculty plan and facilitate Ph.D. applicant interviews, which usually take place in early March.
6. **Treasurer:** The Treasurer position is primarily responsible for SPSO fundraising activities and working with the University of Northern Colorado to provide funding for every SPSO symposium. The Treasurer will work closely with other officers to plan fundraisers that occur throughout the year as well as assist other officers in planning of other events.
7. **Secretary:** The Secretary position is responsible for taking notes at SPSO meetings, maintaining an up to date list of current students and alumni, and maintaining the SPSO Bulletin Board in McKee. The Secretary will work closely with other officers in the planning of other events and assist the VP in maintaining social media groups.
8. **Philanthropy and Outreach:** The Philanthropy and Outreach position is responsible for planning all events outside of UNC, including but not limited to: team building activities, Meet and Greet locations, and external fundraising events. This position will also be responsible for coordinating partnerships with community service opportunities, including High Plains Library District. In addition, Philanthropy and Outreach will plan the internal revenue funding events which take place on UNC campus.

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 SPSY 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:

SPSY 628 Applied Behavioral Assessment
SPSY 640 School-Based Psychological Consultation
SPSY 644 Assessment I: Cognitive and Academic Functioning
SPSY 670 Principles of Psychometrics and Assessment
SPSY 747 Psychological Aspects of Academic Programming and Intervention
SPSY 647 Assessment and Intervention for Social and Emotional Problems in Children and Adults
SPSY 763 Legal and Professional Foundations of School Psychology
SPSY 779 Practicum in School Psychology

If students do not receive satisfactory grades in these courses (B- or better) they must repeat the course and may not take ANY course for which the class is a pre-requisite. For example, if a student earned a grade of less than B- in SPSY 628, that student would not be allowed to enroll in SPSY 629 until the class (SPSY 628) is retaken and the student has received a grade of B- or better.

August 2012
Updated May 2023
Updated August 2023

Ed.S. to Ph.D. Invitation Policy:

Ed. S. students may apply for the doctoral program by May 1 at the end of their first year. These students will apply through the graduate school and will be considered for possible Fall admission to the Ph. D. program. However, Ed. S. students who apply are not guaranteed a spot in the doctoral program.

Applications (either invited or by the December 1st deadline should include the following):

- Updated Graduate School application
- Updated statement of personal and professional reasons for selecting school psychology as a profession
- Letters of recommendation as necessary from UNC professors outside school psychology or clinical supervisors. Letters are not required but might be helpful.

Faculty will look at the following factors in deciding whom to admit;

- Performance and leadership during coursework
- Involvement in the program (e.g., SPSO)
- Demonstration of leadership and strong work ethic
- Commitment to research involvement
- Commitment to licensure as a psychologist

Update August 31, 2023

October 2014

Internship Acceptance Policy:

Verbal acceptance of an internship is considered binding by program faculty and breaking such an agreement will be considered by the faculty to be unethical and unprofessional. In extenuating circumstances, students can petition the faculty for permission to change internship sites.

Policy on Plagiarism:

Plagiarism and all forms of cheating are not tolerated by any of the programs within the College of Education and Behavioral Sciences. 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. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. All referencing is done according to APA Style. Regarding class projects, you are not to use *as the bulk of your presentation* the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given an "F" in that course. After preliminary review by the school psychology faculty, cases of suspected or confirmed copying, cheating, or plagiarism will be 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 semester of enrollment.
2. After your approved Plan of Study has been submitted to the Graduate School, any changes must be requested in writing from your program advisor to the Graduate School using the Course Adjustment Form which can be found on OnBase. Asking your advisor to submit a Course Adjustment Form (add, delete, substitute) rather than submitting a new Plan of Study form is recommended. If you choose to submit a new Plan of Study, the changes must be clearly identified.
3. Completion of degree requirements will be checked at the time of graduation against the original approved Plan of Study (or as amended). All course work on the approved Plan of Study constitutes your degree requirements.
4. The Graduate School requires the signature of the student and the program advisor on the Plan of Study form.
5. Please provide a copy of your Plan of Study to your program advisor and keep one for your records.
6. If additional space is required for any section, please attach an additional sheet.
7. It is not necessary to include the proposed semester you will take classes as part of your plan.

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

Applied Practice in School Psychology – 21 semester hours		
Course Prefix	Course Name	Credit Hours
SPSY 618	Practicum in Child, Adolescent and Family Interventions	5
SPSY 644	Assessment I: Cognitive & Academic	5

SPSY 647	Assessment and Intervention for Social and Emotional Problems in Children and Adults	3
SPSY 779	Practicum in School Psychology	6

SPSY 779: Must complete 6 credits over the academic year

Multicultural Understanding – 3 semester hours		
Course Prefix	Course Name	Credit Hours
SPSY 654	Diversity, Equity and Inclusion in School Psychology Practice	3

Internship - 6 semester hours		
Course Prefix	Course Name	Credit Hours
SPSY 789	Internship in School Psychology	6

SPSY 789: A minimum of 6 credits must be taken, 2 credits across three semesters.

CUMULATIVE CREDIT HOURS: 67

Student Signature _____ Date _____

Faculty Signature _____ Date _____

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 (SPSY 779, SPSY 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 previous syllabi, if such materials are requested.

Course to be waived	Documentation (e.g. syllabi from previous coursework)	Plan to meet unmet competencies	Course Instructor Initials (if required)

Advisor's signature: _____

Program chair: _____

Students entering with an advanced degree must complete two full-time years of study. Per university policy, they must complete a minimum of 64 credits at UNC. Ed.S. students without an advanced degree must complete a minimum of 94 credits at UNC. For National Certification (NCSP), all students must have a minimum of 54 credits, excluding internship.

The following courses will not be waived for EdS students:

- SPSY 779: School Psychology Practicum
- SPSY 789: School Psychology Internship

Sample Course Sequence Ed.S. School Psychology

Year 1		
Fall	Spring	Summer
SPSY 763: Legal, Ethical, & Prof Foundations of School Psych (4)	SPSY 640: School-Based Psychological Consultation (3)	APCE: 607: Theories of Counseling (3)
SPSY 628: Concepts & Principles of Applied Behavior Analysis (3) *	SPSY 747: Psychological Aspects of Academic Prog & Interv (3)	SPSY 655: Family, School & Community Contexts (3)**
SPSY 670: Principles of Psychometric and Assess (3)*	SPSY 629: Measurement & Experimental Design in Applied Behavior Analysis (3)	
SPSY 644: Assessment I: Cog & Acad Functioning (5) *	SPSY 647: Assessment and Intervention Problems in children and Adults (3)	
Total: 15 cr.	Total: 12 cr.	Total: 6 cr.
Year 2		
Fall	Spring	Summer
SPSY 630: Functional Behavioral Assessment (3)	SPSY 779: Practicum in School Psychology (3)	SPSY 667: Intervening with Trauma & Crisis in the Schools (3)**
APCE 779 Practicum in School Psychology (3)	SPSY 625: Applied Developmental Science (3)	SPSY 656: Systems-Based Behavioral Health (3)
SPSY 618: Prac. in Child, Adol, and Family Interventions (5)	SPSY 654: Diversity, Equity, and Inclusion in School Psychology Practice (3)	SPSY 789: School Psychology Internship (2)
Total: 11 cr.	SPSY 758 Psychopathology in Schools and Clinical Settings	Total 8 cr.
	Total: 12 cr.	
Year 3		
Fall	Spring	
SPSY 789: School Psychology Internship (2)	SPSY 789: School Psychology Internship (2)	
Total: 2 cr.	Total: 2 cr.	Program Total: 67 cr.

Although there is some flexibility built into our program, those courses with an asterisk are pre-requisites for other courses so they must be taken in the sequence shown. Specifically, APCE 607 is a pre-requisite for SPSY 618. SPSY 670 is a pre-requisite for any of the assessment courses, and each assessment course must be successfully completed before a student can take the next assessment course. Several courses are

pre-requisites to taking SPSY 779: School Psychology Practicum (i.e., 640, 644, 645). All required coursework must be taken before a student can begin internship hours. (Even though the schedule reflects internship hours taken during the final summer when the student is also taking coursework, that summer's coursework will be completed before the internship begins).

Note:

*These classes should be taken in the indicated semester, because they are prerequisites for other required courses.

**SPSY 655 and SPSY 667 will be offered during alternating summer sessions. Be sure to take whichever one is offered during your first and second summer. They will not be offered during the same summer session.

Student Evaluation

All students in the School Psychology programs are evaluated on the following benchmarks: grades, practicum evaluations, school psychology internship evaluation, the national school psychology examination, and internship case studies (described below). Additionally, students are evaluated on an on-going basis through coursework performance, and annual student reviews (described below).

Annual Student Reviews (end of Year 1, end of Year 2):

Students are reviewed at least annually by all School Psychology faculty with input from other faculty members within Applied Psychology and Counselor Education and Psychological Sciences. Each spring, students are asked to complete an Annual Student Review Qualtrics survey that will be used by faculty to review your progress in the program, your completion of coursework, personal and professional characteristics, and membership in professional organizations. The survey addresses progress in the program, research and professional organization involvement, professional goals, and response to feedback given in the previous year. Non-school psychology faculty from whom you have taken courses will complete a rating form on students' performance as well. Students who are progressing well receive a letter of encouragement to continue, those who are struggling in a particular area may be encouraged to continue, but concerns (or serious concerns) are noted. Those students who have several challenges are either reviewed again the following semester, referred to Review and Retention, or are encouraged not to continue in the program. All students are to meet with their advisors to discuss these annual reviews. Additionally, any students who have grades of a "C or below" or "U" are automatically required to see their advisor to discuss the grade and intervention plan if needed.

Case Studies (during internship):

During school psychology internship, students are to complete two case studies: one academic and one behavioral. In these case studies, students are expected to describe actual cases that have been completed using systemic and structured problem-solving procedures. Later in this handbook is a detailed guide on how to complete these case studies. The course instructor will provide you with the NASP rubric for developing case studies which can also guide you in designing and writing up your case. Each case study should be no more than 10 -15 pages long including charts and graphs. There are 26 elements to the case study, and students should have at least 90% of the elements rated as effective to pass this assessment and demonstrate the effectiveness of your intervention on student learning and behavior. Case studies that do not meet this benchmark will be returned to students to correct the items. If the student is unable to address the concerns, a new case study will be required.



UNIVERSITY OF
NORTHERN
COLORADO

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 students through their advisors. The forms are confidential and are not shared with the students. Faculty, could you please complete and return the form to the student's advisor (indicated above) in the next 14 days. Thank you for your help.

	Needs Improvement	Meets Expectations	Above Expectations
1. Academic Performance	1	2	3
2. Contributions to Class	1	2	3
3. Interpersonal Skills	1	2	3
4. Maturity	1	2	3
5. Initiative	1	2	3
6. Reliability/Dependability	1	2	3
7. Respect for Diversity	1	2	3
8. Oral Communication Skills	1	2	3
9. Written Communication Skills	1	2	3
10. Ethical Behavior	1	2	3
11. Other:	1	2	3

Comments:

Professor's Signature

Course

Date

cc: _____ Student File
_____ Program Advisor



University of Northern Colorado
ANNUAL REVIEW OF STUDENT
PROGRESS

Department of School Psychology

Student's Name:		Semester/Year: Fall <input type="checkbox"/> Spring <input type="checkbox"/>
Advisor:		Program: Ed.S. <input type="checkbox"/> Ph.D. <input type="checkbox"/>
Year in program:		Current gpa:
Is the student on an internal remedial plan with the school psychology program? Yes <input type="checkbox"/> No <input type="checkbox"/>		Is the student on a remedial plan with the school psychology program? Yes <input type="checkbox"/> No <input type="checkbox"/>

Please complete the following rating scale and return it to the student's advisor. We expect students who are making good progress to be rated as "acceptable" (i.e., an average of 2 in each area). In a few circumstances, a student meets target in all settings.

FOR STUDENTS ON INTERNSHIP: Please complete an overall rating and comments only.

Rating Scale: N = No opportunity to observe 1 = Unacceptable 2 = Acceptable 3 = Target

	CRITERIA	N	1	2	3
Ethical & Legal Standards	Behaves in accordance with ethical principles/codes and relevant laws, regulations, rules and policies governing practice (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reflects upon own practice to identify ways to improve ethical behavior (Element 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is aware of situations that create potential or actual ethical problems (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Competently uses a problem solving model to manage ethical dilemmas (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average Score:				
Comments:					

Individual & Cultural Diversity	Demonstrates awareness of own values and beliefs (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Respects all persons and is sensitive to the value systems of diverse groups (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates ability to recognize the limits of own cultural competency (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average Score:				
Comments:					

Professional Values & Attitudes	Organizes time efficiently and meets obligations and deadlines (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is punctual and dependable (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates professional behaviors (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates the ability to initiate and complete appropriate tasks (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Advocates for the needs of children/clients (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Displays appropriate affect/emotions (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participates in professional development activities (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates consistent enthusiasm for position/profession (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Recognizes own strengths and weaknesses (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reflects upon and takes responsibility for own behavior (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Manages own stress and takes appropriate self-care (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accepts suggestions and/or constructive criticisms from others and is willing to make necessary changes (Element 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Rating for Professional Memberships question below (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Average Score:					
Comments:					

Communication & Interpersonal Skills	Relates appropriately and professionally with persons of diverse backgrounds (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Collaborates and cooperates effectively in group or team settings (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is genuine and authentic in relationships (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is aware of own communication style and its impact on others (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates respect for feelings, opinions, knowledge, and abilities of others (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Displays the ability to handle conflicts in a constructive manner (Element 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates active listening skills (Element 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has ability to communicate effectively in writing (Element 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Articulates with clarity and fluency (Element 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average Score:				
Comments:					

Professional Memberships*		Yes	No	N/A
	Is a member of CSSP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is a member of NASP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	If Ph.D. Is a member of APA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	If Ph.D. Is a member of Division16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Area Score:			
Note: To receive a 2, Ph.D. students must be a member of APA and NASP. To receive a 3, Ph.D. students must be a member of APA, CSSP, and NASP. Ed.S. students must be a member of NASP to receive a 2 and CSSP and NASP to receive a 3.				
Comments:				

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

Research (Required Ph. D. optional Ed.S.)		Yes	No	N/A
	Has conducted literature reviews (Element 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has submitted research to conferences (Element 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has presented research at conferences (Element 3) (Year 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has submitted research to non-peer reviewed journals (Element 3) (Year 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has published research in non-peer reviewed journals (Element 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has submitted research to peer reviewed journals (Element 3) (Year 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has published research in peer reviewed journals (Element 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Area Score:			
	Note: To receive a 2, Ph.D. students must have at least one item marked Yes. To receive a 3, students must have at least 3 items marked Yes.			
Has met research benchmark appropriate to year in the program		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

GRAND MEAN	
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OVERALL RATING OF STUDENT'S DISPOSITIONS

(Circle one):

UNACCEPTABLE (Grand Mean < 2)	ACCEPTABLE (Grand Mean 2 – 2.5)	TARGET (Grand Mean 2.6-3)
Student is not familiar with the professional dispositions delineated above OR the student does not model these dispositions in class, outside class or with clients, families, and other professionals.	Student is familiar with the dispositions expected of professionals. His/her conduct educational and professional settings generally reflects the dispositions delineated above.	Student's conduct consistently demonstrates the dispositions delineated in all relevant settings. S/he recognizes when his/her own dispositions may need to be adjusted and is able to develop plans to do so.

If the overall rating is “Below 2”, list the specific characteristics that must be addressed by the student:

Comments on Academic Progress:

Comments on Clinical Skills:

Comments on Research Progress:

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). The exam should be completed no later than December of the internship year. Although there is no specific coursework requirement, students will need to have completed the majority of their coursework in order to successfully pass this exam. Information about the exam, registration materials and sample questions are available at www.ets.org/praxis. The School Psychology Exam is under Praxis II and is test 5402.
3. All students are required to submit their total **AND** subscale scores from the National School Psychology exam (a score 147 or above is required) to the Graduate Student Support Specialist-II (Ellen Foley) as soon as they receive them (typically 6 to 8 weeks after the exam is completed). It is the student's responsibility to ensure that these scores are received. Please note that marking UNC as a score recipient on the day of the exam does **NOT** mean they will be received by the comps coordinator or the administrative assistant. Information about the exam, registration materials and sample questions are available at www.ets.org/praxis. Additionally, study materials are available in the DML. The School Psychology Exam is under Praxis II and is test 5402.

School Psychology Field Experiences and Internship

All students are required to complete several practica and field experiences prior to graduation. Each course is designed to provide “hands on” experiences related to skills-based competencies (see attached model). The field experiences consist of the following:

Legal, Ethical, & Professional Foundations of School Psych (SPSY 763)	40 hours
Practicum in Child, Adolescent & Family Interventions (SPSY 618)	50-60 hours
Practicum in School Psychology (SPSY 779)	<u>500 hours</u>
	590-600 hours

Students are required to submit a proposal for all hours completed as part of SPSY 763 (Legal and Professional Foundations of School Psychology), SPSY 779 (Practicum in School Psychology) and SPSY 789 Internship in School Psychology (see following page).

Students are to document their experiences in the school by completing an experience form and keeping a detailed log (see Field Experience Log later in this handbook).

UNC Field Experience Proposal Form (EdS)
Department of School Psychology
University of Northern Colorado

EXPERIENCE: 763 (SHADOW)___ 779 PRACTICUM___ 789 INTERNSHIP___

STUDENT NAME:

ADDRESS:

TELEPHONE:

EMAIL:

DISTRICT/SCHOOL(S):

SUPERVISOR NAME:

DEGREE/LICENSURE:

ADDRESS:

PHONE:

EMAIL:

SCHOOL INFORMATION (IF MORE THAN ONE SCHOOLS, LIST FOR EACH):

ETHNICITY/RACE PERCENTAGES:

PERCENTAGE OF ENGLISH LANGUAGE LEARNERS:

PERCENTAGE OF STUDENTS ON FREE OR REDUCED LUNCH:

PERCENTAGE OF STUDENTS ON IEPS:

SCHOOL PSYCHOLOGY INTERNSHIP ONLY:

Contract Term:

STARTING DATE:

ENDING DATE:

PAY:

RESPONSIBILITIES COMMENSURATE WITH UNIVERSITY OF NORTHERN COLORADO INTERNSHIP GUIDELINES? YES NO

APPROVED BY:

FIELD EXPERIENCE COORDINATOR



UNIVERSITY OF
NORTHERN
COLORADO

SCHOOL PSYCHOLOGY FIELD EXPERIENCE LOG (Ed.S.)

Name _____ Week _____

Supervisor's Signature _____

Course 763 779 789

	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 group 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, or service delivery					
Other					
OUT OF SCHOOL HOURS					
SUPERVISION					
Weekly Totals					
Monthly Total					
Final Total					



UNIVERSITY OF
NORTHERN
COLORADO

SPSY 779

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 3 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 final aspect (evaluation) of task completion; completes task independently; 'Proficient'	Independent on all aspects of task completion, including initiation and evaluation; 'Independent'

Goal I: Academic, Social, and Life Skill Development (NASP Domain 3, 4, 5, 6 & 8))

School psychology practicum students have knowledge of direct and indirect services to support students'

academic, behavioral, and social/emotional development.

A. Demonstrates knowledge of biological, developmental, cultural, and social influences on learning, behavior, and mental health.	1	2	3	4	5	NA
B. Understands behavioral and emotional impacts on learning and life.	1	2	3	4	5	NA
C. Uses assessment results to develop appropriate academic recommendations to enhance student learning, social, and behavioral outcomes.	1	2	3	4	5	NA
D. Participates in developing appropriate learning, behavioral, affective, or adaptive goals for students and helps monitor progress toward selected goals.	1	2	3	4	5	NA
E. Facilitates the implementation of appropriate and evidence-based interventions to help students meet their learning, social, and behavioral goals.	1	2	3	4	5	NA
F. Considers the attainment of standards when developing recommendations or individual learning/behavioral plans.	1	2	3	4	5	NA
G. Uses assessment and other data collection methods to evaluate skill development in these areas.	1	2	3	4	5	NA

Comments:

Goal II: Multi-tiered System-Level Services (NASP Domain 3, 4, 5, 6 and 7)-

School psychology practicum students help implement prevention and intervention programs that promote resilience and reduce sources of risk.

A. Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBIS, discipline policies).	1	2	3	4	5	NA
B. Identifies risk and resiliency factors in students and their environments and uses this information in program development.	1	2	3	4	5	NA
C. Demonstrates knowledge of several evidence-based prevention and intervention programs that can be implemented across individual, group, classroom, or school settings.	1	2	3	4	5	NA
D. Adapts prevention and intervention strategies to meet student and system needs.	1	2	3	4	5	NA
E. Contributes to a positive school climate by supporting classroom-wide or school-wide prevention programs.	1	2	3	4	5	NA
F. Develops rapport with students, teachers, and families.	1	2	3	4	5	NA
G. Provides effective direct student-level interventions such as individual or group counseling.	1	2	3	4	5	NA
H. Implements and monitors focused behavioral interventions.	1	2	3	4	5	NA

Comments:

Goal III: Data-Based Decision Making (NASP Domain 1 & 9)-

School psychology practicum students understand and are able to apply various models and methods of informal and formal assessment to identify students' strengths and needs, monitor progress, and determine program effectiveness.

A. Selects appropriate instruments based on the presenting concern(s).	1	2	3	4	5	NA
B. Administers and scores norm-referenced assessments correctly.	1	2	3	4	5	NA
C. Administers and scores curriculum based measures correctly.	1	2	3	4	5	NA
D. Conducts accurate observations of testing, classroom, and school environments.	1	2	3	4	5	NA
E. Conducts effective interviews with teachers, parents, and students.	1	2	3	4	5	NA
F. Integrates school records, observations, interviews, and developmental history into interpretation of assessment results.	1	2	3	4	5	NA
G. Organizes and conducts functional behavioral assessments.	1	2	3	4	5	NA
H. Interprets, integrates, and communicates information written and oral contexts in a manner that is clear, accurate, and concise.	1	2	3	4	5	NA
I. Uses assessment results to develop appropriate recommendations and/or intervention approaches.	1	2	3	4	5	NA
J. Demonstrates skills in evaluating and applying research to service delivery selection and implementation.	1	2	3	4	5	NA
K. Monitors student progress through a variety of different techniques.	1	2	3	4	5	NA
L. Evaluates the outcomes of programs and services by using appropriate research design, including single subject.	1	2	3	4	5	NA

Comments:

Goal IV: Collaboration and Consultation (NASP Domain 2)

School psychology practicum 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.

A. Demonstrates effective communication skills with school personnel, families, and students.	1	2	3	4	5	NA
B. Participates and/or co-facilitates effective team meetings.	1	2	3	4	5	NA
C. Demonstrates knowledge of different models and levels of consultation and participates at individual, group, and system levels.	1	2	3	4	5	NA

D. Participates actively in collaborative problem-solving processes.	1	2	3	4	5	N/A
E. Solicits and integrates the views of others when engaging in formal problem-solving processes.	1	2	3	4	5	N/A
F. Integrates principles and research related to family systems, strengths, needs, and culture as related to assessment and intervention planning.	1	2	3	4	5	N/A
G. Promotes family involvement through frequent communication, consultation, and/or parent training activities.	1	2	3	4	5	N/A
H. Works to create/strengthen ties to the community and its resources.	1	2	3	4	5	N/A
I. Conducts effective in-services or other programs that assist in professional development.	1	2	3	4	5	N/A
J. Evaluates the effectiveness of consultation efforts.	1	2	3	4	5	N/A

Comments:

Goal V: Individual Diversity in Development and Learning (NASP Domain 8)-

School psychology practicum students have knowledge of individual differences, abilities, disabilities, and other diverse characteristics of students, families, and schools.

A. Understands principles and research related to diversity factors for students, families, schools, and communities.	1	2	3	4	5	NA
B. Uses culturally responsive approaches with diverse students and their families.	1	2	3	4	5	NA
C. Develops and implements evidence-based academic and behavioral interventions that reflect knowledge and understanding of a student's culture, language, and individual learning characteristics.	1	2	3	4	5	NA
D. Integrates principles of advocacy and social justice into service delivery.	1	2	3	4	5	NA

Comments:

Goal VI: Legal, Ethical, and Professional Practice (NASP Domain 10)

School psychology practicum students are able to apply legal, ethical, and professional standards to guide their work. They also have knowledge of information sources and technology relevant to the practice of school psychology.

A. Practices in accordance with state and federal laws as they relate to parent rights and educational practice.	1	2	3	4	5	NA
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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
D. Engages in responsive ethical and professional decision making.	1	2	3	4	5	NA
E. Demonstrates familiarity with computer scoring and IEP programs and uses them appropriately.	1	2	3	4	5	NA
F. Uses technology to enhance communication, collaboration, and service delivery.	1	2	3	4	5	NA

Comments:

Goal VII: Professional Work Characteristics (Standard VIII, 8.2)-

School psychology practicum students demonstrate personal and professional dispositions and characteristics that are consistent with effective practice.

A. Is responsible and dependable (on time, has good attendance, follows through).	1	2	3	4	5	NA
B. Demonstrates initiative and enthusiasm for school psychology practice.	1	2	3	4	5	NA
C. Demonstrates good organization skills through time management and consistent follow through.	1	2	3	4	5	NA
D. Accepts responsibility for own behaviors (learns from mistakes).	1	2	3	4	5	NA
E. Willingly accepts and carries out assignments.	1	2	3	4	5	NA
F. Demonstrates flexibility and adaptability.	1	2	3	4	5	NA
G. Accepts and response well to criticism/suggestions.	1	2	3	4	5	NA
H. Recognizes own limitations and seeks advice.	1	2	3	4	5	NA
I. Seeks opportunities to learn from supervisor.	1	2	3	4	5	NA
J. Demonstrates effective interpersonal skills.	1	2	3	4	5	NA
K. Adheres to district procedures (dress, hygiene, policies/forms for cases, employee procedures).	1	2	3	4	5	NA

Comments:

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
Above Average

B
Average

C
Below Average

I
Incomplete

I certify that I have read the evaluation.

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

University Supervisor's Signature

Date



UNIVERSITY OF
NORTHERN
COLORADO

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 role of a School Psychologist under the supervision of a credentialed School Psychologist (or doctoral level licensed practitioner appropriate to the setting). The School Psychology Internship will include experiences with a variety of populations from early childhood settings through high school in the areas of: direct and indirect interventions, consultation, assessment and monitoring, child advocacy, and program development and evaluation.

General Internship Guidelines

The internship is the culminating experience of graduate field-based training. The prospective candidate must complete all required practica and field-based experiences before any internship experience begins. Before beginning your search for an appropriate site, consult with your Major Advisor and review UNC's Internship Guidelines and Internship Approval Forms found within this handbook. There is an Internship Orientation meeting every fall that will help prepare you for your internship. Remember to have your Internship Clearance Form (p. 65) signed by your advisor and the Internship Coordinator before actively pursuing a training site. The Internship Coordinator will send out announcements of districts that are looking for interns, but you can also search school district websites and access the CSSP and CDE employment websites. If you want to go out of state for your internship, you may pursue that option, but realize that the Internship Coordinator may not have contacts or be able to provide you with the same kind of information that is available for more local options.

School Psychology Ed.S. Internship Options

Most students will complete their School Psychology Internship on a full-time basis across three semesters beginning in the summer in which you plan to begin your internship (e.g., August) and continuing through fall and spring semester. Interns are required to take 2 credits per semester, but some may choose to take more for financial aid reasons. If interns have completed all of their hours (1200), have had a favorable final evaluation, have passed the Praxis exam, and have completed their case studies by the last day of Spring semester, they will be able to graduate that Spring semester, allowing them to pursue their School Psychology credential over the summer.

Alternatively, some students may choose to complete their School Psychology Internship over the course of two years, working on a part-time basis. If interns choose this option, they will need to be enrolled in a minimum of one credit across six semesters. All requirements as noted above must be completed by the end of the sixth semester. The required number of hours (1200) would need to be completed within 24 months.

An integrated internship (At least 600 clock hours in a school setting and 600 hours in a non-school based setting – clinic, mental health center, etc.) may be pursued. For example, the intern might spend two days a week at the Colorado Department of Education and three days a week in a school-based setting. The required number of hours (1200) may be completed in one year and must be completed within 24 months.

Prerequisites for the internship. Interns in school psychology must be cleared according to the Ed.S. Internship Clearance Form (p. 65) prior to seeking an internship. The intern must be demonstrating satisfactory progress in all coursework and practica prior to pursuing internship. If a student was on probation through Review and Retention at any time during his/her program, all requirements must have been met and the probation status removed before applying for Internship.

Applying for the internship. Students are required to attend the internship orientation meeting during the fall semester (usually in October) before the student plans on applying for internship. Students are encouraged to attend these meetings in their first year as well, but it is not required. At that meeting, strategies for obtaining internships will be discussed, and all forms and policies related to internship (e.g., Ed.S. Clearance form, Internship logs) will be explained. Additionally, guidelines for applying to out-of-state internships will be provided.

Requirements for internship settings. The internship setting should be one in which psychological services are provided to children and adolescents. All approved settings must provide opportunities for the intern to: engage in a full range of professional activities as defined below for populations in early childhood through high school settings; serve a diverse range of students including students with and without disabilities from families of varying ethnic, cultural, and economic backgrounds; and receive appropriate supervision from a credentialed psychologist employed by the agency.

- | |
|--|
| <p>1. Academic, Social, and Life Skill Development (CDE 11.06:2/ NASP Domain 3, 4, 5, 6 & 8)
Suggested experiences:</p> <ul style="list-style-type: none"> ✓ Working with children at different developmental levels, birth to 21 ✓ Applying theoretical knowledge of developmental, biological, cognitive, affective, and social bases of behavior to improve social, emotional, behavioral and educational outcomes for all children/students ✓ Using assessment results to develop appropriate academic recommendations that address student learning, social, and behavioral goals ✓ Facilitating the implementation of appropriate and evidence-based interventions ✓ Evaluating services that support skill development |
| <p>2. Multitiered System-Level Services (CDE 11.06(4), 11.06(6), 11.06(7); NASP Domain 3, 4, 5, 6 and 7).
Suggested experiences:</p> <ul style="list-style-type: none"> ✓ Implementing classroom- or school-wide prevention programming to create and maintain safe, supportive, and effective learning environments ✓ Identifying risk and resiliency factors in students and their environments to meet their unique needs |

<ul style="list-style-type: none"> ✓ Implementing evidence-based interventions across individual, group, classroom, or school settings ✓ Providing direct student-level interventions such as individual or group counseling ✓ Monitoring interventions (both focused and system-wide) ✓ Participating in risk assessment and crisis intervention
<p>3. Data-Based Decision Making (CDE 11.06(3); NASP standards II and VIII, 8.1): Suggested experiences:</p> <ul style="list-style-type: none"> ✓ Evaluating a variety of children at various age levels with different presenting concerns ✓ Gaining exposure to a variety of referral problems, including special education eligibility, retention, acceleration, learning difficulties, preschool screening ✓ Selecting, administering, and scoring appropriate instruments (norm-referenced and curriculum-based) based on the presenting concern(s) ✓ Integrating school records, observations, interviews, and developmental history into interpretation of assessment results, recommendations, and program planning efforts ✓ Organizing and carrying out functional behavioral assessments ✓ Communicating assessment results orally or in writing ✓ Monitoring and evaluating student progress and program outcomes using relevant research design, statistics, and methodology ✓ Applying research to service delivery
<p>4. Collaboration and Consultation (CDE 11.06(8); NASP standards III and VI): Suggested experiences:</p> <ul style="list-style-type: none"> ✓ Communicating with school personnel, families, and students ✓ Participating in consultation, using various models, at individual, group, and system levels ✓ Participating actively in collaborative problem-solving processes ✓ Participating in problem-solving meetings, multidisciplinary staffings, and other meetings as appropriate ✓ Conferring informally with teachers, parents, and pupil personnel staff ✓ Promoting family and community involvement through communication, consultation, and/or resource sharing (e.g. formal workshops) ✓ Evaluating the effectiveness of consultation efforts
<p>5. Individual Diversity in Development and Learning (CDE 11.06(5); NASP standard VII): Suggested experiences:</p> <ul style="list-style-type: none"> ✓ Working with populations that are diverse in culture, socioeconomic status, language, ability, etc. ✓ Using culturally responsive approaches with diverse students and their families ✓ Developing and implementing interventions that reflect understanding of culture, language, and individual learning characteristics

<ul style="list-style-type: none"> ✓ Integrating principles of advocacy and social justice into service delivery
<p>6. Legal, Ethical, and Professional Practice (CDE 11.06(9); NASP standard VIII, 8.2):</p> <p>Suggested experiences:</p> <ul style="list-style-type: none"> ✓ Attending and participating in professional staff meetings providing targeted secondary/tertiary interventions such as individual and group counseling; ✓ Affiliating with professional organizations such as CSSP, NASP, CPA, APA, WPA, RMPA and attending meetings of such organizations ✓ Participating in inservice programs to develop new skills ✓ Reading selections from current professional publications and developments, trends, and issues in the field of school psychology ✓ Knowing and following legal responsibilities as school psychologists (e.g., child abuse reporting) ✓ Using technology to enhance communication, collaboration, and service delivery

Responsibilities of the Interns. Students who enter into internship experiences as part of their university training program are practicing under the licensure and authority of their District and University Supervisors. It is imperative that the intern's work never threatens the integrity of the supervisors' credentials. To ensure that this is the case, interns are expected to meet the following responsibilities:

①	Interns will receive University credit for internships. A contract will be developed and signed by the appropriate representative of the school district and the intern. The contract will include payment for services, supervision, and additional time allotted for professional development. See p. 66 for a copy of the contract.
②	Interns will maintain a standard of professional behavior that includes being prepared, punctual, accurate, appropriately maintaining client records and materials, maintaining a professional appearance while in the field setting, respecting the legal and ethical confidentiality of clients and colleagues, and utilizing appropriate sensitivity and concern with colleagues.
③	Interns will consider themselves responsible full-time staff members.
④	Interns will meet with Field and University Supervisors as required. At least two hours per week of individual, face to face supervision is required. If part-time, the individual may meet with his or her Field Supervisor one hour per week.
⑤	Interns will attend monthly intern meetings with the University Supervisor as scheduled during the term to review the placement experience. Interns will ensure that the University Supervisor has a current phone number and e-mail address for both the intern and the supervisor to facilitate monthly contact.

⑥	Interns will maintain an accurate log of all hours spent in placement-related activities, using the Ed.S. Field Experience Log (p. 48). Interns can share these logs with their supervisors who may sign off or send an email confirming the hours.
⑦	Interns will sign all reports with a title that clearly represents their training status, such as “School Psychology Intern”.
⑧	Interns will follow the schedule of the school district in which they complete their placement unless an alternative schedule is specified in their contract.
⑨	Serious problems, disagreements, and infractions of regulations should be brought to the attention of the University Supervisor. Every effort will be made to work out conflicts to the satisfaction of all persons involved. If the problem cannot be resolved, the internship may be terminated with resulting loss of credit.

Responsibilities of the Field Supervisor. Practicing school psychologists who assume the role of supervisor for a student-in-training are committing to three different roles: (1) that of the intern’s mentor, providing personal support and professional guidance as the intern adapts to the professional demands of School Psychology; (2) that of the intern’s critic, carefully evaluating the adequacy of the intern’s skills and his or her suitability for the professional role of school psychologist and (3) that of the intern’s instructor, providing direct instruction in skills that cannot be acquired outside of the applied setting or recommending additional instruction through the university program when appropriate. Satisfying these sometimes contradictory roles requires considerable reflection and careful decision making. Specific responsibilities of the Field Supervisor include:

①	Ed.S. level interns must be supervised by a credentialed School Psychologist who has three years of experience and at least one year in his/her current setting. If the intern is practicing outside of the school, the intern must be supervised by an individual with the appropriate licensure for that setting (e.g., Ph.D. licensed psychologist).
②	Field Supervisors will supervise the intern’s daily activities by preparing the intern for unfamiliar situations, guiding the intern through new activities, and reviewing and discussing completed activities with the student.
③	Field Supervisors will direct the implementation of the placement plan through case assignment, incorporating the intern into ongoing site activities, and monitoring intern participation in the supervisor’s own activities.
④	Field Supervisors will provide at least two hours of individual, face-to-face supervision per week except when an intern works less than 20 hours per week, in which case the supervisor should provide at least 1 hour of face-to-face supervision.
⑤	Field Supervisors will inform the University Supervisor of any intern behavior that interferes with the intern’s effective professional practice in the placement site.

⑥ Field Supervisors assume ultimate responsibility for the intern's decisions and should co-sign psychological reports, education and behavioral contracts and educational and psychological recommendations. The Field Supervisor will complete a minimum of two written evaluations with the University Supervisor, one midway through the internship and one at the end of the internship.

⑦ Field Supervisors will review the intern's log of hours, require modifications as needed, and confirm the hours attesting to its accuracy

⑧ Field Supervisors will insure that the intern's practice is consistent with current legal-ethical guidelines of the profession including the Ethical Principles of Psychologists and Code of Conduct (APA, 2010, including 2016 amendments), the NASP 2020 Professional Standards (NASP, 2020), and the Standards for Educational and Psychological Testing (AERA, APA, and NCME, 2014).

Responsibilities of the University Supervisor. The University Supervisor is responsible for the following:

① The University Supervisor will recruit placement sites and certify that these meet the program standards.

③ The University Supervisor will evaluate the adequacy of the plan for supervised experience as written by the intern with consultation from the Field Supervisor as needed to assist with planning and evaluation.

④ The University Supervisor will consult with the Field Supervisor and the intern at least three times during the internship experience. Consultation will typically consist of at least one personal visit to the internship site and should include opportunities for the University Supervisor to visit the schools and special facilities served by the intern, introduction and brief conversation with principals and teachers in those facilities, extensive discussion with the field supervisor and with the intern regarding activities goals, specific problems and concerns of the internship. Additional contact will occur through emails, phone calls, and with the intern at monthly seminar meetings. When internship sites are out-of-state or more than a day's drive (round trip) from Greeley, initial, midterm, and final evaluation meetings will be conducted through video conference and/or teleconference. Additional consultation will be held by phone and e-mail.

⑤ The University Supervisor will supplement the field supervision by directing class meetings of interns.

⑥ The University Supervisor will review progress made by the intern and is responsible for assigning the intern's final grade for the placement.

⑤ The University Supervisor will seek to ensure that 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.

Log of contact hours. Interns are expected to maintain a detailed log of all the hours spent in their supervised experience (i.e., the Ed.S. Field Experience Log has been created as a Google doc). For each recorded date, the log should specify the number of hours spent in the placement, the activities engaged in, and the nature and extent of any supervision received. At the end of each month, the intern should summarize the log with two totals: the total number of hours spent in the supervised placement and the total number of hours spent under direct supervision. The Field Supervisor should review and sign the log to attest to its accuracy. These logs will then be turned in electronically on a monthly basis to the University Supervisor. The placement is not considered complete until all logs have been submitted to the University Supervisor.

Internship Licenses and Temporary Teaching Eligibility (TTE). All interns are required to apply for an Intern Authorization from CDE prior to beginning internship in Colorado. You are allowed to practice for one year under an Intern Authorization and are eligible to receive pay with this license. This license formalizes your position as an intern both with CDE and with your district. Alternatively, some districts might prefer that you obtain a Temporary Teaching Eligibility (TTE) license. When this is the situation, these will be approved on a case-by-case basis. All forms are available from CDE (<http://www.cde.state.co.us/>) or your district's Human Resources office.

Out-of state Internships School psychology interns are permitted to pursue internships in other states as long as those experiences are consistent with the experiences described above. Out-of-state interns will be expected to obtain the appropriate authorization for the state in which they are practicing. Interns who are more than 5 hours away from campus are not required to attend the Friday seminars.

Internship Supervision. The internship is a culminating training experience that occurs only after successful completion of all core coursework and of supervised practicum in the School Psychology program. As a result, while requiring regular supervision, it is typically appropriate for the intern to perform most school psychological services independently, with subsequent reporting to the supervisor. In those cases where a supervisor is not at the Site, arrangements should be made for the intern to reach the supervisor or their substitute by telephone in an emergency. The goal of internship supervision, then, is to permit the intern to assume the typical role of a school psychologist with the support of regular supervision from an experienced practitioner, and with immediate access to a supervisor as necessary.

Internship supervision is provided by a school psychologist who holds a credential in School Psychology from the state department of education and has at least 3 years of experience as a school psychologist. If the intern is completing a portion of the internship in a non-school setting, the supervisor must be an individual who is appropriately licensed for that setting. Internship supervisors should have been employed by and working in that site for at least one year. If supervision will be provided by more than one school psychologist, one person should be identified as the primary supervisor who will be responsible for the overall integrity and quality of the internship experience and who will certify that immediate access to a supervisor is always available.

Interns should receive 2 hours of face-to-face supervision from a credentialed school psychologist each week of the internship. Additional supervision may be provided in groups (e.g., university supervision meetings, district-level supervision meetings) and by other professionals (school counselors, social workers, or other psychologists.) The supervisor, his/her contact information, and degree/licensure should be documented on the Internship Proposal Form.

Evaluation of the internship. Grades for the internship are assigned by the University Supervisor, and are based upon the Field supervisor's evaluation of the intern's performance as well as completion of the academic and behavioral case studies. The Field Supervisor will evaluate interns using the Internship

Accomplishment Form (see p. 69), supplemented with written comments. Passing grades (S) will be given by the University Supervisor when intern evaluations document that the intern is demonstrating skills sufficient to practice independently as a school psychologist. An unsatisfactory (U) will be given when student evaluations document that the intern's skills are not sufficient to support independent practice. The intern is given a grade of NR each semester of internship until the final semester, at which point all semester grades will be converted to an S or U.

Other Policies

Internship Acceptance Policy: Verbal acceptance of an internship is considered binding by program faculty and breaking such an agreement will be considered by the faculty to be unethical and unprofessional and could serve as grounds for referral to the Review & Retention Committee. In extenuating circumstances, interns can petition the faculty for permission to change internship sites.

September 1997

Please note, if you interview and are enthusiastic about the position when it is offered, some schools understand this as an implicit agreement that you are accepting the position. If you are unsure or interviewing elsewhere, make it CLEAR that you need time to think about it before you can formally accept. If the school continues to move forward as if you've accepted (e.g., scheduling subsequent meetings, sending a contract), the responsibility is on you to make your position clear, preferably in writing to the individual who extended the offer. Save a copy of this communication for your records.

Completing Supervised Experiences in Current Worksites. Interns occasionally ask to fulfill part or all of their practicum or internship requirement by working for a school district or mental health agency in which they are already employed. Interns are not allowed to complete their internship or practica in the exact site where they are currently employed because objective supervision and appropriate learning experiences are compromised. In rare circumstances, interns may be allowed to complete an internship in the same district in which they've been employed as long as they can demonstrate that they will be functioning in the role of a trainee and will be provided with training beyond their capacity as an employee (e.g., additional responsibilities, new roles, special projects).

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.

Interns who are ill on a day when they are scheduled to be in their placement must notify their District Supervisor as soon as possible, and prior to their first scheduled meeting or activity. Absences cannot count towards the student's clock hours requirements; in most cases, interns will need to schedule additional days in the district to meet their practicum or internship requirement.

Absences are considered justified in cases of family emergencies, religious holiday, or serious illness. Absences other than for these reasons must be approved in advance by the student's Field Supervisor and the University Supervisor. In most cases, interns will be expected to follow the schedule of hours set forth in their written plan for the placement. Interns who have excessive unapproved absences from their placement site will be withdrawn from the placement. The decision to terminate a placement due to excessive or unexcused absences is the responsibility of the University Supervisor. This decision is made in close collaboration with the intern's university program advisor and the District Supervisor.

Technically, interns have the right to drop a course early in a given term, and the course will not appear on the student's permanent record. However, because of the special nature of supervised placements, and the commitment they represent to the placement site, interns must notify the University Supervisor before withdrawing from a placement. At that point, a joint meeting of the student, the Field Supervisor, the University program advisor, and the University Supervisor will be convened and an end to the placement will be negotiated. Interns are expected to observe all professional and ethical standards in terminating their placement responsibilities, and any such responsibilities will be specifically described during this meeting. Interns who withdraw from placement without negotiating a withdrawal from their placements responsibilities in this manner will be considered to be unjustifiably absent from the placement and will fall under the above rules governing unapproved absences.

Unsuccessful Experiences. Interns who are unsuccessful during their first internship placement will be given a grade that reflects that lack of success. They may request a second placement assignment and that request may be approved or denied. Decisions to grant a second placement assignment will be based upon the intern's personal, written statement describing the first placement and the intern's understanding of why it was unsuccessful; and on a discussion by the intern and supervisors of the specific factors that contributed to the student's lack of success. In the event that a second placement is necessary, interns will be responsible for registering for the second internship and paying all fees and tuition due.

An intern's request for a second placement assignment will be reviewed by the University Supervisor, the Field Supervisor, and the intern's university advisor. This group may deny the intern's request, approve the intern's request with a modified plan for remediation, or approve the intern's request as written. A remediation plan may require that the intern repeat some experiences (e.g., legal and ethical course; counseling practicum) prior to being allowed to enroll in a second internship. Interns will not be placed in second supervised placements without intervention to assure that the same concerns are not present in subsequent assignments. Interns who are unsuccessful in two placements will not be permitted to enroll in a third placement, except in highly unusual circumstances; rather, they will be asked to withdraw from the Ed.S. Program in School Psychology.

Legal Status of Students in Field Placements. If students are in a placement in which they are not paid (i.e., practicum), their practice during supervised placements is covered for liability under the Colorado Governmental Immunity Act which basically limits the amount of money that you and the university can be sued for while in a required field experience carrying out activities consistent with your role. However, during internship, since interns are paid a stipend or salary, they are considered employees of the districts or sites in which they are employed and may be covered both for liability and Workman's Compensation under that contract. However, those who are paid through "stipends" rather than being considered full-time (W-2) employees fall in a gray area. In these cases, it will be important that you review your contract to insure that you're covered by Workman's Compensation (in case you're hurt on the job). Regardless of your hiring status for internship (regular employee or contracted employee), students are required to obtain liability insurance through NASP (<https://www.nasponline.org/membership-and-community/professional-liability-insurance>) or APA Insurance Trust (<http://www.apait.org/>) for a nominal charge per year. You will be expected to show proof of insurance coverage prior to accruing any internship hours.

Financial Aid During Internship. During internship, students often are not enrolled in enough credits to qualify for financial aid. However, if you are registered for internship, the program submits a form indicating that the intern should be considered a full-time student, regardless of the number of credits being taken in a given semester. One of these forms is submitted for each semester that the student is enrolled in internship and allows for student loans to remain in deferral and for the student to qualify for financial aid.

Obtaining your license from the Department of Education. Toward the end of your internship, you may complete an application packet for licensure from the CDE website. You cannot turn in your application until you have transcripts that indicate you have completed the Ed.S. program. When your application and transcripts are complete, send the appropriate page 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.



UNIVERSITY OF
NORTHERN
COLORADO

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.

Course Status Course Status

Psychological and Educational Foundations

APCE 607		SPSY 656	
SPSY 625		SPSY 667	
SPSY 628		SPSY 670	
SPSY 629		SPSY 747	
SPSY 640		SPSY 763	
SPSY 655		SPSY 630	

Applied School Psychology

SPSY 618	
SPSY 644	
SPSY 647	
SPSY 779	

Multicultural Understanding

SPSY 654	
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After you have submitted this form, you are cleared to begin applying for internship and to take the National School Psychology Exam.

Please note: You will not be able to add SPSY 789: School Psychology Internship after the add/drop date in any given semester

Ed.S. Student & Date

Program Advisor & Date

University of Northern Colorado
School Psychology Internship Agreement:

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 hold a valid credential as a school psychologist and have at least three years of experience as a school psychologist. The supervisor must also have been employed with the district for at least one year prior to assuming supervisory responsibilities for an intern is required.

District/Field shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from (name of individual):

Name of District/Field Supervisor	License Number
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The university supervisor (or designate) shall maintain an ongoing relationship with district supervisor and the intern. The university supervisor (or designate) will make at least one site visit (or one conference call in the event the intern is out of state) per semester for each intern.

9. **TRAINING COMMITMENT:** The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other that for which she or he was appointed.

APPROVAL:

Signatures:

Intern	Date
Field/District Supervisor	Date
University Supervisor (or Designee)	Date



UNIVERSITY OF
NORTHERN
COLORADO

**APCE 789 School Psychology
Internship Accomplishment Form: Ed.S.**

SCHOOL PSYCHOLOGY INTERNSHIP

Department of School Psychology

University of Northern Colorado

Greeley, CO 80639

(970) 351-2731

Intern: _____

Evaluation Dates: Mid Final

Supervisor: _____ Site: _____

Please check all that apply: State Dep. of Ed. License/Certification (school psychologist)
 NCSP State DORA License (licensed psychologist)

Please complete and return this evaluation form to the UNC internship supervisor at the end of the trainee's internship experience. Rate the trainee according to the following scale, with NA indicating that the intern has not had an opportunity to attempt the task. In your ratings, evaluate this student's readiness to begin practice as a school psychologist.

1 – Requires supervision for all aspects of task; heavy emphasis on skill acquisition – Novice

2 – Requires supervision for all aspects of task; from initiation to completion – Advanced Beginner

3 – Requires supervision initiating task and evaluating task completion; completes task independently – Competent

4 – Requires supervision on final aspect (evaluation) of task completion, but initiates and carries out tasks on own – Proficient

5 – Independent on all aspects of task completion, including initiation and evaluation – Independent

Interns are expected to earn a mean of 3.0 on each section

Academic, Social, and Life Skill Development (CDE 11.06(2); NASP Domain 3, 4, 5, 6 & 8)– School psychology interns have knowledge of direct and indirect services to support students' academic, behavioral, and social/emotional development.

Competencies

Demonstrates knowledge of biological, developmental, cultural, and social influences on learning, behavior, and mental health.	1 2 3 4 5 NA
Understands behavioral and emotional impacts on learning and life skills.	1 2 3 4 5 NA
Develops appropriate learning goals for students.	1 2 3 4 5 NA
Uses assessment results to develop appropriate academic recommendations that address student learning, social, and behavioral goals.	1 2 3 4 5 NA

Implements appropriate and evidence-based interventions to help students meet their learning, social, and behavioral goals.	1 2 3 4 5 NA
Considers the attainment of standards when planning recommendations or developing individual plans.	1 2 3 4 5 NA
Uses assessment and other data collection methods to evaluate services that support skill development in these areas.	1 2 3 4 5 NA
Develops and implements behavioral, affective, or adaptive goals for students and monitors student progress toward selected goals.	1 2 3 4 5 NA
Comments:	

Multi-tiered System-Level Services (CDE 11.06(4), 11.06(6), 11.06(7); NASP Standard V, 5.1 and 5.2) – School psychology interns help implement prevention and intervention programs that promote resilience and reduce sources of risk.	
Competencies	
Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBIS, discipline policies).	1 2 3 4 5 NA
Identifies risk and resiliency factors in students and their environments and uses this information in program development.	1 2 3 4 5 NA
Facilitates and/or participates in effective team meetings.	1 2 3 4 5 NA
Implements evidenced-based prevention and intervention programs across individual, group, classroom, or school settings.	1 2 3 4 5 NA
Adapts prevention and intervention strategies to meet unique student and system needs.	1 2 3 4 5 NA
Facilitates a positive school climate by supporting classroom-wide or school-wide prevention programs.	1 2 3 4 5 NA
Develops rapport with students, teachers, and families.	1 2 3 4 5 NA
Provides effective direct student-level interventions such as individual or group counseling.	1 2 3 4 5 NA
Implements and monitors focused behavioral interventions.	1 2 3 4 5 NA
Conducts risk assessments (e.g. suicide, threat) and crisis response planning to promote and maintain school safety.	1 2 3 4 5 NA
Participates in crisis response planning to promote and maintain school safety.	1 2 3 4 5 NA
Comments:	

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 determine program effectiveness.	
Competencies	
Selects appropriate instruments based on the presenting concern(s).	1 2 3 4 5 NA
Administers and scores norm-referenced assessments correctly.	1 2 3 4 5 NA
Administers and scores curriculum-based measures correctly.	1 2 3 4 5 NA
Conducts accurate observations of testing, classroom, and school environments.	1 2 3 4 5 NA
Conducts effective interviews with teachers, parents, and students.	1 2 3 4 5 NA
Integrates school records, observations, interviews, and developmental history into interpretation of assessment results.	1 2 3 4 5 NA
Organizes and carries out functional behavioral assessments.	1 2 3 4 5 NA
Interprets, integrates, and communicates information in written form that is clear, accurate, and concise.	1 2 3 4 5 NA
Communicates assessment results in a clear, understandable manner, including measurement concepts.	1 2 3 4 5 NA
Uses assessment results to develop appropriate recommendations and/or intervention approaches.	1 2 3 4 5 NA
Monitors student progress through a variety of different techniques.	1 2 3 4 5 NA
Evaluates the outcomes of programs and services by using appropriate research design, including single subject.	1 2 3 4 5 NA
Supports positive outcomes for children/students through effective interventions.	1 2 3 4 5 NA
Demonstrates skill in evaluating and applying research to service delivery selection and implementation.	1 2 3 4 5 NA
Comments:	

Collaboration and Consultation (CDE 11.06(8); NASP Standards III and VI) – School psychology interns 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.	
Competencies	
Communicates effectively with school personnel, families, and students.	1 2 3 4 5 NA
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 3 4 5 NA
Participates actively in collaborative problem-solving processes.	1 2 3 4 5 NA
Integrates principles and research related to family systems, strengths, needs, and culture as related to assessment and intervention planning.	1 2 3 4 5 NA
Promotes family involvement through frequent communication, consultation, and/or parent training activities.	1 2 3 4 5 NA
Works to create/strengthen ties to the community and its resources.	1 2 3 4 5 NA
Conducts effective in-services or other programs for parents, school staff members, or others	1 2 3 4 5 NA
Evaluates the effectiveness of consultation efforts.	1 2 3 4 5 NA
Comments:	

Individual Diversity in Development and Learning (CDE 11.06(5); NASP Standard VII) – School psychology interns have knowledge of individual differences, abilities, disabilities, and other diverse characteristics of students, families, and schools.	
Competencies	
Understands principles and research related to diversity factors for students, families, schools, and communities.	1 2 3 4 5 NA
Uses culturally responsive approaches with diverse populations.	1 2 3 4 5 NA
Develops and implements evidence-based academic and behavioral interventions that reflect knowledge and understanding of a student’s culture, language, and individual learning characteristics.	1 2 3 4 5 NA
Integrates principles of advocacy and social justice into service delivery.	1 2 3 4 5 NA
Comments:	

Legal, Ethical, and Professional Practice (CDE 11.06(9); NASP Standard VIII, 8.2) – School psychology interns are able to apply ethical, professional, and legal standards to guide their work. They also have knowledge of information sources and technology relevant to the practice of school psychology.	
Competencies	
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 uses them appropriately.	1 2 3 4 5 NA
Uses technology to enhance communication, collaboration, and service delivery.	1 2 3 4 5 NA
Comments:	

Professional Work Characteristics (NASP Standard VIII 8.2)	
Communication skills	1 2 3 4 5 NA
Adaptability	1 2 3 4 5 NA
Effective interpersonal relations	1 2 3 4 5 NA
Initiative and dependability	1 2 3 4 5 NA
Ethical responsibility	1 2 3 4 5 NA
Respect for human diversity	1 2 3 4 5 NA
Comments:	

Midterm Goals:

Ongoing Professional Development Goals: (to be completed at final evaluation)

Intern Signature and Date

Field Supervisor(s) Signature and Date

University Supervisor Signature and Date

Case Study Guidelines

During your school psychology internship, you are to complete two case studies, one for a behavioral case and one for an academic case. In these case studies, you will be expected to describe two actual cases that have been completed using systemic and structured problem-solving procedures. The NASP Case Study rubric (provided by your course instructor) will be used to evaluate the submitted case studies and will also serve as a guideline as you are developing your case studies. Each case study should be no more than 10-15 pages long including charts and graphs.

Section 1: Provide a brief description of the student(s), the context, and the presenting issue. In this description, define the problem clearly and present data on how the observed performance differs from the norm as well as from the expected level of performance (if different than the norm). Include a baseline graph of your observations. You will also want to include a description of who you are working with on this issue and your process for working together.

Section 2: In this section, you will want to describe your hypothesis for why the student is performing in the manner described and incorporate all points of data that lead you and your team to this conclusion. In your hypothesis, be sure to include a consideration of diversity issues (e.g., ability, cultural, SES) that might be playing a role in the identified concern.

Section 3: This section provides a description of the selected interventions, including a thorough description of why they were selected. That is, how did the data lead you toward the selection of these interventions and how do these interventions relate to your expected outcomes? You will also want to address whether these interventions are evidence-based. That is, is there research available to suggest that these approaches are effective in remediating the presenting issue? Other aspects to consider in your presentation of the selected intervention is the process you used to decide on these interventions and how you were sensitive to individual differences, resources, etc. in your selection and implementation of these interventions. Finally, you'll want to be sure to address the logistics of implementing your plan as well as your process for measuring whether the plan was implemented as intended.

Section 4: This section reflects your evaluation of your plan. It is expected that you will present graphs that compare the performance of the student before implementing your plan as well as after implementation. You will also need to include a single-case statistic (for example, PND or PEM) to measure your intervention's results. In your evaluation, you will want to address whether your plan was effective, what leads you to this conclusion, and what you and your collaborative team will do based on the data. In your presentation, discuss how the plan will be generalize to other settings and how you shared the outcomes of your intervention.

Section 5: Although this is not a specific section that you will write up, you will be evaluated on the degree to which your plan reflects legal, ethical, and best practices. Additionally, you will receive a rating on the degree to which your plan reflects a professional product (e.g., spelling, grammar, and organization).

We will be transitioning to the NASP Case Study rubric to score your case studies. It can also serve as an additional guide as you are developing them. Your internship instructor will provide the finalized rubric.

Appendices

• <u>Academic Integrity and Student Code of Conduct</u>	69
• <u>Student Academic Appeals Process</u>	70
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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 —F on the work in question, (2) an —F 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.

Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to: inventing the data for a scientific experiment; inventing the title

and author of a publication in order to use the invented publication as a source; or knowingly attributing material to an incorrect source.

Student Code of Conduct: The complete Student Code of Conduct is available at <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

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 seek advice from their academic advisor. It is the responsibility of the student to initiate the appeals procedure at each level: faculty member, school director or director's designee, dean of the college, Graduate Appeals Officer, and the Academic Appeals Board. If the student fails to pursue the matter in the manner provided in this policy, after the conference with the appropriate individual identified above, the original academic decision will be final. The following procedures reflect an abbreviated outline of the steps of the academic appeals process (see complete policy at http://www.unco.edu/registrar/pdf/academic_appealprocess.pdf)

Step 1. Conference with the Faculty Member. The student who has a specific problem or grievance should first arrange a conference to discuss his/her concern with the faculty member who assigned the grade or made the academic decision. The student's appeal should occur by the end of the third week of the following semester, including summer, in which the student is enrolled. The faculty member must inform the student of his or her decision regarding the appeal within 21 calendar days of this required conference. The faculty member must be prepared to defend the decision or action(s) on the basis of University policy or sound academic policy. In matters concerning program area or school policy or procedures, the student should take the problem to the program chair. If the faculty member is the program chair, the student should schedule a conference with the faculty member's dean.

Step 2. Conference with the Program Chair. If the student does not believe that the initial conference with the faculty member has resolved the problem, a request may be made for a conference with the faculty member's program chair. If the chair is not in the same discipline as the faculty member whose action is being appealed, the chair will designate a faculty member in the same discipline to hear the student's appeal at this level. The student is responsible for initiating this required conference within twenty-one (21) calendar days of the faculty member's response if he or she wishes to pursue the appeal further. The program chair shall confer with both student and faculty member. Program chairs will inform their dean and the student of their decision regarding the student appeal within twenty-one (21) calendar days of this required conference. If the faculty member is the program chair, the student should move to three (3) below and schedule a conference with the faculty member's dean.

Step 3. Conference with the Dean. If the student does not believe that the conference with the program chair has resolved the problem, the student may request a conference with the dean of the college within twenty-one (21) calendar days after notification of the program chair's or chair's designee's decision in two (2) above. The dean will issue a written reply to the student, and to the Dean of the Graduate School, within twenty-one (21) calendar days of the conference. An appeal by a student of a recommendation for termination of the student's academic program will be addressed directly to the dean by submitting a letter of intent to appeal by the end of the third week of the semester following the decision. Additional information on the content of the letter of appeal and the process following this step are available at the website listed above.

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/>)

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.unco.edu/institutional-equity-compliance/_archive/title_ix_and_sexual_misconduct.aspx#:~:text=It%20is%20the%20policy%20of,faculty%2C%20staff%2C%20and%20administrators.

Non Discrimination Policy

The University will not engage in unlawful discrimination against any person with respect to employment or the provision of educational services because of race, color, religion, sex, age, national origin, disability, sexual orientation (heterosexuality, homosexuality, bisexuality, transgender status, or another individual's perception thereof), gender identity, gender expression, or veteran status, as prohibited under the applicable provisions of the Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of

1972, the Rehabilitation Act of 1973, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, the Family Medical Leave Act of 1993, the Uniformed Services Employment and Reemployment Rights Act, the Vietnam Veterans' Readjustment Assistance Act of 1974 and the Colorado Anti-Discrimination Act. It is the University's policy to prohibit discrimination in employment or the provision of educational services on the basis of political affiliation. The University will take affirmative action to ensure that applicants for employment, its employees, applicants for student admission, and its students are treated by the University without regard to race, color, religion, sex, age, national origin, disability, sexual orientation, gender identity, gender expression, veteran status, or political affiliation. Affirmative action will include training programs, outreach efforts, recruiting activity and other positive steps in accordance with the laws of the United States and the State of Colorado. The University will post in conspicuous places notices setting forth the provisions of this University's Equal Opportunity Policy.

Policy on Sexual Harassment

It is the policy of the BOT of the University to maintain the University as a place of work, study, and residence, free of sexual harassment and exploitation of its students, faculty, staff, and administrators. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is so frequent or severe that it creates a hostile or offensive employment or educational environment. Notwithstanding the foregoing, the definitions of discrimination and sexual harassment shall not include conduct, discourse, materials or methodologies which serve legitimate education purposes and are protected by the accepted tenets of academic freedom, the First Amendment, or are otherwise constitutionally protected. Violation of this policy is absolutely prohibited on the campus or in relationship to any University programs wherever located. The University is committed to take appropriate action against those who violate the University's policy prohibiting sexual harassment, including corrective and disciplinary action. In addition, the University will take all reasonable steps to prevent or eliminate sexual harassment by non-employees including customers, clients, and suppliers who are likely to have contact with University students, faculty or employees.

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

STUDENT REVIEW AND RETENTION Policy Document

Review and Retention Committee

The Review and Retention (R&R) Committee of the Department of Applied Psychology and Counselor Education (APCE) and the Department of School Psychology (SP) is appointed by the Department Chair(s) and is a standing committee consisting of faculty from the three training programs (i.e., Counseling Psychology, Counselor Education and Supervision, and School Psychology) who are appointed by the Department Chair(s). The committee consists of three members, one serving as the Chair of the Committee. The Department Chair(s) may appoint faculty to replace Committee members if a conflict of interest exists between a Committee member(s) and the student under review. The advisor of the student under review may not be a committee member. In situations where the advisor is a Committee member of the R&R Committee (or another conflict of interest exists between a Committee member(s) and the student under review, a designee(s) from that faculty member's program will be appointed to sit on that student's R&R Committee. ***Please note: A student is required, and it is his or her responsibility, to keep his or her advisor informed of all aspects of any plan and progress throughout the Review and Retention process.***

The purpose of the R&R Committee is to develop, oversee, and coordinate recommendations concerning students brought to the Committee by program faculty in that student's Department. Students are referred to R&R when the program faculty's initial remediation attempts are unsuccessful or when the offense is so egregious as to warrant immediate referral to the Committee. The Committee will develop and review all remediation plans for students brought forth to the Committee and will have authority to make recommendations regarding such plans. The Committee will also have authority to recommend dismissal of students from any training program.

Confidentiality

Faculty comments and concerns regarding a student under review made during Committee deliberations about a student will be made in closed confidential sessions (executive sessions) of the Committee. A general summary of such comments and concerns will be reported by the Committee only to the student under review and will not be reported to other students. Other than such summary, and except as described below, faculty comments and concerns and any recommendation(s) regarding the student under review will be maintained in confidence by the R&R Committee and the respective program and/or appropriate faculty members.

Confidentiality of the information regarding a student under review by the Committee will not be required in the following situations:

1. If information is received that indicates an immediate danger to the health or safety any of person(s);
2. If a formal report must be provided to administrators of the University of Northern Colorado in support of a dismissal recommendation regarding a student;
3. If the student under review initiates legal action as a result of the faculty recommendation regarding the student's status in the training program and/or
4. If a legal action is initiated in which the evaluation of or recommendation regarding a student's status in the training program is relevant to a claim or defense asserted in such legal action.

Documentation

Documentation of all correspondence, comments, concerns, observed behaviors, telephone calls and messages, actions or procedures taken with respect to the Committee's recommendations regarding the student under review will be maintained by the Committee. The documentation will be dated and maintained in a secure manner by the R&R Committee. Access to such documentation and supporting materials will be limited to Committee members and those University administrators who have duties and responsibilities with respect to the issues raised about the student under review. All documentation will be maintained in this manner until a decision is made by the R&R committee, at which time documentation of all committees decisions will be retained in the student file".

Review and Retention Committee Meetings

R&R Committee meetings, or portions thereof, that involve discussions of students under review are to be held in closed confidential sessions (executive sessions). Only the decisions of the Committee made in these confidential sessions regarding the Committee's recommendations concerning a student under review are to be documented and reported to the persons specified in the Student Review and Retention Procedures.

R&R Committee meetings, or portions thereof, that involve general business of the Committee will be documented in the minutes of the meetings. Those minutes will be available to APCE faculty and the public at large.

Only members of the R&R Committee or its designee, the student under review, and a person chosen by the student under review to assist him/her in the student's presentation to the Committee may attend the scheduled meeting in which the student under review presents his or her case. No other persons may attend the meeting without specific authorization from the Committee Chair.

Student Evaluation

Successful completion of a program of study in the APCE Department and the SP Department is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty of APCE and SP have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs on a regular basis. Student reviews are conducted on a regular and as needed basis over the course of the academic year as part of the evaluation of the progress of students. Reviews are conducted on *all students* without exception. These evaluations and the procedures relating to them serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their knowledge, skills, and disposition.
2. To provide the faculty with information about the progress of students which will facilitate decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession who has satisfactory academic performance, but exhibits weaknesses in required practical skills, 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;
3. Provide evaluative feedback to students regarding their competence in providing professional services;
4. Monitor and evaluate student efforts to achieve acceptable standards of practice;
5. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
6. Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice;
7. 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.
8. 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 develop/identify appropriate remediation procedures to address the specified faculty concerns.
 - Although not required, it may be helpful for students to collaborate with their advisor in developing remediation procedures to address area(s) of concern.
 - The next program faculty review of students will examine whether the student has

demonstrated improvement and will provide feedback to the student regarding the extent of improvement.

Please Note. The recommendations below (3-7) can be made by the program faculty to the R&R Committee. See the Student Review and Retention Procedures for detailed information regarding each recommendation.

3. **Continuation in the Training Program on Probationary Status and/or Formal Remediation** (in which case a referral to the R&R Committee is made)
4. **Continuation in the Training Program with Continuation of Probationary Status and Formal Remediation**
5. **Voluntary Resignation from the Training Program**
6. **Dismissal from the Training Program**
7. **Immediate Dismissal from the Training Program**

STUDENT REVIEW AND RETENTION PROCEDURES

Procedural Steps for Review and Retention

If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or unprofessional at any time during the course of training (including course work, practica, and internships), a referral to the R&R Committee is appropriate. The procedural steps to be taken are dependent upon the recommendation of the program faculty and the R&R Committee. (*See the respective sections that follow for detailed steps.*). Those steps are:

1. **Probation and Remediation** (see Section A) - Student's behavior is in need of formal remediation
 2. **Continued Probation and Remediation** (see Section B) - Student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress in his/her work
 3. **Voluntary Resignation** (see Section C) - Student's behavior is judged severe enough or the student has not made adequate progress to warrant program termination but the student has determined to leave the program voluntarily
 4. **Dismissal from the Program** (see Section D) - Student has failed to attain the goals specified in his/her remediation plan, and there is no expectation that the student can reasonably attain them in the near future, or the student's behavior is judged to be so egregious as to forego remediation efforts
- Immediate Dismissal** (see Section E) - Student's behavior is judged severe enough to warrant immediate dismissal from the training program (as the student's behavior is so egregious that no remediation plan is appropriate or warranted)

Section A

Probation and Remediation Steps in the Training Program

After review of a student's progress and behavior in his/her training program (see Student Evaluation), the program faculty determines the student is in need of remediation because the noted concerns are judged by program faculty as serious enough to affect the student's ability to perform competent professional services if not corrected. The faculty concerns will be recorded by the Program Coordinator and the following steps will be taken:

1. The Program Coordinator will inform the Chair of the R&R Committee and the APCE or SP Department Chair of the program faculty's recommendation that the student be placed on probation and possibly remediation.
 - a. The Program Coordinator will provide supporting materials/documentation to the Review and Retention Committee. (e.g., a letter to the R&R Committee specifying the faculty concerns, faculty evaluations, information regarding any applicable steps already taken to remediate the behavior, practicum evaluations, and similar information).
2. The Program Coordinator will notify the student in writing that he/she has been referred to the Review and Retention Committee with the recommendation that the student be placed on probation and possible remediation.
 - a. The Program Coordinator will provide the student with a general overview (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.
- a. 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.
 - a. 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.
 - b. The R&R Committee will review the identified problem areas noted by the faculty and give the student an opportunity to explain his/her behavior and/or the circumstances surrounding the concerns.
 5. After providing the opportunity for the student to be heard, the R&R Committee will determine if probation and/or remediation are appropriate. If probation and/or remediation are warranted, the R&R Committee will develop a plan for remediation of the student's behavior. Although not required, the student, the student's advisor, and the program faculty may provide suggestions related to the student's remediation plan. This plan will:
 - a. Indicate the student's problem areas (e.g., professional competencies, behavior, conduct, disposition),
 - b. Identify the conditions that must be met to complete the remediation plan or a reevaluation of the plan,
 - c. Provide a timeframe of when the remediation plan must be completed by or reevaluated by (e.g., end of semester or at the completion of applied classes, such as practicum).
 6. Copies of the plan for remediation will be provided to the student, the program faculty, and the R&R Committee.
 7. Copies of the plan for remediation are to be signed and dated by the student and the chairperson of the R&R Committee.
 8. A signed and dated copy of the plan will be placed in the student's file in the APCE/SP Department office and the student will retain a copy.
 9. Prior to the date of reevaluation (as specified in the remediation plan), the student will present any available documentation of his or her progress in relation to the remediation plan to the chair of the R&R Committee.

10. On the date of reevaluation, the student's progress or lack thereof will be reviewed by the R&R Committee. The review will include an examination of the documentation provided by the student, and may also include documentation from the program faculty.
11. The student must complete all aspects of the plan by the date specified as well as adhere to all program requirements at all times.
12. At the R&R Committee meeting referenced in paragraph 10, above, the Committee has four recommendation options. These options are considered and recommendations made with consultation between the R&R Committee and the program faculty.
 - a. Continuation in the Program: The specified concerns no longer present a significant problem. The student is allowed to continue in the program and is no longer on probationary status.
 - b. Continued Probation and Remediation: If adequate and timely progress is documented during the first evaluation, but additional time is needed to complete the plan a date is set for another reevaluation at the program faculty's discretion (see Section B).
 - c. Voluntary Resignation: Recommend the student resign from the program (see Section C).
 - d. Dismissal from the Program: If the student has failed to complete the remediation plan and/or program requirements and there is no expectation that he/she can reasonably complete the plan in the future (see Section D).
13. The student will be notified in writing by the Chair of the R&R Committee of the reevaluation decision.
14. The student will sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file in the APCE/SP main office in his/her student file.

Section B

Continued Probation and Remediation

If, in the professional judgment of the program faculty and the R&R Committee, a student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress, the condition of probation and remediation may be continued. In such cases, a new reevaluation date will be set and the steps for reevaluation in Section A, above, will be followed.

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 materials and provide the program faculty with the Committee's decision regarding voluntary resignation. If the R&R Committee disagrees with the faculty's recommendation, a joint meeting with the program faculty and the 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.
3. When the *joint* decision of the program faculty and the R&R Committee is to recommend voluntary resignation, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems voluntary resignation is appropriate), a letter will be written by the Chair of the R&R Committee documenting the decision, and that letter will be forwarded to the Department Chair.
4. The Department Chair will inform the student, in writing, of the decision described in paragraph 3, above. In the notification, the student will be requested to voluntarily resign from the training program within 14 calendar days. The student will also be informed that he/she may meet with the Department Chair to discuss the voluntary resignation recommendation.
5. Copies of the notification will be provided to the Dean of the Graduate School, the Dean of the College of Education and Behavioral Sciences, and placed in the student's file in the APCE/SP main office.
6. If the student does not voluntarily resign from the training program, Section D procedures will be followed, beginning with Section D(5) below.

Section D

Dismissal from the Training Program

If, in the professional judgment of the program faculty and the R&R Committee, the student has failed to attain the goals specified in his or her remediation plan, and it is unlikely that the student can reasonably attain them in the near future, or if the student behavior is judged to be so egregious that remediation efforts would be likely be ineffective, a recommendation for dismissal from the training program will be made. In such cases, the following procedures will be followed:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be dismissed from the training program. The Program Coordinator will provide materials from the program faculty to the R&R Committee that support the recommendation for dismissal from the training program.
2. The R&R Committee will review the faculty recommendation and supporting materials and

provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the faculty's recommendation 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.

3. When the *joint* decision of the program faculty and the R&R Committee is to recommend dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.
4. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP School main office.
5. In the written notification of the dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case to the faculty. If the student has been requested to voluntarily resign after completion of the procedures described in Section C, above, and has refused to do so, the Department Chair will inform the student, in writing, that as a result of the student's decision not to voluntarily resign from the training program, the R&R Committee's recommendation (or in the case of program faculty and R&R Committee disagreement, the Department Chair's recommendation) is to recommend dismissal and in that written dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case.
6. Upon receipt of a written request from the student for the meeting described in paragraph 5 above, a program faculty meeting will be scheduled by the Chair of the 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.
7. If the student fails to attend this meeting, the dismissal recommendation will be forwarded to the Department Chair by the Chair of the R&R Committee.
8. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
 - a. Review the student's progress in the program,
 - b. Review the student's behaviors as related to expected professional and personal behaviors,
 - c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
 - Dismissal decision upheld, steps continue as outlined below.

- Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in Section A).
 - Dismissal decision not upheld; student no longer requires probation and remediation.
9. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.
 10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the dismissal recommendation and be advised of the University appeals procedures.
 11. The Department Chair will forward the formal dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student's file in the APCE/SP main office.
 12. If the student is not satisfied with the dismissal recommendation of the program faculty and the R&R Committee, the student may request the procedures beginning at section 2-1-201 of the University's Board Policy Manual.

Section E

Immediate Dismissal from the Training Program

If, in the professional judgment of the program faculty and the R&R Committee, a student's behavior is judged severe enough to warrant immediate dismissal from the training program (as the student's behavior is so egregious that no remediation plan is appropriate or warranted), and if the student fails to voluntarily resign from the training program within 14 calendar days of notification as stated in Part C above, the following procedures will be followed:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be immediately dismissed from the training program. The Program Coordinator will provide materials to the R&R Committee that support the recommendation for immediate dismissal.
2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the program faculty's recommendation, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, the 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 be reviewing the information provided and make the final decision regarding the matter.
3. When the *joint* decision of the program faculty and the R&R Committee is to recommend immediate dismissal, (or in the case of program faculty and R&R Committee disagreement,

- the Department Chair deems that immediate dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.
4. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP main office.
 5. In the written notification of the immediate dismissal recommendation, the student will be informed that he or she has 14 calendar days in which to request, in writing, a meeting with the program faculty and R&R Committee, if the student so chooses, to present his/her case.
 6. Upon receipt of a written request from the student for the meeting described in paragraph 5, above, a meeting will be scheduled by the Chair of the R&R Committee to provide the student with the opportunity to present his/her case. At this meeting, the student may have a person, chosen by the student, accompany him/her to the meeting. 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.
 7. If the student fails to attend the program faculty meeting, the immediate dismissal recommendation will be forwarded to the Department Chair by the chairperson of the R&R Committee.
 8. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
 - a. Review the student's progress in the program,
 - b. Review the student's behaviors as related to expected professional and personal behaviors,
 - c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
 - Dismissal decision upheld, steps continue as outlined below.
 - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).
 - Dismissal decision not upheld; student no longer requires probation and remediation.
 9. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.
 10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the immediate dismissal recommendation and be advised of the University appeals procedures.
 11. The Department Chair will forward a formal immediate dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student file in the

APCE/SP main office.

12. If the student is not satisfied with the immediate dismissal recommendation, the appeals procedures of the University of Northern Colorado are available to the student.